

Name _____ Date _____

DESCRIPTION OF COLONIAL BOSTON

Homes and wharves fringe the waterfront of this bustling colonial town. Shops—nestled against each other—are located on the wharves or in the ground-floor rooms of the houses. Families live on the second and third floors above their shops. The houses are made of wood or brick with chimneys at either end for fireplaces. Wooden frames divide windows into small square panes. Shutters keep out winter's cold and summer's heat. Pitched roofs keep the snow from piling up in the winter.

On the front of the houses, swinging from brackets, are decorative signs with pictures or symbols of the goods or services the businesses provide. There are many different businesses including a printer and bookseller, a mapmaker, a silversmith, a cobbler, and a grocer selling goods that won't spoil, such as tea. There is also a dry goods store, an apothecary shop, and a barber and wigmaker shop. A pub on the corner serves as a local gathering place in the community. Along the wharf, fish can be purchased fresh from the fishing boats. Warehouses are located near the harbor so that ships can easily unload their goods and store them in the wooden buildings. Craftsmen such as shipwrights, carpenters, painters, ropemakers, sailmakers, and netmakers work to prepare the ships for sea.

In the distance you can see rooftops, chimneys, and church spires, and behind the spires Beacon Hill. Across the harbor lie green wooded islands.

The town is noisy with the sound of horses and wagons moving through the narrow streets as ships are unloaded and wagons carry the goods to the shops and beyond. Sailors and dockworkers yell back and forth as they carry the goods off the ships to the waiting wagons. Children run through the streets playing tag or getting into mischief as they explore the wharves and shops. The sounds of bells can be heard from all over town. The deep bongs of tower bells signal church services, town meetings, fires, and the opening and closing of markets. The clanging of hand bells proclaims dinner in a pub or the presence of street peddlers selling their wares. The tinkle of doorbells can be heard as customers walk into merchants' shops. Smells from the sea, the horses, and the bakery mix together as they drift through the streets. The town feels alive and vibrant as the people go about their daily business.

Name _____ Date _____

BUSINESSES IN COLONIAL BOSTON

Apothecary	sells medicines, paint, varnish, linseed oil, paintbrushes, and window glass
Barber/ Wigmaker	shaves men, makes wigs, pulls teeth, and helps cure illness
Cobbler	makes shoes and boots
Cooper	makes barrels, which are used to store goods on ships and in homes
Dry goods merchant	sells cloth, ribbons, lace, and similar materials
Grocer	sells tea, coffee beans, flour, cornmeal, dried beans, cocoa, sugar, molasses, spices, and dried fruit
Mapmaker	makes maps
Printer/Bookseller	prints pamphlets, newspapers, advertisements, proclamations of governors, legal forms, religious sermons, and schoolbooks
Pub owner	runs a place where food and drink are served
Shipwright	builds and repairs ships
Silversmith	makes coffeepots, teapots, sugar bowls, cream pitchers, bowls, utensils, and other items from silver

Name _____ Date _____

POSTCARD OF COLONIAL BOSTON

A postcard can be used to briefly tell about a place. The writer has space on one side to write a message. The other side shows a photo or drawing of the place.

Cut along the dotted lines shown below to create a postcard. Write a postcard to your family that describes something in colonial Boston. Be sure to include the following:

- accurate information about colonial Boston
- words from the word bank
- details about colonial Boston
- appropriate capitalization and punctuation
- a date and your signature—remember that it is 1765!

Date

Dear (list your family's first names)

Message

Sign your name

On the reverse side, sketch a picture of a place of interest. Make sure your picture relates to your writing.



Name _____ Date _____

CHARACTER BIOGRAPHY

1. Character's name: _____

2. Position in family: _____

3. Names of other family members: _____

4. Responsibilities/jobs at home: _____

5. Jobs in family business: _____

6. Personality characteristics: _____

7. Favorite leisure activities: _____

8. Interesting life experiences: _____

9. Relatives or close friends in other families: _____

Name _____ Date _____

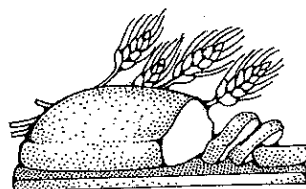
SAMPLE REPORT: THE BAKERY

Hello, my name is Benjamin and I am a baker. My job begins in the middle of the night, when I begin baking so my customers can buy fresh bread in the morning. Each day I must make the dough and get it ready for baking. I have a routine that I follow. In the early morning hours, I bake the bread. While the bread is baking, I make the dough for the next day. I have strong arms, as I must knead the dough so that the bread will have the right texture.

