

National Park Service
U.S. Department of the Interior

Minute Man National Historical Park
Concord, Massachusetts



REBELS, REDCOATS,
and HOMESPUN HEROES



ACTIVITY GUIDE



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REBELS, REDCOATS,
and HOMESPUN HEROES
is an interdisciplinary program
designed to help students achieve
state and national standards in
History/Social Science and English/
Language Arts. The working of
standards varies from state to state,
but there is substantial agreement
on the knowledge and skill students
should acquire. The standards listed
here, taken from the Massachusetts
Curriculum Frameworks, include the
primary curriculum links made in
Rebels, Redcoats, and Homespun Heroes.



Connections to the Massachusetts Curriculum Framework Standards

History and Social Science

- 3.5 Explain important political, economic, and military developments leading to and during the American Revolution.
 - C. the beginning of the Revolution at Lexington and Concord
- 3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- 5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.
 - A. Lexington & Concord (1775)

English/Language Arts

- 4 Understand and acquire new vocabulary and use it correctly in reading and writing.
- 8 Identify basic facts and main ideas in a text and use them as the basis for interpretation.
- 13 Identify and use knowledge of common graphic features (for example, charts, graphs, maps, diagrams, illustrations). Identify main ideas and supporting details.

ELPBO (English Language Arts Proficiency Benchmarks and Outcomes)

- S.3 Comprehend and communicate orally, using spoken English to participate in academic settings.
- R.3 Read English fluently and identify facts and evidence in order to interpret and analyze text.
- W.2 Write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.



REBELS, REDCOATS, *and* HOMESPUN HEROES

Introduction

Minute Man National Historical Park is the site of the opening battle of the American Revolution on April 19, 1775. What had begun ten years earlier as political protest escalated as British soldiers clashed with colonial militia and “minute men” in a series of skirmishes at Lexington, Concord, and along a twenty-two mile stretch of road that ran from Boston to Concord. The events that occurred along the Battle Road profoundly impacted the people of Massachusetts and soon grew into a war for independence and self-government.

During their visit to the park, students will see the “real places” where these historical events unfolded. Hearing the story in the actual site, seeing the “witness” houses and agrarian landscape, and walking the Battle Road trail help the ideas and events come alive for students. Students learn that history can be fun as they gain a deeper understanding of the people, places, and events of the past. Participation in the program at the park helps them think about what causes are worth fighting for and why these events are important to our history as Americans.

Program Description

Students start their visit by viewing *The Road to Revolution*, a multi-media program at Minute Man Visitor Center. Next they meet a colonial Militiaman, British soldier, or Daughter of Liberty to hear about the events of April 19, 1775, discover often overlooked acts of heroism on the Patriot homefront, and imagine what it must have been like to live in revolutionary times! Students will perform 18th century military drill, role play, examine artifacts, and witness a musket firing demonstration. During the course of the program, the complexity of the Battle of Lexington and Concord emerges as students compare and contrast the experiences and perceptions of British soldiers, colonial militiamen, and colonial women committed to the cause of resistance on the homefront.

Theme

Colonial militiamen, British regular soldiers, and colonial women each had their own distinct experiences that influenced their ideas about liberty and military service, and the course of events on April 19, 1775.

Objectives

Students will be able to:

- ★ Identify key vocabulary terms: militia, minute man, regular, regiment, muster, company, homespun, non-importation, propaganda.
- ★ Describe a soldier’s life (colonial and British) and how a battle was fought in 1775.
- ★ List at least two ways in which women of colonial New England served the cause of resistance and how their roles would begin to change after the Revolution.
- ★ Explain the significance of the outcome of the Lexington Alarm and list at least two factors leading to American victory and British defeat.



PREPARING
for YOUR VISIT

Background:
**Lexington and Concord and
the Opening of the American Revolution**

APRIL 19, 1775 was the first day of the American Revolutionary War. Known today as the Battles of Lexington and Concord, the event itself was much larger than just what happened within those two towns. During the Revolution, the event was often referred to as the Lexington Alarm; and that's what it was, an alarm, brought on by the British march to Concord. The colonial response to the alarm was massive, well planned, and well executed. By nightfall, 4,000 militiamen had seen combat. By April 21st, 20,000 militiamen had responded to the call to arms and were marching towards Boston to lay siege to the British.

Though we often hear about battles and the contributions of men during the American Revolution, women also played important roles in the founding of America. When the cause of resistance employed the boycott of imported goods in order to deny import revenue to the British government, it was the women and their skills that supplied homespun substitutes to their communities.

The following pre-visit materials are designed to help students understand key concepts relative to April 19, 1775 and the military culture of that time.



MUSTER *your* MILITIA!

WORDS TO KNOW

Militia: a part-time citizen army. In Massachusetts, all able-bodied males 16–60 were required to serve.

Minute Men: an elite company, better trained and equipped than the militia to be ready to fight at a “minute’s warning.”

Regular: a full-time, professional soldier, as opposed to a part-time citizen soldier in the militia. British soldiers were often referred to as the “Regulars.”

Company: a military unit, numbering anywhere from 35–100 men, commanded by a captain.

Regiment: a military unit, made up of ten companies or more, commanded by a colonel.

Brigade: a military unit made up of two or more regiments.

Infantry: all soldiers who march and fight on foot, whose principle weapon is the musket and bayonet.

Light Infantry: specially trained British soldiers who work in small groups, spread out, take cover, and skirmish with the enemy.

Grenadiers: infantry soldiers from a regiment specially chosen for height, strength, courage, and intelligence. The term “Grenadier,” from the use of grenades which were given up by 1775, remained in use as a title of honor. They are identified by their tall, bearskin hats.

Muster: a gathering of the local militia by company about once every two months, and by regiment, once, maybe twice per year, usually for training.

Non-Importation: stopping the purchase of goods from or trade with a foreign source, usually done in protest or retaliation. (Also known as a boycott).

Homespun: cloth made in the home.

Propaganda: communication for the purpose of creating opinion about a cause or position.

A. Words to Know

Review “Words to Know” as a class or divide the class in groups and give each several words to look up and then compile a class list. To help students understand the new vocabulary, put the words into action by conducting your own militia muster. Divide the class into “companies” of three soldiers each and elect one soldier as captain for each company. Next, appoint yourself colonel of this newly raised “regiment.” Militia and minute man companies and regiments were usually named after their commanding officer. For example: Smith’s Company (Town of Lincoln).

Next, muster the regiment. Each company should be arranged one beside the other with their captain on the right. Once assembled, call out in a loud, authoritative voice, “Attention to orders!” (this means be quiet). Make sure every soldier stands up straight and tall. Read the Oath of Enlistment to the regiment. The text below was actually used by the Concord Minute Men when they mustered into service in January of 1775.

After reading the Oath of Enlistment to the class, have students sign their names, one at a time, to a muster sheet. Impress upon them that in 1775, signing such a sheet meant they might have to risk their lives in battle.

B. During Your Visit to the Park

Select one student ahead of time as the “muster master” for your class regiment. At the direction of the park ranger, when you begin your program in the park, the muster master will have the task of forming the regiment (as was done in the classroom) and calling the roll. Each student should be prepared to answer, “Here!” when his/her name is called. The park ranger will then lead the regiment in marching drill.





