

# Revolution in Boston: *A Community Effort*



Teaching the Communal Effort in Boston on the Road to Revolution  
TAH History Connected Lesson Plan

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## Used in US History I (College Prep) for sophomores at WMHS

The following three-day lesson plan will center on the topic of the revolutionary effort in Boston, and how it was a large community effort to accomplish a communal goal. Paul Revere is quite often singled out in history books as the lone rider on the night of the battles of Lexington and Concord, a perception of the past that overlooks the level of organization in Boston that helped to accomplish the greater goal of standing up to the British empire. The overall purpose of this three-day lesson plan is to illustrate the contributions of entire community in the events leading up to Lexington and Concord. Much of this lesson is inspired by the teaching American history book, Paul Revere's Ride, which chronicles the community working together despite the lack of a central leadership structure. To the contrary, the revolutionary effort was the work of many unrelated groups banding together.

This lesson plan lays out the effort in Boston to oppose unpopular British actions, except with a different twist. This lesson plan details how community leaders like Paul Revere and Joseph Warren acted as communicators and messengers between groups that formed a larger social network. Methods of instruction will include class discussions, debates, aspects of multi-media such as picture and video, and analysis of primary resources. These methods will help to create a dynamic lesson plan that attracts interest through a student-centered approach to teaching.

Other topics covered will include Boston's spirit of independence, methods of opposition, and colonial and British tensions building up and exploding out during Lexington and Concord. By teaching this lesson, I hope to take a familiar narrative of Paul Revere's midnight ride, and through analysis of Boston's social network, set the record straight once and for all.

### **Unit Essential Questions**

1. Why was Boston uniquely set up to be the cradle of revolution?
2. Why were boycotts and demonstrations an effective way of posing a resistance to British rule?
3. How was the coordination of Boston's revolutionaries essential in spreading the warning of marching British regulars?

### **Unit Learning Objectives**

1. Explain the importance of Revere and Warren as connectors in the social network of Boston
2. Demonstrate understanding of both British and colonial reactions to major events in Massachusetts
3. Analyze how revolutionaries in Boston used Lexington and Concord as their best propaganda tool yet

### **Massachusetts Framework Standards**

USI.1 Explain the political and economic factors that contributed to the American Revolution.

(H, C)

- A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
- B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)

USI.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)

- A. the Boston Massacre
- B. the Boston Tea Party
- C. the Battles of Lexington and Concord and Bunker Hill
- D. Sam Adams, John Adams, and John Hancock

### **Day 1 – Revere and his social network**

*Main Idea* – The revolution movement in Boston was not centralized. It was pluralistic and complex, and required a collective effort of many groups and individuals.

#### *Major Topics*

- Revolutionary Principles
- Major Groups and Leaders in Boston
- Methods of Communication

#### *Essential Questions:*

1. Why was Boston uniquely set up to be the cradle of revolution?
2. Why were colonists not entitled to the same rights as all other British subjects?
3. How were all the different individuals and groups able to coordinate efforts?

#### *Learning Objectives*

1. Summarize the economic and political atmosphere in Boston in the 1770s
2. Explain the importance of Revere and Warren as connectors in the social network of Boston
3. Contrast the different definition of a gentleman in Great Britain and Boston

#### *Materials*

- Computer
- Projector
- PowerPoint presentation: *Revolution in Pictures*
- Worksheet – Defining a Gentleman
- *Paul Revere's Ride* introduction, excerpt p. 19-29

### Procedure

1. Students will prepare for class by reading the Introduction to Paul Revere's Ride (PRR), as well as p. 19-29 to gain necessary context for the lesson.
2. Begin class by asking what fundamental rights all citizens in a democracy should have. Students will most likely discuss concepts like voting rights, freedom of speech, freedom to protest unpopular laws and freedom of property. Pose essential question: **Why were colonists not entitled to the same rights as all other British subjects?**
  - a. No representative in Parliament.
  - b. 2<sup>nd</sup> class citizenship as subjects in a colony.
  - c. Mother country-colony relationship of Mercantilism that benefits the mother country at the expense of the colony.
3. Reference the concept of salutary neglect, an era of relaxed regulation of taxes and limited government oversight. Bostonians developed a unique identity from the independence that Britain granted them during this time.
4. Address essential question: **Why was Boston uniquely set up to be the cradle of revolution?**
  - a. Project a map of Boston 1770, indicating economic and political centers of the city. (Map can be found on p. 11 of PRR.)
  - b. Ask students what Boston specialized in from a commercial standpoint. (Trading, fishing, metals, ect.)
  - c. Assessment Tool: ask students to use the white board to write examples of Boston's revolutionary disposition. Reference PRR's introduction, specifically the part explaining New England's inherited tradition of ordered freedom.
    - i. Independent thinking dating back to Puritan migration.
    - ii. Demands for individual rights and responsibilities.
5. Reiterate the main idea: The revolution movement in Boston was not centralized. It was pluralistic and complex, and required a collective effort of many groups and individuals. (Reference PRR p. 19-29). Ask students to give examples of groups involved in planning resistance efforts, and how they used varying methods.
  - a. Sons of Liberty – underground street resistance group, engaged in demonstrations, boycotts and acts of vandalism.
  - b. Boston Whigs - political group, defining political rights Bostonians were entitled to.
  - c. Committee of Correspondence in Philadelphia, and Boston's relationship to it.

6. Project image of the Sons of Liberty on the whiteboard. Indicate that some groups in Boston were prone to acts of aggression, while others were more diplomatic. Ask the class: what is the significance of tearing down the statue of King George III?
7. Identify Political leaders in Boston in the 1770s.
  - a. Paul Revere
  - b. Joseph Warren
  - c. Samuel Adams
  - d. John Hancock
8. Have students write the various groups and leaders on the white board. Explain that they were not organized in a tight circle with unified goals and methods. Address next essential question: **How were all the different individuals and groups able to coordinate efforts?**
  - a. Assessment tool: Students will write in their notebooks about the role of Revere and Warren as messengers and connectors in the Boston social network. Students will pair up with another classmate, swap notebooks and discuss in small groups the contributions of Revere and Warren.
9. Project images of Paul Revere and British general Thomas Gage
  - a. Assessment Tool: Ask students to complete worksheet: *Defining a Gentleman*. This exercise highlights the differences in English and Bostonian culture. These differences help to shape the widening gap between mother country and colony. This should be turned in following a class discussion by the end of class.

## **Day 2 – Mounting Tensions in Boston**

*Main Idea:* Conflict between Britain and the American colonies grew over issues of taxation, representation and liberty.

### *Major Topics*

- Stamp Act
- Townshend Acts
- Boston Massacre
- Boston Tea Party
- Intolerable Acts
- Use of Propaganda

### *Essential Questions*

1. Why did Great Britain increase of taxes and troops levels in the colonies?
2. Why were boycotts and demonstrations an effective way of posing a resistance to British rule?
3. Were the Intolerable Acts a point of no return for British-Colonial relations?

### *Learning Objectives*

1. Analyze the methods of colonial resistance to British taxation
2. Demonstrate understanding of both British and colonial reactions to major events in Massachusetts through a wheel of provocation
3. Compare and contrast the use of propaganda for the British and the colonists

### *Materials*

- Computer
- Projector
- PowerPoint presentation: *Revolution in Pictures*
- Worksheet – British and Colonial Propaganda
- Worksheet – Wheel of Provocation
- Textbook: McDougal Littell: The Americans, p. 96-102

### Procedure

1. Students will prepare for class by reading McDougal Littell: The Americans, p. 96-102 to gain necessary context for the lesson.
2. Begin class by asking, if a citizens disagree with their government's actions, how can they effectively let their concerns be heard and bring about change? Students should offer some of the following methods:
  - a. Protest/demonstration
  - b. Letter to public official
  - c. Boycott/strike
  - d. Violent uprising
4. Explain the economic situation in Great Britain after the French and Indian War and how victory produced total control over North America and but also resulted in deep debt for the British. Pose the essential question: **Why did Great Britain increase of taxes and troops levels in the colonies?**
  - a. Prime Minister George Grenville proposed the idea of taxing the colonies to recover debt from the French and Indian War.
  - b. British regulars were sent in to enforce new taxes, thus ending the era of salutary neglect
3. Explain the difference between a direct tax, and an indirect tax. Indicate that both types were used by Great Britain on the citizens of Boston
  - a. Direct tax – tax levied directly on the taxpayer, such as an income tax
  - b. Indirect tax – tax levied on goods and products which raise market prices (Examples – Stamp Act and Townshend Acts.)
4. Explain that taxes begin to unite 13 American colonies in their shared struggle against the British. Clashes in Massachusetts ensure that Bostonians are at the forefront of the revolutionary effort.
  - a. Colonial Declaration of Grievances\_- resolution that declared Parliament lacked the power to tax because the colonies were not represented in Parliament
  - b. Declaratory Act – British response to the declaration of grievances and other acts of protest, gives Parliament full rights to impose laws on the colonies

- c. Ask students why the British felt it necessary to pass the Declaratory Act. Students should indicate the Great Britain needed to show that they were still in control
5. Ask the following essential question: **Why were boycotts and demonstrations an effective way of posing a resistance to British rule?**
  - a. Project image of Stamp Act protests on the whiteboard to help add context to resistance efforts.
  - b. Students should address how demonstrations like the Tea Party, or boycotts on British goods helped grow popular support for the revolutionary movement.
6. Assessment Tool: Worksheet - *Wheel of Provocation* is distributed to students. Students will use their textbook, McDougal Littell: The Americans, p. 96-102 to define each actions taken, and its appropriate reaction from the opposite side. Worksheets will be collected upon after a brief class discussion about the wheel's implications.
  - a. Project scene from John Adams HBO mini-series of the Boston Massacre. The scene provides a visual representation of how tension could explode into violence between Bostonians and British regulars
  - b. <http://www.youtube.com/watch?v=7wVp94txRKU&feature=related>
7. Project image of the intolerable acts chart on the whiteboard. Explain each of the four parts (closing of the Boston harbor, martial law, Quartering Act, and the prevention of town meetings) in full detail
  - a. Ask student the following essential question: **Were the Intolerable Acts a point of no return for British-Colonial relations?**
  - b. Students will debate the necessity of war, or the apparent room for additional diplomacy to fix the broken relationship. This brief debate will highlight the tensions of Boston, a city on the brink.
8. Ask students: what is propaganda? How or why is it effective? Students will generally answer that it is one-sided and bias information meant to sway public opinion. Transition the conversation to address how propaganda helped revolutionaries sell their cause to more moderate citizens of Boston.
9. Assessment Tool: Worksheet - *British and Colonial Propaganda*. Pass out the worksheet and have students interpret the two different political images and what they mean. They will compare and contrast the messages and the impact of both images on their intended audience. Worksheet will be collected at the end of the period, or will become homework if time runs out.

### **Day 3 – Lexington and Concord**

*Main Idea:* Boston revolutionaries finally took up weapons against the British in defense of their weapons storage and political leaders. The events of that night initiate a series of events that results in the Revolutionary war.

#### *Major Topics*

- Seizing of colonist weapons and ammunition

- British Preparations
- Colonist Preparations
- The Midnight Ride as a Collective Effort
- Lexington
- Concord
- Aftermath

### *Essential Questions*

1. Why did Bostonians finally decide to take up arms against the British on the night of the Battles of Lexington and Concord?
2. How was the coordination of Boston's revolutionaries essential in spreading the warning of marching British regulars?
3. Why was the 1<sup>st</sup> bullet fired considered to be the "shot heard around the world?"

### *Learning Objectives*

1. Explain colonial justification for protecting their weapons and leaders from British seizure
2. Summarize the midnight ride of Paul Revere and his collaborators through use of a timeline
3. Analyze how revolutionaries in Boston used Lexington and Concord as their best propaganda tool yet

### *Materials*

- Computer
- Projector
- PowerPoint presentation: *Revolution in Pictures*
- Photocopies of *Paul Revere's Ride* excerpt, p. 93-112

### Procedure

1. Students will prepare for class by reading p. 93-112 of PRR to gain necessary context for the lesson.
2. Begin class by asking the essential question: **Why did Bostonians finally decide to take up arms against the British on the night of the Battles of Lexington and Concord?**
  - a. Students will list the grievances from the previous section, and the growing concern that taxation was growing and freedom was fleeting.
  - b. Students should be pushed to understand the importance of the weapon storages hidden in the countryside. It represented the capacity for colonists to defend themselves and stick up for their beliefs. If taken, they might lose their capacity for revolution.
3. Explain that the British begin to prepare for a mission to seize resistance leaders Adams and Hancock in Lexington, and the colonists' weapons storage in Concord. Highlight the reasoning of Thomas Gage, and how he had

considerable pressure from the English crown to get matters in Boston under control.

- a. Explain that the mission does not stay secret due to Boston's social network having eyes and ears all over the city. Revere and Warren catch word of the British mission and begin rising to action.
4. Ask essential question: **How was the coordination of Boston's revolutionaries essential in spreading the warning of marching British regulars?**
  - b. Reference the structure of the social network on the whiteboard once again. Although decentralized, the network could function fluidly in a state of emergency
  - c. Assessment Tool: draw a timeline on the board. Using the section of PRR, (p. 93-112) have the students create a timeline of events in their notebook, chronicling how the effort to warn Minutemen in Lexington and Concord of the oncoming British march unfolded.
    - i. Timeline should include some of the following events: the lantern discussion in the North Church, the warning of Revere/Warren, the escape of Dawes through Boston Neck, the lighting of the lanterns in Old North Church, Revere's crossing into Charlestown, warning of Adams and Hancock, Revere's capture, Prescott's advance to Lexington and Concord.
    - ii. Project image of the midnight ride on the whiteboard to illustrate the sequencing of events
  - d. Highlight how Revere is often singled out to be the lone rider on that fateful night, but how the entire social network in Boston was responsible for the colonists' success.
5. Project image of the battle of Lexington on the whiteboard. Shooting has not yet begun. Ask the students to describe how tense both sides must have felt. Indicate that neither side assumed that the conflict would turn bloody initially, because both saw themselves as English.
6. Project map of the battles of Lexington and Concord, and how Minutemen amassed in giant numbers to repel British regulars. Highlight the standoffs at Lexington green, Concord, and the Old North Bridge.
7. Assessment Tool: *Bloody Butchery by the British Troops*
  - a. Students will read through primary resource *Bloody Butchery by the British Troops*, looking for examples of colonial propaganda. Students must find at least 5 examples of how the story is meant to paint the British in a bad light, and write them in their notebook. Students should also pay attention to the coffins and the list of dead Bostonians in their reflection.
  - b. Lead students in a discuss about how this newspaper article became the best tool of propaganda thus far in the revolutionary effort
8. Ask the essential question: **Why was the 1<sup>st</sup> bullet fired considered to be the "shot heard around the world?"**
  - a. Students will answer that it launches a war between England and its American colony, over the cause of American independence.

- b. Students will also note the beginning of American history as an independent nation seeking sovereignty.
- c. Draw context to this revolution by pointing out that many Democratic reform efforts (France, Vietnam, Arab Spring) have attempted to emulate what America accomplished in their revolution.

### **Bibliography**

**Fischer, David Hackett, *Paul Revere's Ride*. Oxford University Press, New York, 1994. Introduction, p. 19-29, 93-112**

This book was the most important resource in the creation of this three-day lesson plan. It provided valuable information on the town of Boston in 1770, and why it is set up politically and economically to be the cradle of the revolution. Also particularly interesting was the passage about Paul Revere as a gentleman, and how it personified much of the revolutionary spirit in Boston at the time. Finally, the book provided the best and most detailed account of the Midnight Ride that made Revere famous, and detailed in painstaking effort how it was a community effort, not the work of one man.

**McGougal Littell, *The Americans*. Houghton Mifflin Company, 2006. Section 4.1 The Stirrings of Rebellion, p. 96-102.**

This textbook is universally used by all students at Wakefield High School for both US History I and US History II. The section about the build up to war and the tensions in Boston is an easy to digest overview of the major events in Massachusetts. Incorporation of the textbook is a simple, but effective way to make students familiar with events like the Boston Massacre, or the Intolerable Acts leading up to a classroom discussion. It is a starting point, and discussion, image viewing and primary resource analyzing give much more context and shape to the story.

### **Revolution in Pictures PowerPoint**

[http://www.emersonkent.com/map\\_archive/lexington\\_concord.htm](http://www.emersonkent.com/map_archive/lexington_concord.htm)  
<http://www.paulreverehouse.org/>  
<http://www.bostonmassacre.net/>

These websites are very useful in acquiring detailed maps of historical events, or scanned copies of genuine revolutionary war documents. All of these images and videos are important to incorporate because they had a visual component that adds depth to the lesson.

**Boston Massacre Video (*John Adams* HBO mini-series)**

<http://www.youtube.com/watch?v=7wVp94txRKU&feature=related>

The *John Adams* HBO mini-series is very well done visually and theatrically. Students tend to gravitate to movies or TV that is done with better production quality, and in an entertaining way. *John Adams* is both visually dynamic and packed with important education material on the birth of the American nation. This scene in particular highlights to mounting tension and the outbreak of violence between Bostonians and British regulars.

### **Bloody Butchery by the British Troops**

<http://www.teachushistory.org/node/248>

Bloody Butchery by the British Troops is an important primary resource because it showcases elements of colonial propaganda at work. This article is aimed at garnering support of the citizens of Massachusetts against the alleged atrocities of the British regulars. It is also an important article because it chronicles the first mentions of a wider struggle to gain independence for all Americans, not just Bostonians.

## Defining a Gentleman



### **Assignment: Defining a Gentleman**

The contrasts between mother country and colony continued to grow as the years passed. The British policy of Salutary Neglect allowed the colonies to take control of their own political and economic interests, and gave them a taste of independence. In this time, colonies like Massachusetts began to develop their own separate identities from the British and the British crown.

Sir Thomas Gage saw himself as a gentleman in a very traditional, old world sense. He came from wealth, went to the best military academies, and rose through the ranks to become a prominent British official serving as Governor of Massachusetts. Paul Revere saw himself as a gentleman as well, but in a very different fashion. He was a hard working silversmith who came from a more modest source of family wealth, and worked tirelessly in his community to build his reputation as a leader in the Boston revolutionary movement. Two men, different goals, different worlds, different definitions of what it means to be a gentleman.

1. Analyze the picture of Paul Revere. Explain how it lends a window into how he wanted to be portrayed. Factor in all aspects of the picture, including his clothes and his handling of his craftsmanship.
2. Analyze the picture of Thomas Gage. Explain how it lends a window into how he wanted to be portrayed. Factor in all aspects of the picture, including his military uniform and the setting of the portrait.
3. Compare and contrast the two portraits. How does it show the difference between the Revere's and Gage's definition as a gentleman? How does this illustrate the larger differences between Great Britain and the American colonies?

# British and Colonial Propaganda

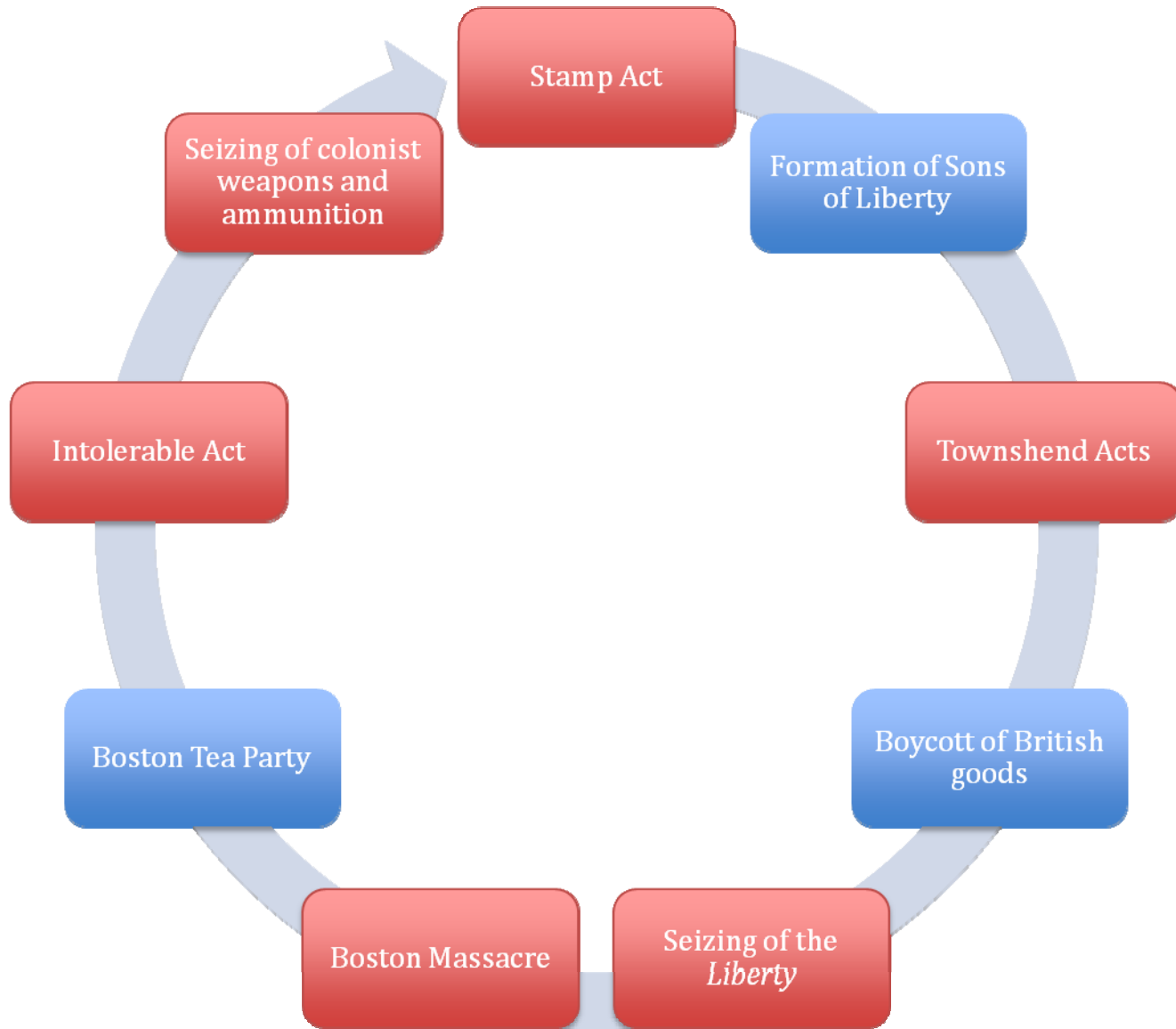


### **Assignment: Propaganda in Massachusetts**

Propaganda is a form of communication that is aimed at influencing public opinion towards a cause or a political position in order to benefit one side of the argument. Both the British and colonial resistance groups in Massachusetts used imagery as a tool to sway public opinion.

The picture on the left is an engraving created by Paul Revere and published in Boston newspapers immediately following an altercation between Boston protesters and British soldiers in 1770. The event was given a name to incite public anger, *The Boston Massacre*. The picture on the right drawing that appeared in British newspapers, entitled "Paying the Excise-Man." The picture references the tarring and feathering of the British tax collector, John Malcolm in protest of the Stamp Act of 1774.

1. What imagery does the engraving of the Boston Massacre include that might incite anger among the colonists of Massachusetts? What message is it trying to send?
  
  
  
  
  
  
  
  
  
  
2. What imagery does the drawing of the tarring and feathering of John Malcolm include that might turn British sympathy away from the colonists? What end is it trying to achieve?
  
  
  
  
  
  
  
  
  
  
3. Which piece of propaganda is more effective? Explain why.



### **Assignment: The Wheel of Provocation**

Times were tense in the 1760s and 1770s, as the British increased both their military presence in the American colonies and their taxation of colonists. Of all cities in the colonies, Boston mounted a resistance effort that enflamed tensions between the mother country and its colony. A circle of provocation ensues, where any major action on either side leads to an equal reaction from the opposite side. The rising tensions provide a roadmap that helps explain how relations deteriorated to the point where shots were fired at the Battles of Lexington and Concord.

The wheel of provocation is labeled with red boxes indicating British actions, and the blue boxes indicating Colonists actions. Please label below what each action entailed, and what the reaction from the opposite side was.

1. Stamp Act

2. Formation of the Sons of Liberty

3. Townshend Acts

4. Boycott of British goods

5. Seizing of the *Liberty*

6. Boston Massacre

7. Boston Tea Party

8. Intolerable Act

9. Seizing of colonist weapons and ammunition



## Transcription of Primary Source

### BLOODY BUTCHER, □BY THE □BRITISH TROOPS:□ OR, THE□ RUNAWAY FIGHT OF THE REGULARS.

Being the PARTICULARS of the VICTORIOUS BATTLE fought at and near CONCORD, situated twenty miles from Boston, in the province of the Massachusetts-Bay, in New England, between two thousand regular troops, belonging to his Britannic Majesty, and a few hundred Provincial Troops ... which lasted from sun-rise to sun-set on the nineteenth of April, One Thousand Seven Hundred Seventy Five, when it was decided greatly in favor of the latter. Part of which has never before been printed. These particulars are now published in this form, at the request of the friends to the deceased WORTHIES, who died gloriously fighting in the CAUSE OF LIBERTY and their COUNTRY; and it is their desire that every householder in America, who are sincere well-wishers to the American Colonies, may be possessed of the same, either to frame and glass, or otherwise to preserve in their houses, not only as a token of gratitude to the memory of the deceased forty persons, but as a perpetual memorial of that important event, on which perhaps, may depend the future FREEDOM AND GREATNESS of the COMMONWEALTH of AMERICA. To which is annexed, A FUNERAL ELEGY on those who were slain in the battle.

From E. Russell's *Salem Gazette*, or *Newbury and Marblehead Advertiser*, published on Friday, April 21, 1775.

On Tuesday evening the eighteenth instant, a body of soldiers under the command of Lieutenant-Colonel *Smith*, to the amount of about eight hundred men, embarked from Barton's-Point in *Boston* about eleven o'clock, crossed Charles river, landed at Phip's farm in Cambridge and marched immediately to Lexington, near twelve miles from Boston. At sunrise, they observing between thirty and forty inhabitants exercising near the meeting house, the commanding officer ordered them to lay down their arms and disperse, which not being directly complied with, he "*damned them for a pack of rebels*," ordered his men to fire upon them and killed eight men on the spot, besides wounding several more. The army then proceeded to Concord,

drew up on the parade near the meeting house, during which time the inhabitants from the neighboring towns collected and took possession of the adjacent hills, about eleven o'clock firing began on both sides which lasted nearly an hour, when the regular troops began to retreat, the provincials closely pursuing them to a bridge at a small distance which the rebels took up as they passed; they then renewed the fire and some were slain on both sides. But the regulars still retreated and the provincials pursued them down to Lexington where the regulars, about three o'clock in the afternoon, met with a reinforcement of about twelve hundred men under the command of Earl Percy, with two brass field pieces, they then renewed the attack upon the provincials, but soon thought proper to retreat towards [missing] provincials pursued them into Charlestown, where they arrived about [missing] immediately an advantageous [missing] Bunker's-Hill, about a mile [missing] the provincials now discontinued the pursuit. The loss on either side [missing] not been able to ascertain, but it is about one hundred regulars killed and fifty wounded, among which were [missing] officers. Two officers and a number of soldiers were taken prisoner. On the side of the province, we hear that thirty-five were slain and several wounded. The above is as particular an account of the engagement as can at this time be [missing] in the present confused state of the province. We hear an officer and his servant, with two pairs of pistols, were yesterday taken and secured by our people at Roxbury, on their way to Castle William. ¶SALEM, April 25 ¶Last Wednesday, the nineteenth of April, the troops of his Britannic Majesty commenced hostilities upon the people of this province, attended with circumstances of cruelty not less brutal than what our venerable ancestors received from the vilest savages of the wilderness. The particulars relative to this interesting, by which we are involved in all the horrors of a civil war, we have endeavored to collect as well as the present confused state of affairs will admit. On Tuesday evening a detachment from the army, consisting, it is said, of eight or nine hundred men, commanded by Lieutenant-Colonel Smith, embarked at the bottom of the common at Boston, on board a number of boats and landed at Phips Farm a little way up the Charles River, from whence they proceeded with silence and expedition on their way to Concord about eighteen miles from Boston. The people were soon alarmed and began to assemble in several towns before daylight in order to watch

the motion of the troops. At Lexington, six miles below Concord, a company of militia, of about one hundred men, mustered near the meetinghouse. The troops came within sight of them just before the sunrise and running within a few rods of them, the commanding officer accosted the militia in words to this effect "Disperse you rebels - Damn you, throw down your arms and disperse." Upon which the troops huzz'd and immediately one or two officers discharged their pistols, which were instantaneously followed by the firing of four or five of the soldiers and then there seemed to be a general discharge from the whole body. Eight of our men were killed and nine wounded. In a few minutes after this action, the enemy renewed the march for Concord, at which place they destroyed several carriages, carriage wheels, and about twenty barrels of flour, all belonging to the province. Here about one hundred men going toward a bridge of which the enemy were in possession, the latter fired and killed two of our men, who then returned the fire and obliged the enemy to retreat back to Lexington, where they met Lord Percy with a large reinforcement, with two pieces of cannon. The enemy now having a body of about eighteen hundred men made a halt, picked up many of their dead, and took care of their wounded. At Menotomy, a few of our men, belonging to the detachment from Lynn-End attacked a party of about twelve of the enemy, (carrying stores and provisions to the troops) killed two of them, wounded several, took six prisoners, shot five horses and took possession of their arms, stores, provisions &c and without any loss on our side. Among those who were killed was a lieutenant who went with the provisions for his recreation and to view the country, the officer of the guard who generally attends on such occasions being only a sergeant. The enemy having halted one or two hours at Lexington, found it necessary to make a second retreat, carrying with them many of their dead and wounded, who they put in chassis and on horses they found standing in the road. They continued their retreat from Lexington to Charlestown with great precipitation and notwithstanding their field pieces, our people continued the pursuit, firing at them until they got to Charlestown Neck (which they reached a little after sunset) over which the enemy passed, proceeded up Bunker's Hill, and soon afterwards went into town under the protection of the Somerset man of war of seventy four guns. In Lexington, the enemy set fire to Deacon Joseph Loring's house and barn Mrs. Mulliken's house

and shop, and Mr. Joseph Bond's house and shop, all of which were consumed. They also set fire to several other houses, but our people extinguished the flames. They pillaged almost every house they passed by, breaking and destroying doors, windows, glasses &c and carrying off clothing and other valuable effects. It appeared to be their design to burn and destroy all before them, and nothing but our vigorous pursuit prevented their infernal purposes from being put into execution. But the savage barbarity exercised upon the bodies of our unfortunate brethren who fell is almost incredible. Not content with shooting down the unarmed, aged, and infirm, they disregarded the cries of the wounded, killing them without mercy, and mangling their bodies in the most [missing] manner. We have the pleasure to say that notwithstanding the highest provocations by the enemy, not one instance of cruelty that we have heard of was committed by our victorious militia, but listening to the merciful dictates of the Christian religion, they breathed higher sentiment of humanity. By an account of the loss of the enemy, said to have come from an officer of one of the men of war, it appears that sixty-three of the regulars and forty-nine marines were killed and one hundred and [missing] were wounded. In all, two hundred and fifteen. Lieutenant Guild of the [missing] regiment, who is wounded, and Lieutenant Potter of the marines, and about [missing] soldiers are prisoners. Mr. James Howard and one of the [missing] discharged their pieces at the same instant and each killed the other. The public most sincerely sympathizes [missing] friends and relations of our deceased brethren, who generously sacrificed [missing] fighting for the liberties of their country. By the [missing] ungrateful tyrant [missing] present generation who will [missing]. The above account [missing]. We can only add that the town of [missing] brave countrymen who have flown to our [missing] them assistance in the extirpation of our [missing]. On the nineteenth of [missing] the British troops at Menotomy, as [missing] his country's rights the good, the pious, and friendly Mr. Daniel Townsend of Lynn-End. He was a constant and ready friend to the poor and afflicted, a good advisor in case of difficulty and an able mind and fierce reprover of those who were out of the way. In short he was a friend to his country, a blessing to society, and ornament to the church of which he was a member.