GRADE 3, UNIT 4

# Massachusetts and the Revolution

## STUDENT WORKBOOK




*A 1768 engraving shows British ships bringing troops to Boston after colonists protested new tax laws. Image by Paul Revere via Wikimedia Commons, public domain.*

dese Massachusetts Department of Elementary and Secondary Education

educurious by NCEE

# Copyright Notice

All original content in this work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License and © 2026 by DESE. Third party content including, but not limited to, images, illustrations, and photographs, are subject to their own license terms.

*Reference in this curriculum to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. For more information please contact: InvestigatingHistory@mass.gov.*

# Table of Contents

**Cluster 1: Massachusetts in the 1760s ..... 2**

Lesson 2: Cluster 1 Launch ..... 4

Lesson 3: Boston Rebels (Part 1) ..... 8

Lesson 4: Boston Rebels (Part 2) ..... 10

Lesson 5: A Changing Relationship ..... 12

Lesson 7: Formative Assessment ..... 17

**Cluster 2: Conflict in Massachusetts ..... 21**

Lesson 9: Revolutionary VIPs (Part 1) ..... 23

Lesson 11: Another Protest in Boston ..... 24

Lesson 12: Britain Responds to the Tea Party ..... 28

Lesson 13: The Colonies Unite ..... 29

Lesson 14: Lexington and Concord ..... 33

Lesson 16: Formative Assessment ..... 37

**Cluster 3: Massachusetts During the Revolutionary War ..... 39**

Lesson 18: Declaring Independence ..... 41

Lesson 19: Difficult Decisions ..... 46

Lesson 20: Women During the War ..... 52

Lesson 21: MA Constitution and Elizabeth Freeman ..... 57

Lesson 23: Formative Assessment ..... 58

**Name**: _____ **Date**: _____

# *Unit 4, Cluster 1 Inquiry Chart*

| | |
|---|---|
| **Unit EQ** | How was Massachusetts important to the American Revolution? |
| **Cluster SQ** | **How did British rule affect the people of Massachusetts in the 1760s?** |
| **What questions will we ask?** | |

| What did we do? | What did we learn that helps us answer our question(s)? |
|---|---|
| **Lesson 2:**<br>We read about the government organization of colonial Massachusetts. | |
| **Lesson 3:**<br>We began reading about how Boston colonists protested a new law and taxes that Britain created. | |
| **Lesson 4:**<br>We took notes on Britain's new laws and the Patriots' reactions to them. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

| What did we do? | What did we learn that helps us answer our question(s)? |
|---|---|
| **Lesson 5:**<br>We examined an engraving to understand one Patriot's perspective on the arrival of British troops. | |

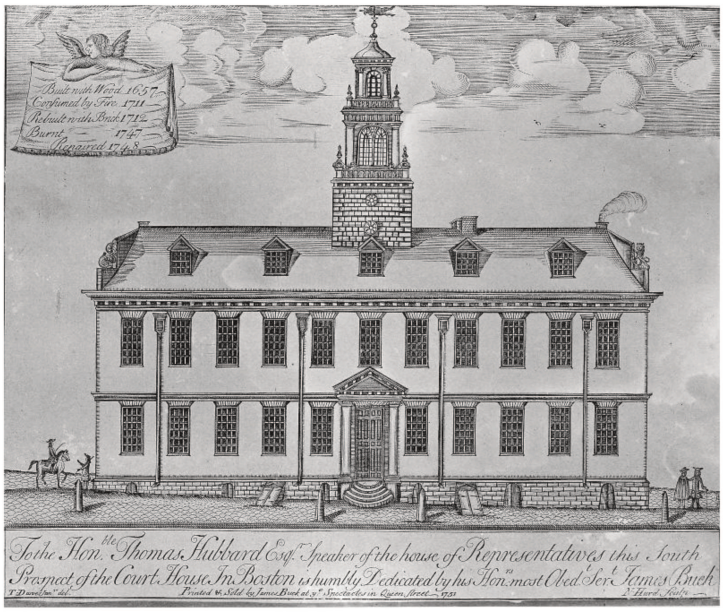

*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Government in Massachusetts Reading*

**Directions:** Read to learn how the early government in Massachusetts worked so you can complete your graphic organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **British Parliament** | the group of leaders in Britain who made laws and decisions for Britain and its colonies |
| **law** | a rule of a community, town, state, tribe, or country |
| **governor** | the person in charge of a colony or state |
| **colonial assembly** | the group of people in the colonies who met together to make laws or decisions for their colony |




The colonial government worked in Boston in a building known today as Old State House. Image by Nathaniel Hurd via Wikimedia Commons, public domain.

The British king ruled Britain and the colonies, including Massachusetts. The king worked with the **British Parliament** to create **laws** for Britain and its colonies. The colonies had to follow some British laws.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

The king also chose the **governor** of Massachusetts. The governor was the leader of the colony.

The governor worked with the **colonial assembly**, which created some specific laws for the colony. Only white men who owned property (a house and some land) were allowed to be elected to the colonial assembly.

