



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Landmarks of American History and Culture Workshops application guidelines at <http://www.neh.gov/grants/guidelines/landmarks.html> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: At the Crossroads of Revolution: Lexington and Concord in 1775

Institution: Massachusetts Historical Society

Project Director: Jayne Gordon

Grant Program: Landmarks of American History and Culture Workshops for School Teachers

At the Crossroads of Revolution: Lexington and Concord in 1775 July 22-27; and August 5-10, 2012

Massachusetts Historical Society

Narrative

The Massachusetts Historical Society, partnering with Minute Man National Historical Park, the Concord Museum and the Old Manse seeks \$170,937 to fund two Landmarks workshops for Schoolteachers in 2012. *At the Crossroads of Revolution: Lexington and Concord in 1775* would take place at historic locations in Lexington, Concord and Boston, Massachusetts on the weeks of July 22-27 and August 5-10.

A. Intellectual rationale

In the spring of 1775, the towns of Lexington and Concord became targets, scenes, and symbols of actions which would ignite a war culminating in the birth of a new country. In those towns were people caught at the crossroads of Revolution. The Landmarks workshop proposed will immerse participants in the evocative 18th-century landscapes of those towns, as well as the port city of Boston, to examine – with the help of leading scholars – the decisions and dilemmas involved in the events of 1775 and the subsequent interpretations and uses of those events.

The Massachusetts Historical Society (MHS), the nation's oldest historical organization (1791), is submitting this proposal. In the summer of 2010, MHS hosted this workshop for the first time. Over 600 educators from 48 states applied to be a part of it. That number, a record for NEH Landmarks workshops, confirms a demonstrated interest in and need for a program that addresses the beginnings of the Revolution in the setting of the Boston area. Based on that fact and the overwhelmingly positive evaluations from the initial group of participants, the project directors are ready and willing to offer this workshop again. We have made adjustments in direct response to the recommendations made by our pioneer group – the best possible consultants we could have for both content and pedagogy.

That first Landmarks workshop was built on a firm base with previous funding from the Education Division of the National Endowment for the Humanities. In 2008, with a Grant for Teaching and Learning Resources and Curriculum Development, MHS launched an educational website — *The Coming of the American Revolution* (www.masshist.org/revolution) — which brings over 150 digitized documents from the collections of the MHS into classrooms with transcriptions, accompanying contextual essays, guiding questions, and a full teacher-created curriculum. A key part of that website covers the events in Lexington and Concord in 1775.

MHS is world-renowned for the strengths of its document collections, but to provide the context for those primary sources, it partners with historic sites which have the landscapes, structures, objects and exhibitions that complement the documentary resources. For Lexington and Concord, those partners are Minute Man National Historical Park (landscapes, structures), the Concord Museum (objects, exhibitions), and the Old Manse (historic house and grounds). This partnership is the foundation for the Landmarks workshop being proposed.

Located 18 miles northwest of Boston, Massachusetts in Lexington, Lincoln, and Concord, **Minute Man National Historical Park** commemorates the story of the opening battle of the American Revolution on April 19, 1775. The Park preserves approximately five miles of the original “Battle Road,” 12 colonial “witness” structures, the North Bridge and Minute Man Statue in Concord, and almost 900 acres of pastoral landscape to provide visitors the opportunity to connect with the past in a manner that is not possible anywhere else. Minute Man National Park is the “real” place where the events of April 19, 1775 unfolded and irrevocably affected the course of human history.

The Concord Museum has an outstanding collection of artifacts related to life in Concord at the beginning of the American Revolution. Participants will have time to explore its galleries on their own (identifying objects to use in lesson planning as noted in that section of this proposal), as well as with the group. In the mid-1990’s, NEH funded a major exhibit to introduce significant aspects of Concord history to the public: “Why Concord?” Members of the exhibit team then included Landmarks project director Jayne Gordon and scholar Robert Gross, who plan to make good use of this resource during the Monday sessions of the workshop.

The Old Manse, adjacent to the historic North Bridge site, was the home of Concord's minister on the eve of the American Revolution. In the next century, the Rev. William Emerson's grandson Ralph Waldo wrote the first draft of his essay "Nature" in this ancestral home – another "shot heard round the world". Thus this house was closely connected by one family to both the political and intellectual revolutions associated with this town. The setting of the house, inside and out, is perfect for exploring implications of the events of 1775 on both the townspeople of the time and the Concord authors of the 19th century who drew on the symbolic significance of one revolution when launching a second with their pens.

Using the aforementioned resources, the workshops will use the idea of crossroads as a central theme both in the *physical sense* (the significance of this geographical feature: because Concord was a shire town, sited so that it was easily reached from a network of roads, it became a focal point of activity as the meeting place of the Provincial Congress and as a depot for the stockpiling of military supplies. Both its proximity to and distance from Boston became important factors in the development of its unique role) and in the *symbolic sense* (the "road to revolution" was not a straight line; it was interrupted and its course changed by deliberate actions and unforeseen accidents at every crossroads).

The crossroads theme will thread throughout the workshops in these ways:

- As *choice* of route, direction, path (the road taken)
- As *counterfactual* history in which we examine the road *not* taken at the crossroads and what would have happen IF alternative choices or incidents had occurred (nothing is predetermined; history is not straight linear)
- As *intersection* of forces, ideas, paths (British/colonial; local/regional; Paul Revere/lookout party; King's troops/militia at Meriam's Corner)
- As *gathering place* for people, supplies, meetings – a center of activity
- As *turning point or change* in the life of a person, people, even a country – a seminal, transformative incident in one's sense of identity, ie. becoming American
- As *physical landmark and connector*: the role that the Bay Road and local roads played in the beginning of the Revolution as vehicles for conveying and

linking people, ideas, goods, news, tying the towns to the port city and the hinterlands, etc.

The tavern, usually situated at a crossroads, was a welcome respite for the weary traveler, a place to find sustenance, a place to discuss mutual concerns, a place to consider courses of action. Appropriately, the workshop will begin at just such a tavern within Minute Man National Park: gathering participants for their first meeting at a place that allows workshop leaders to articulate the crossroads theme perfectly because the location and function of this physical place supports the unifying theme of crossroads (literally and figuratively) in every way – the surroundings and the ideas to be explored complement each other perfectly.

A set of guiding questions for the project team, scholars and site staff have been identified to inform the interpretive approach taken during the workshop week. Grouped into six major areas – physical landscape, contingency, perspective, complementary resources, historical detective work, and public memory — these guiding questions (as distinguished from the framing questions for *content*) ensure that the teachers are exposed to the processes as well as the results of historical investigation. These questions appear as the last page of **Appendix A**.

Impact on Teachers/Students: The project team strongly believes that this kind of workshop should be aimed at immersing the teachers in content and its intellectual and geographical context. There will be ample time provided to discuss classroom applications. The teacher projects developed during the workshop will address the ways in which the workshop participants can capture (verbally, visually, viscerally) what they have encountered onsite at historic locations to share with their students back in class. We are, of course, aiming for that “aha!” moment when educators and their students recognize that over 200 years ago, ordinary people, meeting at the crossroads, made choices that shaped the world we live in. Today as then, the nation and the world are at a major crossroads. Ordinary people will again be agents in shaping the course of the future. What role will we play? Can we meet the challenge?

B. Content and Design

The following is a synopsis of the key scholars, sites, framing questions related to the crossroads theme, activities, and core readings for each day. For a fuller schedule, (including times for each activity, and resources to support the day's planned offerings) please refer to **Appendix A**.

Sunday evening/At a Crossroads: Gathering the participants at the historic Hartwell Tavern, located at the crossroads of the great colonial Bay Road and a local country road within Minute Man National Park, the project team will make use of the physical surroundings to welcome teachers to the landscape of 1775 and introduce the crossroads theme. The teachers will experience — as eyewitnesses — *Battle Road Heroes*, a living history program offered by the Park. They will encounter the dramatic stories of people who lived along the Battle Road in April of 1775; whose paths and lives crossed through this place and through history. These stories will cross our path throughout the week. Over dessert, participants will have a chance to chat with the re-enactors and learn how they researched and developed their roles for this program.

Monday/Life on the Eve of Revolution: Scholar Robert Gross (University of Connecticut) will lead participants in an examination of life on the eve of the Revolution. His book on the American Revolution, *The Minutemen and Their World* (1976), won the Bancroft Prize in American History; it was issued in a 25th anniversary edition in 2001. He is the ideal person to introduce the teachers to the world of Concord and Lexington in 1775, and his familiarity with the Concord Museum's "Why Concord?" exhibit will allow him to use that excellent resource as an effective instructional tool during his two sessions there.

What happens to inhabitants of towns that are literally and figuratively "on the road to revolution" where local concerns and larger outside forces intersect? What were the key regional, local and personal issues that impacted daily life? Dr. Gross will discuss what people were talking about; what they worried about; who the leaders were in the communities of Concord and Lexington and how they shaped public opinion; the sources of news and the places where people gathered to share it. He will also discuss how

occupations, socio-economic standing and physical surroundings influenced the political and personal outlooks of the inhabitants. What were the big issues in local government? What role did religion play in these Yankees' lives? And how attentive were townspeople to larger events in the province and in the British Empire? How wide was their world in terms of where they traveled and what they read and how did this range influence their outlooks? Dr. Gross will conduct a second session after lunch to address the question: Why did Lexington and Concord become focal points at the crossroads for both colonial and British activities: why here and not somewhere else?

Later in the afternoon, project co-director Kathleen Barker and teacher-facilitator Duncan Wood will start the teachers on their group projects for the week, discussed later in this section.

In the evening, project director Jayne Gordon will orient the teachers to her hometown and their home base for the week in a walk through Concord center to see key landmarks of both 1775 and 2012. Since the participants will be staying in the 18th century Colonial Inn within walking distance of an almost overwhelming number of historical sites, it is important that they feel comfortable and grounded so that they can explore the town on their own during the week.

Assigned Reading: Robert A. Gross, *The Minutemen and Their World*.

This work is the study of a community (Concord) at a crossroads (1775) where personal and local issues meet up with regional and worldwide conflicts. As social history, the book uncovers the lives and outlooks of the common people with evidence previously overlooked in local records. At the same time, Dr. Gross considers the motivations and actions of town leaders as his dramatic stories, cutting across all social classes, are played out against a background of mounting tensions inside and outside the town. These stories are at the center of the book as *Minutemen* brings the Revolution home – literally to the place that will be our home for the workshop weeks. Reading this book to prepare for those weeks, the teachers will arrive in Concord already familiar with many of the characters and episodes, and can now connect pages to places.

Tuesday/The Coming of the Revolution: After immersing themselves in the history of Lexington and Concord on Monday, participants will broaden their view on

Tuesday to consider the issues, decisions, and actions that brought colonists and British to the point of confrontation on Lexington Green and Concord's North Bridge. How is the history of Boston at the beginning of the Revolution inseparable from the histories of Concord and Lexington? Now building on the local concerns identified the previous day, journeying to a regional and even trans-Atlantic context, the teachers will travel to Boston by train from the Concord Depot. William M. Fowler (Northeastern University), former Director of the Massachusetts Historical Society, will guide participants on a tour of the landscapes of revolutionary Boston, including the Old State House (site of the Boston Massacre), Boston Common (site of British troop encampments), Old South Meeting House (site of planning meetings for the Boston Tea Party), and Old North Church (where lanterns signaled British troop movements on the night of April 18, 1775). Dr. Fowler's specialties, both in his academic courses and in his workshop activities with teachers, are the history of Boston, maritime history, and the history of colonial America. He has researched and published numerous books and articles connected to the themes of our workshop, including *Samuel Adams: Radical Puritan* and *Empires at War: The French and Indian War and The Struggle for North America, 1754-1763*.

Leaving the streets and structures of colonial Boston, the group will take the "T" to the Massachusetts Historical Society where they will use original materials from its vast collections (including many documents which appear on the NEH-funded *Coming of the American Revolution* website) to investigate ways in which the towns around Boston were working together on a regional and provincial basis in 1774 and 1775. Dr. Fowler will lead participants through the evidence while helping them to understand the effects and implications of this cooperation.

Following a reception with the staff of the Historical Society, teachers will have the evening free to explore Boston and can choose when to return to Concord via train.

Assigned Reading: primary sources from the MHS *Coming of the American Revolution* website, www.masshist.org/revolution. Examples of documents to be examined include: a letter from Samuel Adams to James Warren, 4 November 1772 (describing the importance of Boston's new Committee of Correspondence); *General Gage's Instructions*, 22 February 1775. Boston: J. Gill, 1779 (a pamphlet detailing the reconnaissance mission to Concord undertaken by two British soldiers in the winter of 1775); Thomas Boynton journal, 19 April 1775 (describing the journey of a teenaged minuteman from Andover, Mass., on the morning of April 19, 1775); and Paul Revere's

deposition, 24 April 1775 (Revere's account of his ride from Boston to Lexington on the night of April 18-19, 1775. (See **Appendix B** for complete list of selections)

These and other primary sources from the MHS will highlight key events and personalities that shaped the turbulent years preceding the outbreak of the American Revolution in Boston, Concord, and Lexington, and provide personal accounts of the events of April 18-19, 1775.

Wednesday/The First Day of the Revolution: This day will focus on the actual events of April 19, 1775 as the group moves by bus from Concord to Lexington Green and back through various locations in the Park to Concord's North Bridge, in an exploration of the intended and unintended consequences of decisions made that day. Teachers will view the multimedia production "Road to Revolution" in the Park theatre and – led by National Park Service project team members Leslie Obleschuk and Jim Hollister – investigate why that road took the course it did on this first day. If history is a process involving a series of decisions that could have had different outcomes, at what junctions or crossroads during the day could there have been a turn in the road with a very different direction? The day includes short walks (from the Paul Revere capture site down the original Battle Road in the National Park; down Punkatasset Hill and over the North Bridge in Concord), and participatory programs at Lexington Green and the North Bridge (the two sites of initial armed confrontation and casualties), using eyewitness accounts in order to examine the conflicting viewpoints. There is time for the teachers to explore the historic sites in the center of Lexington and time for them to obtain resource materials at the two National Park Visitor Centers. The evening will be free.

Assigned Reading: National Park Service, *Hour by Hour: Chronology of Incidents Relating to the 19th of April, 1775, The Opening Day of the War of the American Revolution* (to bring on tour) and selections dealing with Lexington and Concord from *Honored Places: The National Park Service Teacher's Guide to the American Revolution* and *The American Revolution Handbook*.

These readings are all geared to our travels on the Battle Road (the line of march of the British and colonial troops on April 18 and 19, 1775). They provide an hour by hour description of events and solid ideas for lesson plans featuring the places we will be using as our extended classroom for this day.

Thursday/Ordinary People/Extraordinary Times, On Thursday, the crossroads theme is highlighted in the roles that ordinary people play in shaping extraordinary events, and the power that those people have to effect change through the choices that they make. Historians Mary Fuhrer and Joanne Myers will introduce the participants to documentary sources – local records – which can be used to research the lives of people living in Lexington in 1775. Through a series of hands-on research activities and a short writing workshop in the National Park led by Fuhrer and Myers, participants will choose an historical character from Lexington and examine his/her background, motivations, and “choices at the crossroads”, with attendant hopes and expectations. What were the larger consequences of the choices made? How did the paths taken at this crossroads change the daily lives of everyday townspeople? What roles did women play during the events being investigated? How were their lives impacted and what impact did they have on events with worldwide repercussions? What about African-Americans and other traditionally overlooked groups? This was a well-received part of the 2010 program and demonstrates the great ease, understanding, accessibility, and respect evident in the work of both women with the workshop teachers. Dr. Fuhrer has considerable expertise in the use of local Lexington records to reconstruct the lives of often-overlooked past residents. She is the author of “From Sources to Stories: Reconstructing Revolutionary Lexington in the Classroom,” which appeared in *The History Teacher* in 2009. Joanne Myers is the former director of education at both the National Heritage Museum in Lexington and Fruitlands Museum in Harvard, MA. These independent historians have worked as a team to develop and conduct many programs for historic sites and school districts.

Environmental historian Brian Donahue (Brandeis), author of *The Great Meadow: Farmers and the Land in Colonial Concord*, will introduce the teachers to a different kind of resource to document the reality of past lives: the physical surroundings. Dr. Donahue’s primary research interests include the history of human engagement with the land, especially in New England, and Concord has been a focus of much of his work. He has studied 350 years of land use in the section of Minute Man National Park which we will visit. His ability to help participants “read” the evidence in the landscape is an invaluable complement to the use of other text-based resources with which educators are

more familiar. He will immerse the teachers in the colonial landscape as he guides them through a section of the farming fields and provides them with tools for “reading” or understanding the “land of the embattled farmers”. With the clues/evidence that can still be found, participants can address such questions as: How can we arrive at an understanding of the lives of colonial farm families through their use of the land? How can we use the land as a different kind of “primary source document”? We will examine how a particular parcel of land was used (orchard, tillage, woodlot, pasture, etc.) in the household economy, and the decisions and dilemmas that area people confronted in trying to make a living. What role did the landscape play in the events of April 19, 1775? How does the rehabilitation of that landscape help us to better understand those past lives and events today?

On Thursday evening, participants will assemble at the restored Brooks Tavern in Minute Man National Park for a working period dinner and program. This evening is undeniably the highlight of the week for most of the attendees. The setting, the costumed living history re-enactors, the participatory music and dance activities, the food all contribute to the sense of being fully enveloped in the 18th century. But perhaps even more important, this evening speaks to the importance of an intense shared *social* experience in building community along with the continuing collegial experience of shared intellectual inquiry. The conversations around the dinner table, the singing and the attempts at country dancing all play a part in binding together a diverse assortment of individuals from all across the country.

Assigned Reading: Carol Berkin, *Revolutionary Mothers*; Richard Bushman, “Massachusetts Farmers and the Revolution,” Mary Fuhrer, “From Sources to Stories: Reconstructing Revolutionary Lexington in the Classroom,” Brian Donahue, “The Ecological Structure of Colonial Farming” in *The Great Meadow: Farmers and the Land in Colonial Concord*.

These works have been recommended by the Thursday presenters as the most appropriate complements to their sessions and to *The Minutemen and Their World* (see Monday). Carol Berkin’s *Revolutionary Mothers* uses the words and actions of individual women to expand the traditional political and military narratives of the American Revolution. She explores women’s shifting roles within the household and beyond, and examines how race, class, and political affiliation shaped women’s experiences during

the revolutionary era. In "Massachusetts Farmers and the Revolution," Richard Bushman investigates New Englanders' understanding of land ownership and its relationship to independence. His work outlines, and questions, the perception that a man who had to depend on a landlord or employer could not live a self-determined life. The chapter we will read from Brian Donahue's *The Great Meadow* is an ecological study of Concord at the eve of the Revolution. Examination of the mixed husbandry land use of Concord's small farms provides a way of understanding interrelated strands of environmental, economic and social history. It offers a unique perspective on the daily concerns and choices, and the long-term plans and patterns that were a crucial part of family and community life along the Bay Road/Battle Road. Professor Donahue's work has been a seminal influence on the National Park's rehabilitation of the landscape as a resource for interpreting the historical events that took place here.

Friday/The Legacy of Revolution: The setting for the final day is the grounds of the Old Manse, a National Historic Landmark overlooking the Concord River. Old Manse Administrator Tom Beardsley will join the teachers to discuss what happened in the weeks that followed April 19, 1775. How did the paths taken at this crossroads change the daily lives of the townspeople? How did they make sense of the events that had transpired on that April day and the part they played in those events? Following a tour of the historic parsonage, project director Jayne Gordon will lead the teachers in a discussion of the uses that the 19th century Concord authors made of Concord's revolutionary legacy in their own efforts to end intellectual and cultural dependence on the Old World. She has significant expertise in this area, having worked with every Concord site related to these writers as senior staff, consultant, or board member. This discussion is a direct response to the suggestions of 2010 workshop attendees to make stronger connections between Concord's "two revolutions".

At a picnic by the Concord River, the teachers will have an opportunity to share their observations on the uses of history, the meaning of their experience at the crossroads of revolution, and how they might translate those experiences into activities for their students. They will informally discuss their work-in-progress on projects and

ways in which the conversations started in Concord, Boston, and Lexington can continue as a way of connecting and invigorating all involved.

After an intense week, the afternoon's conversation in Sleepy Hollow Cemetery, where Emerson, Thoreau, Hawthorne and the Alcotts are buried, is meant to be a quiet, more casual contemplation of the different kinds of independence that each author pursued at his/her own "crossroads". It provides a brief, but focused overview of these writers' relationships with each other, their town, and its real and symbolic revolutionary history. Trails connect Sleepy Hollow to both the Manse and the Colonial Inn areas; the themes of "independence" and "crossroads" connect it to the Revolution. Again, the topics, tone and tempo of this afternoon follow directly from the recommendations of participants in the previous workshops.

Following this tour and the official workshop wrap-up, participants will have the option of leaving for home or staying to visit some of the other literary sites on their own. Although these sites do not really fit as an integral part of this workshop, we do want to be sure that people coming from so far away have an opportunity to visit them if they choose. (As one 2010 teacher put it, "It was torture to be *that* close, and not go in!") They can then join their colleagues for an early evening walk through the woods from _____ to Walden Pond for a picnic supper, followed by ice cream back at _____.

Arrangements have been made with the Colonial Inn to accommodate those wishing to spend the extra night.

Assigned Reading: Ralph Waldo Emerson, "Concord Hymn" and introduction to "Nature," Henry David Thoreau, "Slavery in Massachusetts," Nathaniel Hawthorne, selections from *Mosses from an Old Manse*, Louisa May Alcott, "Woman's Part in the Concord [Centennial] Celebration," and Edward Linenthal, *Sacred Ground: Americans and Their Battlefields*.

All these works are examples of how the Concord writers made use of the American Revolution to convey key ideas for *their* times. Linenthal's chapter from *Sacred Grounds* discusses the ways in which the Revolutionary War landscapes of Lexington and Concord have been constantly reimagined as sites of celebration, protest, and edification beginning immediately in 1775 and continuing into the twenty-first century.

Exemption 6

The workshop is structured to allow for a healthy mix of scholarly presentations, discussions, field excursions for immersion in the 18th century landscapes of Concord, Boston and Lexington, and time for the participants to work with the project team and teacher-facilitator on their individual and group projects, as well as orientation tours and social activities. A complete reading list is attached as **Appendix B**.

Culminating Project: The project which the participants will be asked to complete as a fundamental part of their workshop experience will address the following questions: *How will you share your experience in Lexington and Concord with your students? How can you immerse them in the same environment without leaving your classroom?*

Participants will work in teams of two or three to develop a lesson plan that addresses at least one of the framing questions posed for the week. The format for these lesson plans will be flexible, to accommodate different teaching styles and grade levels. Each plan will integrate documents, landscapes, and artifacts from visited historic sites and repositories in order to highlight the complementary nature of the resources under study. In addition to creating a lesson plan, participants will work together throughout the week to create a digital archive of documents and photographs representing pertinent landscapes and artifacts. The project will be introduced, supervised and evaluated by teacher-facilitator Duncan Wood and project co-director Kathleen Barker. In response to comments from our 2010 workshop participants, we developed a lesson plan template for use by those individuals who felt more comfortable working within a very specific framework. The outline for the culminating project and the lesson plan template are included as **Appendix C**. Projects developed by the 2010 teachers can be viewed at www.masshist.org/crossroads: click *2010 Lesson Plans* on the menu.

C. Faculty (for full resumes, please see Appendix E)

A project team consisting of a director and co-director from the applicant organization (Massachusetts Historical Society), and representatives from the three partnering organizations (Minute Man National Park, Concord Museum, The Old Manse) has developed and will guide all components of the workshops for both weeks. The members of this team have worked closely over the years with all the visiting scholars.

Project director: Jayne Gordon is Director of Education and Public Programs for the Massachusetts Historical Society. She served as the project director for the 2010 *Crossroads* Landmarks workshop and the *Coming of the American Revolution* website project funded by NEH. Involved with organizations linking history, literature and landscape for forty years, Jayne has considerable experience with this kind of workshop. For many years, she directed two-week summer workshops for educators at the Thoreau Institute (funded by the MA Department of Education), and was the New England liaison and instructor for three NEH summer seminars on the *New England Renaissance* for Colorado teachers.. She was Executive Director of both the Thoreau Society and the Alcotts' Orchard House, and Director of Education at both the Concord Museum and the Thoreau Institute. She has been a consultant for Minute Man National Park, the Old Manse, and the Thoreau Farm Birthplace on projects involving education, interpretation, and exhibitions, and has served on the board of the Ralph Waldo Emerson Society. Jayne grew up in Lexington (where her first job at 16 was giving tours of Lexington Green), and has lived in Concord for nearly four decades, teaching the six-week local history course required of all town guides. For a decade, she also taught a graduate seminar in Curriculum Development for Museum-School Collaborations at Tufts University for historic site and school-based educators, aimed at making solid connections between curricular goals, classroom activities and field experiences.

Co-Director: Kathleen Barker is the Education Coordinator at the Massachusetts Historical Society, where she creates and implements professional development programs for K-12 teachers and their students. She was the co-director of the 2010 *Crossroads* Landmark workshop. She served as project coordinator on the NEH-funded *Coming of the American Revolution* website, which involved coordinating the production of all web materials, writing and reviewing the site's historical content, and managing the project budget. Kathleen has served as a reviewer for the Teaching American History grant program, and as a judge for local and state National History Day competitions. In addition to working with Jayne Gordon to coordinate the overall program, she will be responsible for managing the creation of participants' final projects, developing the workshop website, and administering the photo and lesson plans archives. Kathleen is currently completing a Ph.D. in world history at Northeastern University

where she teaches undergraduate courses in American History and public history and memory.

Institutional Partners:

Leslie Obleschuk is Chief of Interpretation and Education at **Minute Man National Historical Park**. Leslie serves as the program manager for public programming and cultural resources at the park. Having served as the Chief of Education at Lowell NHP for 12 years, working cooperatively with UMass Lowell in the Tsongas Industrial History Center, Leslie has extensive experience in partnerships, coordinating numerous professional development institutes and workshops for teachers focused on history content and teaching with historic places. She was instrumental in creating the Interpretive Development Program, helping to develop modules on interpretive talks and developing and presenting curriculum-based programs that are used throughout the National Park Service. **Jim Hollister** has been a park ranger at **Minute Man MHP** since 2002, serving as the park's education coordinator. Before that he worked as a guide at The Old Manse, and an educator at The Concord Museum. He has been involved in living history for 15 years. Both Jim and Leslie were a key part of the 2010 workshops. **Susan Foster** is Director of Education at the **Concord Museum** and a member of the Steering Committee of the Greater Boston Museum Educators Roundtable. When we did our last workshops, she was still the Lead Educator at the Commonwealth Museum and Massachusetts Archives in Boston, so she is a welcome new addition to Concord and the project team. **Tom Beardsley**, Site Administrator for the **Old Manse**, holds a PhD in American History from the University of Leicester in the UK. He has been an adjunct professor at several community colleges in Connecticut, and is responsible for the new interpretive program at the Manse. In 2010, his impromptu discussion of a British school boy's introduction to the Revolution – learning it as an English Civil War – led to fascinating conversations about ways of understanding that 18th century conflict from a global perspective.

Teacher-Facilitator:

Duncan Wood is a former teacher fellow at Massachusetts Historical Society, working closely with MHS staff to develop primary source document materials into curricula to be shared with teachers worldwide through the MHS website. He was the teacher-facilitator for our 2010 Landmarks workshops and a key member of the Teacher Advisory Team for the NEH-funded *Coming of the American Revolution* website project, and he has served as a master teacher for a Teaching American History grant at Adams National Historic site. Duncan has taught high school history since 2001 at Newton North High School. He will advise the both the project team and the teachers on the lesson plan projects, and will meet with the teachers during the workshop to conduct formative evaluations, just as he did in 2010.

Visiting Faculty: (all participated in the 2010 institute; their qualifications and roles are defined in the narrative)

Robert Gross is the James L. and Shirley A. Draper Professor of Early American History at the University of Connecticut.

William Fowler is Distinguished Professor of History at Northeastern University.

Brian Donahue is Associate Professor of Environmental Studies at Brandeis.

Mary Fuhrer and **Joanne Myers** are independent historians/educators.

D. Selection of Participants

We will create a panel of at least four people (including a veteran teacher) to review all participant applications using the same criteria. Applications will be ranked separately by each panel member and then discussed to reach consensus as needed. Criteria will include the following: 1) How the workshop will enhance the applicant's teaching; 2) How the applicant intends to share what s/he learns in the workshop with a broader audience than his/her classroom; 3) Previous experience and/or demonstrated interest in the workshop topics and approach; and 4) What the applicant would contribute to the group. The participants selected for the 2010 workshop were also chosen (other things being equal) to represent a broad range of geographical regions, school districts (urban, suburban, rural), and types of schools, as well as a broad range of backgrounds, expertise, and years of teaching experience. While the group consisted primarily of

history/social studies teachers and/or curriculum specialists, we deliberately included English/language arts, science, and special ed. teachers, as well as librarians and media specialists to round out the mix. We would do all of this again for 2012. This Landmarks workshop will be open to all elementary, middle, high school and home-school teachers. Participants will work with colleagues who are teaching similar grade levels to create their culminating projects and lesson plans.

E. Professional Development

The Massachusetts Historical Society is a Professional Development Provider for the state of Massachusetts and is accustomed to documenting workshop instructional hours and awarding certification to teachers. The same procedures can be followed for participants from the other states. For those who are seeking academic credit, arrangements have been made with Framingham State University to have the course syllabus and instructors approved, so participants may register for three course credits: \$75/credit.

F. Institutional Context

In the words of one 2010 attendee: “The Massachusetts Historical Society provided excellent study facilities and housing arrangements that integrated the Revolutionary War area into our environment as well as our minds.” Participants will be housed at the historic 18th century Colonial Inn, right on the town square in Concord Center, within easy walking distance of historic sites, restaurants, a superb public library, the train station and the natural beauty of Concord’s three rivers. A price per room of \$125/night plus tax has been negotiated and the teachers will have a choice of doubles (with an option of sharing the cost) or singles. Addressing concerns from 2010 teachers, the Inn has assured us that by 2012 these rooms will be equipped with twin beds rather than queens and cots, which should alleviate the awkward situation caused by the disparity in sleeping arrangements – the subject of several complaints. All rooms have WiFi access and are air-conditioned.

A Sunday night welcome/dessert as part of a living history program at the National Park’s Hartwell Tavern, and a grand Thursday evening dinner and musical

program at the Noah Brooks Tavern, also within the Park, will be incorporated into the schedule and budget, as will be working lunches at the Concord Museum and Old Manse. Other meals will be “on your own” for participants in Concord, Boston and Lexington; the project co-directors and team members will always be on hand to dine with groups and ensure that all are included.

In addition to indoor sessions at the Concord Museum on Monday and the Massachusetts Historical Society on Tuesday, participants will be out “in the field” for major parts of most days: in various locations within the National Park, throughout Concord, and in Boston (sites along the Freedom Trail) and Lexington . The Park will provide a meeting space for indoor sessions at the Hartwell Barn in Lincoln, halfway between Lexington and Concord, as well as at the Major John Buttrick House, a lovely 15-20 minute walk from the Colonial Inn over the (reconstructed) North Bridge. The Old Manse will be visited inside and out, with a tent set up on its historic grounds for Friday sessions. Sleepy Hollow is the perfect spot for the final activity of the week: it was a favorite walking place for all the authors, there is an area in the center “bowl” of the cemetery which is a perfect spot for a conversational circle, and the entire 19th century Concord literary community is represented by its gravesites.

Transportation will be available for those unable to walk to the locations near the Colonial Inn base. With the exception of Boston (18 miles away), all the sites to be visited are within a six-mile radius of the Inn. A bus will be provided for Sunday evening, Wednesday and Thursday. Workshop participants will travel to Boston on Tuesday by train and subway (the “T”).

The 2010 teachers articulated the importance of the instructional spaces used in this workshop in their evaluations, as illustrated by these five comments:

- “It’s one thing to discuss the importance of place, but an entirely different thing to sit in those places and learn.”
- “I enjoyed having a different ‘classroom’ every day.”
- “The facilities were more than facilities; they were the actual historical backdrop to these events.”
- “The landmark sites were the focal point of every activity and utilized very well.”
- “I especially liked how the little ‘lectures’ took place in the actual sites so that we could see everything as we were listening and taking it all in.”

Participants will have dedicated times during the week to work on their projects and receive feedback from project staff. For 2012, the Inn will make a private room available that can serve as a lounge/café/informal gathering place, something missing in 2010 which the participants suggested would be a welcome addition. This new space will have WiFi access, as do the Inn rooms, and in 2010 most of the teachers brought laptops and shared with those who didn't, so that there was no shortage of computers. Instead of spending a great deal of time assembling and printing projects, the teachers are urged to get out and wander in the historic landscape. We trusted the teachers in the last workshop to send us their completed projects when they returned home so that they would make the best use of their limited time in Massachusetts, and they did not let us down. Participants will be encouraged again to use unstructured time during the week to collect images and impressions; doing what they could *only* do by being in Concord and Lexington, not what they could more easily do at home sitting at a desk with a computer. The danger of any teacher workshop is over-scheduling at the expense of time for processing and reflection. The 2010 groups highly appreciated having this kind of time to explore on their own or with their lesson planning groups. It helped them to capture their surroundings in a personal way that they could then impart to their students. The teachers were not just passing on information handed to them – they had their own stories to tell of being in the places that were formerly just names in a textbook. As one participant wrote, “They allowed us to take in the history around us and not spend our entire time inside working on our lesson plans.” The online and onsite resources of the Massachusetts Historical Society, Minute Man National Park, the Concord Museum and the Old Manse will be freely available to all participants before, during and after the weeklong workshops.

G. Dissemination and Evaluation

Participants (including project staff) will create their own virtual archive of images (both still and moving) of landscapes and artifacts visited during the workshops. These images will be posted on the Landmarks workshop website (hosted by the MHS), and participants will then have access to this entire visual archive when creating their lessons and when they return to the classroom. By creating this archive, they will become more familiar with the workshop website and the technology they will use in their lesson

plans. This website will be distinct from, yet linked to, the NEH-funded *Coming of the American Revolution* website at MHS with its outstanding collection of digitized documents. It will also be linked to the archive created by the 2010 group. As a result, participants – and eventually all teachers everywhere – will have convenient, connected access to both those documents and the new collection of complementary images compiled by the workshop alumni for building curricula around this critical time period in American history.

Ongoing, formative evaluation during the course of the workshop is important to ensure that the participants' needs and expectations are being met in time for the faculty to make needed adjustments. Therefore, the project team has asked the teacher-facilitator to meet informally – as a colleague – with small groups of teachers over coffee and lunch throughout the week and to then bring their suggestions to the project team. On the final day of the workshop, during the picnic lunch at the Old Manse and wrap-up session in Sleepy Hollow, participants will have an opportunity to share observations and overall recommendations with the project team in an informal discussion and will be asked to complete the standard NEH evaluation as well. To conduct a thorough long-term examination of the impact of this workshop on the educators' work, we will again turn to the questions which inform the teacher projects: *How will you share your experience in Lexington and Concord with your students? How can you immerse them in the same environment without leaving your classroom?* The lesson plans developed around a framing question from the crossroads theme, integrating digitized documents and the images of landscapes and artifacts in the shared archive compiled by participants, will serve as the best indicator of whether the workshop has been engaging and effective.

For the project directors' further explanation of how the experiences and evaluations of the 2010 workshops have impacted the development of this proposal, please see the introduction to the participant evaluations.

APPENDIX A SCHEDULE OF ACTIVITIES

Sunday: Welcome to Concord!

Activities/Schedule:

3:00 - 7:30 Project co-directors will be at the Colonial Inn to welcome teachers and assist with check-in

7:30 & 8:00 Participants meet at Inn in two groups for bus to Hartwell Tavern (3 miles)

8:00-10:00 *Battle Road Heroes* Program: Listen to dramatic stories of people who lived along the Battle Road in April of 1775; whose paths and lives crossed through this place and through history. Meet characters such as Captain William Smith of the Lincoln Minute Men, Mary Hartwell, Ephraim and Elizabeth Hartwell, and His Majesty's soldiers during this special evening of theater and history. Then join your new colleagues, the workshop faculty and the re-enactors for a welcoming colonial dessert in the adjacent barn.

Monday: Life on the Eve of Revolution

Framing Questions from Crossroads Theme:

- What were the key regional, local and personal issues that impacted daily life in Concord and Lexington? What were people talking about? What were their biggest worries?
- Who were the town leaders and how did they shape public opinion? What does that tell us about communication both within and among the towns?
- What were the sources of news in those towns? Where did people gather within the towns to share news? How wide was their world in terms of where they traveled and what they read about and how did this range influence their outlooks?
- How did occupations, socio-economic standing and physical surroundings (natural and material culture) influence the political and personal outlooks of the inhabitants? How did these differ from those of people in the nearby port city of Boston?
- Why did Lexington and Concord become focal points *at the crossroads* for both colonial and British activities: why here and not somewhere else?
- What happens to inhabitants of towns that are literally and figuratively “on the road to revolution”: where local concerns and larger outside forces intersect?
 - What were the dilemmas faced by the townspeople of Lexington and Concord as the King’s troops marched through their towns?
 - How did these events affect the situations of Loyalists?

Activities/Schedule:

8:30 Walk to Concord Museum

- 9:00-10:00 Introductions, Overview of syllabus and discussion of key approaches (Project Team)
- 10:00-11:30 Lead-off session with Dr. Robert Gross on the world of the Minutemen and “Why Concord”?
- 11:30-1:30 Lunch and “Why Concord” exhibition viewing
- 1:30-3:00 Second session with Dr. Robert Gross on the world of the Minutemen
- 3:00-4:30 Introduction of lesson plan projects with Kathleen Barker and teacher-facilitator Duncan Wood; initial project group meetings
- 4:30 Walk back to Colonial Inn
- 5:00-7:00 Free time in Concord
- 7:00-9:00 Orientation to Concord in 1775 and 2012: evening walking tour of participants’ home base with Jayne Gordon

Tuesday: The Coming of the Revolution

Framing Questions from Crossroads Theme:

- What issues, decisions and actions brought colonists and British to the point of confrontation on Lexington Green and Concord’s North Bridge? What were they defending?
- How were the port city and the countryside connected – economically, socially, geographically and politically – in the decades leading up to the Revolution?
- In what ways were the towns around Boston working together on a regional/provincial basis in 1774 and 1775, and what were the effects and implications of this cooperation and broader sense of identity?

Activities/Schedule:

- 9:00-9:30 Walk from Colonial Inn to Concord Depot
- 9:36-10:18 Commute to Boston via train
- 10:30-12:30 Meet Prof. William Fowler at North Station for Boston walking tour part I: Copp’s Hill, Old North Church, North End park near Paul Revere House, Boston Harbor/Long Wharf, over to Quincy Market
- 12:30-1:30 Lunch at Quincy Market

1:30-2:30 Walking tour part II: Faneuil Hall, Old State House, Old South Meeting House, King's Chapel, Old Granary Burying Ground; Boston Common, Park Street T station

2:30-3:00 Travel to Massachusetts Historical Society via "T" (subway).

3:00-4:00 Wrap up discussion of walk with Prof. Fowler. Welcome to MHS: Overview of the Society: 1791-today; introduction to the documents

4:00-5:30 Documents and Reception at Mass Historical (switch groups at 4:45)

GROUP A: viewing of original documents referenced during workshop and available digitally in Lexington and Concord section of *The Coming of the American Revolution* website with Peter Drummey

GROUP B: Reception and informal discussions with Prof. Fowler and MHS staff

5:30-8:30 Free evening in Boston. Meet at North Station to take train back to Concord at 8:45 as a group.

8:46-9:24 Train back to Concord Depot (additional trains at 10:40; 12:10)

9:24-9:45 Walk back to Inn

Wednesday: The First Day of the Revolution

Framing Questions from Crossroads Theme:

- What occurred on the first day of the Revolution?
- If history is a process involving a series of decisions that *could* have had different outcomes, at what junctions or crossroads during the day could there have been a turn in the road with a very different direction?
- Why did the road take the course it did?

Activities/Schedule:

8:30 Bus from Inn to Paul Revere capture site

8:45-9:30 Walk from Revere capture site to Minute Man Visitor Center along the restored Battle Road

9:30-10:30 View "Road to Revolution" multimedia show and explore Minute Man Visitor Center

10:30-12:00 Bus to Lexington Green, and part I of "Who Shot First?" program with Jim Hollister

12:00-2:00 Free time for lunch and exploration of Lexington Green area (wander to the visitor center, Buckman Tavern, the Hancock-Clarke House, etc.)

2:00-3:00 Bus ride to the North Bridge Visitor Center, discussion of sites along the Road with Jim Hollister, time to view exhibitions at North Bridge V.C.

3:00-5:00 Part II of "Who Shot First?" program: walk to North Bridge and participate in an eyewitness account activity

5:00 Walk back to Colonial Inn from the North Bridge

Evening Free. Collect more photographs for your project, hang around the Inn and listen to the music, picnic by the river, go canoeing, or....

Thursday: Ordinary People/Extraordinary Times

Framing Questions from Crossroads Theme:

- What role(s) do ordinary people play in shaping extraordinary events? What power to effect change - or agency - lies in the hands of everyday people? [Agency]
- How are the motives of ordinary people shaped by their everyday lives, their daily needs and goals? How are they shaped by larger outside forces? [Motivation]
- How might things have taken a different "route" if the everyday people of Lexington had made different choices in the months leading up to the battle, and in fact, on the day of the battle itself? [Contingency]
- What were the larger consequences of these choices? How did the path taken at this crossroads change their daily lives - in fact, their world?
- After the battle, how did the people of Lexington make sense of these events? How did they frame the story and shape the memory of their choices and actions at that fateful crossroads?
- Is there evidence to show that people hoped for or expected changes in their lives as a result of the forcible resistance to British troops? Did they see their own lives or circumstances being at some kind of crossroads? How is this idea articulated? Is there evidence from a cross-section of social/economic classes?
 - What roles did women play during the events being investigated? How were their lives impacted and what impact did they have on events with worldwide repercussions?
 - African-Americans? Other traditionally overlooked actors?
- How can we arrive at an understanding of the lives of colonial farm families through their use of the land?
 - How can we use the land as a different kind of "primary source document"?
 - What role did the landscape play in the events of April 19, 1775?
 - How does the rehabilitation of that landscape help us to better understand those past lives and events today?

Activities/Schedule:

- 8:15 Bus to Buttrick House at North Bridge Visitor Center
- 8:30-9:15 GROUP A: Introduction to using local primary sources with Mary Fuhrer; GROUP B: Lesson planning time
- 9:15-9:30 Break
- 9:30-10:15 Switch! Group A lesson planning; Group B with Mary
- 10:15 Bus to Battle Road Farms area in National Park
- 10:30-12:00 Everyday Lives in the Landscape with Brian Donahue at Battle Road Farms
- 12:00 Bus to Hartwell Tavern (from Brooks area)
- 12:00-1:30 Lunch at Hartwell, meet Jim the Ox, optional tour of "Bloody Angle"
- 1:30-4:30 Hands-on activity and writing workshop in McHugh Barn (Hartwell area) led by Joanne Myers and Mary Fuhrer: Each participant will be given one of five "identities" based on an actual person from Lexington c. 1775. After they have discussed questions of background, motivation, choice and action, they present their historical character's "choice at the crossroads" to the group.
- 4:30 Bus back to Concord Center
- 4:45-7:15 Free time to work on group projects, collect photographic images, relax
- 7:15 Bus to Brooks Tavern
- 7:30-10:00 Eighteenth-century working dinner and entertainment

Friday: The Legacy of Revolution

Framing Questions from Crossroads Theme:

- What happened in the weeks that followed April 19, 1775? How had the world of the colonists changed?
- What meaning or significance did the Concord participants extract from the events of that day? How did their own memories and narratives of the cataclysmic events impact their subsequent actions and views?
- In their own efforts to become independent from the Old World in the next century's literary/intellectual revolution, what use did the Concord authors (Emerson, Thoreau, Alcott, and Hawthorne) make of this revolutionary legacy of their hometown?
- What meaning can we extract for our students?

Activities/Schedule:

- 8:30 Checkout and walk to Old Manse/North Bridge area
- 9:00-10:00 The "Shot Heard 'Round the World": 1775 with Jayne Gordon and Tom Beardsley (impact on Rev. William Emerson and his community)
- 10:00-11:00 Tour of Old Manse
- 11:00-12:00 The "Shot Heard 'Round the World": 1835-1875 with Jayne Gordon (impact on Ralph Waldo Emerson and his contemporaries: discussion of the readings)
- 12:00-1:00 Picnic at the Old Manse and discussion of lesson plan projects
- 1:00-3:00 The nineteenth-century Concord authors and their own "revolutions": conversation in Sleepy Hollow Cemetery with Jayne Gordon
- 3:00-3:30 Informal evaluation of workshop; wrap-up
- 3:30-5:00 Formal end of workshop; participants have time to tour either the Alcotts' "Orchard House", Ralph Waldo Emerson's "Bush", Hawthorne's "Wayside" or Thoreau's birthplace on their own
- 6:00 Optional picnic at Walden Pond and ice cream at
(easy walk from Pond)

Exemption 6

APPROACH GUIDELINES FOR FACULTY- Six Areas to Consider

PHYSICAL LANDSCAPE

- "From where I stand": How do geographical and conceptual vantage points reinforce one another? How does an exploration of the *physical* viewpoints of participants in the first day of the Revolution help one to understand their *personal and philosophical* points of view or outlooks and vice-versa?
- How does an immersion in the landscape of 1775 help one to better understand the events of that time? How does the rehabilitated environment help to engage the imaginations of those studying what happened in these surroundings?
- What insights, perceptions could *only* come to participants by being in the specific places visited in the workshop?

CONTINGENCY

- How can we convey the crucial point that history is not a set of preordained events that simply unfolded over time
- Through what evidence can we demonstrate that things could have turned out differently at any step of the way?

PERSPECTIVE

- How can we ensure that the perspectives of a wide assortment of participants in the events of April, 1775 are represented?
- How do we most effectively communicate the idea that documents reflect the personalities, perspective and agendas of their creators?

COMPLEMENTARY RESOURCES

- How can we most effectively combine the use of documents, artifacts, exhibits, historic structures and landscapes in our examination of the people, places, politics and principles involved in the beginning of the war?
- How can we demonstrate that all types are needed to construct the whole picture and that is why these three institutions have partnered?

HISTORICAL DETECTIVE WORK

- What kind of historical detective work is needed to piece together - from varying sources of evidence – an objective account or picture of what actually took place on the first day of the Revolution?
- Will we ever have all of the answers or will there always be pieces missing from the puzzle?
- **PUBLIC MEMORY**
 - How do we convey the idea of the uses of history: how these events in Lexington and Concord have been interpreted and re-interpreted, commemorated and re-commemorated over time?
 - How can we demonstrate that each time, the selection of details for emphasis in public memory tells us more about the time of the commemoration than about the time of the original events?

APPENDIX B READING LIST

Alcott, Louisa May. "Woman's Part in the Concord [Centennial] Celebration," in Madeleine B. Stern, ed., *L.M. Alcott: Signature for Reform*. Boston: Northeastern University Press, 2002.

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Vintage, 2006.

Bushman, Richard. "Massachusetts Farmers and the Revolution," in Richard L. Jellison, ed., *Society, Freedom, and Conscience: The American Revolution in Virginia, Massachusetts, and New York*. New York: W. W. Norton, 1976.

*Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 1983.

Donahue, Brian. *The Great Meadow: Farmers and the Land in Colonial Concord*. New Haven: Yale University Press, 2004. pp. 155-220.

Emerson, Ralph Waldo. "Concord Hymn," <http://www.nps.gov/archive/mima/hymn.htm> and "Nature." (Introduction) http://www.rwe.org/works/Nature_complete.htm#Introduction

Fuhrer, Mary. "From Sources to Stories: Reconstructing Revolutionary Lexington in the Classroom." *The History Teacher* Vol. 42, No. 4, August, 2009, pp. 497-506.

Gross, Robert. *The Minutemen and Their World*. New York: Farrar, Straus & Giroux, 2001. (25th Anniversary Edition)

Hawthorne, Nathaniel. *Mosses from an Old Manse*. Boston: Houghton, Mifflin and Company, 1883. <http://www.ibiblio.org/eldritch/nh/mosses.html>. (Required Chapters: "The Old Manse" and "The Celestial Rail-road.")

Linenthal, Edward T. *Sacred Ground: Americans and Their Battlefields*. Urbana: University of Illinois Press, 1993. pp. 9-51.

Massachusetts Historical Society. Selections from *The Coming of the American Revolution, 1764–1776*, <http://www.masshist.org/revolution> Digitized documents from the Society's collections to be used online before, during, after workshop—originals will be shown at MHS to participants.

☞ Letter from the Sons of Liberty to John Adams, 5 February 1766.

http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=1370

In January 1766, the Sons of Liberty in New York establish a correspondence network with Sons in Boston. In this letter, Boston Sons reach out to supporters, like John Adams, in neighboring towns.

☞ Letter from Samuel Adams to James Warren, 4 November 1772.

http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=474

On 2 November 1772, the selectmen of Boston vote to establish a Committee of Correspondence. Samuel Adams, who had proposed the idea of the committee, is a key member of the organization. He recognizes that if the Committee of Correspondence idea is to succeed, other towns throughout the colony must participate in the endeavor.

☞ *A Dialogue, Between a Southern Delegate and His Spouse....* New York: James Rivington, 1774.

http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=708

In the fall of 1774, delegates from twelve American colonies gather in Philadelphia for a "Grand

Continental Congress." Upon the conclusion of the proceedings, Patriots and Loyalists debate Congress's plans for the colonies, which are reviewed here in the form of a play.

- ☞ *General Gage's Instructions, 22 February 1775*. Boston: J. Gill, 1779.
http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=554
In February 1775, February Gage orders two of his officers, Captain John Brown and Ensign Henry De Berniere, to travel the roads west from Boston, including Concord, and to gather and record information along the way. This pamphlet details their observations.
- ☞ Thomas Boynton journal, 19 April 1775.
http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=555
On the morning of April 19, 1775, British troops arrive at Lexington Green where they engage with local militiamen. As the troops move on towards Concord they hear more gunshots, church bells, and drum beats sounding the alarm throughout the countryside calling militiamen from nearby towns, like Thomas Boynton, to assist their brethren in Lexington and Concord.
- ☞ Paul Revere's deposition, 24 April 1775.
http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=111
Within four days of the battles in Concord and Lexington, the Massachusetts Provincial Congress authorizes justices of the peace to record eyewitness depositions. This is Revere's account of his ride from Boston to Lexington on the night of April 18-19, 1775.
- ☞ *Bloody Butchery of the British Troops....* Salem, Mass.: E. Russell, 1775.
http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=505
By the afternoon of April 19, 1775, British troops were in retreat under fierce fire from colonial militiamen. Frustrated soldiers burn and pillage the countryside and attack civilians. Colonists use broadsides and other propaganda techniques to defend themselves and their actions while detailing British atrocities on April 18-19.
- ☞ *A Circumstantial Account of an Attack that Happened on the 19th of April, on his Majesty's Troops....* Boston: John Howe, 1775.
http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=536
General Thomas Gage appeals for support from senior officials throughout the colonies following the events in Lexington and Concord. When his personal letters fail to have an effect on either public opinion or policy, Gage decides to write his own version of the events of April 19, 1775. Loyalist newspapers are unable or unwilling to publish Gage's account so he recruits a sympathetic Boston printer to publish his narrative as a broadside.
- ☞ *A Narrative, of the Excursion and Ravages of the King's Troops Under the Command of General Gage ... Together with the Depositions....* Worcester: Isaiah Thomas, 1775.
http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=667
On April 25, 1775, the Provincial Congress learns that General Gage plans to send his report on the clash at Lexington and Concord to Parliament. Fearful that Gage might win the battle for public and official opinion, the Congress rushes to print nearly 100 copies of its own collected depositions.

Mires, Charlene. *The American Revolution Handbook*. NPS, 2008.

National Park Service. *Honored Places: The National Park Service Teacher's Guide to the American Revolution*. NPS, 2007.

National Park Service. *Hour by Hour: Chronology of Incidents Relating to the 19th of April, 1775 The Opening Day of the War of the American Revolution*. NPS, 1958.

Thoreau, Henry David. "Slavery in Massachusetts." <http://thoreau.eserver.org/>

*Wood, Gordon S. *The Purpose of the Past: Reflections on the Uses of History*. New York: Penguin Press, 2008.

*Suggestions for further reading: not required.

Daily Schedule of Readings

Monday

Gross, *The Minutemen and Their World*.

Tuesday

Primary Sources from the *Coming of the American Revolution*, www.masshist.org/revolution.

Wednesday

Mires, *The American Revolution Handbook*

National Park Service, *Honored Places*. [Lesson one]

National Park Service, *Hour by Hour*.

Thursday

Berkin, *Revolutionary Mothers*

Bushman, "Massachusetts Farmers and the Revolution"

Donahue, *The Great Meadow*, 155-220

Fuhrer, "From Sources to Stories"

Friday

Alcott, "Woman's Part in the Concord [Centennial] Celebration"

Emerson, "Concord Hymn" and "Nature"

Hawthorne, "Mosses from an Old Manse"

Linenthal, *Sacred Ground*, 9-51

Thoreau, "Slavery in Massachusetts"

APPENDIX C LESSON PLAN OUTLINE

How will you share your experiences in Lexington and Concord with your students? How can you immerse them in the same environments without leaving your classroom?

Overview:

Participants will work in teams of 2 or 3 to develop a lesson plan that addresses at least one of the framing questions posed for the week. (Participants will work with colleagues who are teaching similar grade levels.) Each lesson plan will integrate documents, landscapes, and artifacts from visited historic sites and repositories in order to highlight the complementary nature of the resources under study. In addition to creating a lesson plan, participants will work together throughout the week to create a digital archive of photographs representing pertinent landscapes and artifacts.

Materials:

- ☞ At least one document from the *Coming of the American Revolution* website (funding courtesy of the NEH)
- ☞ At least one feature of the landscape (could be a natural feature of the landscape, a historic structure, a monument, etc.)
- ☞ At least one artifact

Locating Materials:

- ☞ **Documents** are available through the Massachusetts Historical Society's *Coming of the American Revolution* site: <http://www.masshist.org/revolution>.
- ☞ **Landscapes** can be found throughout your tours of Lexington, Concord, and Boston.
- ☞ **Artifacts** can be found in any of the institutions or historic sites you visit.

Creating a Digital Archive using Flickr:

Participants (including project staff) will create their own virtual archive of images (both still and moving) of landscapes and artifacts visited during the workshop. These images will be posted on the workshop website (hosted by the MHS but managed through Flickr), and participants will have access to this entire visual archive when creating their lessons and when they return to the classroom.

- Participants with digital cameras will take still and moving images of the landscape and artifacts throughout the course of the workshop. Participants should photograph *anything* that captures their imagination!
- Kathleen will assist participants with loading these images to the workshop page at Flickr.
- Participants will be responsible for creating descriptions for each image they load to Flickr. Descriptions should include basic information (location, date, and photographer), but could also include questions or thoughts about the image.

Creating Your Lesson Plan:

Each group of 2 -3 participants will:

- ☞ Select at least one framing question from those provided for the workshop.
- ☞ Select (at least) one document, one landscape feature, and one artifact to use as evidence in answering the framing question.
- ☞ Generate 3-5 main ideas that students will need to understand in order to answer the framing question. (Think of these as your traditional content objectives.)
- ☞ Create an overall student assessment that requires students to engage with the selected documents, landscapes, and artifacts.

Each individual within the group will:

- ☞ Select one of the documents, landscapes, or artifacts used in the lesson.
- ☞ Create a brief historical introduction to your selected item (no more than 150 words).
- ☞ Generate 4-5 critical thinking questions for your selected item.

Workflow and Due Dates

Participants will present drafts of their projects to the entire group on the last day on the workshop (Friday afternoon). Final, typed projects (including links to all relevant documents and images) will be due two weeks from the completion of the workshop. (You can send your final lesson plans to Kathleen at kbarker@masshist.org.) Completed lesson plans will be available on the workshop website. Hosted by the MHS, this website will be free and accessible to all.

Sample Lesson Plan Template

“Women at the Crossroads of Revolution”

Created By: Kathleen Barker, Jayne Gordon, and Duncan Wood

Suggested Grade Level: Middle School (Grade 8)

Framing Questions (Selected by Kathleen, Jayne, and Duncan)

1. What roles do ordinary people (women, in particular) play in shaping extraordinary events?
2. How are the motives of ordinary people shaped by their everyday lives, their daily needs and goals? How are they shaped by larger outside forces?

Main Ideas/Objectives (Generated by Kathleen, Jayne, and Duncan)

As a result of this lesson, students will understand:

1. Women’s roles in pre-revolutionary Massachusetts
2. Women’s participation in the events of April 18-19, 1775
3. How women’s roles changed during the Revolution
4. Whether or not women’s roles remained transformed after the American Revolution, or whether their lifestyles reverted to pre-revolutionary standards

Document (selected by Kathleen): *Address to the Ladies*. Verse from page 3 of *The Boston Post-Boy & Advertiser*, Number 535, 16 November 1767. Massachusetts Historical Society.

http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=413

1. Kathleen will write a short (no more than 150 words) contextual introduction to her document.
2. Kathleen will develop 4-5 comprehension/critical thinking questions or writing/research prompts centered on this document.

Artifact (Selected by Jayne): Kitchen Utensils from Hartwell Tavern (Photo: Beth Ford):

<http://www.flickr.com/photos/51154990@N03/4910230959/> and Hartwell Household Spinning Wheel

(Photo Beth Ford): <http://www.flickr.com/photos/51154990@N03/4910230931/>

1. Jayne will write a short (no more than 150 words) contextual introduction to her artifacts.
2. Jayne will develop 4-5 comprehension/critical thinking questions or writing/research prompts centered on these items.

Landscape (Selected by Duncan): The Hartwell Tavern (Photo by Beth Ford)

<http://www.flickr.com/photos/51154990@N03/4850230017/>

1. Duncan will write a short (no more than 150 words) contextual introduction to his landscape.
2. Duncan will develop 4-5 comprehension/critical thinking questions or writing/research prompts centered on this scene.

Assessment/Classroom Activities (Created by Kathleen, Jayne, and Duncan)

1. Students will write a diary or journal entry in the voice of a woman living through the events of April 18-19, 1775.
2. Students will be assigned a woman from Lexington, Concord, or Boston to research. Each student will present his/her findings to the class. Suggested presentation formats:
 - i. First-person monologue highlighting key events in the life of your selected woman
 - ii. Poster session highlight key events and including images of related artifacts and/or landscapes associated with your selected woman
 - iii. Design for a monument or memorial (or small museum exhibit) commemorating the life of your selected woman