



The Battle of Bunker Hill: Now We Are at War



(National Park Service Historic Photograph Collection)

Today visitors stroll around a peaceful hilltop overlooking shade trees and row houses. A soaring granite obelisk rises where once stood an earthen fortification. A five acre park with stone markers is all that remains of the ground that became a raging battlefield and the site of the first full-scale battle of the American Revolution.

It was in June 1775 that the pent-up anger and hatred between the British and many American colonists exploded into brutal fury at the top of this hill, while the nearby town of Charlestown, Massachusetts, burned from red-hot cannon balls fired by British warships into its wooden buildings.

This Revolutionary War battle, which was supposed to have been fought on Bunker Hill, but which in fact took place on nearby Breed's Hill, gained the British a narrow victory. At the same time it encouraged the colonists to continue to fight. Now often dotted by school groups eating lunch or resting after they have climbed the 294 steps to the top of the 221foot monument, the battleground continues to evoke a sense of wonder at the story of one of the bloodiest battles of the Revolutionary War.



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Where this lesson fits into the curriculum

Time Period: Late 18th century

Topics: The lesson could be used in units on the Revolutionary War or in courses on conflict resolution.

Relevant United States History Standards for Grades 5-12

This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:

US History Era 3

- Standard 1A: The student understands the causes of the American Revolution.
 - Standard 1B: The student understands the principles articulated in the Declaration of Independence.
 - Standard 1C: The student understands the factors affecting the course of the war and contributing to the American victory.
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Relevant Curriculum Standards for Social Studies

This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:

Theme II: Time, Continuity and Change

- Standard C: The student identifies and describes selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and other consequences of the Cold War.

Theme III: People, Places, and Environment

- Standard H: The student examines, interprets, and analyzes physical and cultural patterns, cultural transmission of ideas, and ecosystem changes.
- Standard A: The student creates mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.

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- Standard B: The student creates, interprets, uses, and distinguishes various representations of the earth, such as maps, globes, and photographs.

Theme VI: Power, Authority, and Governance

- Standard C: The student analyzes and explains ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- Standard F: The student explains conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Theme X: Civic Ideals, and Practices

- Standard E: The student explains and analyzes various forms of citizen action that influence public policy decisions.

Relevant Common Core Standards

This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for middle school and high school students:

Key Ideas and Details

- CCSS.ELA-LITERACY.RH.6-12.2

Craft and Structure

- CCSS.ELA-LITERACY.RH.6-12.6

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7

Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH.6-12.10



About This Lesson

This lesson is based on the National Register of Historic Places registration file, "[Bunker Hill Monument](http://pdfhost.focus.nps.gov/docs/NHLS/Text/66000138.pdf)" [<http://pdfhost.focus.nps.gov/docs/NHLS/Text/66000138.pdf>] (with [photographs](http://pdfhost.focus.nps.gov/docs/NHLS/Photos/66000138.pdf) <http://pdfhost.focus.nps.gov/docs/NHLS/Photos/66000138.pdf>), and historical and modern accounts of the battle. This lesson was written by Sandy Brue, former Park Ranger at Boston National Historical Park. It was edited by Teaching with Historic Places staff. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

Objectives

1. To determine how the events in Massachusetts in 1775 united colonial forces in opposition to imperial rule;
2. To relate the events of the Battle of Bunker Hill and explain their importance;
3. To compare Boston and Charlestown land masses as they changed from 1775 to the present day;
4. To investigate their own community history to find out if there was a significant event in the past that united or divided the citizens.

Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

1. Two maps showing the Boston area as it appeared in 1775 and today;
2. Two readings about the causes of the battle and the fighting;
3. One drawing of the Charlestown Peninsula;
4. One painting of the battle;
5. One photograph of a diorama of the battleground.

Visiting the site

Bunker Hill Monument is administered by the National Park Service. It is one of eight historic sites in Boston that make up Boston National Historical Park. The site is open daily, except January 1, Thanksgiving, and December 25. For more information, write Bunker Hill Monument, Boston National Historical Park, Charlestown Navy Yard, Boston, MA 02129, or [visit the park's web pages](#).

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Getting Started



**Which U.S. war is depicted in this battle scene?
What famous battle might this be?**

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Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, and activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

What questions do you have about the photograph? How might you find answers to these questions?



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Setting the Stage

After the Boston Tea Party in 1773, British troops quartered in the town of Boston using their warships to keep Boston harbor closed. These actions cut off trade, crippled the economy, and put colonists out of work. British soldiers and colonists, now living in proximity, frequently brawled in the streets and in the taverns. People who had never paid much attention to political affairs now became overt or secret supporters of one side or the other. Biased broadsides and newspaper reports fostered enmity. Tensions came to a head on April 18, 1775, when British General Thomas Gage, appointed royal governor of Massachusetts, sent 700 British soldiers to Lexington and Concord to confiscate arms and ammunition being accumulated by the colonists.

Some of the colonists, forewarned about British troop movements, were waiting on the Lexington Green when the British arrived the next morning. To this day no one knows for sure who fired first, but a shot rang out. The British soldiers fired a volley into the colonial militia, killing eight men and wounding 10. The British then moved on to Concord where minutemen drove back three British infantry units guarding Concord's North Bridge. On their subsequent march back to Boston they were peppered by patriot snipers. By the time the redcoats reached Boston, they had suffered 273 casualties compared with fewer than 100 for the patriots.

Engravings in local newspapers and broadsides incorrectly reported that the British, after attacking Lexington and Concord, raided and pillaged property all the way back to Boston. That news enraged patriots throughout the colonies. Within 48 hours, militiamen from Connecticut, New Hampshire, and Massachusetts gathered in and around Cambridge, across the Charles River from Boston. The many differences that had separated the various colonies, including different religions, systems of government, and lifestyles, were set aside for a greater cause.

The Massachusetts Committee of Public Safety, headed by patriot leader Dr. Joseph Warren, selected Artemas Ward to take command of the volunteer soldiers around Boston. Ward, the senior general of the Massachusetts colonial army, reluctantly took command, but some groups of men remained under the control of their colonies' militia company leaders. Slowly, however, these colonial armies placed themselves under Massachusetts' command and became a New England army. By mid-June 1775, approximately 7,600 troops were camped in and around Cambridge.

While the patriots were mobilizing, General Gage tried to decide how best to deploy his 5,000 British regulars. He realized that whichever side could take control of the high ground of Charlestown, Roxbury Heights, and Dorchester Heights would have the advantage in a battle. The British army set forth a plan to occupy the hills around Boston by late June. Fortunately for the colonists, patriot leaders and the Massachusetts Committee of Public Safety learned of the plan and resolved that the colonial army should beat the British to the high ground by fortifying the hills of Charlestown.

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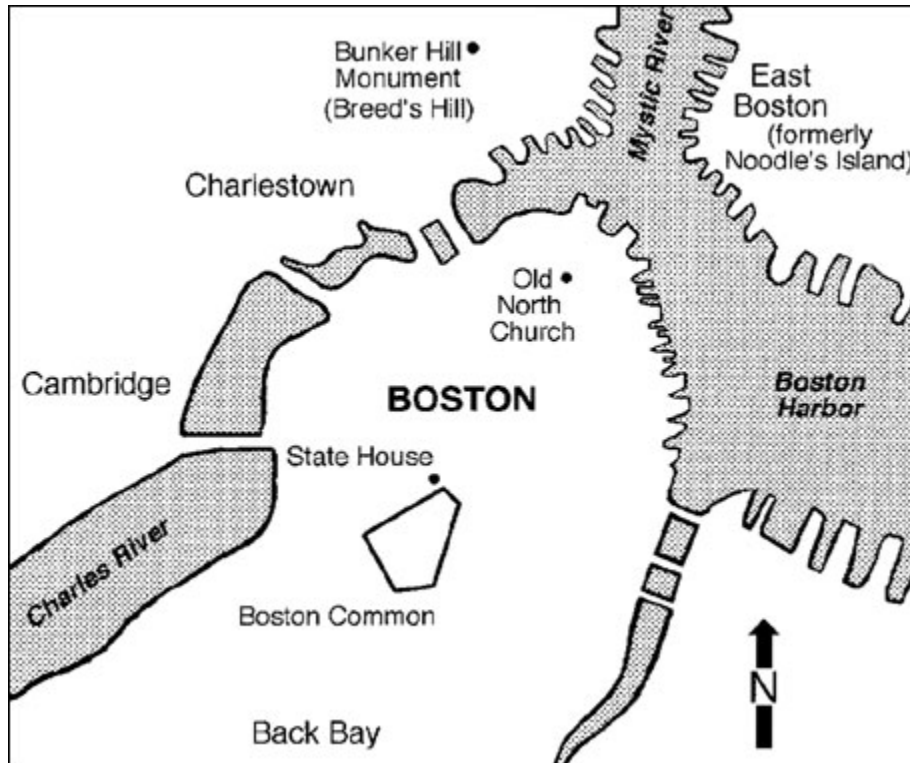
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Locating the Site

Map 1: Boston area today



(National Park Service)

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Locating the Site

Map 2: Boston area, 1775



(National Park Service)

Few cities can claim such a drastic change in the geography of their land. Starting as early as 1742 the city of Boston began to fill in the shallows near the shore and build such existing structures as Faneuil Hall, the first open market place and town meeting hall in Boston. By the 1820s and into the 1830s hilltops were being scraped and used as landfill. By the 1850s barges ran around the clock bringing in landfill as a growing cosmopolitan Boston filled in the Back Bay section extending the city into the bay created by the Charles River.

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Questions for Map 1 and Map 2

- 1) Using a large-scale map of the United States, locate Boston and its harbor.

- 2) Compare the land masses shown on Maps 1 & 2. What changes have been made? Why did Boston have to use landfill in order to expand?

- 3) Examine Map 2 and locate the Charlestown and Boston peninsulas as well as the roads from Cambridge and Roxbury to Boston Harbor.

- 4) On Map 2, note the approach to Boston through the harbor. Now locate the various hills and heights surrounding the harbor. Why might it be important for an army to command the hills surrounding the Boston harbor?



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Determining the Facts

Reading 1: Setting the Stage for a Battle

Tension between the British government and the American colonists had been steadily mounting during the months after the battles of Lexington and Concord. The British sent three important major generals, John Burgoyne, William Howe, and Henry Clinton, to help Royal Governor Thomas Gage deal with the increasingly rebellious colonists in New England. American militiamen established encampments along the Mystic and Charles Rivers and in nearby Roxbury. Early in the evening of June 16, 1775, about 800 Massachusetts and 200 Connecticut troops assembled and marched in review on Cambridge Common past patriot commander Col. William Prescott of Massachusetts.

The only man wearing a uniform at this mustering of troops was Colonel Prescott. He was also the only one who knew that the farmers and artisans turned soldiers would soon be preparing for battle against the British. Colonial spies had alerted the Massachusetts Committee of Public Safety to British plans for an imminent attack. Gen. Artemas Ward, the commander of the American forces gathered around Boston, ordered Prescott and his men to provoke an attack, hoping that surprise would allow the patriots to outmaneuver the British. Ward and Prescott decided that the best place for this gambit was Bunker Hill, on the Charlestown Peninsula.

The soldiers themselves knew nothing of this plan. They were told to be prepared to congregate on Cambridge Common and to be armed. Most carried muskets with the ammunition in pouches slung crossways over their vests. They wore jackets or long coats and low-heeled shoes with buckles. Only the very rich could afford to wear more practical boots.

After the troops had passed in review, they took part in a prayer and then were told that under cover of darkness they would march to prepare for battle. So they would not give their position away to the British, they were to march as quietly as possible and to stay absolutely silent. At about 9 p.m. they set out, led by two sergeants who carried lanterns, and followed by carts filled with shovels, pick axes, and other tools appropriate for excavating and moving earth.

Near Charlestown Neck they were called to a halt while several other officers joined the column of men. As they began the march again, the Mystic River was to their left and the Charles River to their right. They crossed the neck, and then climbed up and over a hill. By now they were surrounded by water on three sides. Off to their right were the buildings of Charlestown. Across the water ahead they could see Boston. They had reached Bunker Hill.

Again the men were called to a halt. Prescott and Gen. Israel Putnam of Connecticut called the engineer, Col. Richard Gridley, and other officers to gather round them to discuss the written orders they had received from General Ward. The orders had stated for them to fortify Bunker Hill, which stood 110 feet high, the largest of the hills around Charlestown. After a prolonged discussion, however, the officers eventually decided to move closer to Boston and fortify the smaller, lesser known, 62-foot-high hill known as Breed's Hill.

By now it was nearly midnight, and the troops had to hurry their work if they were to have it completed by dawn. They were to build a redoubt and a breastwork in only a few short hours. The redoubt was to be a rectangular fort about 160 feet long and 80 feet wide, with six- to eight-foot-high earthen walls (see Drawing 1). Within the walls would be platforms for the soldiers to use as they shot out at the enemy. The breastwork, a long arm of logs and dirt, was to run from

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the redoubt to a swamp at the bottom of the hill, adding protection for the patriot militiamen. They dug the redoubt's foundation, using the excavated dirt for the redoubt's walls. To support those walls they used tree branches, whole and broken barrels—anything they could find that would provide strength. Then they packed the walls with mud to stabilize the structure and dug a trench around the redoubt. All this work was made especially difficult by the need for silence. The men were on top of a hill and they were surrounded by water, an excellent carrier of sound. Some troops were sent to patrol the shore watching for indications that sailors aboard the British warships had heard them and raised an alarm. Some of the men were sent to Charlestown to keep watch on the shoreline of Boston. All through the night Colonel Prescott watched and encouraged the men. He worried about what was to come. He knew the capabilities of his own men who had been well-trained, but he knew that most of the soldiers had never before heard gunfire except on a hunt. He did not know how they would react to combat.

By dawn, the redoubt was nearly completed, but there was still much work needed on the breastwork. Some of the men tried to get a little rest and have a bite to eat before they continued their efforts. They had little food with them, however, because they had been told to travel light. As dawn broke, sailors on the British sloop-of-war *Lively* noticed the fortifications and opened fire. The Battle of Bunker Hill that took place on Breed's Hill was about to begin.

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Questions for Reading 1

- 1) Why would both the British and the colonists have wanted to control the Charlestown Peninsula?

- 2) When did the patriot troops realize they were preparing for battle and not simply taking part in a training exercise?

- 3) Why do you think the colonists disregarded their orders to fortify Bunker Hill and moved forward to Breed's Hill?



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Determining the Facts

Reading 2: The Battle of Bunker Hill

The first shots in the Battle of Bunker Hill came from the British sloop-of-war *Lively*. They landed far short of the men on Breed's Hill and caused no damage, but they frightened the militiamen to such a degree that many dropped their shovels and axes and tried to hide behind the redoubt. Colonel Prescott assured them that the ship's cannon could not reach their position and that they must continue working on the breastwork. The shooting from the *Lively* soon stopped, but cannon fire from the other British ships in the Charles River took over. Most of these shots also were short, but one shell hit a water supply and another hit a militiaman working outside the redoubt.

Throughout the early morning hours Prescott encouraged the militiamen by walking along the top of the walls of the redoubt, praising those who had worked hard and joking with them about the need to hurry. Other officers followed Prescott's lead in keeping up morale even though they knew they were in view of the British gunners.

In Boston, the British heard rumors about the patriots' activities. Governor Gage was advised by Major General Clinton that they should be prepared to mount a dawn attack on the Charlestown Peninsula, but Gage believed the early reports of patriot troop movement were overstated. He chose to wait for daylight before he decided what to do. When daybreak came, Gage saw that the noise he thought represented the change of patriot sentries had been caused by the building of an imposing fortification.

Prescott's militiamen had worked for about 12 hours, they had little, if anything, to eat, and they had no drinking water. Some expected to be relieved by other troops and were shocked when Prescott informed them that nearby troops had to stand ready in case the British attacked at another point. He did send for a few additional soldiers and for some food and water, but he made it clear that those who had built the redoubt would be its defenders.

Meanwhile the British had decided to land troops at Morton's Point, march up the hill, and dislodge the patriot militiamen (see Drawing 1). Governor Gage then assigned positions: Major General Howe with Brig. Gen. Robert Pigot under his command would lead the attack; Brig. Gen. Sir Hugh Percy would be in charge of troops at Boston Neck; Clinton would wait in Boston until Howe signaled him for help; and Major General Burgoyne would command guns at Copp's Hill.

By 1 p.m. British regulars began landing on Morton's Point. They quickly formed lines and marched to the foot of Breed's Hill. Then in sight of the tired and hungry patriot troops, they unpacked substantial meals and sat down to eat. Hungry, thirsty, tired, and terrified, the Americans wondered what would come next. Their spirits revived a bit when Dr. Joseph Warren came as a volunteer to help in the fight. The men from Massachusetts considered his appearance to be a happy omen. An important leader of the patriot cause and a newly commissioned major general, Warren was as well known locally as Samuel Adams and John Hancock. Then, as the British soldiers completed their meal, General Putnam brought patriot militia to dig in on Bunker Hill. Col. John Stark and two New Hampshire regiments fortified an existing fence between the breastwork and the Mystic River with additional posts and rails and stuffed it with hay and grass to provide cover for men positioned there. They also constructed



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and fortified a stone wall on the Mystic River beach as an extension of the rail fence. This defense was to prevent the British from surrounding the redoubt.

From the warships and from Copp's Hill came bombardments of ball and shot. Approximately 1,100 British troops under Howe set out along the beach of the Mystic River to outflank the colonists. The remaining 1,100 soldiers under Pigot started up the hill toward the patriots' redoubt. Both groups wore heavy red-woolen coats, bore heavy packs on their backs, and carried fixed bayonets that glinted in the sun. The progress of Pigot's troops over the uneven, grass-covered ground was slow, and the Americans were anxious to begin shooting them down. Mindful of their small amount of ammunition, colonial officers cautioned the troops to use their weapons carefully. Legend has it that Prescott uttered the famous line, "Don't fire until you see the whites of their eyes" to encourage soldiers to make each shot as effective as possible. Colonial officers also told troops to aim low and try to hit the officers, the men in the fanciest uniforms, in order to break up the British chain of command.

The first assault by the British forces came from the Mystic River beach when Howe gave the order for his soldiers to overrun the rail fence and the breastworks below the redoubt. When the command to fire finally came, patriot soldiers shot with deadly accuracy. The British lines broke as one redcoat after another dropped under the feet of his comrades. Soon the call for retreat resounded. The American colonists had repelled a major assault by the superior British army.

Within minutes Pigot's forces were in position to attack the front of the redoubt. The British soldiers found it difficult to march up the hill. They each carried 60 pounds of equipment and had to wade through tall grass and step over stone walls as they climbed the steepest part of the hill on a hot June afternoon. Again the patriots withheld their fire until the British regulars were within 50 yards. They shot with deadly accuracy and again the British lines were broken as officers and soldiers dropped to the ground, killed or wounded. Again came the order for retreat.

The British generals watching the battle from Copp's Hill could not believe that what they had deemed to be the finest soldiers in the world were being slaughtered by backwoods colonials. After receiving orders from Gage to supply additional reinforcements, Clinton arrived in Charlestown with men from the 2nd Marine Battalion and the 63rd Regiment to support Pigot. Howe ordered his remaining haggard troops to once again form themselves into a marching line. He permitted them to take off their heavy packs and even allowed some to take off their bloodstained red coats.

Finally the third British advance was mounted against the redoubt and breastworks. Many terrified militiamen had already left the scene of battle. Most of those who remained had only one round of ammunition left with no hope of getting more. The British stormed the fort brandishing their bayonets. When the redcoats came close, the colonists fired one to two volleys then most stood their ground to face the British. Fierce hand-to-hand fighting occurred within the redoubt. Casualties were high on both sides. Among those killed during the third assault was patriot leader Dr. Warren. Those colonists who were not killed or captured began a headlong flight toward the Charlestown Neck and across to Cambridge.

The British took possession of both Breed's Hill and Bunker Hill. They had won the battle, but at a terrible cost: out of 2,200 troops, 268 British soldiers and officers had been killed; another 828 were wounded. The Americans also suffered heavy casualties with 115 killed and 305 wounded. The British army's military victory at the battle of Bunker Hill was a moral victory for the

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colonists, however. Colonists throughout America realized that the conflict was no longer just a rebellion of Bostonians and other Massachusetts colonists against British occupation. They had proved to themselves that, united, they had the ability and the character to confront the superior force of the British army. The cost of British victory was so great that serious doubts were raised about English leadership; many now understood that war with the colonies would be hard, long, and expensive to both sides.



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Questions for Reading 2

- 1) Why do you think the colonial officers needed to boost morale during the fortification of Breed's Hill?
- 2) Why do you think the appearance of Dr. Joseph Warren had a positive effect on the troops from Massachusetts? In turn, what impact did his death have on them?
- 3) Why did the colonists hold their fire until the British were almost upon the redoubt?
- 4) How many assaults did the British army make during the Battle of Bunker Hill?
- 5) After the Battle of Bunker Hill, the British considered abandoning the use of the frontal assault. Why? Do you think this method of assault was effective?
- 6) If the Battle of Bunker Hill was a military defeat for the colonists, why do you think it was considered decisive in uniting the colonists into a Continental army?

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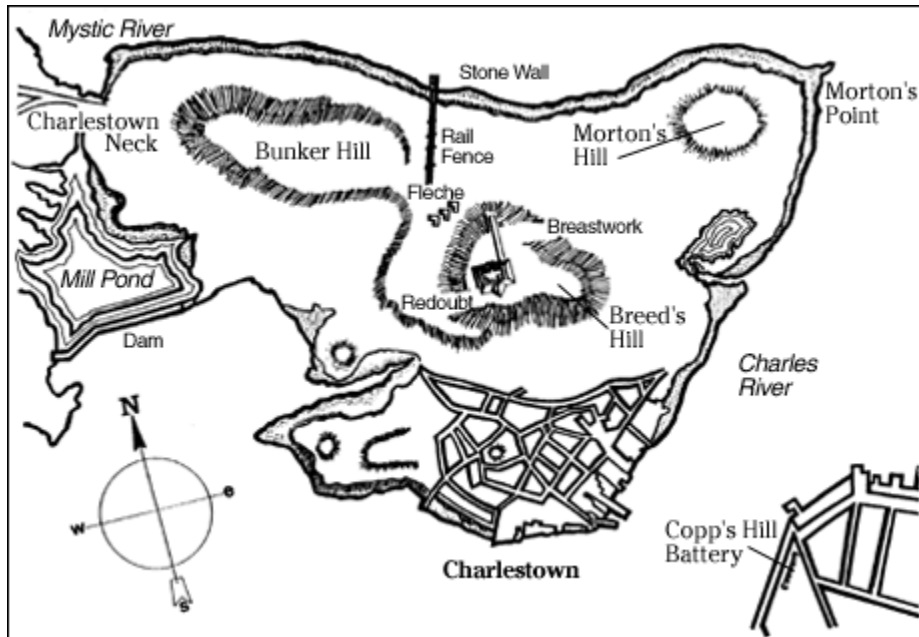
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Visual Evidence

Drawing 1: Charlestown Peninsula, June 17, 1775



(National Park Service)

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Questions for Drawing 1

- 1)** Using Drawing 1 and the descriptions in Reading 1, describe the fortifications made by the colonists. What purpose did each serve?
- 2)** Using Drawing 1 and the descriptions in Reading 2, describe each British assault.

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Visual Evidence

Painting 1: Battle of Bunker Hill by Howard Pyle, 1898



(Delaware Art Museum, Howard Pyle Collection)

Painting 1 is an 1898 painting of the British redcoats advancing in a frontal assault up Breed's Hill toward the redoubt.

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Questions for Painting 1

- 1) Based on what you learned in the readings, do you believe Painting 1 portrays the scene accurately? Why or why not?

- 2) Closely examine the painting. Identify details of the scene that would have affected the soldiers' progress as they marched up the hill shoulder to shoulder.

- 3) What might the average soldier be thinking or feeling as he marched up the hill toward the colonists?

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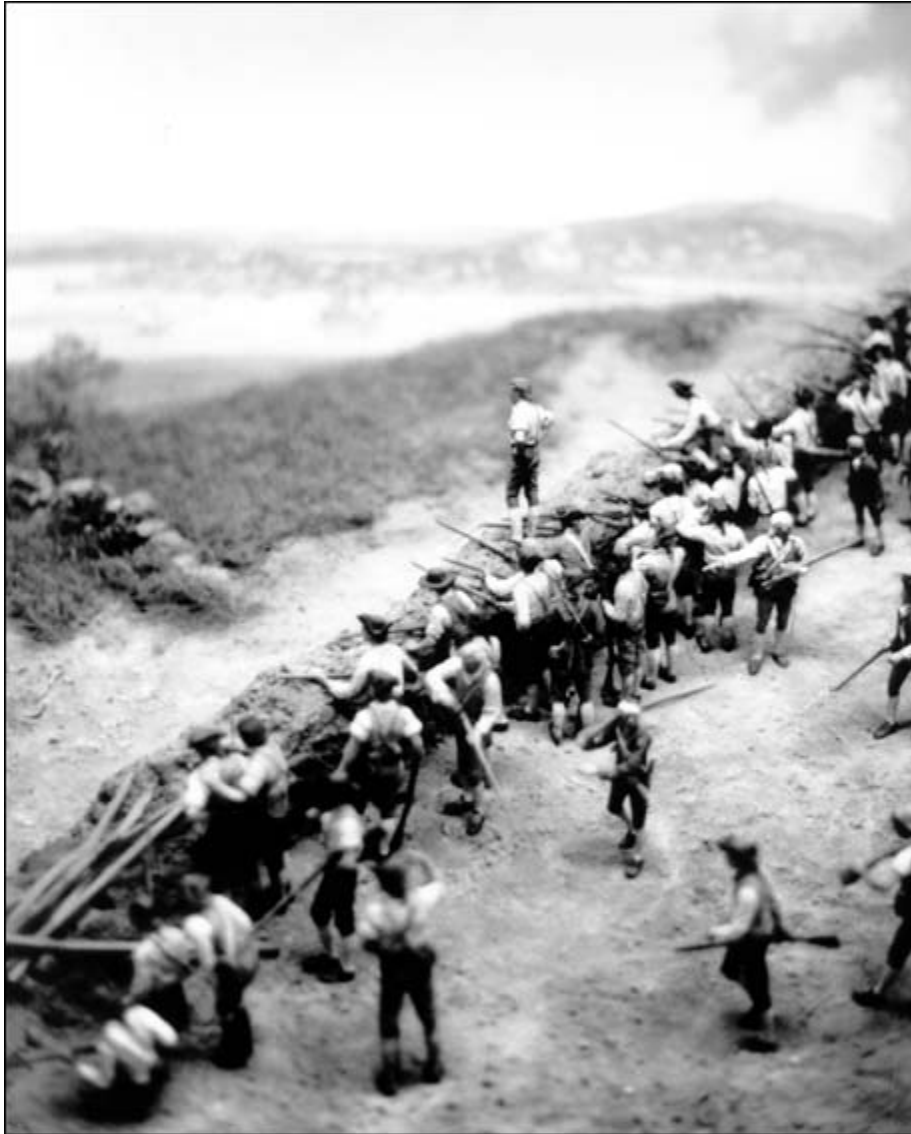
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Visual Evidence

Photo 1: A miniature showing the redoubt atop Breed's Hill and the colonists waiting for the advancing British troops, June 17, 1775



(National Park Service)

A similar diorama was installed in a bank in Boston in 1938. A reporter who first saw the exhibit wrote, "You unconsciously feel as if you were a spectator and close to the actual battle in which the colonial farmer-soldiers are moving about and taking their places at the breastworks."¹

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Questions for Photo 1

1) Compare the battle formation of the British in Painting 1 with the position of the colonial troops of Photo 1. Make a list of differences you find. What are the advantages and disadvantages of both formations?

2) What might the average colonial soldier have been thinking or feeling as he watched the British troops advancing?

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Putting It All Together

Through the following activities students will explore international as well as local conflicts and discuss conflict resolution.

Activity 1: Rebellion Then and Now

Ask students to use U.S. history textbooks to make a list of reasons the colonists rebelled against the British government. Then, ask them to use newspapers, magazines, or news reports to make a list of countries that have recently undergone or are currently undergoing a revolution or change in government. Have the class choose one of these countries. Then divide the students into two groups, and have one group defend the government before the revolution and the other group present reasons why the rebels want change. Ask students from both groups if they find any parallels between America's revolution and what is happening in the world today. Then hold a general classroom discussion about the effectiveness of revolutions as a way to settle serious issues. Ask for other ways. What factors do people need to consider in deciding on the most appropriate--or necessary--course of action to resolve differences?

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Activity 2: Community Issues

Explain to students that throughout American history there have been issues that have divided the country – slavery; the need for a strong central government versus the rights of individual states; women's suffrage; desegregation; and relatively recent conflicts such as the Vietnam War, to name just a few. Discuss with them the difference between issues that people simply cannot agree on and issues so serious that they polarize people into fighting camps. Ask students to investigate their own community to find out if there was a significant issue, recent or long ago, that united or divided the local citizens. Then have them work together to prepare a classroom report about this event based on the following questions: What was the issue or problem involved? (If the event was one that divided the community, state both sides of the issue. If it was one that united the community, state who represented the opposite side.) Why was it important to the community? What was the outcome of the event? How was this arrived at? What were the effects of the outcome on the community? Finally, discuss other ways in which the problem could have been solved.

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References and Endnotes

Reading 1

Compiled from David Rubel, *America's War of Independence: A Concise Illustrated History of the American Revolution* (New York: Silver Moon Press/Agincourt Press, 1992); and Philippa Kirby, *Glorious days, Dreadful Days: The Battle of Bunker Hill* (Austin, TX: Raintree Steck-Vaughn Publishers, 1993).

Reading 2

Compiled from Polly M. Rettig, "Bunker Hill Monument" (Suffolk County, Massachusetts) National Register of Historic Places Registration Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975; *the National Park Services visitor's guide for Bunker Hill Monument*; Charlestown Navy Yard District Training Manual, National Park Service, 1993; and Philippa Kirby, *Glorious Day, Dreadful Days: The Battle of Bunker Hill* (Austin, TX: Raintree Steck-Vaughn Publishers, 1993).

Photo 1

¹A.J. Philpott, "'Battle of Bunker Hill:' Something New in the Realm of Realistic Art," Boston Globe, June 19, 1938.



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References and Endnotes

By looking at *The Battle of Bunker Hill: Now We Are at War*, students can more easily understand why the British army's military victory at the battle of Bunker Hill was a moral victory for the colonists. This moral victory united colonial forces in opposition to imperial rule and allowed for the creation of the United States of America. Those interested in learning more will find that the Internet offers a variety of materials.

Boston National Historical Park

Boston National Historical Park is a unit of the National Park System. The [park's web page](#) provides details on the park and visitation information. Included on the site is a Virtual Visitor Center that guides you through the Freedom Trail, Charlestown Navy Yard, and other sites that demonstrate Boston's role in our nation's history.

The American Battlefield Protection Program

The National Park Service's American Battlefield Protection Program provides [information about major Revolutionary War battles on its website](#).

National Archives and Records Administration

The [National Archives and Records Administration](#) offers a wealth of documents related to the Revolutionary War and the creation of the United States of America in their online exhibit hall. Visit "American Originals" to view documents such as George Washington's account of expenses while Commander in Chief of the Continental Army. Also visit "The Charters of Freedom" to see the Declaration of Independence, the Constitution, and the Bill of Rights.

Library of Congress

Search the [digital collections](#) on the Library of Congress web page for further information about the revolutionary time period. The following links are of special interest: Documents from the Continental Congress and the Constitutional Convention: 1774-1789, Words and Deeds in American History, the George Washington Papers, Map Collections: 1544-1999, and An American Time Capsule.

Liberty! The American Revolution

[Liberty!](#) is the story of the American Revolution – two and a half decades of debate, rebellion, war, and peace. It begins after the French and Indian War and ends with the creation of the U.S. Constitution. Liberty! is an online companion to the PBS documentary, Liberty! The American Revolution.

The Museum of the American Revolution

The Museum of the American Revolution aims to tell inclusive stories of the nation's founding. The [museum website](#) provides educator resources, a timeline of the Revolutionary War, and descriptions of collections objects.

Worcester Polytechnic Institute (WPI)

The WPI website provides [detailed military information](#) about Revolutionary War battles, including the Battle of Breed's Hill/Bunker Hill. Also on the web page is an overview of the events leading to the battle, a brief history of the battle, and a detailed breakdown of battle specifics.