**Text sources:**


- Asselin, Kristine Carlson. 2017. *The Real Story About Government and Politics in Colonial America*. Capstone.
- Revolutionary Spaces. n.d. "Old State House: Site of the Boston Massacre."



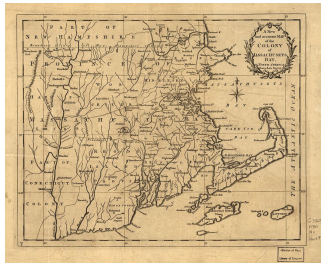
*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Government in Massachusetts Graphic Organizer*

**Directions:** Use information from the text to describe the different parts of the government.

| Country: Britain | Role: British Parliament | Role: King |
|---|---|---|
|  Map of Britain | What did the British Parliament do?  | What did the king do?  |

| Colony: Massachusetts | Role: Colonial assembly | Role: Governor |
|---|---|---|
|  Map of Massachusetts Bay Colony. | What did the colonial assembly do?  | What did the governor do?  |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Image sources:** Map of Great Britain by Vardion via Wikimedia Commons, public domain. Map of the Massachusetts Bay Colony, 1780 by John Hinton via Wikimedia Commons, public domain. Icons representing a group by mikicon, a king by Larea, a person at a podium by Adrien Coquet, all via thenounproject.com, CC BY 3.0.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Protesting Taxes Reading*

**Directions:** Read to learn how colonists in Massachusetts responded to new British laws. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **government** | a group of people who run a community, town, state, tribe, or country |
| **laws** | the rules of a community, town, state, tribe, or country |
| **tax** | money people have to pay to the government |
| **protest** | to speak or act against something you think is unfair |

For many years, the British **government** did not make many **laws** for the colonies.

This changed when Britain needed to pay for the cost of British soldiers living in the colonies during Britain's war with France.

The Stamp Act was a law created by the British government in 1765. It made colonists pay a **tax** on printed materials like newspapers and playing cards.




Massachusetts colonists showed great anger and upset as they protested new taxes. Image by Benson John Lossing via Library of Congress, public domain.

Colonists did not get to vote for the people in Britain who made the laws.

Some colonists thought it was unfair that they had to follow laws made by leaders that they didn't choose.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

A group called the Patriots began to **protest**. The Patriots did not want the British government to be in charge anymore.

They gave speeches and held marches. There was so much protest against the Stamp Act that Britain canceled the Stamp Act in 1766.

The Townshend Acts were laws created by the British government in 1767. These laws made colonists pay a tax on British items like glass, paint, and tea.

Protests continued, and some people stopped buying British items. Britain ended up losing a lot of money.

By 1770, Britain also canceled many of these laws.

**Text sources:**


- Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstone.
- Egner, Kate. 2023. "The Daughters of Liberty." American Battlefield Trust.



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Protesting Taxes Notes Organizer*

**Directions:** Use this notes organizer to record evidence from the Protesting Taxes Reading and answer the questions below.

1. Who were the Patriots? Why did they think these new laws were unfair?

*The Patriots were...*

*They thought that the new laws were unfair because...*

2. Why did Britain make these new laws?

*Britain made these new laws because...*


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

3. What two new laws were made, and what did they require?

*One law was called...*

*It required...*

*Another law was called...*

*It required...*


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Paul Revere's Engraving Reading*



A portrait of Paul Revere shown with his engraving tools while working on an engraved teapot. Image by John Singleton Copley via Wikimedia Commons, public domain.

**Directions:** Use the information below to learn more about the artist who created the source and complete the Paul Revere's Engraving Notes Organizer.

Paul Revere (1735–1818) was a Boston silversmith who worked with metals. He also created engravings. Engravings are a type of artwork made by cutting a design into a hard material like metal or wood and making a print of the design.

Revere made an engraving to tell colonists that he thought British soldiers in Boston would be dangerous for the people who lived there. He believed the colonists were better off without the British government getting involved.

| Year | Event and Description |
|---|---|
| **1763** | **The Royal Proclamation.** Britain makes a rule to keep colonists from moving onto Indigenous lands. British soldiers are sent there to keep people safe. |
| **1765–1767** | **Britain makes the Stamp Act and Townshend Acts.** Britain wants colonists to help pay for the soldiers and makes laws to get money from the colonies. Many colonists are angry and protest the new laws. |
| **1768** | **British troops arrive in Boston.** Protests in Boston become violent. The king sends soldiers to Boston to try to keep things calm. Revere creates an engraving showing it is a bad idea for British soldiers to be in Boston. |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Text sources:**

- Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstone.
- American Antiquarian Society. n.d. "The News Media and the Making of America, 1730–1865."




"A View of Part of the Town of Boston in New-England and British Ships of War: Landing Their Troops! 1768" Image by Paul Revere via Wikimedia Commons, public domain.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Paul Revere's Engraving Notes Organizer*

**Directions:** Use the questions below to guide you through the Investigating Sources routine with Paul Revere's Engraving Reading.

**Observe** the engraving.

1. What objects do you see? Check as many as you see:
   - ☐ Weapons
   - ☐ Boats/ships
   - ☐ Buildings/homes
   - ☐ People
   - ☐ Flags

2. What else do you see in the engraving?

_____

_____

3. What is the title of the engraving?

_____

_____

4. Who created the engraving?

_____


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Read** about the engraving.

5. Why was the engraving created?

6. What was going on during this time period?

7. Whose perspective is represented in the engraving? Whose perspective is *not* represented? You can use the list of perspectives below to help you.

- ☐ All colonists
- ☐ Some Patriots
- ☐ Paul Revere
- ☐ British government
- ☐ British soldiers


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Connect** to the Supporting Question.

8. What did you learn that can help us answer our Supporting Question: How did British rule affect the people of Massachusetts in the 1760s?

*This engraving shows...*


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Cluster 1 Formative Assessment Task*

## Part 1

**Directions:** Think about what you have learned about British control of the colonies and colonists. Write down ideas and evidence to plan a written response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

| Word Bank | | | |
|---|---|---|---|
| **colonists** | **Britain** | **law** | **soldiers** |
| **land** | **tax** | **king** | **government** |
| **protest** | | | |

**Topic sentence that makes a claim:**

**Supporting evidence #1:**


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

## Supporting evidence #2:

## Supporting evidence #3:

## Concluding sentence that summarizes the claim:


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

## Part 2

**Directions:** Use the ideas and evidence from your planning to write a paragraph response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Cluster 1 Formative Assessment Task Writing Checklist*

**Directions:** Use the checklist below for your answer to the question: *How did British rule affect the people of Massachusetts in the 1760s?*

☐ My paragraph starts with a claim about how British rule affected the people of Massachusetts in the 1760s.

☐ My paragraph includes three pieces of evidence from sources I investigated that support my claim.

- ☐ Government in Massachusetts
- ☐ Protesting Taxes
- ☐ Paul Revere's Engraving

☐ My paragraph ends with a concluding sentence summarizing my claim about how British rule affected the people of Massachusetts in the 1760s.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Unit 4, Cluster 2 Inquiry Chart*

| | |
|---|---|
| **Unit EQ** | How was Massachusetts important to the American Revolution? |
| **Cluster SQ** | **How did the people of Massachusetts respond to conflict with Britain?** |
| **What questions will we ask?** | |

| What did we do? | What did we learn that helps us answer our question(s)? |
|---|---|
| **Lesson 8:**<br>We analyzed an engraving to learn about the Boston Massacre and colonists' responses to it. | |
| **Lesson 9:**<br>We used an article and a video to learn about a Revolutionary VIP (Crispus Attucks, Phillis Wheatley, or Mercy Otis Warren) and created a poster about them. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

| What did we do? | What did we learn that helps us answer our question(s)? |
|---|---|
| **Lesson 10:**<br>We participated in a Gallery Walk to learn about the two other Revolutionary VIPs from the previous lesson. | |
| **Lesson 11:**<br>We explored a lithograph and read an informational text to learn about the Boston Tea Party. | |
| **Lesson 12:**<br>We watched a video and read an informative text about how the British government responded to the Boston Tea Party by creating the Coercive Acts (known by the Patriots as the Intolerable Acts). | |
| **Lesson 13:**<br>We explored cause and effect relationships and connected them to the event of the First Continental Congress. | |
| **Lesson 14:**<br>We watched a video and read an informative text about the Battles of Lexington and Concord. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

# *VIP Investigation Station Directions*

**Directions:** Follow the Investigating Sources routine steps below as you learn about your VIP.

1. **Observe** the source, considering the title, images, etc.
2. **Read** the article and watch the video. Then, discuss information from the sources as a group. Decide what should be included on your chart to help answer the questions:
    - Box 1—WHO: Explain who this person was and what their life was like.
    - Box 2—WHAT: Explain how this person responded to the conflict with Britain.
    - Box 3—WHY: Explain why this person responded in the way they did and what their reasons were.
3. **Connect:** Review your document and think about what you've learned.
    - Box 4—WHY: Explain why it is important to know about this person.

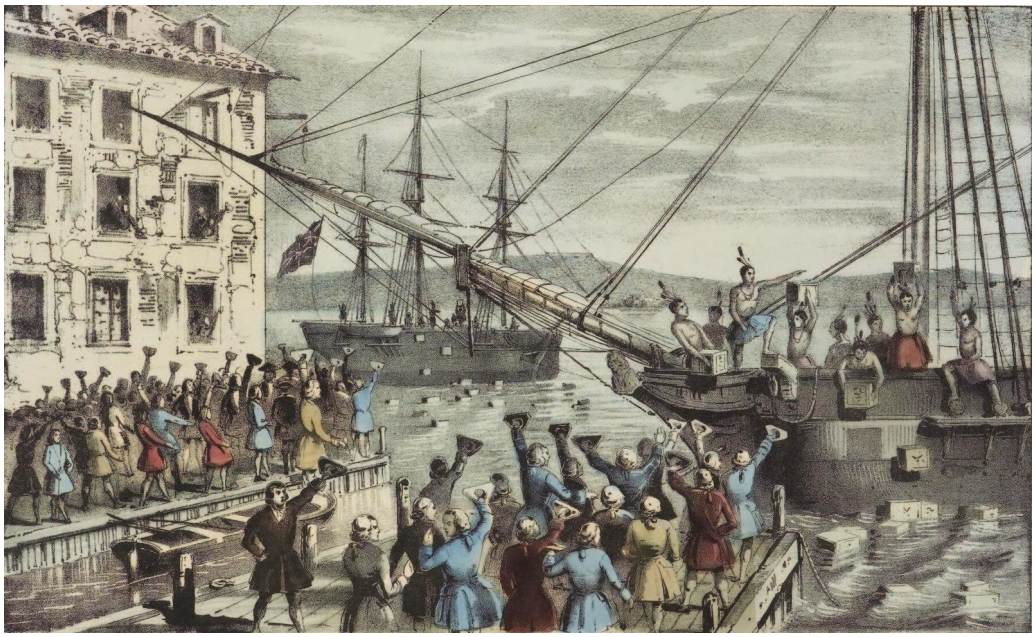

*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *A Boston Tea Party Reading*

**Directions:** Read to learn how some colonists continued to protest British actions so you can complete your notes organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **government** | a group of people who run a community, town, state, tribe, or country |
| **tax** | money people pay to the government |
| **crates** | large wooden boxes used for storing or transporting goods |



This lithograph (print from a drawing) of Patriots throwing tea into Boston Harbor was created long after the actual event. Image by Nathaniel Currier via Library of Congress, public domain.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

On the night of December 16, 1773, Patriots in Boston threw tons of British tea into the water. They were really mad at the British **government**.

They didn't like how the British were trying to control the tea trade with another **tax** law. The Patriots decided to sneak onto the ships in the middle of the night.

The Patriots used face paint, blankets, and whooping noises to pretend they were Indigenous people. They did this to disguise themselves.

What they were doing was against the law. They didn't want to get in trouble. They also thought it would make them seem threatening. Colonists had used this disrespectful role-play in earlier protests.

The Patriots broke open **crates** of tea and dumped them into the water. It took almost three hours to destroy 340 chests of tea.

They shouted, "Boston Harbor—a teapot tonight!" Their words and actions were clearly **protesting** against British laws.

**Text sources:**


- Bridgewater State University. n.d. "Boston Harbor Holds Protestors' 'Tea Party'."
- Colonial Williamsburg. n.d. "Why Did Colonists Dress as "Mohawks" at the Boston Tea Party?"
- Linda Hall Library. 2017. "Nathaniel Currier."



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *A Boston Tea Party Notes Organizer*

**Directions:** Use the questions below to guide you through the rest of the Investigating Sources routine with A Boston Tea Party Reading.

**Read** the text. Then use evidence from the text to help answer the questions below.

1. How did the Patriots respond to the British government creating a new tax law on tea?

2. Why did the Patriots dress up as Indigenous people?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Connect:** Make a claim based on what you have learned.

3. Do you think that this image is an important example of how the people of Massachusetts responded to conflict with Britain? Why or why not? Use evidence in your response.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

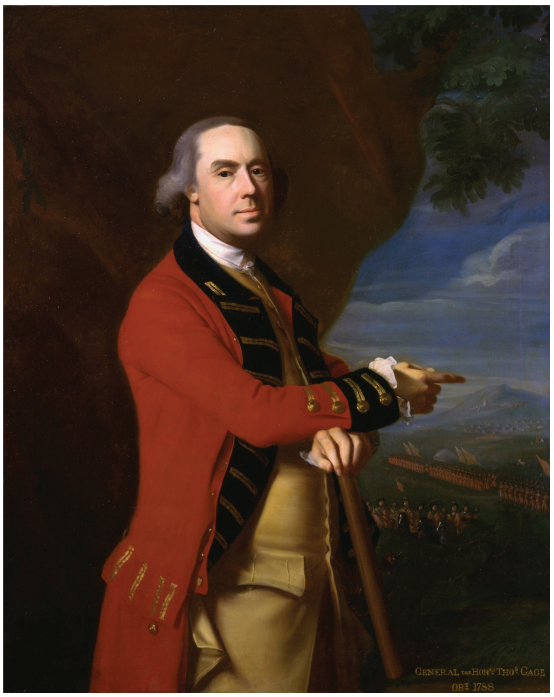
**Name**: _____ **Date**: _____

# *Britain Responds to Boston Reading*

**Directions:** Read to learn how the British government responded to the Boston Tea Party. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **coercive** | using force to make someone do something they don't want to |
| **intolerable** | very difficult to deal with |

King George was very angry when he heard about the Boston Tea Party. The king and the British government made new laws called the **Coercive** Acts. These strict laws were made to punish colonists in Massachusetts.



Thomas Gage was a British general who was assigned the role of Massachusetts governor by King George III. Image by John Singleton Copley via Wikimedia Commons, public domain.

Britain closed down Boston Harbor and took away some of the Massachusetts colony's power. General Thomas Gage was sent to be the new governor. The king thought these changes would stop colonists from protesting. But he was wrong. The Patriots were angry about losing their freedom. They didn't want to follow the British laws.

Colonists called these laws the **Intolerable** Acts. They refused to accept them. Many people lost their jobs when Boston Harbor closed. The colonists decided to work together and fight against the British laws. Patriots from other colonies even sent food to Boston to show their support.

**Text source:** Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstones.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Continental Congress Reading*

**Directions:** Read to learn about why the Continental Congress met and what it did so you can complete your graphic organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **continental** | relating to a specific continent (in this case, North America) |
| **congress** | a meeting of people who represent a group or community |
| **independent** | free from being controlled by others |



A mural depicting three scenes (left to right): colonists being taxed, the first Continental Congress, and British soldiers living in the colonies. Image by Allyn Cox via Wikimedia Commons, public domain.

In 1774, leaders from all the colonies except Georgia met in Philadelphia. They wanted to solve their problems with Britain. This meeting was called the First **Continental Congress**.

Cousins Samuel Adams and John Adams went to the meeting to represent Massachusetts. They thought the colonies should be **independent** from Britain. But not everyone agreed. The Congress made plans to meet again if things didn't get better.

The Second Continental Congress happened in 1775. By this time, the colonies had already fought two battles against Britain. John and Samuel Adams convinced the Congress to make an army. They decided it would be led by George Washington to help the colonies.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

Others still wanted to try and make peace with Britain. They sent letters to the king asking him to cancel the Intolerable Acts. In 1776, the king said no to peace. Congress then decided to end the colonies' connection to Britain and become independent.

**Text sources:**


- American Battlefield Trust. 2020. "Continental Congress: America's First National Governing Body."
- Treesh, Catherine and Zoie Horecny. n.d. "Committees of Correspondence." George Washington's Mount Vernon.



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Continental Congress Cause and Effect Graphic Organizer*

**Directions:** After reading about the Continental Congress, explain three cause and effect relationships between events. For each cause listed, describe its effect, or what happened as a result.

| Cause: Why it happened | Effect: What happened |
|---|---|
| Britain's government made laws called the Intolerable Acts that upset colonists. | |
| Problems with Britain continued, and there were two battles between colonists and British soldiers. | |
| The king refused to make peace with the colonies. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

Choose one cause and effect from above to connect by writing a complete sentence. Use at least one of the following cause and effect connecting words or phrases in your sentence: *because*, *as a result*, *so*, *then*.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Lexington and Concord Reading*

**Directions:** Read to learn about what happened in two battles that began the Revolutionary War so you can complete your graphic organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **militia** | a group of citizens who defend a community |
| **minutemen** | members of a militia who agreed to be ready at a "minute's notice" |

In 1775, some colonists in Massachusetts were getting ready to fight the British. The British wanted to take away weapons from the Patriot **militias**. The Patriots also thought that the British were going to arrest two important Patriots: John Hancock and Samuel Adams. Paul Revere rode all night on a horse to warn the leaders and militias about the British.



An engraving of the Battle of Lexington depicting the confusion experienced by both sides about who shot first. Image by unknown author via Wikimedia Commons, public domain.

On April 19, the **minutemen** in Lexington were ready to fight. They were told to only shoot if the British soldiers shot first. When the British soldiers arrived in Lexington, they told the minutemen to go away. Some left, but others stayed. Then a gun went off. Nobody knew who shot it. This became known as "the shot heard 'round the world" and was the beginning of the Revolutionary War.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

The minutemen fought with the British soldiers. Some colonists died. The British soldiers kept going to Concord as planned. But more and more colonists were arriving in Concord to join the fight against the British soldiers.

After much fighting in Concord, the British soldiers had to retreat. It was clear they could not beat the colonists in this battle. The Revolutionary War had officially started.

**Text sources:**


- American Battlefield Trust. n.d. "Lexington and Concord."
- American Battlefield Trust. 2021. "10 Facts: The Battles of Lexington and Concord."



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Battles Cause and Effect Graphic Organizer*

**Directions:** After reading about the Battles of Lexington and Concord, explain three cause and effect relationships between events. For each cause listed, describe its effect, or what happened as a result.

| Cause: Why it happened | Effect: What happened |
|---|---|
| Paul Revere found out about British soldiers' plans and rode through the night to warn people. | |
| British soldiers ordered the minutemen to leave Lexington, and a shot was fired. | |
| Word spread, and more Patriots arrived in Concord to fight the British. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

Choose one cause and effect from above to connect by writing a complete sentence. Use at least one of the following cause and effect connecting words or phrases in your sentence: *because*, *as a result*, *so*, *then*.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Storyboard Planner*

**Directions:** Plan your performance by describing the three parts of the story and student roles. Next, draw a quick sketch of your tableau (picture) for each part of the story. Last, answer the question below the chart.

Title / Event (circle one):
Boston Tea Party, Coercive / Intolerable Acts, First Continental Congress, Battles of Lexington and Concord

| Beginning: Cause | Middle: Event | End: Effect |
|---|---|---|
| Description: | Description: | Description: |
| Roles: | Roles: | Roles: |
| Drawing: | Drawing: | Drawing: |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

What group or groups of people were not represented in this event?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Unit 4, Cluster 3 Inquiry Chart*

| | |
|---|---|
| **Unit EQ** | How was Massachusetts important to the American Revolution? |
| **Cluster SQ** | **How did different groups of people respond to the Revolutionary War?** |
| **What questions will we ask?** | |

| What did we do? | What did we learn that helps us answer our question(s)? |
|---|---|
| **Lesson 17:**<br>We watched a video about African Americans and Indigenous people during the Revolutionary War and posed questions about how those groups and others responded to the war. | |
| **Lesson 18:**<br>We explored different versions of the Declaration of Independence and read an informative text about the document. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

| What did we do? | What did we learn that helps us answer our question(s)? |
|---|---|
| **Lesson 19:**<br>We watched short video clips; read about one of two important groups during the Revolutionary War, Indigenous people or African Americans; and participated in a jigsaw. | |
| **Lesson 20:**<br>We read about one way women were involved in the war and participated in a jigsaw to learn about another way women were involved. | |
| **Lesson 21:**<br>We listened to a read-aloud about Elizabeth Freeman and discussed the Massachusetts Constitution. | |


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

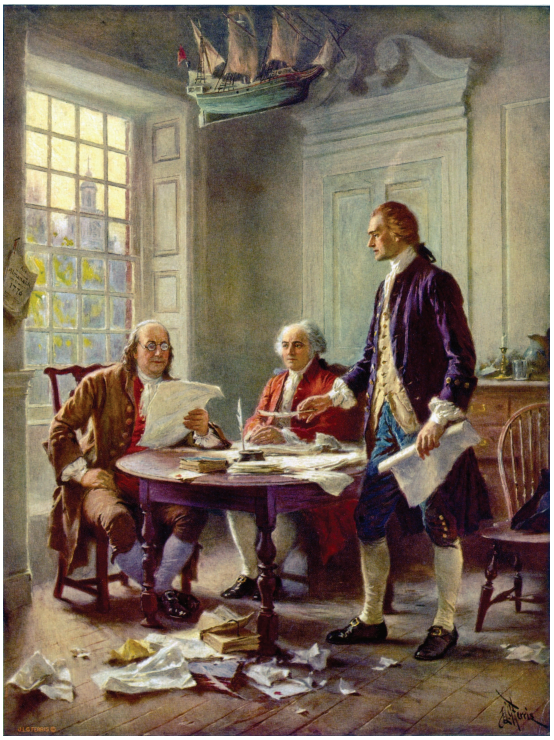
# *Declaration of Independence Reading*

**Directions:** Read to learn about why the Declaration of Independence was written and what it included so you can complete your notes organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **independence** | freedom from the control of others |
| **declaration** | an official announcement |
| **document** | a piece of writing used to share information |
| **liberty** | freedom |

In 1776, the Revolutionary War was still going on. The colonists were fighting the British and wanted freedom. As a way to make their demands official, American leaders wrote down why they wanted **independence**. This became the **Declaration** of Independence, a special **document** that stated America was free from Britain.

The leaders who wrote the declaration included Thomas Jefferson, Benjamin Franklin, John Adams, and John Hancock. They all had slightly different ideas and went through many different versions of the declaration. Finally, they presented the document to Congress. On July 4, 1776, Congress officially accepted and signed the document.



Key authors of the Declaration of Independence included (left to right): Benjamin Franklin, John Adams, and Thomas Jefferson. Image by Jean Leon Gerome Ferris via Wikimedia Commons, public domain.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

The document says that "all men are created equal." It also says everyone deserves "life, **liberty**, and the pursuit of happiness."

Not everyone in America was treated fairly or had freedom. But the document said people in America should have the same freedoms as people did in Britain. That is why they declared independence.

**Text sources:**

- Bill of Rights Institute. n.d. "The Declaration of Independence Text."
- National Archives. 2018. "The Declaration of Independence: What Does It Say?"


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Declaration Notes Organizer*

**Directions:** Record observations of the historical document. Then read and record evidence from the Declaration of Independence Reading.

## Part 1

### Declaration of Independence Historical Document

**Observe:** What is the heading / title?

What else do you notice about this document?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

# Part 2

## Declaration of Independence Reading

**Read:** Why was the Declaration of Independence written?

What ideas does the Declaration of Independence include?

**Connect:** Who was and was not included in the creation and wording of the Declaration of Independence?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

How does this information help us answer our Supporting Question: How did different groups of people respond to the Revolutionary War?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Indigenous People in the War Reading*

**Directions:** Read to learn about the reasons Indigenous peoples supported each side and one important Patriot figure so you can complete your notes organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **Indigenous** | the first humans to live in an area |
| **Mohegan** | an Indigenous tribe based in southeastern Connecticut |

The Revolutionary War made many **Indigenous** peoples think about how to best protect their freedom and land. Some tribes supported the British. Others supported the Patriots. Both the British and the Patriots promised to help Indigenous tribes protect and stay on their land.

## Patriot to Know: Samuel Ashbow Jr.



An informational plaque at the Bunker Hill Monument. It is believed that Ashbow is buried on or near grounds of the monument. Image by Luciof via Wikimedia Commons, CC BY-SA 3.0.

Samuel Ashbow Jr. and his brother John were members of the **Mohegan** tribe. When the war started, Samuel and John walked a long way to join the Patriot soldiers. They fought at Bunker Hill, where Samuel was killed. Samuel is known as the first Indigenous person to die fighting for the Patriots in the Revolutionary War.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

It's important to know that Indigenous people were part of the Revolutionary War. They helped both sides as lookouts, soldiers, and peacemakers.

**Text sources:**

- Makos, Isaac. 2021. "Roles of Native Americans During the Revolution."
- Mize, Julia. n.d. "Samuel Ashbow—A Forgotten Casualty of Bunker Hill." Boston National Historical Park, National Park Service.
- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 5: Native American Soldiers and Scouts."


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Indigenous People in the War Notes Organizer*

**Directions:** After reading the text with your partner, record key information from your source.

1. Why did some Indigenous people support the British during the Revolutionary War?

2. Why did some Indigenous people support the Patriots during the Revolutionary War?

3. Who was Samuel Ashbow Jr., and why was he important?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *African Americans in the War Reading*

**Directions:** Read to learn about the reasons African Americans supported each side and one important Patriot figure so you can complete your notes organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **enslaved** | captured, forced to work, and used as property |
| **enslavers** | people who captured and used humans as property |
| **slavery** | the practice of capturing humans to use as property |

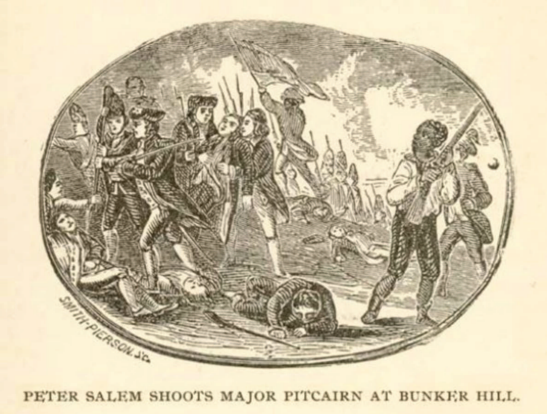
During the Revolutionary War, there were around 250,000 African Americans living in the colonies. Some of them were free, but most were **enslaved**.

Some African Americans fought with the Patriots. They did this because they believed in America's freedom. Others were sent to fight in the place of their **enslavers**. Some enslaved African Americans joined the Patriots because they were promised freedom.

The British also promised freedom to enslaved African Americans who fought with them. After the war, many of these newly freed men and their families left with the British soldiers to Canada and other places.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

# Patriot to Know: Peter Salem




Peter Salem fought in various important battles throughout the Revolutionary War between 1775 and 1780. Image by unknown author via Wikimedia Commons, public domain.

Peter Salem was an African American who joined the Patriots to fight in the Revolutionary War. He fought in important battles like Lexington, Concord, and Bunker Hill. He shot a British leader at Bunker Hill, as shown in the engraving. Even though the Patriots lost that battle, Peter Salem helped America win the war.

It's important to know that free and enslaved African Americans were part of the Revolutionary War. They hoped for their freedom and for **slavery** to end.

**Text sources:**


- American Battlefield Trust. n.d. "Peter Salem."
- National Museum of African American History & Culture. n.d. "Black Soldiers in the Revolutionary War."
- Zielinkski, Adam E. 2020. "Fighting for Freedom: African Americans Choose Sides During the American Revolution." American Battlefield Trust.



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *African Americans in the War Notes Organizer*

**Directions:** After reading the text with your partner, record key information about your source.

1. Why did some African Americans support the British during the Revolutionary War?

2. Why did some African Americans support the Patriots during the Revolutionary War?

3. Who was Peter Salem, and why was he important?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *On the Home Front Reading*

**Directions:** Read to learn about the similarities and differences between Patriot and Loyalist women so you can complete your notes organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **Patriot** | a colonist who wanted to be independent from Britain |
| **spies** | people who secretly collect information about and report on the activities and plans of their enemies |
| **Loyalist** | a colonist who wanted to still be a part of Britain |

During the time of the Revolutionary War, women were in charge of taking care of the home. When the men went to fight, they had to do even more things.



An engraving of a woman working in a colonial kitchen shows the various tasks women were responsible for, including cooking and childcare. Image by Unknown via Wikimedia Commons, public domain.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

## Patriot Families

Patriot women kept doing their regular jobs at home. They also did the jobs of male family members who were in the war. They ran their businesses and farms. They also refused to buy British items. They made their own instead. Patriot women helped soldiers by giving them a place to sleep and eat.

Some Patriot women became **spies**. They worked as cooks and maids for the British side. They listened to their plans. They took messages back to the Patriot leaders to try and help them win the war.

## Loyalist Families

When Loyalist men were away fighting, many of their wives worried about getting robbed by the Patriots. Loyalist women supported Britain by buying British items.

Some women also supported the British by being spies against the Patriots. Ann Bates became a spy for the British. She pretended to sell items to Patriot army camps. When she was in the camps, she learned how many soldiers there were and what battle supplies they had. She then reported this information back to British army leaders.

**Text sources:**


- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 4: A Women's War."
- National Women's History Museum. 2017. "Revolutionary Spies: Women Spies of the American Revolution."
- Smolenski, MaryKate. 2020. "Who Were the Loyalist Women of Cambridge?" History Cambridge.
- Zielinkski, Adam E. 2020. "A Glimpse at Everyday Life in the New England Colonies, 1763–1774." American Battlefield Trust.



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Away from Home Reading*

**Directions:** Read to learn about the similarities and differences between Patriot and Loyalist women so you can complete your notes organizer. Use the word bank to support your understanding.

| Word Bank | |
|---|---|
| **camp followers** | family members of soldiers who went from place to place with the army |
| **Patriot** | a colonist who wanted to be independent from Britain |
| **Loyalist** | a colonist who wanted to still be a part of Britain |

When the Revolutionary War started, men went to fight. Some women and their children went with their male relatives to help the army. They were called **camp followers**. Other women became soldiers too.



A photograph of a recreation of camp followers during the Revolutionary War. Image by Valley Forge Historic Park via Wikimedia Commons, public domain.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

## Patriot Families

Patriot women and their families who didn't have much food or money became camp followers. They did jobs like washing clothes and taking care of soldiers who were sick. They were given food, a place to stay, and protection.

Some women joined the army by pretending to be men. A woman named Deborah Sampson did this. She kept it a secret for almost two years. Free and enslaved African American women also followed the Patriot army to work for and support them.

## Loyalist Families

Life was hard for many families during the war. Loyalists were often treated with disrespect by their neighbors for supporting the British. Sometimes Patriots stole their things. Some Loyalist women felt it was safer to join the British army instead of staying at home. They did similar jobs as the Patriot camp followers. They were given food, a place to stay, and protection.

Some African American women followed the British Army. They did this because their male relatives were promised freedom if they fought for Britain.

**Text sources:**


- American Battlefield Trust. 2021. "10 Facts: Black Patriots in the American Revolution."
- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 4: A Women's War."
- Smolenski, MaryKate. 2020. "Who Were the Loyalist Women of Cambridge?" History Cambridge.



*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Women During the War Notes Organizer*

**Directions:** After reading the text with your partner, record key information from your source.

**Compare:** What were some similarities between Patriot and Loyalist women during the Revolutionary War?

**Contrast:** What were some differences between Patriot and Loyalist women during the Revolutionary War?


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Elizabeth Freeman Notes Organizer*

**Directions:** As you listen to the read-aloud of *Mumbet's Declaration of Independence*, record evidence that answers the questions below.

1. Was Elizabeth Freeman represented in the document for colonists' freedom that she witnessed being drafted? Why or why not?

2. How did Elizabeth Freeman make an impact?

3. What did you learn that helps you answer the Supporting Question: *How did different groups of people respond to the Revolutionary War?*


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*

**Name**: _____ **Date**: _____

# *Cluster 3 Formative Assessment Task*

## Activity 2: Who (or What) Would Say That?

**Directions:** Read the statement and decide who or what would say that from the options listed below. Then write the letter of who or what would say that on the line next to the statement.

| Possible Responses | | |
|---|---|---|
| A. The Declaration of Independence | B. The Massachusetts Constitution | C. Loyalist soldier |
| D. Patriot soldier | E. Loyalist woman | F. Patriot woman |

_____ 1. I am the document that explained the rights of the people in Massachusetts.

_____ 2. I am the document that explained why the colonies would no longer be part of Britain.

_____ 3. I believed that the colonies should be independent and joined the army that fought for American independence.

_____ 4. When my husband was away fighting, I purchased British items for my home to help support Britain's army.

_____ 5. When my husband was away fighting, I made my own items for my home because I didn't want to support Britain.

_____ 6. I believed that the colonies should stay part of Britain and joined the British army to support their fight.


*Unless otherwise noted, Investigating History is © 2026 by DESE and licensed under CC BY-NC 4.0.*
*For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.*