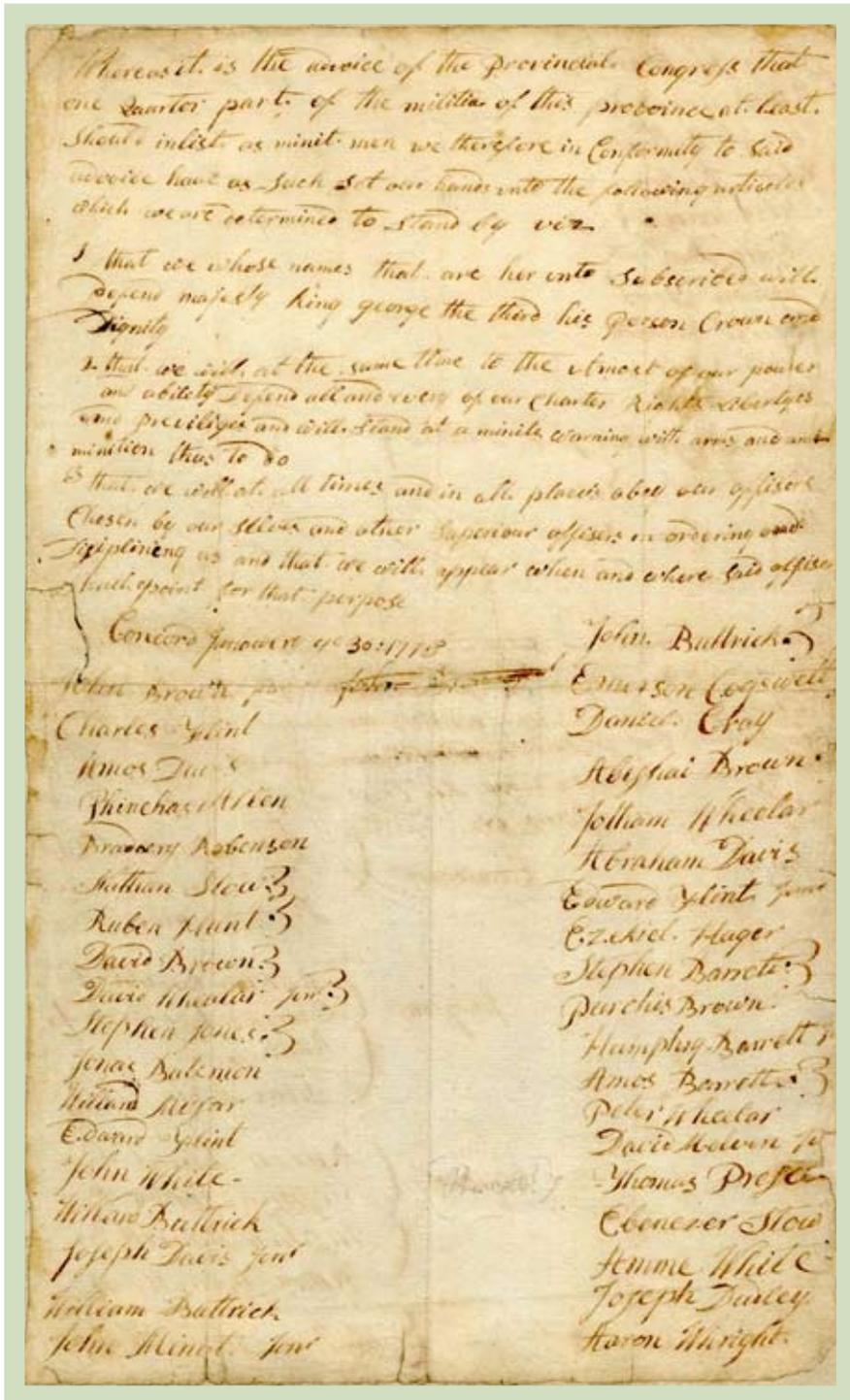
Oath of Enlistment

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

1. That we whose names that are herunto subscribed will defend Majesty King George the third his person crown and dignity.
2. That we will at the same time to the utmost of our power and ability defend all and every of our charter rights liberties and privileges and will stand at a minits warning with arms and ammunition thus to do.
3. That we will at all times and at all places obey our officers chosen by our selves and other superiour officers in ordering and diciplining us and that we will appear when and where said officers should apoint for that purpose.

CONCORD JANUARY YE 30:1775

[Signatures]



JUST THE ESSENTIALS:

Clothing and Equipment of Revolutionary War Soldiers



COLONIAL MINUTE MAN

- 1. Knapsack: 20 lbs.**
Contains food, clothing, and blanket.
- 2. Cartridge box: 5–6 lbs.** Contains ammunition.
- 3. Musket: 10 lbs.**
The principal weapon of Revolutionary soldiers. A trained soldier can load and fire three times per minute.
- 4. Socket bayonet: 1 lb.** A special blade that fits onto the end of the musket for hand-to-hand combat. Because of the socket's design, the musket can still be fired when the bayonet is "fixed."
- 5. Canteen: 2 lbs.**
Contains water



BRITISH SOLDIER

- 1. Cocked hat:** A very fashionable hat for soldiers and civilians.
- 2. Facings:** The turned-back flaps on a regimental coat. They were colored to show which regiment a soldier belonged to. This soldier belongs to the 63rd regiment, whose coats had dark green facings.
- 3. Socket bayonet**
- 4. Cartridge box:**
Contains ammunition.
- 5. Canteen:**
Contains water.
- 6. Haversack:**
Contains food rations.
- 7. Second Cartridge Box**



MINUTE MEN AND MILITIA were citizen soldiers and did not have uniforms. When they arrived for duty, they wore their own clothes, over which they carried their weapons and equipment. When they were called out to serve, they had to have enough ammunition, food, water, and other items of comfort (blanket, extra clothing, etc.) for at least one day's service.



BRITISH SOLDIERS, on the other hand, always wore uniforms. This allowed them to tell friend from foe—but why RED? It looked good and added to the frightening appearance of the army in battle. Also, battlefields in the 1700s were smoky, confusing places. Red uniforms made it easier for British officers to see their men through the smoke of battle. As a result, they were better able to control the action and could avoid shooting their own troops!

A. COMPARE AND CONTRAST: In what ways are the clothing and equipment of Colonial and British soldiers the **SAME**? In what ways are they **DIFFERENT**?

CLOTHING AND EQUIPMENT THE SAME FOR COLONIAL AND BRITISH:

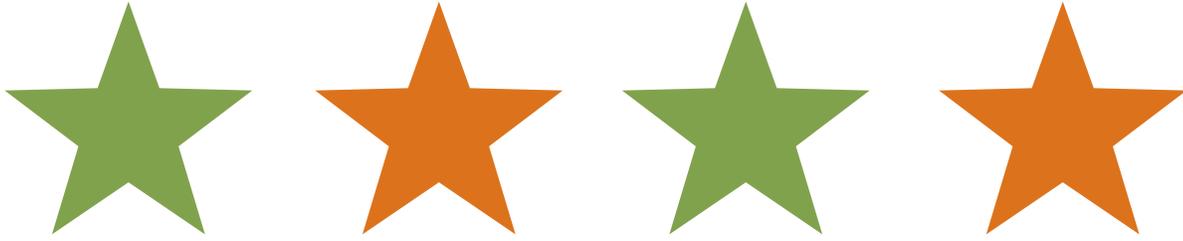
Colonial Militiaman:

British Regular:

CLOTHING AND EQUIPMENT DIFFERENT FOR COLONIAL AND BRITISH:

Colonial Militiaman:

British Regular:



PROTEST *and* PROPAGANDA

The first battles of the American Revolution were not fought by soldiers with muskets, but by ordinary citizens with words, ideas, and deeds. As early as 1767, many colonial communities decided to protest Parliament's unfair taxation through non-importation. The colonists hoped that the loss of business would cause British merchants to pressure Parliament to treat the colonists fairly, as fellow British subjects.

From the very beginning of settlement in North America, colonists relied upon trade with Great Britain to supply them with manufactured goods, especially cloth for clothing. If the colonists were no longer going to import cloth from Great Britain, where would they get their cloth?

In Colonial times, women had the responsibility for providing clothing for the family. When new sources of cloth were needed, colonial leaders looked to women to provide a substitute for English cloth. The cloth they made was called "homespun" because the fibers of wool and linen were spun into thread in the home and then woven into cloth. Women willingly took on this additional time-consuming labor, becoming the homespun heroes we celebrate today.



A. Rally to the Cause!

The following song appeared in the **Massachusetts Gazette, November 19, 1767**. It was written to gain support for non-importation and home manufacture. Read the words out loud. Do you think you would be persuaded? Explain why or why not?

HYMN TO HOME MANUFACTORY

Young Ladies in town and those that live round,
Let a friend at this season, advise you
Since money's so scarce and times growing worse,
Strange things may soon hap and surprise you.

First, then throw aside
Your top-knots of pride
Wear none but your own country linen.
Of economy boast,
Let your pride be the most
To show clothes of your own make and spinning.

What if homespun they say
Is not quite so gay
As brocades, yet be not in a passion.
For when it known
This is much wore in town
One and all will cry out "'Tis the fashion."

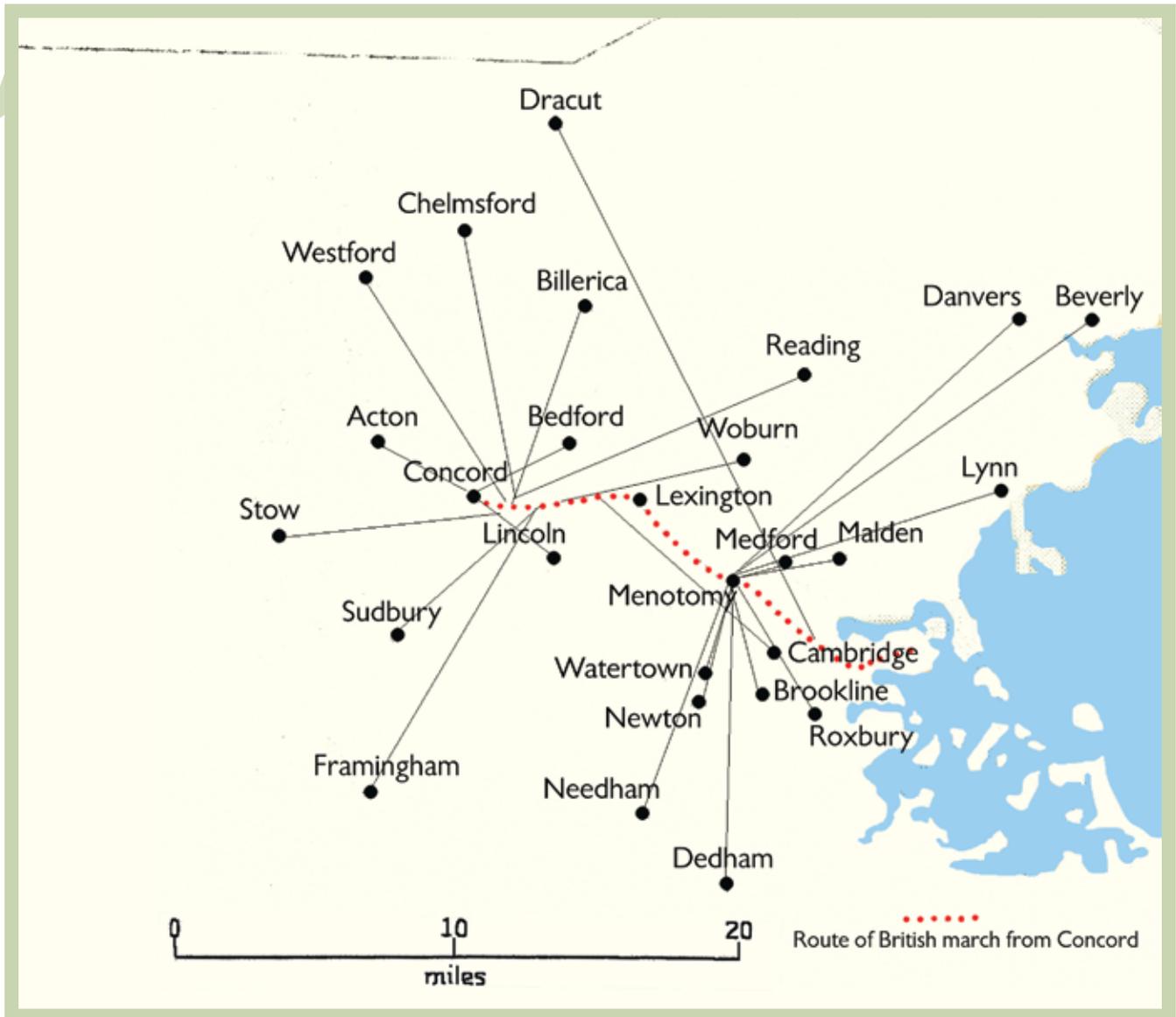
And all should agree, to not married be
To such as will wear London factory.
But at first sight refuse, tell 'em such do you choose
As encourage our own manufactory.

B. Making Do, or Doing Without

Imagine the members of your class have decided that the makers of notebooks (one subject, multiple subject, spiral-bound, glued etc.) are not handling business with you fairly. They are raising the price without any good reason that you can see, and making these important items difficult to afford. Therefore, in protest, your class decides not to purchase or use such notebooks until the makers change their ways. (Instead of notebooks, feel free to substitute any classroom object—pencils, back packs etc.)

- ★ As a class, compose and sign a written statement, to be sent to the makers of _____, explaining that you will not be purchasing or using their product and why.
- ★ As a class, come up with an alternative for using _____.
- ★ Are your alternatives as good as the other _____?
- ★ What effect is doing without _____ having on your class?
- ★ List the pros and cons of non-importation of _____ (make your list here with one column pro and one column for con:)

HURRY UP!



Imagine you are a minute man in the town of Framingham, alerted that the British are marching to Concord. Today you would travel by car, bus, or train and get there in 20 minutes. Ah! But this is 1775 and most people travel on foot! Below is a map showing all of the towns whose militia took part in the battle. The lines indicate where they arrived along the Battle Road.

For the questions below, fill in your answers on the next page:

- Using the map and the scale of miles, calculate the approximate number of miles the militia had to travel to reach the battlefield from the following towns. (fill in "miles").
- Now, let's say a militiaman, weighed down with equipment and weapons, can walk 4 mph (miles per hour) on average. Divide each distance by 4 to find out how long it took to arrive at each town (fill in "hours").
- Subtract that time from their approximate time of arrival and estimate the latest they could have started their march (fill in "what time they left home").

A

★ Acton: arrived at North Bridge, Concord – 9:00 a.m.
 _____ miles _____ hours _____ what time they left home

★ Billerica: arrived at Meriam’s Corner, Concord – 12:30 p.m.
 _____ miles _____ hours _____ what time they left home

★ Sudbury: arrived at Brooks’ Hill, Concord – 12:45 p.m.
 _____ miles _____ hours _____ what time they left home

★ Woburn: arrived at Bloody Angle, Lincoln – 1:00 p.m.
 _____ miles _____ hours _____ what time they left home

★ Dedham: arrived at Menotomy – 3:30 p.m.
 _____ miles _____ hours _____ what time they left home

★ Danvers: arrived at Menotomy – 4:00 p.m.
 _____ miles _____ hours _____ what time they left home

★ Dracut: arrived at Cambridge – 5:30/6:00 p.m.
 _____ miles _____ hours _____ what time they left home

Remember: These times are approximate! Also, the roads back then were often winding and the actual distance they marched was probably longer; but you get the idea!



D. Hey! What about us? If you are from one of the towns that took part in the battle but are not listed above, here they are. Calculate the distance, how long it took to walk the distance, and what time the militia for your town left home for Concord.



Your Town name: _____

_____ miles _____ hours _____ what time they left home

★ Lexington: Lexington Common – 5:00 a.m.

★ Concord: mustered at Concord – 3:00 a.m.

★ Lincoln: arrived at North Bridge, Concord – 4:00 a.m.

★ Bedford: arrived at North Bridge, Concord – 8:00 a.m.

★ Stow: arrived at Concord – 10:30 a.m.

★ Westford: arrived at Concord – 10:30 a.m.

★ Framingham: arrived at Brooks’ Hill, Concord – 12:45 p.m.

★ Reading: arrived at Meriam’s Corner, Concord – 12:30 p.m.

★ Chelmsford: arrived at Meriam’s Corner, Concord – 12:30 p.m.

★ Cambridge: arrived at Lincoln – 1:30 p.m.

★ Newton: arrived at Lexington – 1:40 p.m.

★ Brookline: arrived at Menotomy – 3:30 p.m.

★ Watertown: arrived at Menotomy – 3:30 p.m.

★ Medford: arrived at Menotomy – 3:30 p.m.

★ Malden: arrived at Menotomy – 3:30 p.m.

★ Roxbury: arrived at Menotomy – 3:30 p.m.

★ Needham/Natick: arrived at Menotomy – 3:30 p.m.

★ Lynn: arrived at Menotomy – 3:30 p.m.

★ Beverly: arrived at Menotomy – 3:30 p.m.

★ Menotomy: arrived at Menotomy – 3:30 p.m.



REVOLUTIONARY TIMELINES

Timelines are important because they help us visualize historical events in the order they happened.

A. The Lexington Alarm Timeline

The timeline below includes the key events of April 18 and 19, 1775—from Paul Revere's famous ride to the final shots of the day. From this timeline, how many hours do you think that the British were up and marching?

★ APRIL 18-19, 1775 — THE LEXINGTON ALARM ★

April 18

April 19

COLONIAL MILITIA

10:30 p.m.
Paul Revere crosses Charles River to begin his ride.

1:30 a.m.
Revere and Dawes stopped by British patrol. Prescott escapes alarm to Concord.

5:00 a.m.
77 MILITIA
First shots of the Revolution at Lexington, leaves 8 colonists dead and 10 wounded. There are no British casualties.

9:30 a.m.
400 MILITIA
"The shot heard round the world." Fighting erupts at the North Bridge. Here, the first order for the militia to fire on the British is given. The first British soldiers fall—3 killed, 9 wounded, 2 colonists die, 4 wounded.

12:30 p.m.
800 MILITIA
Colonists attack the British column at Meriam's Corner.

4:30 p.m.
3 500 MILITIA
Heavy fighting in Menotomy. 40 British and 25 colonists killed.

6:30 p.m.
3 500-4 000 MILITIA
The militia end the pursuit as the British reach the Charlestown peninsula. During the next several days, thousands more militiamen will arrive in the area, encamp, and begin the siege of Boston.

10 p.m.

10:30 p.m.
700 British soldiers assemble on Boston Common for the Concord expedition.

12 a.m.

Revere alarms Lexington.

2 a.m.

British soldiers have finished crossing Charles River and begin their march.

4 a.m.

7 a.m.

British enter Concord to search for and destroy military supplies. Militia from Concord and Lincoln fall back across North Bridge.

6 a.m.

8 a.m.

10 a.m.

12 noon

The British column begins return march to Boston.

2 p.m.

3 p.m.

1000 British reinforcements arrive just east of Lexington Green and save the exhausted British column.

4 p.m.

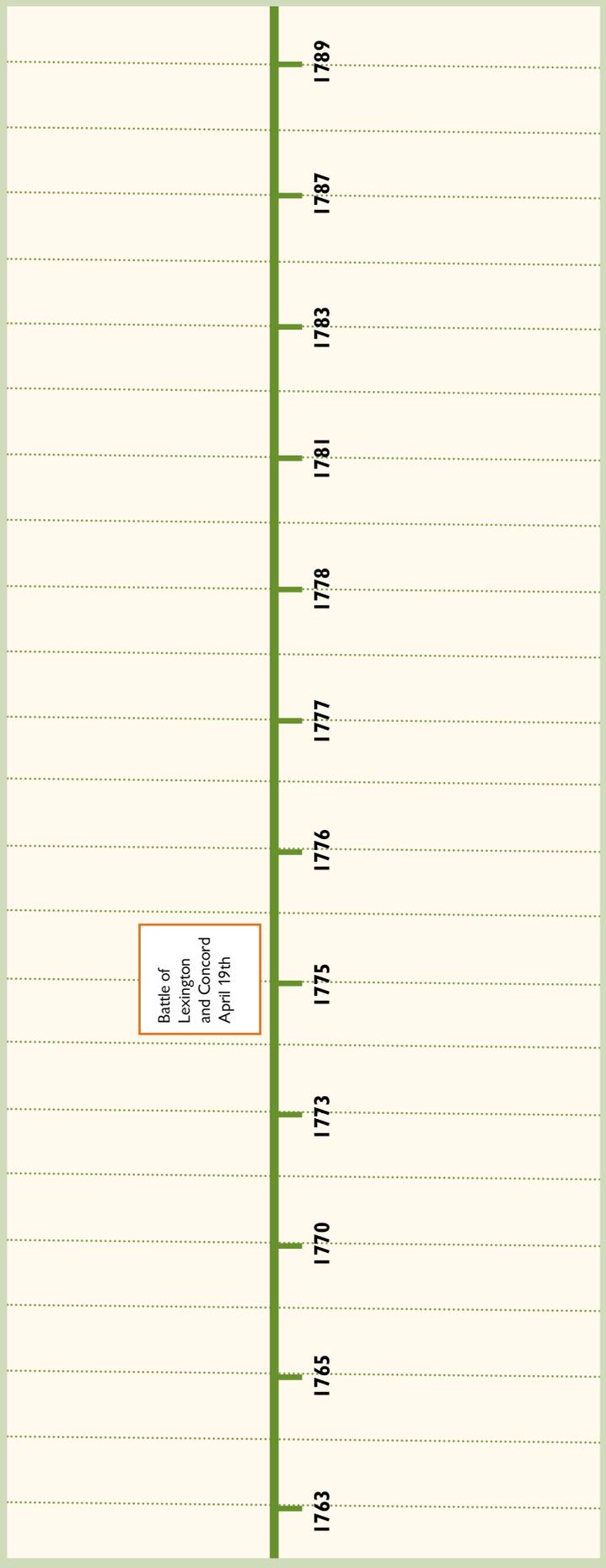
6:30 p.m.

The British reach Charlestown and safety. Darkness brings an end to the fighting for that day, but the War had now begun.

8 p.m.

BRITISH REGULARS

★ THE AMERICAN REVOLUTION ★



Battle of Lexington and Concord
April 19th

B. The American Revolution Timeline

Place each of the events below on “The American Revolution” timeline above, matching each of the following Revolutionary events with the year it happened:

- ★ The Declaration of Independence
- ★ The Boston Massacre
- ★ George Washington inaugurated 1st President of the United States
- ★ The Boston Tea Party
- ★ The Battle of Saratoga
- ★ The Constitutional Convention
- ★ Treaty of Paris – The War ends!
- ★ The French and Indian War ends
- ★ Alliance made between France and the American colonies
- ★ The Stamp Act
- ★ The British Surrender at Yorktown

SAY, WHAT REALLY HAPPENED *on* APRIL 19, 1775?



photograph © by Richard Cheek

A. Storybook

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

- ★ Place the events in the order in which they happened, earliest first, from the start to the conclusion.
- ★ Write sentence captions for each frame. Be sure to include the important details: **WHO, WHAT, WHERE, WHEN, and WHY**, about each event.
- ★ Include an illustration for each event/part of the story,
- ★ In your descriptions, include the following vocabulary words, wherever they fit:

- ★ Colonial Militia
- ★ British Regulars
- ★ Musket
- ★ Bayonet
- ★ Rebels
- ★ Redcoats
- ★ Homespun

B. Journal/Letter

Write a journal entry or letter about the events at Lexington and Concord April 19, 1775 as if you are one of the following: a British regular, a colonial minute man or a Daughter of Liberty. Identify yourself as a participant or observer in the context of the day and:

- ★ describe what you did or saw during the event, start to finish,
- ★ explain your point of view about the event, and
- ★ describe what conclusions you have made about the meaning of the events.

Use complete sentences. Include vocabulary words from the list (in A above) where they are appropriate.

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Hartwell Tavern front cover photograph and Minute Man Statue back cover photograph © by Richard Cheek

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