



The Huntington Library, Art Collections, and Botanical Gardens

CAUSES OF THE AMERICAN REVOLUTION

TROUBLE IN BOSTON



Grade 5
United States History and Geography

I. California Standards

HISTORY-SOCIAL SCIENCE STANDARDS

Content Standards

5.5 Students explain the causes of the American Revolution

- (1) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
- (2) Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

Analysis Skill Standards

Chronological and Spatial Thinking

- (1) Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- (3) Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Historical Interpretation

- (1) Students summarize the key events of the years they are studying and explain the historical contexts of those events.
- (3) Students identify and interpret the multiple causes and effects of historical events.

ENGLISH-LANGUAGE ARTS STANDARDS

Reading Comprehension

- 1.5 Understand and explain the figurative and metaphorical use of words in context.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Writing

- 1.2 Create multiple-paragraph expository compositions.
- 2.4 Write persuasive letters or compositions.

Speaking

- 2.2 Deliver informative presentations about an important idea, issue, or event.

ENGLISH-LANGUAGE DEVELOPMENT STANDARDS, GRADES 3–5, LEVEL 4

Listening and Speaking

- (1) Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details.
- (3) Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch and modulation.
- (4) Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.
- (5) Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
- (7) Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.

Reading Fluency

- (8) Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.

Reading Comprehension

- (1) Describe main ideas and supporting details of a text.
- (2) Generate and respond to comprehension questions related to the text.
- (3) Describe relationships between text and their experience.
- (5) Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.

- (6) Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.
- (7) Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.

Reading and Listening

- (1) Identify and describe figurative language (e.g. similes, metaphors and personification).
- (2) Distinguish between literary connotations and symbols from culture to culture.
- (5) Recognize and describe themes stated directly in a text.
- (6) Read and orally identify the speaker or narrator in a selection.

Writing

- (2) Arrange compositions according to simple organizational patterns.
- (4) Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g. math, science, social studies).
- (5) Independently write a persuasive letter with relevant evidence.

THEATER STANDARDS

Connections, Relationships, Applications

- 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas. . . .

VISUAL ARTS STANDARDS

Visual Literacy

- 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

II. Teacher Background Information

Parliament tried again to tax the colonies. Charles Townshend, as Chancellor of the Exchequer or finance minister, called for a tax on goods imported by the colonies. The Townshend Duties placed a tax on glass, lead, paint, paper, and tea. Money raised from these duties was to pay for the defense expenses and the cost of running colonial governments. The colonists saw little distinction between this new tax and the earlier Stamp Act and revived the non-importation agreements as a way of forcing repeal. Sam Adams, a leader of the Sons of Liberty in Boston, denounced the Townshend Acts arguing that they violated the principle of “no taxation without representation.” Colonists demonstrated in the streets of Boston to express their opposition to British policy. As a result Britain sent troops to Boston to maintain order.

In 1770 colonial protests convinced the British to repeal the Townshend Acts. Lord North, the new prime minister, feared that if all the taxes were removed it would be taken

as a sign of weakness. He therefore persuaded Parliament to repeal all the duties except for tea. In Massachusetts, as in the other colonies, people celebrated repeal but continued to boycott tea until that tax was also removed.

Since the French had been expelled from the North American continent, colonists voiced more and more resentment to the stationing of British troops in the colonies. This was especially the case in Boston. British soldiers were not paid well and many took part-time jobs in the city. Boston laborers felt that the soldiers were taking jobs away from them and often clashed with troops. A fight between a worker and a soldier on March 5, 1770 resulted in a small riot. Later that evening crowds gathered in the streets of Boston and began to throw rocks and snowballs at soldiers. A sentry outside the State House called for help. As Captain Preston positioned his men between the crowd and the State House an unidentified soldier fired into the crowd. Three persons were killed and two more mortally wounded. The Sons of Liberty referred to the street fighting that evening as the Boston Massacre. A general riot was prevented when the governor yielded to the demands of Sam Adams and ordered the troops to leave mid-town Boston and sent them to an island in the harbor. Captain Preston and six of his men were arrested for murder and held for trial. The American patriot John Adams, Sam's cousin, agreed to defend the soldiers and won the acquittal of Preston and four soldiers while two were found guilty of manslaughter and were punished by branding them on their thumb. Tensions between soldiers and civilians in Boston eased somewhat after the trial.

Paul Revere drew a scene of the clash between the Boston crowd and soldiers. In Revere's print British soldiers are shown firing at the raised sword command of Captain Preston at a group of unarmed civilians while the dead and wounded are pictured on the ground in pools of blood. Revere named his engraving "The Bloody Massacre perpetrated in . . . Boston on March 5th 1770. . . ." The engraving was sold in Boston and throughout the colonies. It is considered the most effective piece of propaganda in American history.

In May 1773 Parliament passed the Tea Act. The law was designed to aid the British East India Company which was facing bankruptcy. The company, founded in 1690, had been very profitable and its stockholders, some of whom were members of Parliament, had grown rich. The company normally sold tea to English shopkeepers and, in turn some was then sold to wholesalers in the American colonies. The government taxed the tea in England and when shipped to the colonies added an additional three-penny tax. Now that the company was on the verge of collapse Parliament felt the need to take action to revive the company. The Tea Act of 1773 permitted the sale of tea directly to the colonies eliminating handling charges by English wholesalers. In addition the act repealed all taxes on tea with the exception of the small duty prescribed under the Townshend Act. Since the Tea Act actually lowered the price of tea, British authorities assumed that the colonists would not object to payment of the Townshend duty. The East India Company, heartened by the passage of the act, immediately shipped a half-million pounds of tea, about 1,700 chests of tea, to Boston, New York, Philadelphia, and Charleston.

Colonial leaders resented the Tea Act as it had granted the East India Company a monopoly on tea sold in America. Colonial merchants who had operated an import business prior to the passage of the act would no longer be permitted to buy tea from

English wholesalers. Importers of other British goods also feared that Parliament might also pass laws granting monopolies to other companies and destroying their businesses. American colonists had over the past few years since the French and Indian War grown to mistrust the British. Colonial leaders, believing that Parliament wanted to crush local self-government in the colonies, used every means possible to arouse the public to take action.

In December an angry crowd in Charleston, South Carolina, protested the arrival of a tea ship. Although the tea was unloaded it was confined to a warehouse and remained there until after the colonies declared independence. At that time the tea was sold to raise money to fight against the British. In Philadelphia and New York tea ship crowds prohibited dockworkers to unload and forced the ships to return with their cargo.

The first tea ship to the colonies arrived in Boston on November 27, 1773. Two mass meetings, called by the Sons of Liberty, demanded that the ship return. The governor refused and the ship remained docked with its cargo. On December 16, 1773, Samuel Adams, a leader of the Boston Sons of Liberty, organized a group of men disguised as Mohawk Indians to board tea ships in the harbor. That night they dumped 342 chests of tea into Boston harbor. The British responded by closing the port of Boston (Boston Port Bill), requiring English officials accused of crimes to be returned to England for trial (Administration of Justice Act), changing the governing charter removing elected members of the Massachusetts legislature by replacing them with officers appointed by royal governor (Massachusetts Government Act), and ordering that soldiers in Massachusetts and all other colonies be provided with shelter in private homes (Quartering Act). These Coercive Acts were commonly called the Intolerable Acts by Bostonians.

Other colonies rallied to the aid of Boston. A Continental Congress called for Philadelphia convened in September 1774 and declared the Coercive Acts unconstitutional and advised colonists to arm and form militias to defend themselves. The Continental Congress agreed to reconvene the following year and take further action if the British did not back down. The British Parliament declared Massachusetts was in rebellion and in February 1775 landed a large force in the colony with orders to seize military supplies that were being stockpiled by the colonial militia of Minute Men. On April 19 British forces marched out of Boston for Lexington and Concord.

III. Materials Needed

- ✧ **Student Handout 1:** Causes of the American Revolution Time Line, 1766–1776.
- ✧ **Document 1:** “Free America”
- ✧ **Student Handout 2:** “The Townshend Duties”
- ✧ **Student Handout 3:** Reader’s Theater on the Boston Massacre
- ✧ **Student Handout 4:** “The Boston Tea Party”
- ✧ **Document 2:** “The Rich Lady Over the Sea”
- ✧ **Transparency Master 1:** “The Bostonian’s Paying the Excise-Man, or Tarring & Feathering”
- ✧ **Student Handout 5:** “Cartoon Analysis Worksheet”

IV. Lesson Activities

A glossary is included at the end of this lesson of words and their definitions based on the usage in lesson readings. You may wish to develop a vocabulary activity or game to help build student fluency and vocabulary development.

- A. Before beginning the lesson distribute **Student Handout 1**, “Causes of the American Revolution Time Line, 1754–1766.” Tell students that they should refer to the time line as they study the events in this lesson.
- B. Begin the lesson by having students read the lyrics of a song written by Dr. Joseph Warren (**Document 1**, “Free America”). You may wish to provide students with sheet music and sign the song to the tune of “The British Grenadiers”¹, an English fighting song. Ask students how the lyrics of the song show opposition to British colonial policies.
- C. Distribute **Student Handout 2**, “The Townshend Duties.” Divide the class into groups and have each group read and discuss this secondary source. Write a letter to a Boston merchant who was selling English goods.
 - 1) What would you say in the letter to get the merchant to stop selling English goods?
 - 2) Why were the colonists unwilling to pay the Townshend taxes?
 - 3) How did the Sons and Daughters of Liberty get people to refuse to buy English goods?
 - 4) Was Britain showing weakness when they repealed most of the Townshend Acts?
- D. Ask students how they would feel if they lived in Boston in 1770 and every day saw more and more British troops in the city. Explain that British soldiers were poorly paid and that many took part-time jobs in Boston. If you were a Boston worker, how would you react if you lost your job to a British soldier? Young men and boys often insulted soldiers calling them “lobsterbacks” and throwing snowballs or rocks at them.

On the night of March 5, 1770, a fight broke out between a soldier and a Boston worker. As more and more people joined the crowd they marched toward the Massachusetts State House. British troops were guarding the building. The crowd refused to leave and shots rang out. Three people were killed in the streets and later two more died of wounds. Crispus Attucks, a sailor and former runaway slave, was reported to have been the first person killed that evening.

Distribute **Student Handout 3**, a Reader’s Theater activity on the Boston Massacre. The script is adapted from the trial of Captain Preston and six British

¹ Sheet music is available in Keith and Rusty McNeil’s *Colonial & Revolution Songbook* (Riverside, CA: REM Records, 1996), 38.

soldiers that were accused of murder. Assign parts and have students read over the script before performing as a class activity. There are 13 speaking roles. Students who do not have a speaking role should serve as jurors and deliberate before announcing their verdict. If you have a larger class, assign the remaining students to serve as reporters for English and American newspapers and have them write a news story on the trial. For small classes, reduce the size of the jury.

After the jury has returned their verdict ask them to defend their decision. When the trial is completed compare or contrast the verdict in the class's mock trial to the actual verdict. The jury acquitted Captain Preston and on December 5, six of the soldiers were also acquitted. Two of the eight soldiers were found guilty of the lesser charge of manslaughter. Matthew Kilroy and Hugh Montgomery were convicted of manslaughter in the deaths of Samuel Gray and Crispus Attucks. Each was branded on his hand and released.

- E. Explain to students that the British Parliament in 1773 granted the East India Company a monopoly on the sale of tea to the American colonies to keep the company from going bankrupt. Colonists strongly objected to the monopoly. Sons of Liberty in the port cities of Boston, New York, Philadelphia, and Charleston threatened to take steps to stop shipments of tea from the East India Company. Representatives from Boston and the surrounding towns called a meeting to protest British policy and circulated handbills (broadside) of a resolution against unloading tea from ships in the harbor.

Read the following resolution posted on a broadside in Boston on December 2, 1773.² Pause to discuss the purpose of the resolution and the consequences of unloading tea from the British East India Company.

RESOLUTION OF DECEMBER 2, 1773

WHEREAS it has been reported that a Permit will be given by the Custom-House for Landing the Tea now on Board a Vessel laying in this Harbour. . . . : THIS is to Remind the Publick, That it was solemnly voted by the Body of the People of this and the neighbouring Towns . . . that the said Tea never should be landed in this Province, or pay one Farthing of Duty: . . . any such Permit for landing the said Tea . . . must betray an inhuman Thirst for Blood. . . . This is to assure . . . Enemies of this Country, that they will be considered and treated as Wretches unworthy to live, and will be made the first Victims of our just Resentment.

The PEOPLE.

² Library of Congress, Rare Book and Special Collections Division. The entire resolution is online at <[http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+03702400\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+03702400))>

Use questions such as the following in class discussion of the reading.

- 1) Why did the people of Boston and neighboring towns want to stop the tea from being unloaded?
 - 2) Why were they unwilling to pay even a very small tax on the tea?
 - 3) According to the resolution, if violence broke out, who would be responsible?
 - 4) How do you think the British officials in the colony would have reacted to this resolution?
 - 5) Ask students to predict what might happen if the tea is unloaded.
- F. Distribute **Student Handout 4**, “Boston Tea Party.” In groups, have students read and discuss this secondary source. Use the questions that follow the reading during class discussion.
- G. Have students read in their textbook about how the British reacted to the Boston Tea Party. Briefly discuss the Coercive or Intolerable Acts. Be sure that students understand the *Quartering Act* and how this act affected all the colonies, not just Massachusetts. Ask students why the colonists considered the acts “intolerable.” Read the following stanza of the poem “Tea: Destroyed by Indians”³ and have the class shout out the chorus:

How grand the Scene!—(No Tyrant shall oppose)
The TEA is sunk in spite of all our foes.
A NOBLE SIGHT—to see th’ accursed TEA
Mingled with MUD—and ever for to be;
For KING and PRINCE shall know that we are FREE.

Chorus:

Bostonian’s SONS keep up your Courage good,
Or Dye, like Martyrs, in fair Free-born Blood.

Ask students why they believe the people of Boston reacted this way to these harsh policies. If they lived in Boston in 1773, how would they have responded to the Coercive Acts?

- H. Distribute **Document 2**, “The Rich Lady Over the Sea,” a popular song about the Boston Tea Party. Examine the lyrics of the song. How does the song help explain the reason why the colonists dumped the sea into the harbor and the reactions of England, the rich lady over the sea? The music for “The Rich Lady Over the Sea” is available in *Colonial & Revolution Songbook*⁴ by Keith and Rusty McNeil.

³ Library of Congress, American Memory Broadside. An image of the poem with lyrics is available by searching Library of Congress, “The American Memory” <<http://memory.loc.gov>> for “Tea Destroyed by Indians.”

⁴ REM Records, Riverside, California.

- I. Make an overhead of **Transparency Master 1** “The Bostonian’s Paying the Excise-Man, or Tarring & Feathering,” an English cartoon drawn in 1774. Divide the students into groups and distribute copies of **Student Handout 5**, “Cartoon Analysis Worksheet.” [Note that the questions on the “Cartoon Analysis Worksheet” are specific to this cartoon. You can easily adapt the worksheet making for use with other cartoons.] Have students examine the cartoon and complete the “Cartoon Analysis Worksheet.” In a class discussion, go over the questions on the “Cartoon Analysis Worksheet.”