The main ingredient of bread is flour, and flour comes from grains. Some of the grain is grown on local farms, but much of it is imported from other colonies. Millers grind the grain into flour. I buy the flour from the miller and add yeast, salt, and milk to make dough. I have two apprentices who help me with the work. I mix the ingredients in a big wooden trough and then knead the dough on a large table. I knead a couple of hundred pounds of dough at a time with the help of the apprentices. Then I divide the dough into eight-pound chunks, weighing them to be sure the weight is exact. Next, I shape the dough into round loaves.

The loaves are covered with cloth and left to rise in the warmth of our shop. When they have doubled in size, I use a baker's peel to place them in a big brick oven for baking. A baker's peel looks like a wooden shovel with a long handle. I slide a loaf onto the baker's peel and then place it in the oven. The long handle allows me to place the loaf in the back of the oven without getting burned.

It takes a strong person to be a baker, and it is hard work. My wife sells the bread during the day. Our bakery has a reputation for selling excellent bread—it has a thick crust and is delicious. Most of my customers are townspeople, but occasionally some sailors and British soldiers come in for my famous bread.



Name _____ Date _____

MAKING A DIORAMA OR POSTER

You can make a diorama or poster of a business or home scene to show your character's daily activities.

1. LOCATE INFORMATION.

Where can you find information about your topic?

2. TAKE NOTES.

Read information about your topic. Take notes on note cards about important ideas for your display. List what you will include.

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3. ORGANIZE YOUR DISPLAY.

Where are you going to place things? Make a rough sketch of your display. If you're working with a partner, decide who will work on what.

4. MAKE YOUR DISPLAY.

Make a list of the art materials you will need. When you've gathered the materials, start working on your display. Include a title and written information, such as labels or captions.

5. FINALIZE YOUR DISPLAY.

As you work, check the list of criteria for a quality diorama or poster. Make any changes to improve your work.

Name _____ Date _____

BUSINESS LETTER

Boston, 1765

Dear Sir:

Please purchase the following goods for my business and send them on the next ship leaving for Boston.

In addition, I need the highest quality _____
you can find.

As always, please be sure to include a contract and bill of sale with the shipment.

Very sincerely yours,

Name _____ Date _____

PUBLIC NOTICE: TAXES FROM BRITAIN**Stamp Act, passed 1765**

By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

Townshend Acts, passed 1767

Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

Name _____ Date _____

**BACKGROUND FOR GUEST SPEAKER:
THOMAS HUTCHINSON**

You will be playing the role of Thomas Hutchinson, lieutenant governor of Massachusetts. Hutchinson was not made full governor until 1769. However, he was the acting governor for many years beforehand while the governor was not in the state. Hutchinson has called a meeting to clarify the taxes and to impress upon the colonists the need to pay them.

Let people know the kind of person you are by using the following information. Hutchinson is a Boston conservative; he does not consider himself an enemy of the colonists, but a just and honest man who cherishes liberty. He, too, is against taxes from Britain and considers the tax laws unwise. But he recognizes Parliament's legal right to pass them. Unlike the Sons of Liberty and other radicals, Hutchinson does not believe that Parliament and the king are planning to rob the colonists of their liberties. He would rather live with such laws than with the lawlessness (anarchy) that he feels would result if the radicals and common people of Boston took over governing.

Next, generally state that while the taxes may not seem fair, you plan to carry out your duty and uphold the law. In so doing, remind the class that

- Manufactured goods can only be imported through Britain even though they may be purchased more cheaply from other countries or colonies in the Caribbean.
- Duties are paid by the colonists on some goods brought to the colonies.
- Penalties for not obeying these rules are forfeiture of goods or forfeiture of the vessel carrying the goods.
- As a representative of the crown, you plan to carry out your duty to the fullest extent possible—colonists should be warned to fully obey the law as good British citizens.
- Paying taxes is how we keep the government operating. Remember that in the French and Indian War (1754–1763), Britain defended the colonies and kept them from becoming French. These endeavors cost money.

