

SESSION TITLE: PATRIOTS OF COLOR

THEME: Although they did not enjoy the rights of their fellow colonists, over 100 African and Native Americans fought alongside their white neighbors at the Battle of Bunker Hill in Defense of Liberty. Using a tour, primary documents, paintings and hands on activities students will learn about twelve Native and African Americans who fought at the Battle of Bunker Hill.

BACKGROUND: In the late 1990's, Boston National Historical Park hired historical consultant George Quintal, Jr. to research the role of African Americans and Native Americans who had fought at the Battle of Bunker Hill on June 17, 1775. His research, published in 2002, entitled *Patriots of Color, 'A Peculiar Beauty and Merit'*, describes over a hundred African American and Native Americans who fought at the Battle of Bunker Hill and along Battle Road (Lexington and Concord).

While the study gives us a certain set of facts about a set number of the *Patriots of Color*, there is much that we do not know. What has been gleaned in the biographies are facts taken mainly from public records. The question which is perhaps most important, especially for these men, is why did they fight at all? Perhaps some who were slaves were forced to fight with or for their masters. The majority, however were not slaves and they volunteered to fight. Is there more we can find out about these men and where do we start? These are questions students may start to discuss after experiencing this program.

The activities in this program are designed to impart the same information about these twelve men using a variety of techniques to facilitate learning styles and grade levels. In addition to the stories of the *Patriots of Color*, students will learn the significance of the battle, the tactics and the colonial loss.

Massachusetts History and Social Science Curriculum Framework:

- **Grade 3**

3; 3.5; 3.9; 3.12

Grade 5

5.12; 5.17

TARGET AUDIENCE: 3rd and 5th grade students: 20-30 students

SESSION LENGTH: 90 Minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Name two Patriots of Color who fought at the Battle of Bunker Hill
- Give two reasons these *Patriots of Color* may have fought
- Give one reason why we remember these Patriots of Color
- Give one reason why we commemorate a battle lost by the colonists.

VOCABULARY:

- Patriots of Color: African American and Native Americans who fought with the Colonial Armies against the British during the American Revolution.
- Redoubt: An earthen fort which formed the center of the American lines on Breed's Hill.
- Rail Fence: A fence made of split wood which ran from the side of Breed's Hill west to the Mystic River. It was defended primarily by militia from New Hampshire under Gen. John Stark.
- Regiment:: A major military unit commanded by a colonel or Brigadier General which can contain from a few hundred to a few thousand soldiers.
- Diagonal: A section of ground which stuck out from the redoubt on Breed's Hill
- Company: A small military unit of 50 to 100 soldiers
- Peninsula: A body of land connected to a larger main body of land by a narrow section sometimes called a 'neck'
- Slave: A person who is owned by another.
- Indentured Servant: A person who made an agreement to satisfy a debt by working for another for a specified amount of time
- Fifer: A person who plays a musical instrument called a fife (similar to a flute) , used in the 18th Century military for drilling and training , usually in conjunction with a drum or drums.
- Musket: A gun used by both armies.
- Drummer: A person who plays a military style drum for the purpose of drilling, training and non-verbal direction in battle (18th Century)
- Militia: A volunteer group of soldiers from a local area with little or no formal military training
- Apprentice: A person (in 18th Century beginning around 12 years of age) who went to work for a skilled craftsman in order to learn the trade.
- Smallpox: A highly contagious disease which was characterized by pus filled sores.
- Mulatto: A term denoting a person of mixed race
- Fortify: To make stronger

TRAINING AIDS: (Provided by the Rangers)

- Notebook with Biographies of Patriots of Color
- Laminated graph for Chart Exercise
- Washable Marker for Laminated Graph Chart

- Laminated Name Tags
- Pencils
- Paper Handouts
- Laminated Puzzles
- Buttons

HANDOUTS:

- Column Match for Graph
- Cut and Paste for Graph
- Crossword Puzzle

PROGRAM AND ACTIVITIES:

INTRODUCTION:

The class will meet on the 2nd floor of the Bunker Hill Battle Museum (adjacent to the bookstore). The interpreter will introduce him/herself and explain to the class that they will be learning about the Battle of Bunker Hill by going outside and seeing where it happened. (alternatives for rain). A safety lesson will be given before the class goes outside. Take the class across the street to the Massachusetts Gate to begin the tour.

TOUR: (30 minutes)

The walking tour should last approximately ½ hour and cover the grounds of the Bunker Hill Monument. Following are points which should be made on the tour:

- The battle occurred on Breeds Hill, not Bunkers Hill (explain)
- The battle occurred 2 months after the war began at Lexington and Concord.
- After Lexington and Concord, Boston sent out a letter asking for help from other towns and colonies. Sixteen thousand militia men responded and came to Boston.
- The 3000 – 4000 men who fought at this battle came from Massachusetts, Connecticut and New Hampshire.
- At least a hundred of these were African Americans and Native Americans. Some were even slaves.
- Explain the building of the redoubt and name some of the African Americans who fought there.
- Talk about the defense of the rail fence and name some of the Native Americans who fought there
- Explain the differences in the two armies: professional soldiers from Britain as opposed to amateur militia with some experienced men who had fought in the French and Indian War.

- Give overview of the battle: three charges, two repulsed and the third overrunning the Americans by British using bayonets.(**alternative activity for 3rd grade**)
- Explain that the British won the battle although they lost the most men.

At the end of the tour bring the class back to the museum and enter on the side door into the Education Room..Have the teachers/chaperones manage a 15 minute break. Restrooms are available next to the Education Room .As the students return to the Education Room , divide them into six groups at the designated tables.

BIOGRAPHY ACTIVITY:

- Distribute color coded biography notebooks: one per table.
- Give each group a blank chart and pencil.
- Have each group read the two biographies for their coded color and fill out the appropriate section of their chart. (**answers are at beginning of the biographies**)
- When all the students have finished their charts (give about 10 minutes), call on each table to give the answers to fill in the large chart at the front of the room.
- Have one of the students volunteer to be the secretary or scribe to fill in the large chart
- Since not all students may have read the complete biographies before the program, the interpreter can use the opportunity to work with the students to bring out some interesting facts about the twelve Patriots of Color: For example: *Samuel Ashbow was the first Native American killed in the American Revolution or Cuff Whittemore stole General Burgoyne's horse or Salem Poor was called "a brave and gallant soldier."* (about 10 minutes)
- When the large chart is completed, divide the groups into pairs (trios, if necessary,).
- Hand out the "Interpreting the Chart" activity to each pair and have them complete the activity. (5 minutes)
- Led by the interpreter, go over the answers to the "Interpreting the Chart" activity (5 minutes)
- Pass out the puzzle activities to each pair and have them complete the activity. (10 minutes)
- Once the puzzles are completed, have the groups clean up and pass in the materials.
- Use 5-10 minutes to wrap up and answer questions.

Total Time: 90 – 100 minutes

▪ **CONTENT:**

CONTENT	METHOD	TIME
Topic #1 Learning About the Battle <ul style="list-style-type: none"> • Students tour Monument Grounds with Park Staff 	Ranger Led Tour	30 min
Topic #2 Take a Break <ul style="list-style-type: none"> • 	Teacher Led Break	15 Min
Topic #3 Biography Activity <ul style="list-style-type: none"> • 	Interactive Exchange	15 min
Activity <ul style="list-style-type: none"> • Divide Children Into 6 groups • Give each group a color coded binder of biographies and a chart • Each group will complete the appropriate colored chart • Groups will then come together and, with facilitator as writer or scribe complete the large chart 	Group Activity	10 min

CONTENT	METHOD	TIME
<p>Final activity or assessment</p> <ul style="list-style-type: none"> • Partner students within the groups • Using the large chart , have pairs do “Interpreting the Chart” Activity • Using the same partners , students will complete the “Patriots of Color” Puzzle <p>Conclude Session</p>	Group Activity	10 Min