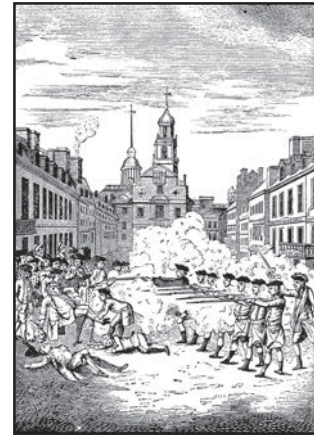
Interpreting the Cartoon. Students should recognize that the colonists are forcing tea down the throat of the ‘Excise Man,’ the person assigned to collect the tea tax. Be sure that students understand the importance of symbols used in the cartoon. They should have noted the bucket of tar in the lower left and people throwing boxes off a ship in the background. Students should realize that this is a pictorial representation of the Boston Tea Party. Ask the class what message the British cartoonist is trying to get across by having a noose hanging from the ‘Liberty Tree.’ Briefly explain irony and how the cartoonist is mocking the colonists by having the ‘Liberty Tree’ as a gallows. Ask if there is any symbolism in posting the Stamp Act upside down. You may need to review the Stamp Act. Posting the act upside down could refer to its repeal or that the colonists objected to paying the tax and tarred and feathered ‘stamp men’ who tried to collect the tax.

Exploring Different Perspectives. Write a description of what is taking place in the cartoon as an editorial to accompany the cartoon in a British and an American newspaper. How would the cartoon be viewed by the English? By American Patriots such as the Sons of Liberty?

- J. Have students assume the role of either a member of the British Parliament or the Sons of Liberty and write a persuasive letter to the editor of an eighteenth-century newspaper stating your views on the Boston Tea Party and the Coercive Acts. Select several students who have written letters from opposing viewpoints and have them read their letters to the class.

Causes Of The American Revolution Time Line, 1765–1776

- 1766 Repeal Of The Stamp Act**
Parliament repealed the Stamp Act but passed a Declaratory Act stating that it had power to pass any laws governing the American colonies.
- 1767 Townshend Acts**
Parliament passed a tax on imports of glass, lead, paints, paper, and tea. Colonists organized and refused to import British goods.
- 1768 British Troops Sent To Boston**
Troops with artillery arrived to keep order.
- 1770 Townshend Taxes Repealed**
Parliament repealed the Townshend Acts except for the tax on tea.
- 1770 Boston Massacre**
British troops fired on a crowd killing five. Troops withdrew to islands in the harbor to avoid more bloodshed.
- 1773 Boston Tea Party**
Sons of Liberty dumped shipload of tea into the harbor.
- 1774 Coercive Acts**
British Parliament passed series of acts responding to the Boston Tea Party.
- 1774 First Continental Congress**
All the colonies except Georgia sent delegates to organize against British policy. Congress adjourned but promised to meet again if British policy was not changed.
- 1775 Lexington And Concord**
Paul Revere rode to warn the Sons of Liberty that British soldiers were marching to Lexington. The first shots were fired at Lexington and Minute Men forced the British to retreat to Boston after the battle at Concord.
- 1775 Second Continental Congress**
John Hancock elected president of the Congress and George Washington appointed Commander-in-Chief of the Continental Army.
- 1775 Battle Of Bunker Hill**
British took the hill outside Boston but lost many more soldiers than the American defenders.
- 1776 Declaration Of Independence**
Second Continental Congress declared independence from Britain.



Boston Massacre



Independence Hall

(Site of First and Second Continental Congresses)



Battle of Bunker Hill

“Free America”
Dr. Joseph Warren

Joseph Warren was born in Massachusetts in 1741. After he graduated from Harvard College he taught grammar school for a year before going to Boston to study medicine. He opposed the Stamp Act of 1765 and wrote articles supporting a boycott of British goods. After Parliament passed the Coercive Acts (Intolerable Acts) he recommended that colonists prepare to fight against the British. He enlisted in the Massachusetts militia and was killed by the British at the Battle of Bunker Hill. Dr. Warren wrote the patriotic song “Free America”¹ in 1770.

¹ A variation of “Free America” with music is available at <<http://www.contemplator.com/america/freemamer.html>>. For other versions of the song search Google using “Free America by Joseph Warren.”

...

We led fair Freedom hither, and lo, the desert smiled,
A paradise of pleasure was opened to the world.
Your harvest, bold Americans, no power shall snatch away,
Huzzah, huzzah, huzzah, huzzah, for free America!

Torn from a world of tyrants beneath this western sky,
We formed a new dominion, a land of liberty.
The world shall own we're masters here, then hasten on the day,
Huzzah, huzzah, huzzah, huzzah, for free America!

...

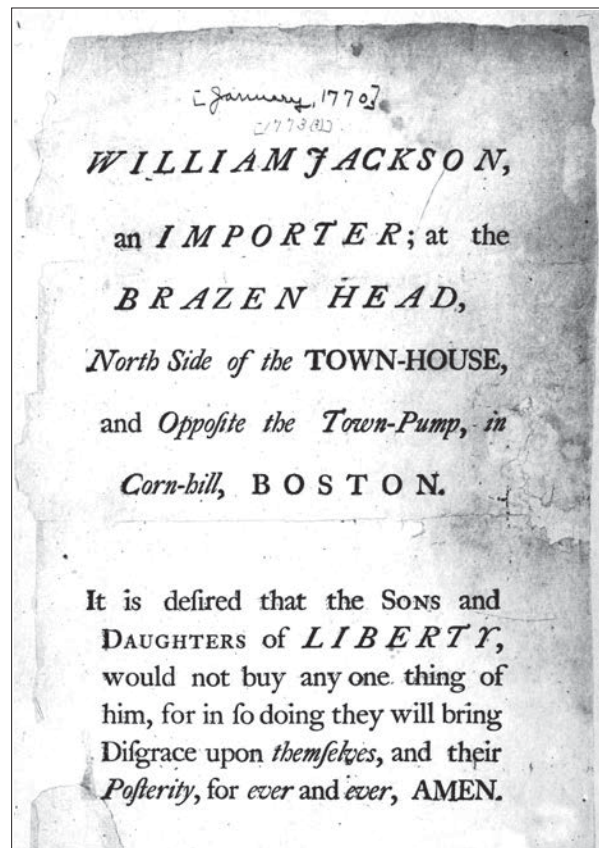
Lift up your hands ye heroes and swear with proud disdain,
The wretch that would ensnare you shall lay his snares in vain.
Should Europe empty all her force we'll meet her in array,
And fight and shout and shout and fight for North America!

Some future day shall crown us the masters of the main.
Our fleets shall speak in thunder, to England, France and Spain,
And the nations o'er the oceans' spread shall tremble and obey,
The sons, the sons, the sons, the sons of brave America!

The Townshend Duties

When the British Parliament repealed the hated Stamp Act it needed to find some other way to raise money to pay the cost of defending the American colonies. In 1767 Charles Townshend, the person in charge of handling money in the British government, decided to call on Parliament to pass a new tax on glass, lead, paint, paper, and tea. He argued that Parliament had the right to pass any law it felt necessary—a right that was expressed in the Declaration Act the year before.

The colonies objected saying again that their rights were being violated. They argued that only their colonial assemblies could pass taxes. They called for another boycott of British goods. In Boston the Sons and Daughters of Liberty called on loyal citizens to refuse to buy anything from merchants who sold British goods. They circulated posters called broadsides around town saying that anyone who bought English goods would bring about “Disgrace upon themselves, and their Posterity, for ever and ever.”



In 1770 the Parliament decided it had better repeal the Townshend Acts. But, they were afraid that if they did the colonists would think that this was a sign of weakness. Parliament, therefore, decided to repeal all except the tea tax. The colonists did take this to be a sign of weakness and felt that if they continued to boycott tea that tax would also have to be removed.

Reader's Theater

The Boston Massacre Trial

Characters in the skit

First Narrator
 Second Narrator
 Presiding Judge Benjamin Lynde, Jr.
 Robert Paine, lawyer for the prosecution
 John Adams, lawyer for the defense

Witnesses for the prosecution

Daniel Calef
 Samuel Hemingway
 Charles Bourgatte
 Mr. Knox

Witnesses for the defense

Captain Thomas Preston, defendant
 Richard Palmes
 Andrew
 James Penny

Jurors

Joseph Mayo, Foreman
 Nathaniel Davis
 Edward Pierce
 Abraham Wheeler
 Isaiah Thayer
 Benjamin Fisher
 Samuel Davenport
 Joseph Houghton
 Consider Atherton
 Jacob Cushing, Jr.
 Josiah Lane
 Jonathan Burr

Scene 1—A Boston Street outside the Court House, October 1770

- First Narrator:** The British sent troops to Boston to enforce the Townshend Acts. Some Boston merchants sold tea and other products from England in defiance of the non-importation agreement. Some people traded at their stores in spite of a boycott.
- Second Narrator:** The Sons of Liberty threatened people who continued to buy from these merchants. There were reports that some stores were broken into and burned. Some merchants disappeared and it was believed that the Sons of Liberty tarred and feathered them.
- First Narrator:** Britain sent troops to Boston to keep order. This caused even more trouble. The soldiers were paid very little and many had to take part-time jobs. The Sons of Liberty took every opportunity to remind the workers of Boston that they could lose their jobs to these “Lobsterbacks.”
- Second Narrator:** On the night of March 5 soldiers and civilians argued and fought in the streets of Boston. These street fights were common since most people of Boston hated the soldiers.
- First Narrator:** But, this night turned out to be different. A large crowd of people gathered and marched toward the Boston State House on King Street. The crowd was angry and some people said they threw rocks and snowballs at the soldiers. Shots rang out and three men were killed and others wounded. Two of the wounded men died the next day.

First Narrator: Who ordered the troops to fire on the people?

Second Narrator: Some said it was Captain Preston, the British officer in charge. Others said it was one of the soldiers who had been hit with a rock. Captain Preston and eight soldiers were arrested and charged with murder. Their trial is about to start.

First Narrator: Let's see if we can get into the court room to watch the trial.

Scene 2—A Boston Courtroom, October 1770

First Narrator: The trial is just about to begin. Judge Benjamin Lynde has called the court to order.

Judge Lynde: Mr. Payne and Mr. Adams are you ready to begin.

Robert Payne: Yes, your honor.

John Adams: Yes, your honor.

Judge Lynde: Mr. Adams, how do your clients plead?

John Adams: Not guilty, your honor.

Second Narrator: (speaking quietly to the first narrator) Is the lawyer for the soldiers related to Sam Adams.

First Narrator: Yes, they are cousins. It hardly seems possible that the cousin of one of the leaders of the Sons of Liberty is defending these men. You can bet that Sam Adams is not happy with his cousin.

Second Narrator: The prosecuting attorney charged the defendants with murder and in his opening statement said that he will produce witnesses to prove that Captain Preston ordered soldiers to fire on unarmed civilians. He said that he would also prove that the eight soldiers that have been charged were responsible for firing the shots that killed five men.

First Narrator: Sam Adams told the jury that they must not let their dislike of having British soldiers in Boston interfere with the right of all Englishmen to have a fair trial. He told them that the evidence would prove that these men were not guilty of murder.

Judge Lynde: Mr. Paine, call your first witness.

Mr. Paine: I call Samuel Hemingway to the stand. Mr. Hemingway, do you know any of the prisoners?

Mr. Hemingway: Yes sir, several of them. There is Kilroy sitting there. I know him well. A few days before the massacre on King Street, Kilroy got into a fight with a worker named Samuel Gray. I heard him say that if he ever had the chance he would kill him. All I know is that Samuel Gray was shot and killed that night. I don't know for sure that Kilroy shot him, but he's dead ain't he.

- First Narrator:** Mr. Paine is calling several other witnesses to the stand.
- Mr. Knox:** The soldiers were hitting and pushing their muskets at children that night. Some of the children were calling the soldiers “lobsterbacks.” I didn’t see them throw anything at the soldiers until after the firing began. The soldiers just attacked an unarmed crowd of people without any cause.
- Daniel Calef:** (Pointing to Captain Preston) That man seated over there was in front of the Customs House that night. I was only a few feet away from him looking him right in the face when he shouted “fire.” That’s him, the officer sitting there.”
- Mr. Paine:** Charles Bourgatte to the stand. (Speaking to the judge) Your honor, Charles Bourgatte was born in Canada and does not speak English very well. I would like to have an interpreter in the court.
- Judge Lynde:** Mr. Adams, what say you?
- Mr. Adams:** I have no objections, your honor.
- Charles Bourgatte:** I am 14 years old and work as an apprentice to Mr. Edward Manwaring.
- Second Narrator:** Manwaring is one of the toughest customs officers in Boston. He has been the target of a number of protests organized by the Sons of Liberty. I wonder why Mr. Paine is calling this boy to testify?
- Charles Bourgatte:** When the riot started, I ran into King Street and to the door of the Custom House. Someone pulled me in. A tall man sent me upstairs and told me to stand by a window on the second floor. He gave me two guns and told me, “If you don’t fire, I will kill you.”
- Mr. Paine:** Then what happened?
- Charles Bourgatte:** After I fired these two guns, Mr. Manwaring fired one gun out of the same window. I pointed my guns up the street and fired in the air. Mr. Manwaring pointed his gun at the crowd in the street and fired. The man took me downstairs and told me he would give me money if I didn’t tell anyone about what happened that night.
- First Narrator:** Wow! If this testimony is true the Sons of Liberty were right all along—the British must be using this as an excuse to send even more troops to Boston.
- Second Narrator:** Looks like Mr. Adams is going to lose this case.
- First Narrator:** Let’s see what witnesses he is going to call and what they have to say.
- Mr. Adams:** I call James Penny.
- James Penny:** When I was in jail for not paying a debt a boy told me that he had been paid by a member of the Sons of Liberty to lie about being told to fire a gun from the Customs House window on the night of March 5. He even bragged that he was going to be taken care of.

- Mr. Adams:** What was the boy's name?
- James Penny:** I don't think he ever told me his name. I don't even know why he was in jail. I know that he told me that he was an apprentice to Mr. Manwaring.
- First Narrator:** Mr. Adams brought in sworn testimony from two other witnesses saying that Charles Bourgatte was not at the Customs House on March 5. They swore that both he and Mr. Manwaring were at a boarding house across town the entire evening.
- Mr. Adams:** I would like to call Andrew, a slave of Mr. Oliver Wendell who is known to be a member of the Sons of Liberty.
- Andrew:** That night a number of boys were throwing snowballs at soldiers and calling them "Lobster, bloody backs" and hollering "Who Buys lobsters!" There were a number of people on King Street. One of the men hit a soldier with a stick. The man then knocked the gun from the soldier's hand. He grabbed a bayonet and shouted "Kill the dogs! Knock them over!"
- Mr. Adams:** Do you know this man's name?
- Andrew:** I'm not sure but I think I heard someone call him Crispus Attucks. I know that he was a black man. Someone told me that he was the first to be killed that night.
- Mr. Adams:** Do you know who gave the order to shoot at the crowd?
- Andrew:** No. I did see the soldier that had been knocked to the ground get up and fire his weapon at the crowd. I heard a voice cry "fire!" Captain Preston was standing in front of me. I am certain the voice came from behind him
- Mr. Adams:** Richard Palmes please take the stand. Tell me what you heard and saw that evening.
- Richard Palmes:** I saw Captain Preston with seven or eight soldiers at the Customs House. The soldiers had their guns drawn and bayonets fixed. I saw snow balls and ice thrown at the soldier next to the Captain. The soldier stepped back and fired the first shot that evening.
- Mr. Adams:** Did you hear Captain Preston give the order.
- Richard Palmes:** No, sir, I don't know who gave the order.
- Mr. Adams:** I would now like to call Captain Preston to the stand.
- Captain Preston:** The mob carried clubs and shouted at the soldiers, "come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare." I was between the soldiers and the mob, trying to get them to leave. Some one asked me if I planned to order the men to fire.
- Mr. Adams:** How did you reply?

- Captain Preston:** I answered no, by no means, telling them that I was between the soldiers and the mob and would be the first to be shot if I ordered them to fire. While I was speaking, one of the soldiers received a severe blow with a stick, stepped a little to one side and instantly fired..... On this a general attack was made on the soldiers hitting them with heavy clubs and snowballs were thrown at them. All our lives were in danger. Some persons in the mob shouted, “why don’t you fire!” At that moment three or four of the soldiers fired.
- Mr. Adams:** Captain Preston, who shouted the order to fire?
- Captain Preston:** After the shooting stopped I asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. They may have heard the call to fire come from the crowd that were attacking us since many of the mob called out fire!
- Mr. Adams:** I have one final question. Captain Preston, why did you have soldiers stationed in the area of the State House and the Customs House on the night of March 5?
- Captain Preston:** Sir, I had no idea what mischief this mob would do. Taxes that have been collected are held here. It was my duty to defend the royal treasury.
- First Narrator:** Other witnesses were called and testimony continued for some time. After both lawyers gave their closing statements the judge turned the case over to the jury.
- Second Narrator:** London newspapers carried stories about the case. They reported that a colonial mob attacked British soldiers and the soldiers fired in self-defense. They blamed the attack on Sam Adams. Some newspapers criticized Paul Revere for selling a picture of “The Massacre on King Street” calling it colonial propaganda. His picture showed innocent people being shot by British soldiers. According to the London papers Captain Preston and the eight soldiers could not get a fair trial in Boston.
- First Narrator:** On December 5 the jury gave their verdict to the judge.

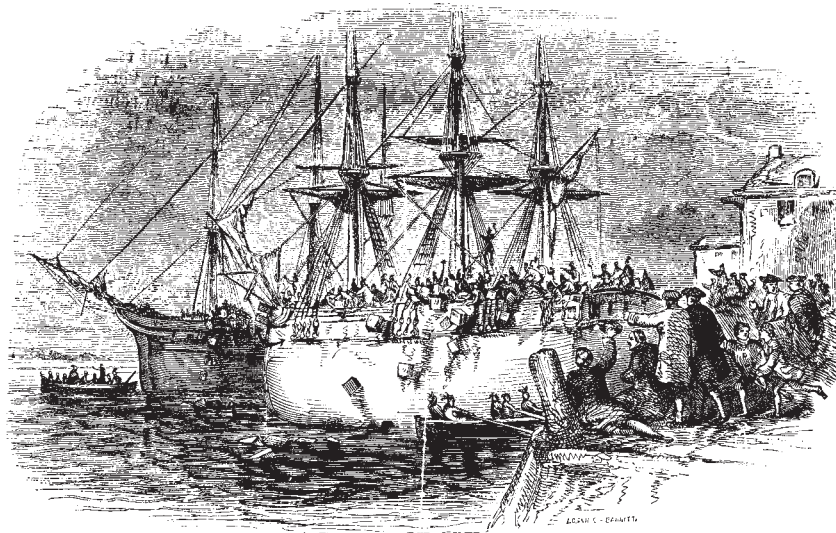
The Boston Tea Party

American colonists refused to buy goods from Britain because of the Townshend taxes. As British merchants lost more and more money because of the success of the colonial “non-importation” agreements they convinced Parliament to give in. Parliament removed all of the Townshend taxes except the tax on tea. By keeping the tax on tea Parliament was telling the colonists that they still had the right to place taxes on goods shipped to America.

American colonial leaders were not satisfied. They believed that laws should not be made without their consent. In other words, they felt that Parliament had no right to pass laws, especially tax laws, since they had no votes in Parliament.

The British continued to send tea to American port cities. Since many merchants had agreed not to sell the tea it began to pile up in warehouses. The British East India Company that produced the tea influenced Parliament to pass the Tea Act in 1773. The act removed all British taxes on tea except a very small import tax on tea shipped to America. Although the price of tea dropped, colonists still objected to the tax and refused to buy East India tea even though it was now cheaper than tea that was smuggled to the colonies.

The East India Company believed that the colonists would buy the cheaper tea and shipped half a million pounds of tea to Boston. When the *Dartmouth*, one of the tea ships, arrived at Boston the citizens organized meetings and demanded that the ship return with its tea to Britain. The governor refused.



BOSTON TEA PARTY

On December 16, 1773, Samuel Adams, a leader of the Boston Sons of Liberty, organized a group of men to take action. They disguised themselves as Mohawk Indians and boarded the *Dartmouth*. They worked through the night with axes smashing 342 crates of tea and dumped them into Boston harbor. The Sons of Liberty, although they dressed as Indians, wanted every-

one to know that they were responsible for dumping the tea in the harbor. The disguises were worn just to make sure that the British authorities in Boston would not be able to identify individuals and arrest them for destroying the tea.

The British were furious! In 1774 Parliament passed the Coercive Acts to punish Boston. Colonists called these acts “intolerable” and called on all the colonies to organize.

1. Why did the colonists refuse to buy tea?
2. What is meant by the expression “No Taxation without Representation”?
3. How can you show your opposition to what you consider an unjust law?
4. How did the Boston Sons of Liberty show their opposition in 1773?
5. Why do you think they decided to destroy the tea?
6. What other action could they have taken? Do you think it would have been effective?
7. What can we do today as American citizens to protest laws that we consider unjust?
8. How is it different today than it was in 1773?

“The Rich Lady Over the Sea”

There was a rich lady lived over the sea,
 And she was an island queen.
 Her daughter lived off in the new country,
 With an ocean of water between.
 With an ocean of water between,
 With an ocean of water between.

The old lady’s pockets were
 filled with gold,
 Yet never contented was she,
 So she ordered her daughter
 to pay her a tax
 Of thruppence a pound on the tea.
 Of thruppence a pound on the tea,
 Of thruppence a pound on the tea.

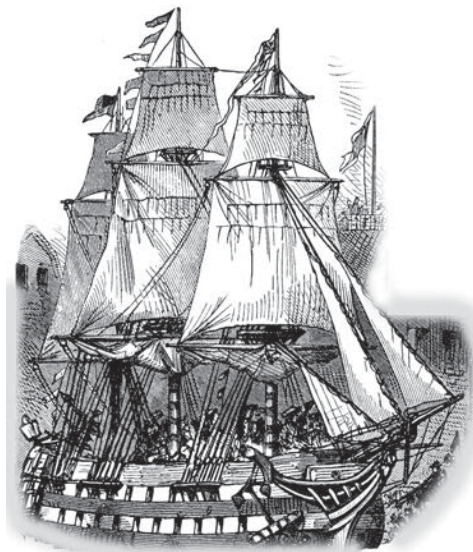
Oh mother, dear mother,” the daugh-
 ter replied,
 “I’ll not do the thing that you ask,
 I’m willing to pay a fair price on the tea,
 But never the thruppenney tax.
 But never the thruppenney tax.,
 But never the thruppenney tax.”

You shall!” chides the mother, and
 reddened with rage,
 “For you’re my own
 daughter, you see,
 And it’s only proper that
 daughter should pay
 Her mother a tax on the tea.
 Her mother a tax on the tea,
 Her mother a tax on the tea.”

She ordered her servant to come
 up to her,
 And to wrap up a package of tea,
 And eager for thruppence a
 pound she put in
 Enough for a large family.
 Enough for a large family,
 Enough for a large family.

The tea was conveyed to her daughter’s
 own door,
 All down by the Oceanside,
 But the bouncing girl
 poured out every pound
 On the dark and boiling tide.
 On the dark and boiling tide,
 On the dark and boiling tide.

And then she called out to the island
 queen,
 “Oh mother, dear mother,” called she,
 “Your tea you may have
 when ‘tis steeped enough,
 But never a tax from me!
 But never a tax from me,
 But never a tax from me!”



The Bostonian's Paying the Excise-Man, or Tarring & Feathering



Cartoon Analysis Worksheet

1. Does the cartoon have a caption? Does the caption help explain the meaning of the cartoon?
2. What are the people pictured in the cartoon doing? What can you tell from the expressions on their faces?
3. Are symbols used in the cartoon?
4. Why do you think the cartoonist used these symbols?
5. What do you think the symbols mean?
6. What is pictured in the background of the cartoon?
7. Describe the action taking place in the cartoon.

Vocabulary

acquit	find not guilty
apprentice	a beginner; assigned to work for someone in order to learn a business
attorney	lawyer
bankrupt	broke; forced to go out of business
boycott	to refuse to buy something
broadside	a poster or handbill
convey	express; communicate
content	satisfied; happy
disdain	disregard; indifference
duty	a tax on products from another country
dominion	country; territory
ensnare	trap; surround
farthing	a British coin of very little value, about one-quarter of a penny
huzzah	hurrah; an eighteenth-century expression of joy or praise
militia	an armed force
main	sea (masters of the main—control of the sea)
posterity	future generations
prosecute	put on trial
procure	get; obtain; acquire
scoundrel	crook; criminal
steep	stand (when making tea it is placed in hot water to “steep”)
thruppence	a small amount; something of little value
tyrant	dictator; oppressor; bully
wretch	a miserable or terrible person