Name _____ Date _____

THE SACKING OF HUTCHINSON'S HOUSE

Hutchinson received word that an angry mob was approaching his house. He quickly went to a neighbor's house. Minutes later, the crash of axes through the front door announced the arrival of the mob. In a letter, Hutchinson described some of what happened next.

"My son, being in the great entry, heard them cry . . . 'he is upstairs, we'll have him.' Some ran immediately as high as the top of the house. Others filled the rooms below and cellars. And others remained without the house. . . . Messages soon came one after another to the house where I was, to inform me that the mob [was] coming in pursuit of me, and I was obliged to retire through yards and gardens to a house more remote, where I remained until 4 o'clock, by which time one of the best finished houses in the province had nothing remaining but the bare walls and floors.

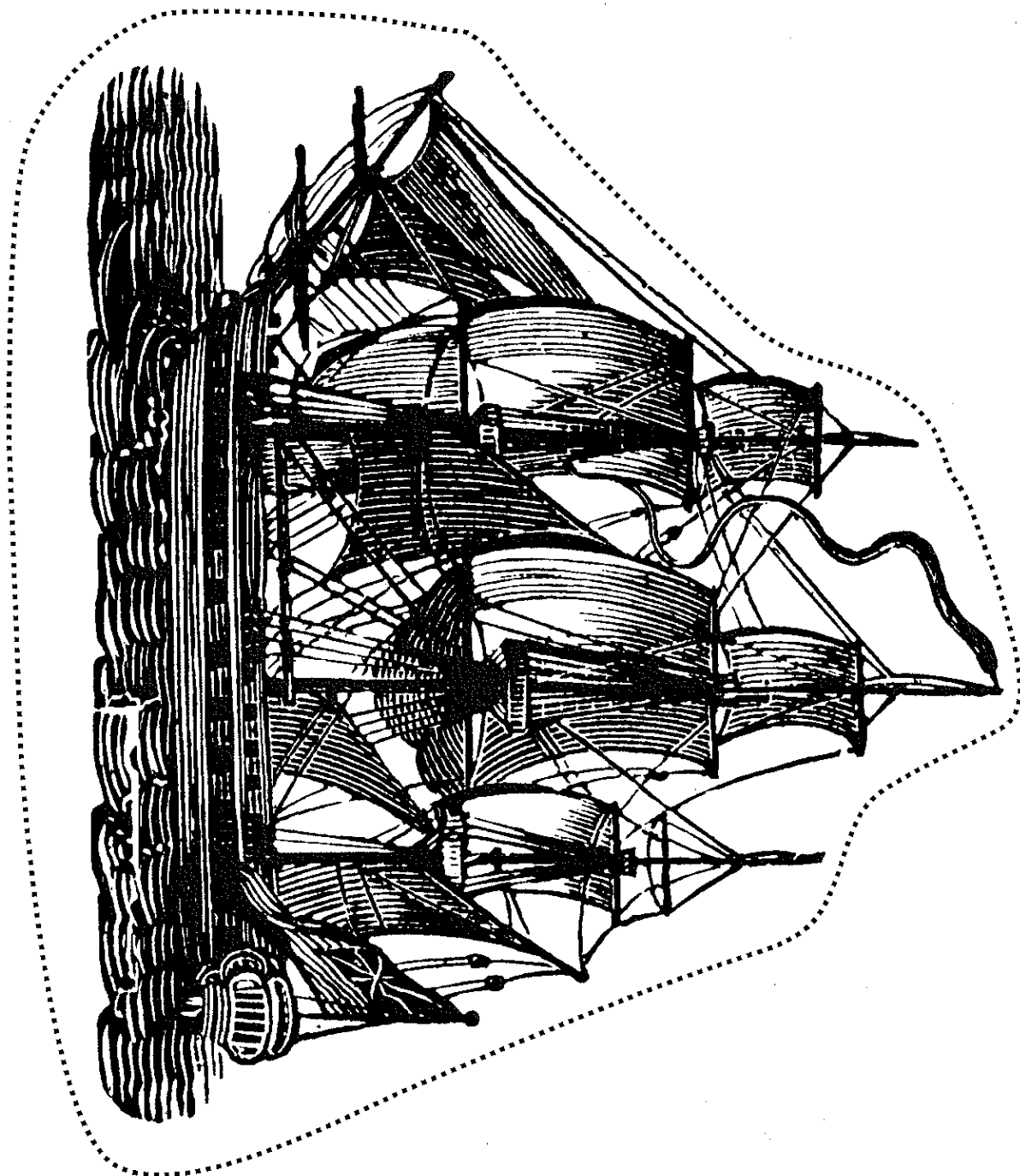
Not contented with tearing off all the wainscot [woodwork] and hangings and splitting the doors to pieces, they beat down the partition walls and, although that alone cost them near two hours, they cut down the cupola . . . and began to take the slate and boards from the roof, and were prevented only by the approaching daylight from a total demolition of the building.

