

Source 1: *The Bloody Massacre, 1770*



The Bloody Massacre Perpetrated in King-Street, Boston, engraving by Paul Revere, 1770
 (The Gilder Lehrman Institute, GLC01868)

Activity Sheet 1: Analyzing the Image

Title _____

Author / Artist _____

What do you see? Be very specific. Identify people, objects, buildings, location.

What appears to be happening? Provide evidence from the image.

Describe your reaction to this image. Explain how the image makes you feel.
Be as specific as possible.

Teacher's Resource: A Guide to Paul Revere's *The Bloody Massacre, 1770*

Here are a few of the visual cues and techniques Paul Revere used in his engraving to shape public opinion:

1. The British are lined up and an officer is giving an order to fire, implying that the British soldiers are the aggressors.
2. The colonists are shown reacting to the British assault when in fact they had attacked the soldiers.
3. British faces are sharp and angular in contrast to the Americans' softer, more innocent features. This makes the British look more menacing.
4. The British soldiers look like they are enjoying the violence, particularly the soldier at the far end.
5. The colonists, who were mostly laborers, are dressed as gentlemen. Elevating their status could affect the way people perceived them.
6. The only two signs in the image that you can read are "Butcher's Hall" and "Custom House" (below "Butcher's Hall"), both hanging directly over the British soldiers.
7. There is a distressed woman in the rear of the crowd. This played on eighteenth-century notions of chivalry.
8. There appears to be a sniper in the window beneath the "Butcher's Hall" sign.
9. Dogs tend to symbolize loyalty and fidelity. The dog in the print is not bothered by the mayhem behind him and is staring out at the viewer.
10. The sky is illustrated in a way that seems to cast light on the British "atrociousness."
11. Crispus Attucks is visible in the lower left corner. In many other existing copies of this print, none of the figures are portrayed as African American.
12. The clear weather conditions depicted do not match the testimony presented at the soldiers' trial, which affirms that there had been snow.



Source 2: The Origins of “Yankee Doodle”

No one is sure where the song “Yankee Doodle” came from. Some claim the melody is English, Irish, Dutch, or Hungarian, or even from New England, but the first American verses are credited to a British military doctor, Richard Schackburg. According to the story, Dr. Schackburg wrote the first verses during the French and Indian War in 1755 when King George III sent British soldiers to protect the American colonists. The song grew in popularity and was sung by British soldiers poking fun at the American colonists they had been sent to protect. By the 1770s a “Yankee” was another name for an American colonist, while a “doodle” was Dutch for a fool or simpleton.

The song was well known in the colonies by April 19, 1775, when the Battles of Lexington and Concord occurred. After the patriot colonists soundly defeated the British soldiers, it was often reported that they had sung “Yankee Doodle” to mock the retreating redcoats. By 1777 “Yankee Doodle” had become the unofficial national anthem of America. Soldiers could easily march to the tune, and many people wrote new verses. One verse of the song was written at the Battle of Bunker Hill. Other verses praised General George Washington, described life in the army, or poked fun at King George III. “Yankee Doodle” was played after the Americans defeated the British at the Battle of Saratoga in New York and again when General Cornwallis surrendered after the Battle of Yorktown in Virginia, the last major battle of the American Revolution.

Activity Sheet 2: The Origins of “Yankee Doodle” Critical Thinking Questions

Use evidence from the text to support your answers.

Write your answers in complete sentences.

1. Why was the doctor who is credited with writing “Yankee Doodle” in America?

2. Why was singing this song popular with many British soldiers?

3. Why did patriot colonists begin singing “Yankee Doodle”?

4. At what occasions during the American Revolution was “Yankee Doodle” played? What did those events have in common?

Source 3: Selected Verses from “Yankee Doodle

The words of folk songs change over time. New generations write new lyrics. One verse from “Yankee Doodle” is very famous now, but was not part of the song in 1775. It goes like this:

Yankee Doodle went to town
A-riding on a pony,
He stuck a feather in his cap
And called it macaroni.

Historians are not sure when these lyrics became part of the song. It was first published in 1842 in a book called *The Nursery Rhymes of England*.

The verses below were sung as early as 1775. The lyrics here were found in a broadside printed in 1786:

Father and I went down to Camp,
Along with Captain Goodin
And there we saw the Men and Boys,
As thick as Hasty pudding.

CHORUS: Yankee doodle keep it up,
Yankee doodle dandy;
Mind the Music and the Step
And with the Girls be handy.

And Cap’n Davis has a Gun,
He kind of clapt his hand on’t,
And stuck a crooked stabbing Iron
Upon the little End on’t.

CHORUS

And there was Cap’n Washington,
And Gentlefolks about him;
They say he’s grown so ‘tarnal proud,
He will not ride without ‘em.

CHORUS

Activity Sheet 3: "Yankee Doodle" in Your Own Words

Restate each of the verses in your own words.

Yankee Doodle went to town
A-riding on a pony,
He stuck a feather in his cap
And called it macaroni.

Father and I went down to Camp,
Along with Captain Goodin
And there we saw the Men and Boys,
As thick as Hasty pudding.

And Cap'n Davis has a Gun,
He kind of clapt his hand on't,
And stuck a crooked stabbing Iron
Upon the little End on't

And there was Cap'n Washington,
And Gentlefolks about him;
They say he's grown so 'tarnal proud,
He will not ride without 'em.

Source 4: The Preamble to the Declaration of Independence

We hold these Truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness.

Activity Sheet 4: Summarizing the Preamble to the Declaration of Independence

We hold these Truths to be self-evident, that all men are created equal,

What fact does Jefferson say is obvious?

that they are endowed by their Creator with Certain unalienable Rights,

Who had given people rights that cannot be taken away?

that among these are Life, Liberty, and the Pursuit of Happiness—

What are those guaranteed rights?

That to secure these Rights,

How do we make sure we keep those rights?

deriving their just Powers from the Consent of the Governed,	Who gives the government its power? _____ _____ _____
that whenever any Form of Government becomes destructive of those Ends, it is the Right of the People to alter or to abolish it, and institute a new Government,	When a government does not protect the people's rights, what can the people do? _____ _____ _____
laying its Foundation on such Principles, and organizing its powers in such Form, as to them shall seem most likely to effect their Safety and Happiness.	What should the purpose of this new government be? _____ _____ _____

Summary:

Activity Sheet 5: Recruiting Patriots!

Using the primary sources that you have studied—the print *The Bloody Massacre*, the song “Yankee Doodle,” and the preamble to the Declaration of Independence—explain how each helped the patriots convince other colonists to join their fight against the British.

Boston Massacre:

“Yankee Doodle”:

Preamble to the Declaration of Independence:
