



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

## **Narrative Section of a Successful Proposal**

The attached document contains the 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 proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

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 Directors: Kathleen Barker and Jayne Gordon

Grant Program: Landmarks of American History and Culture Workshops

**At the Crossroads of Revolution: Lexington and Concord in 1775**  
**Massachusetts Historical Society**  
**July 26-31 and August 2-7, 2015**

**Narrative**

The Massachusetts Historical Society, partnering with Minute Man National Historical Park, the Concord Museum, the Old Manse, Lexington Historical Society, and Paul Revere Memorial Association, seeks \$174,124 to fund two Landmarks Workshops for Schoolteachers in 2015. *At the Crossroads of Revolution: Lexington and Concord in 1775* will take place at historic locations in Lexington, Concord, and Boston during the weeks of July 26-31 and August 2-7.

**A. Intellectual rationale**

In the spring of 1775, the towns of Lexington and Concord became targets, scenes, and symbols of actions that would ignite the war culminating in independence from Britain. In those towns were people caught at the crossroads of Revolution. Town meeting debates, heated discussions at local taverns, and organized boycotts of British goods turned to outright acts of defiance, stockpiling of military supplies, and ultimately to armed confrontation on Lexington Green and at Concord's North Bridge. This period was a transformative one in American history, and is taught in every state at elementary, middle, and high school levels. It is a fundamental part of our country's creation story.

The Landmarks workshop proposed will immerse participants in the evocative eighteenth-century landscapes of those towns, as well as the port city of Boston, to examine – with the help of leading scholars and a rich collection of primary source materials – the decisions and dilemmas involved in the events of 1775 and the subsequent interpretations and uses of those events. The workshop will introduce teachers to people who experienced and chronicled the key issues and events of their times with all the drama, immediacy, and uncertainty of their situations. We will encounter and evaluate the evidence found in the places where those folks lived and in the documents they left behind.

**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 participate. We had to turn away

hundreds of applicants again in 2012. This confirms a demonstrated interest in and need for a program that addresses the beginnings of the Revolution in the setting of the Boston area.

The Landmarks workshops are 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](http://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 that have the landscapes, structures, objects, and exhibitions that complement the documentary resources. For Lexington and Concord, those partners are Minute Man National Historical Park, the Concord Museum, the Old Manse, and the Lexington Historical Society. In Boston, the Paul Revere House provides a launching point to follow Revere's fabled ride through the countryside.

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 an exhibition designed to introduce significant aspects of Concord history to the public: “Why Concord?” Members of the exhibit team then included Landmarks project co-director Jayne Gordon and scholar Robert Gross, who plan to make good use of this resource during the Monday sessions of the workshop.

**The Lexington Historical Society** maintains and interprets three Colonial-era historic sites with significant connections to the Battle of Lexington as well as an exhibition and program space in the center of town, two blocks from the Lexington Common. One of its sites, Munroe Tavern, was the headquarters of the British reinforcement troops on the afternoon of April 19, and its new interpretation as the “Museum of the British Redcoats,” funded by NEH Interpreting America’s Historic Places consultation and planning grants, is an excellent setting for examination of the motivations and experiences of both the British commanders and soldiers in the early days of the Revolution.

**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 linked 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 nineteenth century. Those writers drew on the symbolic significance of one revolution when launching a second with their pens, as they broke away from dependence on the Old World for literary inspiration. Our lead scholar Bob Gross, who has worked extensively on the role of Concord in both periods, will help participants to examine the thematic bridges connecting those times.

On the night of April 18, 1775, silversmith Paul Revere left his small wooden home in Boston's North End and set out on a path that would make him into a legend. Today the **Paul Revere House** is downtown Boston's oldest building and one of the few remaining structures from the colonial era. Its long-awaited education center will open in fall 2014. If there is one historical character whose road to revolution is most obviously connected to our theme, he is, of course, Paul Revere. We will follow his story from Boston out through the countryside and into history. We will meet him through his own depositions and memoirs at MHS, in his home, on the streets of Boston and rural roads, and in the verses of Longfellow's poem. His movements and midnight ride will provide a narrative thread for the week. In a sense, his journey will be ours.

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 happened 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, i.e. 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.

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.

## *B. Content and Design*

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

**Sunday evening/At a Crossroads:** 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 welcome teachers to the landscape of 1775 and articulate the crossroads theme perfectly. The location and function of this physical place, at the crossroads of the great colonial Bay Road and a local country road within Minute Man National Park, support the unifying theme of crossroads (literally and figuratively) in every way – the surroundings and the ideas to be explored complement each other perfectly. 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, people whose lives crossed through this place and through history. These stories will connect to other workshop content throughout the week. Over dessert, participants will have a chance to chat with the re-enactors and learn how they researched and developed roles for this program.

**Monday/Life on the Eve of Revolution:** Scholar Robert Gross (*Emeritus*, 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*, won the Bancroft Prize in American History. He is the ideal person to introduce the teachers to the world of Concord and Lexington in 1775. It should be noted that although Bob's book was originally published in 1976, he has continued to add to his immense body of research. With the imminent publication of *The Transcendentalists and Their World*, he is in the position of being able to see the impact of the events and ideas surrounding the Revolution on the following generations. Bob's interactions with educators are remarkable: he inspires them and they inspire him. Their mutual curiosity and joint investigations are at the core of this community of summer scholars.

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 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 co-director Jayne Gordon will orient the teachers to her hometown and their home base for the week in a walk through Concord center to visit landmarks of both 1775 and 2015. Since the participants will be staying in the eighteenth-century Colonial Inn within walking distance of a 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. Reading this book to prepare for those weeks, the teachers will arrive in Concord familiar with many of the characters and episodes, ready to 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. At the Massachusetts Historical Society, Benjamin Carp (Tufts University), author of *Defiance of the Patriots: The Boston Tea Party and the Making of America* and *Rebels Rising: Cities and the American Revolution* will set the stage, drawing on his extensive research and teaching work on Boston in the period of the Revolution. Participants will use original materials from the Society's 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. Participants will examine primary sources to consider the consequences of the Coercive Acts of 1774 (which closed the port of Boston and restructured Massachusetts government) and how those acts contributed to the growing tensions in and around Boston in the winter and spring of 1775. They will analyze documents that shed light on General Gage's intelligence gathering activities, local militia men and their preparations for confrontations, and Paul Revere's attempts to spread important news to the countryside on April 18-19, 1775. Kathleen and Jayne will lead participants through an analysis of this evidence, as well as a discussion of how people experience these pre-revolutionary events in different ways.

In the afternoon, the group will explore the streets and structures of colonial Boston with William M. Fowler (Northeastern University), former Director of the Massachusetts Historical Society, who will guide participants on a tour of the landscapes of revolutionary Boston, on and off the iconic Freedom Trail. Dr. Fowler's specialties are the history of Boston, maritime history, and the history of colonial America. He has 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*. He prefers to lecture on foot rather than from the podium.

The final session of the day will be conducted at the Paul Revere House. Education staff will guide participants on a tour of the house, discussing the challenges of interpreting a structure

that has served many purposes since the Revere family's departure. Participants will then experience the "Reading between the Lines" program, which uses Revere family correspondence to tease out conditions in Boston at the beginning of the Revolution. Revere is a connecting thread throughout the workshop; we follow him from Boston to the countryside the next day.

Teachers will have the evening free to explore Boston.

*Assigned Reading:* Benjamin A. Carp, *Defiance of the Patriots: The Boston Tea Party and the Making of America* and *Rebels Rising: Cities and the American Revolution* (selections); primary sources from the MHS *Coming of the American Revolution* website, [www.masshist.org/revolution](http://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, 1775.

**Wednesday/The First Day of the Revolution:** This day will focus on the actual events of April 19, 1775, in an exploration of the intended and unintended consequences of decisions made that day. Led by Park Education Coordinator Jim Hollister and Chief of Interpretation Leslie Obleschuk, teachers will walk down an original section of the Battle Road from the site where Paul Revere was captured by British scouts to the Park Visitor Center, where we will discuss David Hackett Fischer's *Paul Revere's Ride*. Unfortunately, Professor Fischer is not available during the summer to take part in the workshop, but his book will be a seminal component of our week. The interplay between Dr. Gross's "everyman"/bottom-up social history and Dr. Fischer's strong central character/top-down narrative will be invaluable to the teachers as they are exposed to two strikingly different methodologies and approaches to historical interpretation.

The group will view the multimedia production "Road to Revolution" in the Park theatre and 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 Lexington Historical Society will host a lunchtime program at its Munroe

Tavern, providing participants with an opportunity to view unfolding events from the standpoint of the British military leadership and foot soldier. The Tavern was seized by the British on April 19, and used as a field hospital and rendezvous point for the reinforcements to the retreating soldiers. The Tavern also interprets the expectations and experiences of the Loyalists in the area, which provides a needed perspective on those who opposed resistance to British authority.

Following that, Jim Hollister will use eyewitness accounts as evidence in order to examine conflicting viewpoints and the long-debated question: “Who Shot First?” We will first stop at Lexington Green for Part I, and then return to Concord for Part II at the North Bridge. All the materials used in this activity will be available on the workshop website for teachers to use back in their classrooms. The teachers will have the evening free.

*Assigned Reading:* David Hackett Fischer, *Paul Revere’s Ride*, selections from the diary of British soldier Jeremy Lister, *Concord Fight: being so much of the narrative of Ensign Jeremy Lister of the 10th regiment of foot as pertains to his services on the 19th of April, 1775...* 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*. Maya Jasanoff, *Liberty’s Exiles* (selections).

These readings are particularly 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:** The crossroads theme is highlighted this day 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 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 affected and what impact did they have on events with worldwide repercussions? What about African-Americans and other traditionally overlooked

groups? Dr. Fuhrer has considerable expertise in the use of local Lexington records to reconstruct the lives of underrepresented 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. The writing workshop will be held at the Lexington Depot in the center of town, Lexington Historical Society’s headquarters and program center. Only steps away from the Lexington Common, Buckman Tavern (militia headquarters), and the Old Burying Ground, it is a perfect venue for participants to explore the lives of the citizens of Lexington who participated in the first conflicts of the Revolution.

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 eighteenth 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," and "The Worlds of Lexington and Concord Compared," *The New England Quarterly*, March 2012, 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 today is the grounds of the Old Manse, a National Historic Landmark overlooking the Concord River. It was home to both Rev. William Emerson, Concord's minister and chaplain to the Continental Army, and his grandson Ralph Waldo, who penned the essay "Nature" in the study overlooking the North Bridge site some sixty

years after the battle there. Manse Administrator Dr. Tom Beardsley will join Dr. Robert Gross 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 and the part they played in those events?

Following a tour of the historic parsonage, the group will pick up the question of “Whose Freedom?” as we discuss with Dr. Gross the work being done to document the lives of those living in Concord as free blacks, struggling to be accepted as full members of the community, people at a significant crossroads in the period following the Revolution. Across the street from the Manse we will visit the former home of the Robbins family, a new center for the study of slavery and antislavery in this town. The history of this little house provides insight into the lives of those who in many ways were left out of the political and social changes that swept the nation in the aftermath of revolution, and the efforts to bring them the full benefits of citizenship in a new country.

Over a picnic lunch, 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.

For the final session of the workshops, Dr. Gross will lead the teachers in a discussion of the uses that the nineteenth-century Concord authors made of Concord’s revolutionary legacy in their own efforts to end intellectual and cultural dependence on the Old World. Excerpts from the works of Emerson, Thoreau, Hawthorne, and Louisa Alcott will be highlighted in this session. This discussion makes connections between Concord’s “two revolutions.” It focuses on the different kinds of independence that each author pursued at his/her own “crossroads.” It provides a brief overview of these writers’ relationships with each other, their town, and its real and symbolic revolutionary history. Bob Gross has been deeply engaged in connecting the antebellum world of the Transcendentalists to the world of the Minutemen, and today’s sessions all build directly on his ongoing research. It is fitting that his sessions bookend the workshop.

The workshop will formally end at 3:30. Those who want to take to the road or air can do so; those who plan to spend a bit of extra time in Concord can take a leisurely stroll back into town with Jayne, winding on forest trails through the beautiful landscape of Sleepy Hollow

Cemetery, where Emerson, Thoreau, Hawthorne and the Alcotts are buried. Arrangements have been made with the Colonial Inn to accommodate those wishing to spend an 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 Ground* 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.

The workshop is structured to allow for a healthy mix of scholarly presentations, discussions, field excursions for immersion in the eighteenth-century landscapes of Concord, Boston and Lexington, and time for the participants to work with the project team and teacher-facilitator Duncan Wood 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 or other classroom-ready product that addresses at least one of the framing questions posed for the week. The format for these projects will be flexible, to accommodate different teaching styles and grade levels. Each project 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/product, 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 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 lesson plan template is included as **Appendix C**.

Projects developed by the 2010 and 2012 teachers can be viewed at [www.masshist.org/education/lessonplans](http://www.masshist.org/education/lessonplans). Two members of the MHS staff will work with Kathleen to review, edit, and prepare the projects for mounting on the website in the fall of 2015.

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

A project team consisting of a director from the applicant organization (Massachusetts Historical Society), a co-director who will have recently retired from MHS, and representatives from the five partnering organizations (Minute Man National Park, Concord Museum, Old Manse, Lexington Historical Society, Paul Revere House) 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: Kathleen Barker** is currently the Assistant Director of Education and Public Programs 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 and 2012 *Crossroads* Landmark workshops. She served as project coordinator for 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. In addition to working with Jayne Gordon to coordinate the overall program, she will be responsible for managing the creation of participants' final projects, and developing the workshop website. Kathleen serves on the Board of Directors of Massachusetts History Day, acting as a liaison between participating teachers/students and local repositories and organizations. She is currently completing a PhD in colonial North American history at Northeastern University, where she teaches undergraduate courses in American history, women's history, and public history and memory.

**Project co-director: Jayne Gordon** is Director of Education and Public Programs for the Massachusetts Historical Society. She will be retiring at the end of this summer to do independent consulting and teaching. She served as the project director for the 2010 and 2012 *Crossroads* Landmarks workshops and the *Coming of the American Revolution* website project funded by NEH. Involved with organizations linking history, literature and landscape for over forty years, Jayne 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, Freedom's Way National Heritage Area, and the Thoreau Farm Birthplace on projects involving education, interpretation, and exhibitions, and has served on the board of the Ralph Waldo Emerson Society. She is currently a board member of The Friends of Minute Man National Park and The Drinking Gourd project, documenting Concord's African American History. Jayne grew up in Lexington, and has lived in Concord for over four decades, teaching the six-week local history course required of all town guides. For a decade, she also taught a graduate seminar on 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.

*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 over 15 years. Both Jim and Leslie played key roles in developing the original Landmarks 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. **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 eighteenth-century conflict from a global

perspective. **Susan Bennett** is the Executive Director of the Lexington Historical Society. An archivist by training, Susan has been responsible for the complete physical restoration and re-interpretation of the Society's Colonial structures, creation of new curriculum-based programs, and the development of a new orientation film and visitors' guide to Lexington. **Emily Holmes** attended the Cooperstown Graduate Program in History Museum Studies. She currently manages the Revere House Education Department, including coordinating all group visits, training and assigning museum teachers, organizing teacher training workshops and curricular materials.

*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 and 2012 Landmarks workshops and a key member of the Teacher Advisory Team for the NEH-funded *Coming of the American Revolution* website project. He has also 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 project team and the teachers on the lesson plan projects, and will meet with the teachers during the workshop to conduct formative evaluations.

*Visiting Faculty (all participated in the 2010 and 2012 institutes; their qualifications and roles are defined in the narrative):* **Robert Gross** is the *emeritus* James L. and Shirley A. Draper Professor of Early American History at the University of Connecticut. He moves to Concord in March, 2014. **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.

*New Addition to the Faculty:* **Benjamin Carp** is Associate Professor of History at Tufts.

#### *D. Audience*

We will convene 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 and 2012 workshops were chosen (other things being equal) to represent a full 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 2015. This Landmarks workshop will be open to 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, Kathleen is an adjunct instructor at Framingham State University, which will allow NEH summer scholars to register for three course credits at \$85/credit. (Our NEH workshop has already been approved as a graduate-level course by Framingham State.) Participants who choose to earn graduate credits will be expected to produce a 3-5-lesson curriculum unit and a reading journal in addition to the culminating project prepared by all NEH participants. (See **Appendix F** for the draft syllabus.)

#### *F. Institutional Context*

In the words of one workshop attendee: “The Massachusetts Historical Society provided excellent study facilities and housing arrangements that integrated the Revolutionary War era into our environment as well as our minds.” Participants will be housed at the historic eighteenth-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 \$142/night plus tax has been negotiated and the teachers will have a choice of twin-bedded doubles (with an option of sharing the cost) or singles. 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 the Old Manse. Other meals will be "on your own" for participants in Concord, and Boston; a choice of box lunches will be available for the days in 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 (Paul Revere's house and other 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 Munroe Tavern in Lexington will be the location for a lunch program on Wednesday. The Lexington Depot in the center of the town is a multi-purpose program space which is frequently used by the Lexington Historical Society to host school groups and teacher institutes. 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, and the entire nineteenth-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, Tuesday, Wednesday and Thursday. Workshop teachers will travel back from Boston on Tuesday by train.

Former workshop participants have articulated the importance of the instructional spaces used in this workshop in their evaluations, as illustrated by these 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.”
- "Each and every one of our 'lecture halls' was perfect for the topic and occasion, whether it was a barn, museum, farm field, or historical society."

Teachers will have dedicated times during the week to work on their projects and receive feedback from project staff. The Inn will make a private room available that can serve as a lounge/café/informal gathering place. This space will have WiFi access, as do the Inn rooms. Previous participants 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 previous workshops 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 to use unstructured time during the week to collect images and impressions; doing what they could *only* do by being in Concord and Lexington and Boston, 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. Former 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 all the partnering institutions will be freely available to participants before, during and after the weeklong workshops.

### *G. Project Website*

Participants will create their own virtual archive of images (both still and moving) of landscapes and artifacts visited during the workshops. These annotated 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. Our workshop website will also include other resources used throughout the week, including links to primary sources featured on the *Coming of the American Revolution* website at MHS, images of

artifacts used in activities at the Concord Museum and other historic sites, and facsimiles of documents analyzed in the “Who Shot First” program with the National Park and the research/writing workshop led by Dr. Fuhrer. We will also post podcasts of lectures by Dr. Gross and Dr. Carp, and video clips of the walking tours with Dr. Fowler and Dr. Donahue. The site will also include links to lesson plans and other classroom activities created by participants in our 2010 and 2012 Landmarks workshops. As a result, participants – and eventually all teachers everywhere – will have convenient, connected access to documents, artifacts, audio, and video clips for building curricula around this critical time period in American history.

#### *H. Evaluation*

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 wrap-up session, 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.

**APPENDIX A**  
**Crossroads of Revolution**  
**Schedule of Activities 2015**

**Sunday: Welcome to Concord! July 26 and August 2**

**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 July 27 and August 3**

**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

<b>9:00-10:00</b>	Introductions, Overview of syllabus and discussion of key approaches (Project Team)
<b>10:00-11:30</b>	Lead-off session with Dr. Robert Gross on the world of the Minutemen and “Why Concord”?
<b>11:30-1:30</b>	Lunch and “Why Concord” exhibition viewing
<b>1:30-3:00</b>	Second session with Dr. Robert Gross on the world of the Minutemen
<b>3:00-4:30</b>	Introduction of lesson plan projects with Kathleen Barker and teacher-facilitator Duncan Wood; initial project group meetings
<b>4:30</b>	Walk back to Colonial Inn
<b>5:00-7:00</b>	Free time in Concord
<b>7:00-9:00</b>	Orientation to Concord in 1775 and 2015: evening walking tour of participants’ home base with Jayne Gordon

## **Tuesday: The Coming of the Revolution July 28 and August 4**

### **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?
- What were the consequences of the Coercive Acts of 1774 (which closed the port of Boston and restructured Massachusetts government) and how did those acts contribute to the growing tensions in and around Boston in the winter and spring of 1775?
- What documentary evidence sheds light on General Gage’s intelligence gathering activities, local militia and their preparations for confrontations, and Paul Revere’s attempts to spread news to the countryside on April 18-19, 1775?

### **Activities/Schedule:**

<b>8:00-9:00</b>	Bus from Colonial Inn to Boston
<b>9:00-9:15</b>	Coffee and introduction to Massachusetts Historical Society

9:15-10:30	Boston background session with Professor Ben Carp
10:45-12:00	Document analysis activities with MHS collections related to Revolution
12:00-1:30	Bus to Quincy Market and lunch on own
1:30-4:00	Meet Prof. William Fowler for Boston walking tour on Freedom Trail, including Faneuil Hall, Old State House, Old South Meetinghouse, Long Wharf, North Church, Copp's Hill Burying Group; ending at Paul Revere House
4:00-6:00	Special program at Paul Revere House in Boston's North End
6:00-8:30	Free evening in Boston. Meet at North Station to take 8:46 train back to Concord on group ticket or come back later on your own
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 July 29 and August 5

#### 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?
- What instructions and preconceptions were the British officers operating under on their mission to Lexington and Concord? How did this influence how the events of the day unfolded?
- What were the experiences of the British soldiers quartered in Boston in the months and years prior to April 1775? What attitudes toward their American countrymen did they carry with them on their mission?
- What language did the Americans and British soldiers use to describe each other? How would they have described the conflict that broke out on April 1775?

#### Activities/Schedule:

8:30	Bus from Inn to Paul Revere capture site
8:45-10:15	Walk from Revere capture site to Minute Man Visitor Center along the restored Battle Road. Discussion of DH Fischer's <i>Paul Revere's Ride</i>
10:30-11:15	View "Road to Revolution" multimedia show and explore Minute Man Visitor Center area

<b>11:30-1:30</b>	Bus to Lexington and lunchtime program at Munroe Tavern of the Lexington Historical Society focusing on the experiences and viewpoints of the British soldiers
<b>1:30-3:00</b>	Bus to Lexington Green, part I of “Who Shot First?” program with Jim Hollister
<b>3:00-4:00</b>	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.
<b>4:00-5:30</b>	Part II of “Who Shot First?” program: walk down Punkatasset Hill to North Bridge and participate in an eyewitness account activity
<b>5:30</b>	Walk back to Colonial Inn from the North Bridge
<b>Evening</b>	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 July 30 and August 6

##### 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?
- 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?
- 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?
- 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:

<b>8:15</b>	Bus to Buttrick House at North Bridge Visitor Center
<b>8:30-9:15</b>	GROUP A: Introduction to using local primary sources with Mary Fuhrer; GROUP B: Lesson planning time
<b>9:15-9:30</b>	Break
<b>9:30-10:15</b>	Switch! Group A lesson planning; Group B with Mary
<b>10:15</b>	Bus to Battle Road Farms area in National Park
<b>10:30-12:15</b>	Everyday Lives in the Landscape with Brian Donahue at Battle Road Farms
<b>12:15</b>	Bus to Lexington Depot
<b>12:30-2:00</b>	Lunch at Depot; time to tour exhibits and nearby Buckman Tavern area
<b>2:00-5:00</b>	Hands-on activity and writing workshop at Lexington Depot 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"
<b>5:00</b>	Bus back to Concord Center
<b>5:15-7:15</b>	Free time to work on group projects, collect photographic images, relax
<b>7:15</b>	Bus to Brooks Tavern
<b>7:30-10:00</b>	Eighteenth-century working dinner and entertainment

#### Friday: The Legacy of Revolution July 31 and August 7

#### 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?

- How did the Revolution serve as a crossroads for Concord's black residents? What were the meanings and experiences of freedom for them? What were the connections between the Revolution, the end of slavery and the struggle for citizenship for these members of the community?
- 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 Bob Gross 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": Whose Freedom? with Bob Gross (impact on African Americans). Visit to Robbins House across street
- 12:00-1:30** Picnic at the Old Manse; evaluation of workshop experience and discussion of lesson plan projects
- 1:30-3:00** The "Shot Heard 'Round the World": 1835-1875 with Bob Gross (impact on Ralph Waldo Emerson and his contemporaries: discussion of the readings)
- 3:00-3:30** Parting Shots and formal end of workshop.
- 3:30-5:00** Optional walk through Sleepy Hollow Cemetery and back to town with Jayne

## 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**  
**Crossroads of Revolution**  
**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.

Bell, John. *Boston 1775*. <http://www.boston1775.net>.

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.

Carp, Benjamin. *Defiance of the Patriots: The Boston Tea Party & The Making of America*. New Haven: Yale University Press, 2010.

Carp, Benjamin. *Rebels Rising: Cities and the American Revolution*. New York: Oxford University Press, 2007.

\*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](http://www.rwe.org/works/Nature_complete.htm#Introduction)

Fischer, David Hackett. *Paul Revere's Ride*. New York: Oxford, 1994.

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

Fuhrer, Mary. "The Revolutionary Worlds of Lexington and Concord Compared," *The New England Quarterly*, Vol. 85, No. 1, March 2012, pp. 78-118.

Gross, Robert. *The Minutemen and Their World*. New York: Farrar, Straus & Giroux, 2001. (25<sup>th</sup> 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.")

Jasanoff, Maya. *Liberty's Exiles: American Loyalists in the Revolutionary War*. New York: Alfred A. Knopf, 2011.

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

Lister, Jeremy. *Concord Fight: being so much of the narrative of Ensign Jeremy Lister of the 10th regiment of foot as pertains to his services on the 19th of April, 1775, and to his experiences in Boston during the early months of the siege*. Cambridge, Mass.: Harvard University Press, 1931.

Longfellow, Henry Wadsworth. "Paul Revere's Ride." <http://poetry.eserver.org/paul-revere.html>

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](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](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](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](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](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](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](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 19<sup>th</sup> 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](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](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](http://www.masshist.org/revolution).

Selections from Carp, *Rebels Rising and Defiance of the Patriots*

### Wednesday

Fischer's *Paul Revere's Ride* (especially "The Capture" section)

Selections from Jasanoff, *Liberty's Exiles*

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" and "The Worlds of Lexington and Concord Compared"

### 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"