The garden fence was laid flat and all my trees . . . broke down to the ground. . . . Besides my plate and family pictures, household furniture of every kind, my own, my children's, and my servants' apparel, they carried off about 900 pounds sterling and emptied the house of every thing whatsoever except a part of the kitchen furniture, not leaving a single book or paper in it, and have scattered or destroyed all the manuscripts and other papers I had been collecting for 30 years."

~from a letter written by Thomas Hutchinson, August 30, 1765. *The Boston Massacre*. H.B. Zobel.

Name _____ Date _____

TEMPLATE OF BRITISH WARSHIP



Name _____ Date _____

THE ROPEWALKER INCIDENT

Toward noon on March 2, 1770, a group of rope makers were laying rope in John Gray's extensive ropewalks. A ropewalk was a place where rope was made for sailing ships. Patrick Walker, a British soldier of the Twenty-ninth Regiment, went to the ropewalk looking for off-duty-hours work to supplement his meager pay. "Soldier, do you want work?" asked rope maker William Green. "Yes, I do," said Walker. "Well," said Green insultingly, "then go and clean my [outhouse]." "Empty it yourself," said Walker. After more such exchanges, Walker, swearing that he would have revenge, swung wildly at the rope makers. A worker knocked Walker down, and a small sword dropped from beneath his coat. Humiliated, beaten, and disarmed, the soldier fled.

In a few minutes, Walker was back, reinforced by eight or nine other soldiers. As the redcoats squared off against the rope makers, the workers called for help. From other parts of the ropewalk, stick-carrying assistance came, and the soldiers retreated. They returned fifteen minutes later about forty strong and armed with clubs and other weapons. A justice of the peace, John Hill, who saw the proceedings, ran out to calm the crowd. But neither soldiers nor rope makers listened. The soldiers' clubs and the rope makers' sticks beat loudly as the parties battled. A private named Matthew Kilroy and a rope maker named Samuel Gray fought most fiercely. The civilians soon turned the battle and drove the soldiers out. John Hill prevented a general pursuit; at the barracks, a corporal managed to control the soldiers and get them indoors. Both sides clearly regarded the interruption of their battle as temporary.

Name _____ Date _____

AN ACCOUNT OF THE BOSTON MASSACRE

This narrative is a fictional account of the Boston Massacre based on the events that occurred on the evening of March 5, 1770. It is told from the perspective of a young woman who is friends with Matthew Kilroy, a British soldier.

We followed a crowd of about fifty people, which joined at least fifty others at the Custom House. A red-coated guard was on the steps. People were throwing chunks of wood and ice at him, and he was jumping to avoid the sharp objects.

"I need help out here!" he yelled more than once.

A door slammed across the street. Everyone turned. Several soldiers came marching across the snow. They were followed a minute later by a young officer I recognized as Captain Preston. "Cease that! Disperse! Clear the way!" he cried. I saw my friend Matthew in the column of soldiers.

The soldiers walked toward the crowd. Their bayonets were connected to their muskets, and they made jabbing motions at the people. I saw Nathaniel Hurd, the engraver, get his hat knocked off by a bayonet and be roughly pushed aside.

"Why are you pushing me?" he demanded loudly.

"Out of the way!" Matthew ordered.

"I will not," said Hurd. "I am doing no harm to any man."

Matthew and Hurd stood their ground and glared at each other. Then Preston gave an order and the soldiers moved on in two columns.

I now expected the worst. The crowd grew larger and angrier as Preston and his men took their places on the Custom House steps.

"Disperse!" Preston ordered.

No one moved. "Bloodybacks! Lobster scoundrels!" the crowd yelled.

"Load and prime." Preston's order sent chills down my spine.

Now, amongst the hisses and insults from the crowd, you could hear the rattling of ramrods being shoved down musket barrels. In that moment I felt I might collapse from fear. I hoped someone would step forward and stop the awful scene.

EPISODE 6

TEACHING MASTER

T13
CONT.

"Come on, you bloodybacks!" a voice from the crowd roared. "Let's see you fire. You don't dare!"

A stick was flung from the crowd and struck one of the soldiers. He slipped and fell. His musket went flying and landed with a clatter. The crowd roared and took on new life. It grew as townspeople kept running out of dark corners.

"Back, people, back. Go home. Disperse or I will not be able to restrain my men. You fools! Don't ask for trouble!" Preston was begging them.

But the crowd was no longer a group of individuals. It was a terrible mob with a life of its own and well beyond the point of listening to reason.

I saw a large club strike Preston on the arm with great force. The mob surged forward, pushing against the soldiers. More clubs and snowballs pierced the air. Everyone was so close, you couldn't tell one person from another. Shouts and curses rang out. "Damn your bloods, why don't you fire?!"

At the word "Fire!" the world exploded in my ears. The sharp crack of gunfire echoed through the night. I shut my eyes tight but was sickened by the smell of black powder, like the stench of rotten eggs in the air. When I opened my eyes, I saw a sailor, Crispus Attucks, on the ground, bleeding. And Matthew was pointing his musket at Sam Gray of the ropewalk. Matthew's face seemed etched in stone. His finger was on the trigger.

"No!" I screamed.

Again the world exploded. I saw the smoke curling out of Matthew's musket as Gray crumpled to the ground.

All was confusion. Everyone was screaming and the crowd started retreating.

As I ran away, I turned to look back. The last thing I saw was Captain Preston standing in front of his men. He was pushing their muskets back, ordering them to fire no more.

~based on *The Fifth of March* by Ann Rinaldi and *The Boston Massacre* by H.B. Zobel.

Name _____ Date _____

**BACKGROUND FOR GUEST SPEAKER:
SAM ADAMS**

When playing the role of Sam Adams, you want to stir up students and be bold. Remember, you are a controversial figure and if colonists support your position, they risk treason—punishable by hanging.

BIOGRAPHICAL INFORMATION ON SAM ADAMS

Samuel Adams was born in 1722. In 1773, he was 51. He was trained as a lawyer and wrote many speeches against "British tyranny." His arguments were based both on economics (taxes, importing and exporting restrictions) and the morality of such laws that imposed these economic burdens.

As early as 1767, he was ready to see America sever its ties with Britain. Few colonists at that time shared this extreme view.

He was one of the leaders of the Sons of Liberty.

THE MEETING

In the meeting, make the following statements with a sense of drama. Prompt your audience to applaud or boo as appropriate.

1. The three ships carrying the British East India Company's tea are now docked in our harbor.
2. Ships' captains with similar cargoes for New York and Philadelphia have already turned their vessels and their cargoes back to England.
3. The tea agents (merchants) have refused to surrender their right to accept and sell the East India tea.
4. We have given the ships' captains every chance to sail back to England with the tea and they have refused. We have given Gov. Hutchinson one last chance to permit the ships to leave Boston with their tea. We are awaiting his answer.

When it is announced that Gov. Hutchinson has refused to let the ships out of the harbor without being unloaded, you should loudly say, "This meeting can do nothing more to save the country."

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.

Episode: _____

Describe the group situation or event: _____

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

One thing our group needs work on:

One thing I really did well:

One thing I could do better:
