

MAP SET

UNREST IN BOSTON

1765-1776

Mapping America's Road from Revolution to Independence

Norman B. Leventhal Map Center • Boston Public Library • maps.bpl.org



The Norman B. Leventhal Map Center at the Boston Public Library

Produced in 2015 by the Norman B. Leventhal Map Center at Boston Public Library
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TABLE OF CONTENTS

Project Background	1
How to Use this Map Set	3
Overview: Unrest in Boston, 1765-1776	5
Map 1: Boston 1769	7
Map Inquiry Worksheet: Boston 1769	9
Printable map: Boston 1769	10
Printable map: Boston 2015/1769	11
Document Connection: Revere Engraving	12
Printable document: Revere Engraving	13
Map 2: Boston 1775 (Williams)	15
Map Inquiry Worksheet: Boston 1775 (Williams)	17
Printable map: Boston 1775 (Williams)	18
Document Connection: Excerpt from Burgoyne Letter	19
Printable document: Excerpt from Burgoyne Letter	20
Map 3: New England 1775	21
Map Inquiry Worksheet: New England 1775	23
Printable map: New England 1775	24
Document Connection: Excerpt from Hulton Letter	25
Printable document: Excerpt from Hulton Letter	27
Map 4: Boston 1775 (De Costa)	29
Map Inquiry Worksheet: Boston 1775 (De Costa)	31
Printable map: Boston 1775 (De Costa)	32
Document Connection: Doolittle Engravings	33
Printable document: Doolittle Engravings	34
Library of Congress Map Analysis & Primary Source Analysis Tools	37

PROJECT BACKGROUND

This Map Set is one in a series created by Leventhal Map Center education staff and a teacher advisory group composed of Boston Public School teachers. The goals of these materials are to help teachers create primary source-based lessons that help students develop critical thinking skills and build content knowledge about the events, history, and outcomes of the American Revolution and the new nation. Maps are an excellent resource for students to identify multiple perspectives, engage in critical thinking, and construct arguments.

The Norman B. Leventhal Map Center at the Boston Public Library is dedicated to the creative educational use of its cartographic holdings, which extend from the 15th century to the present. In pursuit of its mission, the Center collects and preserves maps and atlases, promotes research in the collection, and makes its resources available to the public through its website, exhibitions, publications, lectures, and educational programs. The Center has a particular interest in developing innovative uses of maps and geographic materials to engage young people's curiosity about the world, thereby enhancing their understanding of geography, history, world cultures, and citizenship.

For more resources: maps.bpl.org

HOW TO USE THIS MAP SET

Each map can be used on its own or compared to other maps in the set. When giving students any primary source, the Library of Congress Teaching with Primary Sources analysis guides are an excellent tool to foster inquiry and critical thinking. www.loc.gov/teachers/usingprimarysources

Map Inquiry Worksheets

Use the **Library of Congress Map Analysis and Primary Source Analysis Tools** on pages 37 & 38 and/or the **Map Inquiry Worksheets** (included for each map) with specific questions connected to each map. The Library of Congress Tools can be adapted for younger and older learners. The Map Inquiry Worksheets are recommended for students in grades 3–8.

Document Connections

Each map also includes an extension question, comparing the map to another image or primary text source. These documents are included after the printable version of each map in the set.

Printing and Displaying Maps

There are multiple ways to print or display the maps in this set. A URL and hyperlink is provided for each, linking to a high resolution image on the Map Center web site that can be viewed online or downloaded. Additionally, 8.5 x 11 printable pages are included in this packet for all maps and sources. All maps can be found at maps.bpl.org.

Essential Questions

How did Boston's geography play a role in the events of the American Revolution?

Why were tensions so high between the people of Boston and the British soldiers who were stationed there?

Objective

Students will be able to use maps and other visual sources to understand the role of geography and place in the events of 1765-1776 in Boston.

HOW TO CONT'D.

Standards

MA State Standards: History & Social Studies

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat

USI.1 Explain the political and economic factors that contributed to the American Revolution (H,C)

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

USI.5 Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts

Common Core Standards

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

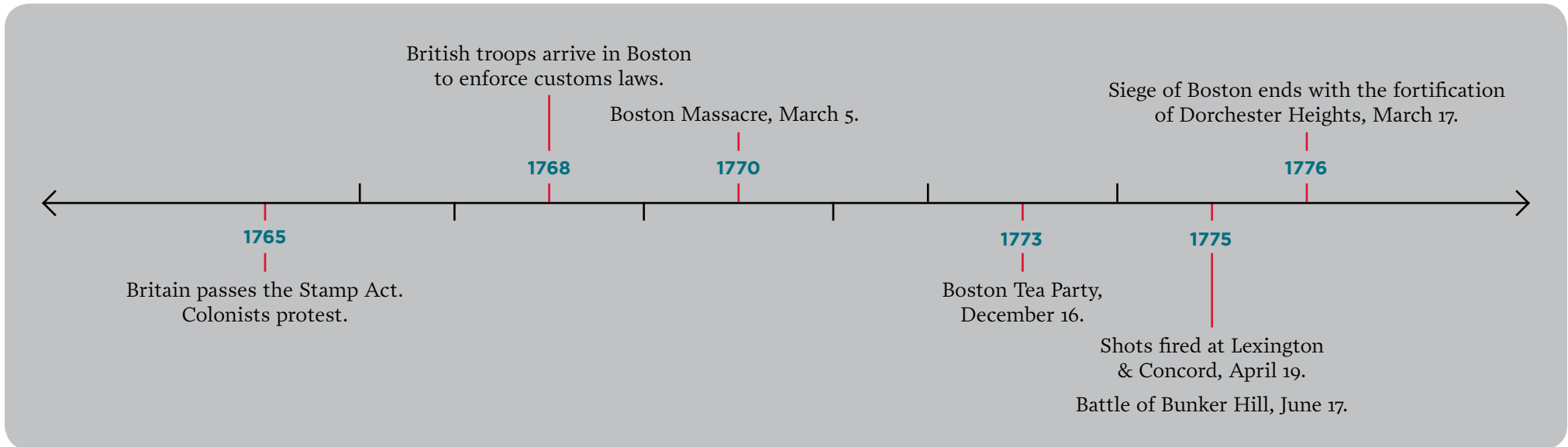
CCSS.ELA-Literacy.RH.6-8.1, 9-10.1, 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2, 9-10.2, 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

OVERVIEW UNREST IN BOSTON 1765-1776

Colonial Boston was a flourishing city of 20,000 by the 1760s. The maps in this set depict its topography with hills, harbors, and narrow attachment to the mainland; its streets, structures and wharves; key sites associated with commerce, government and gatherings of all kinds. And then, of course, these maps document its role as the center of revolution, both before and after the fateful date of April 19, 1775, when the “shot heard round the world” signaled the beginning of the American Revolution.

Boston became a center of opposition to British policies, which were intended to raise money to pay for troops stationed in the colonies during the French and Indian War between 1756 and 1763. In 1765, when officials tried to enforce the Stamp Act that had been passed by Parliament, colonists responded with actions which ranged from carefully framed arguments



circulated throughout the towns and colonies in pamphlets, newspapers and letters to public demonstrations and riots. The Sons of Liberty ensured that “no taxation without representation” became a rallying cry. Legal debates were supplemented by economic measures such as refusal to consume British goods or goods coming on British ships. Customs commissioners and others collecting duties and taxes were intimidated in a climate of increasing outrage and threat.

OVERVIEW CONT'D.

The potential for violence escalated when British troops arrived in this volatile city in 1768, a measure meant to suppress the protests and restore order. The stationing of 4,000 soldiers in a city of 20,000 people squeezed onto a narrow peninsula had the opposite effect. The Boston Massacre two years later was a tragic consequence.

Committees of Correspondence, essentially emergency governments formed by Patriot leaders in the colonies to coordinate information and actions, contributed to coordinated resistance throughout Massachusetts and the other colonies. The Boston Tea Party in 1773 was another tipping point in the mounting tensions. By 1774, the countryside around occupied Boston was in rebellion. Towns began sending their tax money to the outlawed government—the Provincial Congress—and raising Minute companies to defend their communities and their “charter rights”. The Provincial Congress ordered that military supplies be stockpiled in Concord, twenty miles west of Boston.

And on the night of April 18, 1775, the commander of all British forces in North America, General Gage, issued the order to destroy those supplies. The colonists had long expected and planned for this move. But did anyone foresee the bloody, calamitous events soon to come, and the long war for independence that followed?

MAP 1 BOSTON | 1769

Author: John Bonner and William Price

Date: 1769

Title: *A new plan of ye great town of Boston in New England in America, with the many additionall buildings, & new streets, to the year 1769*

URL: maps.bpl.org/id/10343



Map Facts

John Bonner's 1722 map of Boston—the first published map of the city—provides a valuable record of pre-Revolutionary Boston. After Bonner's death, his partner William Price continued to update and reprint it. Price printed this version in 1769 after the British troops occupied Boston. At that time, Boston was confined to a small peninsula connected to the mainland by one road along a narrow neck, very different from today's landscape. Boston was a thickly settled town, with numerous wharves, attesting to the city's status as a significant colonial port.



How has Boston changed?

Author: Norman B. Leventhal Map Center

Date: 2015 (original map 1769)

Have students compare the 1769 Bonner/Price map overlaid on a modern map of Boston. What do students notice has changed? How do the newer streets in the Back Bay (on the bottom left) compare to those on the 1769 map?

Zoom In



The Boston Massacre Site

King Street, (today called State street) is shown as well as the “Town House” (now known as the Old State House). This 1769 map was made just a year before the events of March 5, 1770, also known as the Boston Massacre.

MAP 1 BOSTON | 1769 CONT'D.



Colonial Work & Industry

Note the many types of industry in colonial Boston. The numerous wharves attest to the importance of shipping and shipbuilding in the town. Around the mill pond area there are several “still and sugar houses” which were distilleries making rum from molasses sent from the West Indies.



Boston's Story

The map maker notes the numerous fires and smallpox epidemics in Boston since its founding as a town. For example, the 1760 fire consumed 350 homes and businesses. Boston sought aid from the King and Parliament but were refused. Some historians have suggested that bad feelings over this sleight from England helped fuel the resentment already brewing in Boston.

Map Inquiry Worksheets

- p. 9 Boston | 1769 Map Inquiry Worksheet
Materials Needed: rulers and string
- p. 37 Library of Congress Map Analysis & Primary Source Analysis Tools

Document Connection

- p. 12 Revere Engraving: *A View of Part of the Town of Boston in New England and British Ships of War Landing Their Troops! 1768*

MAP 1 BOSTON | 1769 MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p>
Reflect	<p>Map Skills:</p> <p>How would you describe the shape and size of Boston? Using the map scale, figure out how many miles Boston was from end to end and across at its widest point.</p> <p>What was important to the map maker to include on this map? What did they think was important to show people about Boston?</p>
Question	<p>What questions do you have about this map?</p>

MAP 1 BOSTON | 1769



MAP 1 BOSTON | 2015/1769



MAP 1 DOCUMENT CONNECTION | REVERE ENGRAVING

Author: Paul Revere

Date: 1770

Title: *A View of Part of the Town of Boston in New England and British Ships of War Landing Their Troops! 1768*

URL: maps.bpl.org/id/18769



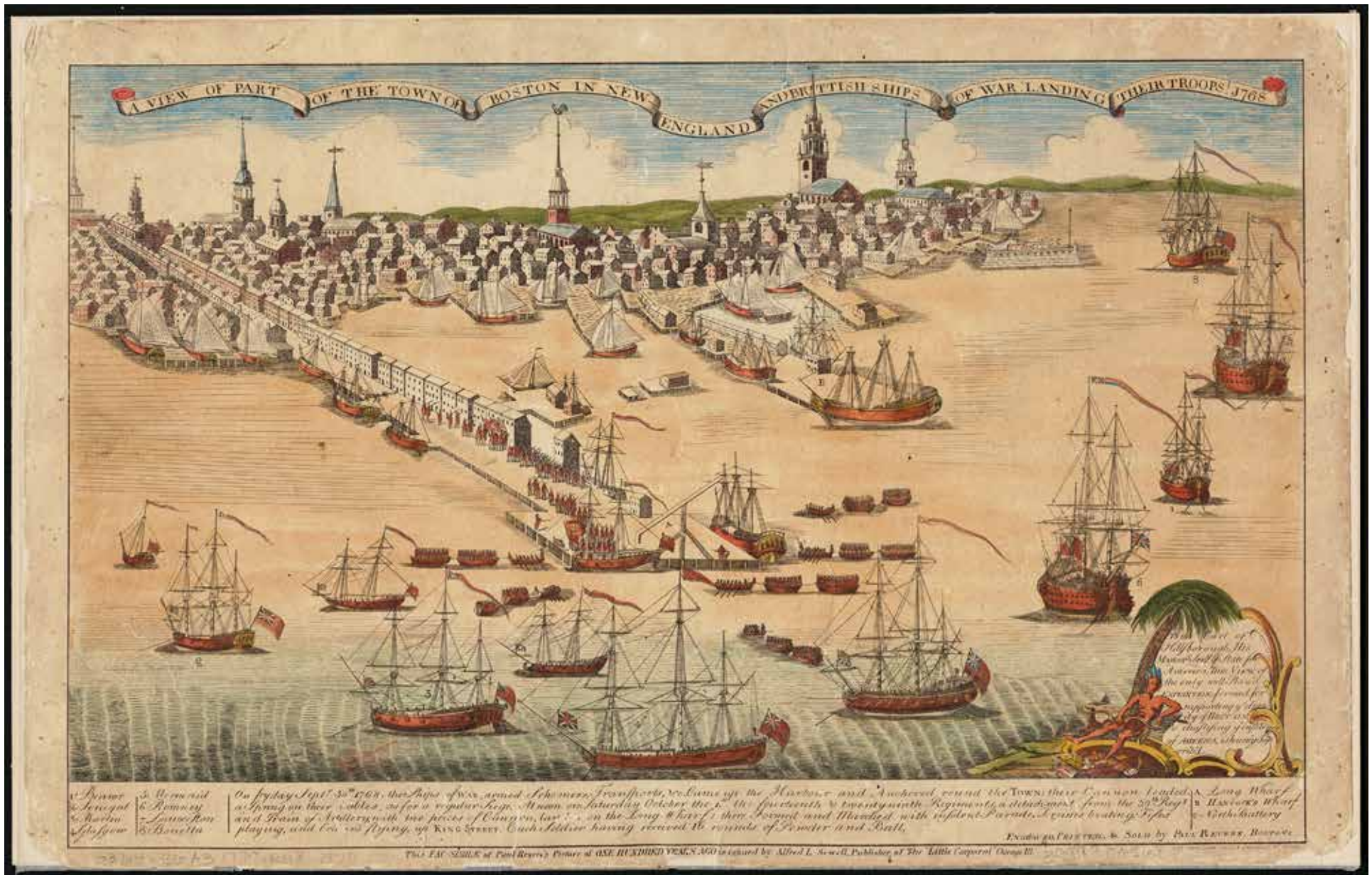
Document Facts

In 1768 the British sent troops to maintain order in Boston, as protests against English rule were making the town unmanageable. Although Revere shows the troops arriving in 1768, the print was made in 1770, just weeks after the Boston Massacre.

Discussion Questions

Can you figure out where you would be standing on the map to have this view of Boston (hint: find Long Wharf)? Based on what you see in this image and what you know about the size of Boston, what would be some adjectives to describe how Bostonians were thinking and feeling about British soldiers arriving in their town?

MAP 1 DOCUMENT CONNECTION | REVERE ENGRAVING | 1770



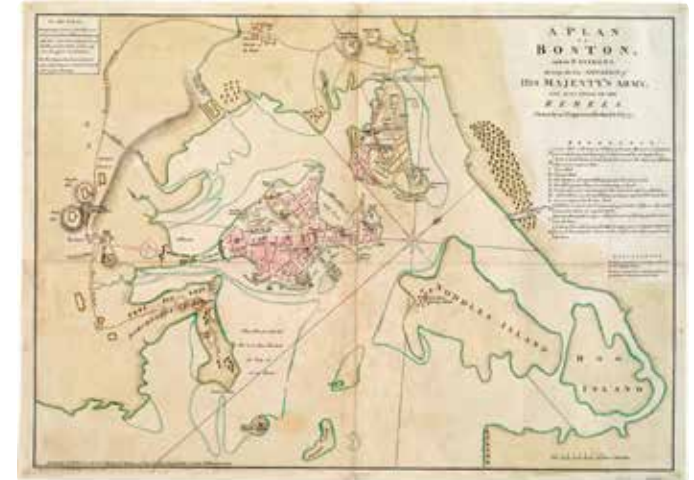
MAP 2 BOSTON | 1775 (Williams)

Author: Richard Williams

Date: 1775

Title: *A Plan of Boston and its environs*

URL: maps.bpl.org/id/m8624



Map Facts

This map shows the military situation in Boston just after the Battle of Bunker Hill (June 1775) and prior to the British evacuation of the city in March 1776. (This map was published one week before the evacuation). Depicting the situation nine months after Washington assumed command of the Continental Army, the map clearly delineates the envelopment of the city by “Rebel” forces that would lead to the evacuation of all English troops from Boston for the duration of the war. There is excellent detail for the Battle of Bunker Hill, showing the disposition of forces at its conclusion. The map also lists key military locations and a basic street plan of Boston with some street names.

Zoom In



British in Boston

This map clearly shows the British soldiers encamped on Boston Common. Over 1,000 British regulars were camped here during the occupation of Boston. This is where the troops left from on the night of April 18, 1775 to cross to Cambridge and on to the battles of Lexington and Concord.



Boston Neck

Boston neck was the only land route in and out of Boston at the time of the Revolution. During particularly high tides, it was prone to flooding that could temporarily turn the peninsula into an island. The fortification on the map was originally a wooden gate. British forces added an earthenworks fortification in 1774. It was impossible to go into the town on foot except through the fortification, which easily sealed Boston off from the mainland.

MAP 2 BOSTON | 1775 (Williams) CONT'D.



General Washington in Cambridge

After being appointed Commander-in-Chief by the Second Continental Congress, George Washington established the headquarters of the colonial forces in Cambridge in July 1775. Washington spent part of his eight months there at the present-day Longfellow House at 105 Brattle Street.

Map Inquiry Worksheets

- p. 17 Boston | 1775 (Williams) Map Inquiry Worksheet
- p. 37 Library of Congress Map Analysis & Primary Source Analysis Tools

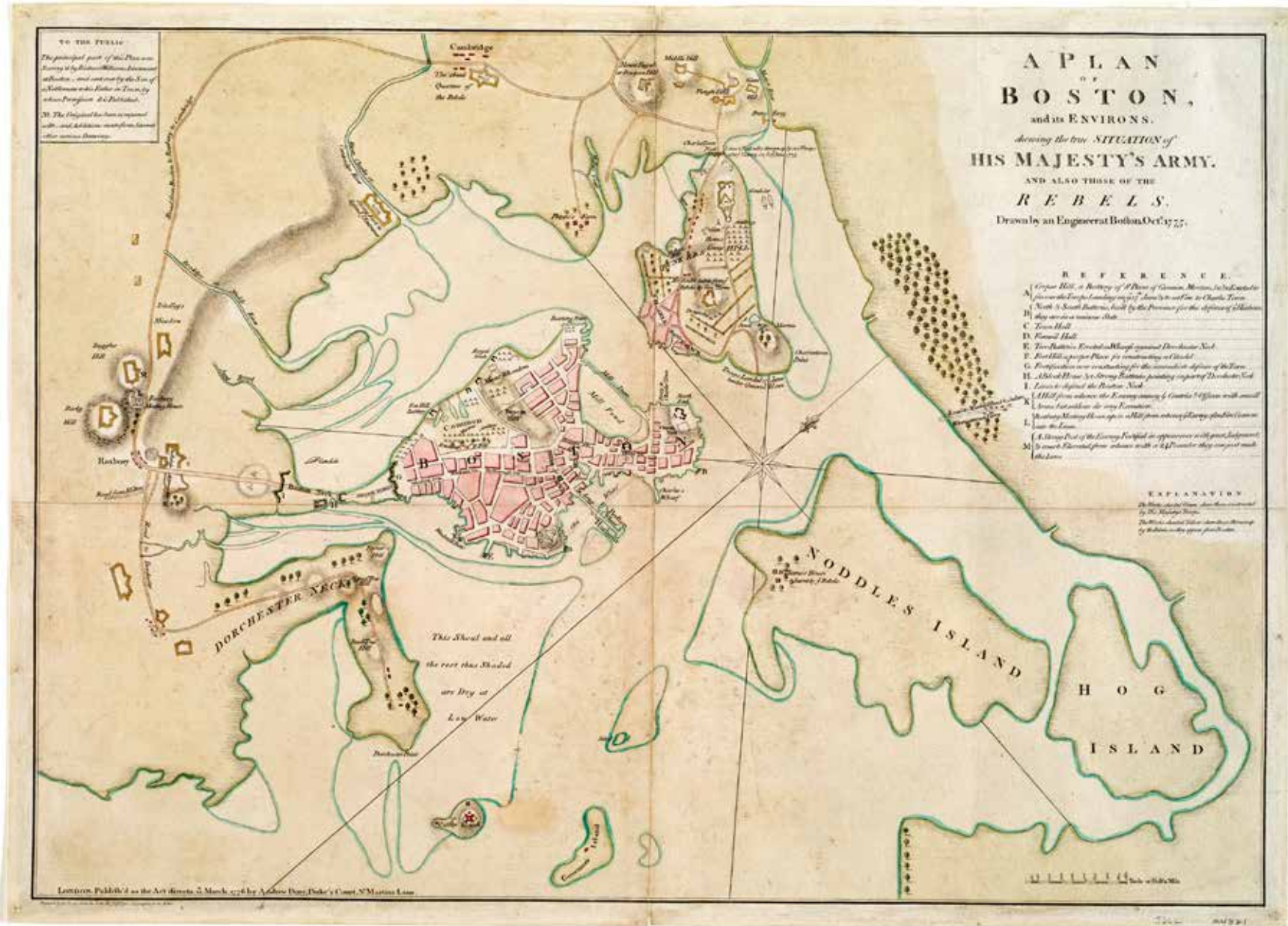
Document Connection

- p. 19 Letter from General Burgoyne to Lord Stanley, June 25, 1775 (excerpt)

MAP 2 BOSTON | 1775 (Williams) MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p>
Reflect	<p>Map Skills:</p> <p>Draw a key or legend for this map. What symbols does the mapmaker use for:</p> <p>A fort A soldier's camp site A hill or mountain A building</p> <p>Who do you think would have used this map? Why?</p> <p>Describe the shape and size of Boston. Why was it so easy to block off during the siege of Boston?</p> <div data-bbox="1360 480 2005 1003" style="border: 1px solid black; border-radius: 15px; padding: 10px;"><p>Legend or Key</p></div>
Question	<p>What questions do you have about this map?</p>

MAP 2 BOSTON | 1775 (Williams)



MAP 2 DOCUMENT CONNECTION | EXCERPT FROM BURGOYNE LETTER

Author: General John Burgoyne
Date: June 25, 1775
Title: Letter from General Burgoyne to Lord Stanley, June 25, 1775 (excerpt)
URL: www.masshist.org/bh/burgoyne.html

Document Facts

John Burgoyne was a British General in Boston during the events of 1775-76. He wrote this letter to his nephew in London, Lord Stanley, to describe the battle of Bunker Hill.

Excerpt

“Boston is a peninsula, joined to the main land only by a narrow neck... to the North, is Charles-Town (or rather was, for it is now rubbish), and over it a large hill, which is also, like Boston, a peninsula; to the South of the town is a still larger scope of ground, containing three hills, joining also to the main by a tongue of land, and called Dorchester Neck; the heights...command the town, that is give an opportunity of erecting batteries... and consequently are much more advantageous. It was absolutely necessary we should make ourselves masters of these heights, and we proposed to begin with Dorchester...”

Vocabulary

Peninsula: A piece of land almost surrounded by water. It is still attached to a larger land area.

Rubbish: Worthless, destroyed

Batteries: A group of cannons used by the military

Advantageous: Helpful or favorable

Discussion Questions

Read Burgoyne’s description of Boston—locate the different places he describes on the map. Why was Dorchester Neck so important for both the British or the Patriots? Why was it “advantageous” as Burgoyne writes?

“Boston is a peninsula, joined to the main land only by a narrow neck... to the North, is Charles-Town (or rather was, for it is now rubbish), and over it a large hill, which is also, like Boston, a peninsula; to the South of the town is a still larger scope of ground, containing three hills, joining also to the main by a tongue of land, and called Dorchester Neck; the heights...command the town, that is give an opportunity of erecting batteries... and consequently are much more advantageous. It was absolutely necessary we should make ourselves masters of these heights, and we proposed to begin with Dorchester...”

Letter from General Burgoyne to Lord Stanley, June 25, 1775 (excerpt)

MAP 3 NEW ENGLAND | 1775

Author: Robert Sayer & John Bennett

Date: 1775

Title: *The seat of war in New England, by an American volunteer, with the marches of the several corps sent by the Colonies towards Boston with the Attack on Bunkers-Hill*

URL: maps.bpl.org/id/10919



Map Facts

This map shows various regiments marching from Connecticut, New Hampshire and Rhode Island towards Boston. The inset maps on the right show Boston harbor and a view of Boston including the Battle of Bunker Hill (Breed's Hill). This view of the battle is believed to be the first pictorial representation of the battle.

Zoom In



Battle of Bunker Hill

On June 16, 1775, American forces were under orders to fortify Bunker Hill, a 110-foot hill in Charlestown, but instead choose to fortify Breed's Hill, which was smaller and closer to Boston. The ensuing bloody battle with British forces became known as the Battle of Bunker Hill, although the action took place on Breed's Hill. The positions of the "English Forces" and "American Forces" are noted here.



Charlestown in Flames

The British forces fired "hot shot", cannon balls heated to a high temperature, into Charlestown and set it on fire during the battle of Bunker Hill, as shown in this detail. British General Burgoyne wrote to his nephew Lord Stanley in England after the battle on June 25, 1775: "...straight before us a large and noble town in one great blaze; the church steeples, being of timber, were great pyramids of fire above the rest, the whole a picture and a complication of horror and importance beyond any thing that ever came to my lot to be witness to".

MAP 3 NEW ENGLAND | 1775 CONT'D.



Sending Troops to Boston

Following the battles of April 19 at Lexington and Concord, regiments of soldiers began marching to Boston from New Hampshire, Connecticut and Rhode Island to help the “rebel” cause. This map shows images of these soldiers and artillery on the various roads towards Boston and their encampments. George Washington took command of the Continental Army on July 2, 1775.

Map Inquiry Worksheets

- p. 23 New England | 1775 Map Inquiry Worksheet
Materials Needed: rulers and string
- p. 37 Library of Congress Map Analysis & Primary Source Analysis Tools

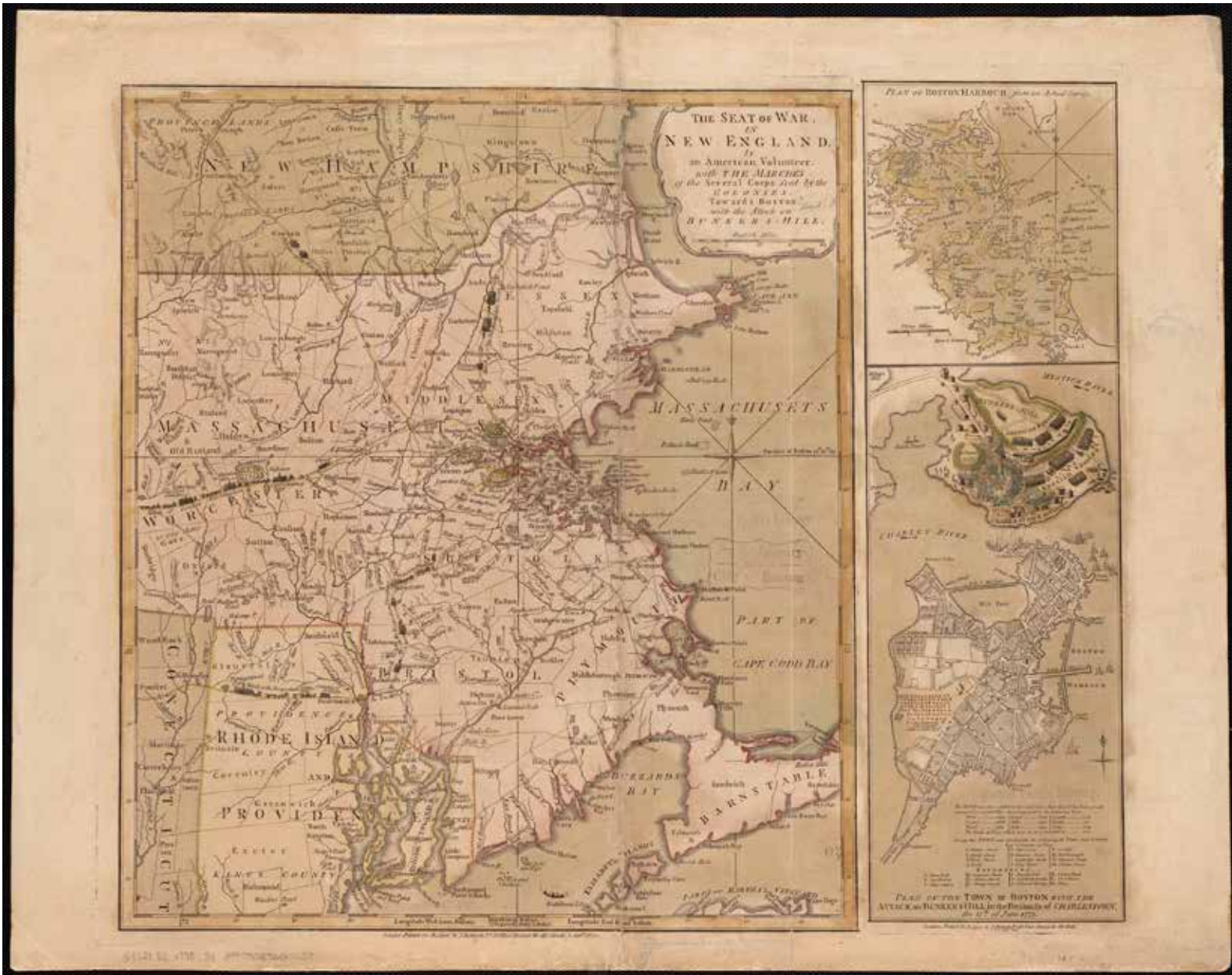
Document Connection

- p. 25 Letter from Henry Hulton to Anne Hulton, June 20, 1775 (excerpt)

MAP 3 NEW ENGLAND | 1775 MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p>
Reflect	<p>Map Skills:</p> <p>Find “the Bridge” in Concord. This is the North Bridge, important during the Battle of Concord. Using the map scale, approximately how far did British soldiers have to march from Cambridge to Concord on April 18/19, 1775?</p> <p>What do you notice on the roads leading to Boston, especially to the West by Worcester? Who are they and what do you think they are doing?</p> <p>Who do you think would have used this map? Why?</p>
Question	<p>What questions do you have about this map?</p>

MAP 3 NEW ENGLAND | 1775



MAP 3 DOCUMENT CONNECTION | EXCERPT FROM HULTON LETTER

Author: Henry Hulton
Date: June 20, 1775
Title: Letter from Henry Hulton to Anne Hulton, June 20, 1775 (excerpt)
Source: *Letters of a Loyalist Lady: being the letters of Anne Hulton, sister of Henry Hulton, Commissioner of customs at Boston, 1767-1776*

Document Facts

Henry Hulton was the Commissioner of Customs in Boston in the years before the American Revolution. This letter is referring to the Battle of Bunker Hill.

Excerpt

Date: June 20, 1775

Upon the firing from the houses, the town was immediately set in flames, and at four o'clock, we saw the fire and the sword, all the horrors of war raging. The town was burning all the night; the rebels sheltered themselves in the adjacent hills, and the neighborhood of Cambridge, and the army possessed themselves of Charlestown Neck.

The rebels have occupied a hill about a mile from Charlestown Neck; they are very numerous, and have thrown up intrenchments, and are raising a redoubt on the higher part, whilst the ships and troops cannonade them wherever they can reach them.

In the same manner, on the other side of Boston Neck, on the high ground above Roxbury meeting [house], the rebels are intrenching and raising a battery.

Vocabulary

Intrenchments: Trenches, or narrow holes in the ground used to protect soldiers

Redoubt: A small building or area that gives protection to soldiers under attack

Cannonade: An attack with cannons

Battery: A group of cannons used by the military

MAP 3 DOCUMENT CONNECTION | EXCERPT FROM HULTON LETTER CONT'D.

Discussion Questions

Read Henry Hulton's letter about the battle of Bunker Hill and compare it to the small inset map of Boston. Compare the description of the battle in this letter to the view of the events of June 17, 1775 on the map. How many of the places mentioned in the letter can you find? In what ways do you think the map maker and Henry Hulton would agree on the events of that day?

“Upon the firing from the houses, the town was immediately set in flames, and at four o’clock, we saw the fire and the sword, all the horrors of war raging. The town was burning all the night; the rebels sheltered themselves in the adjacent hills, and the neighborhood of Cambridge, and the army possessed themselves of Charlestown Neck.

The rebels have occupied a hill about a mile from Charlestown Neck; they are very numerous, and have thrown up intrenchments, and are raising a redoubt on the higher part, whilst the ships and troops cannonade them wherever they can reach them.

In the same manner, on the other side of Boston Neck, on the high ground above Roxbury meeting [house], the rebels are intrenching and raising a battery.”

Letter from Henry Hulton to Anne Hulton, June 20, 1775 (excerpt)

MAP 4 BOSTON | 1775 (De Costa)

Author: J. De Costa

Date: 1775

Title: *A plan of the town and harbour of Boston : and the country adjacent with the road from Boston to Concord, shewing the place of the late engagement between the King's troops & the provincials, together with the several encampments of both armies in & about Boston. Taken from an actual survey*

URL: maps.bpl.org/id/n48561

Source: From the Collections of the Geography and Map Division, Library of Congress



Map Facts

This map is recognized as the earliest battle map of the Revolutionary War. It uses pictorial symbols to document the battle between the British and colonists at Lexington and Concord on April 19, 1775. De Costa, the map maker, noted the “Bridge where the attack began,” highlighting the location of the first shots of the Revolutionary War. He also depicted the encampments, fortifications, and some weaponry for each side. British ships appear in the Boston harbor, and the key notes the types of ships. Printed in London and dedicated to a Member of Parliament, this map offered the British a better understanding of the conflict.

Zoom In



Maps tell Stories

This map tells the story of the battles at Lexington and Concord. We can piece together many pieces of information about the events of April 18 & 19, 1775 and note the location of various troops. Note the various individuals and soldiers in these conflicts, from the “provincials” and “minutemen” to British “Lord Percy’s” troops. On this map, the British mapmaker refers to the Patriots as “provincials”.

MAP 4 BOSTON | 1775 (De Costa) CONT'D.



Colonial Fighting Style

This map shows the British regiments marching back to Boston after the Battles of Lexington and Concord. The mapmaker notes the “Provincials firing behind the walls” to illustrate the Minutemen’s tactic of firing at the Redcoats from behind trees, stone walls, houses, and sheds.



Colonial Headquarters

Watertown was the center of revolutionary activity during the siege of Boston from 1775 to 1776. The Committees of Safety and Correspondence (essentially governing bodies in charge of the colonial militias) made the area their headquarters for a time in 1775. Many families who supported the patriot cause, including Paul Revere’s, left their homes in Boston and resided there during the siege.

Map Inquiry Worksheets

- p. 31 Boston | 1775 (De Costa) Map Inquiry Worksheet
- p. 37 Library of Congress Map Analysis & Primary Source Analysis Tools

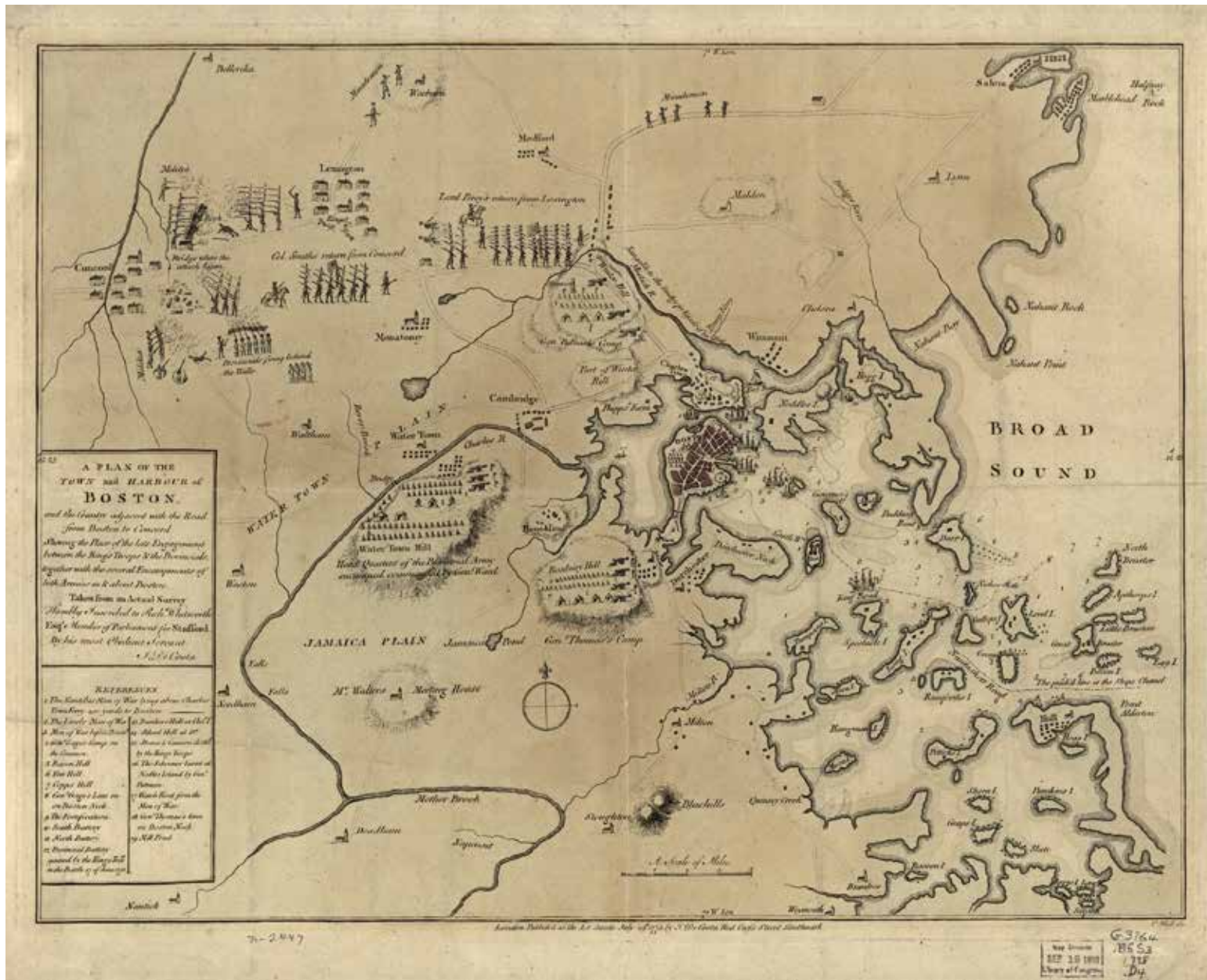
Document Connection

- p. 33 Doolittle Engravings: *The Battle of Lexington, April 19th, 1775 & A View of the Town of Concord*

MAP 4 BOSTON | 1775 (De Costa) MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p>
Reflect	<p>Map Skills:</p> <p>To leave Boston in 1775 to go west, you could either go by water, across the Charles River, or by land, down a road on the Boston neck leading south or west. Use the scale to figure out approximately how many miles it would be to go:</p> <p><i>By Water:</i> From Boston to Cambridge and then on to Lexington.</p> <p><i>By Land:</i> Down Boston Neck, on the road through Brookline and Cambridge, then on to Lexington.</p> <p>What events are being shown on this map? What does the mapmaker mean by “the King’s Troops”? What about “the Provincials”?</p>
Question	<p>What questions do you have about this map?</p>

MAP 4 BOSTON | 1775 (De Costa)



From the Collections of the Geography and Map Division, Library of Congress

MAP 4 DOCUMENT CONNECTION | DOOLITTLE ENGRAVINGS

Author: Amos Doolittle

Date: 1775

Titles: *The Battle of Lexington, April 19th, 1775.*
A View of the Town of Concord.

Source: The Connecticut Historical Society (chs.org)

Document Facts

These two views of Lexington and Concord were made by Connecticut engraver Amos Doolittle. He visited the sites soon after the battles and interviewed participants. His prints may be the most accurate representations of the conflict.

Discussion Questions

Look at the two views of Lexington and Concord by Amos Doolittle. Compare these to what you see of these events on the DeCosta map. In what ways are they the same? In what ways are they different?



MAP 4 DOCUMENT CONNECTION | DOOLITTLE ENGRAVING | LEXINGTON | 1775

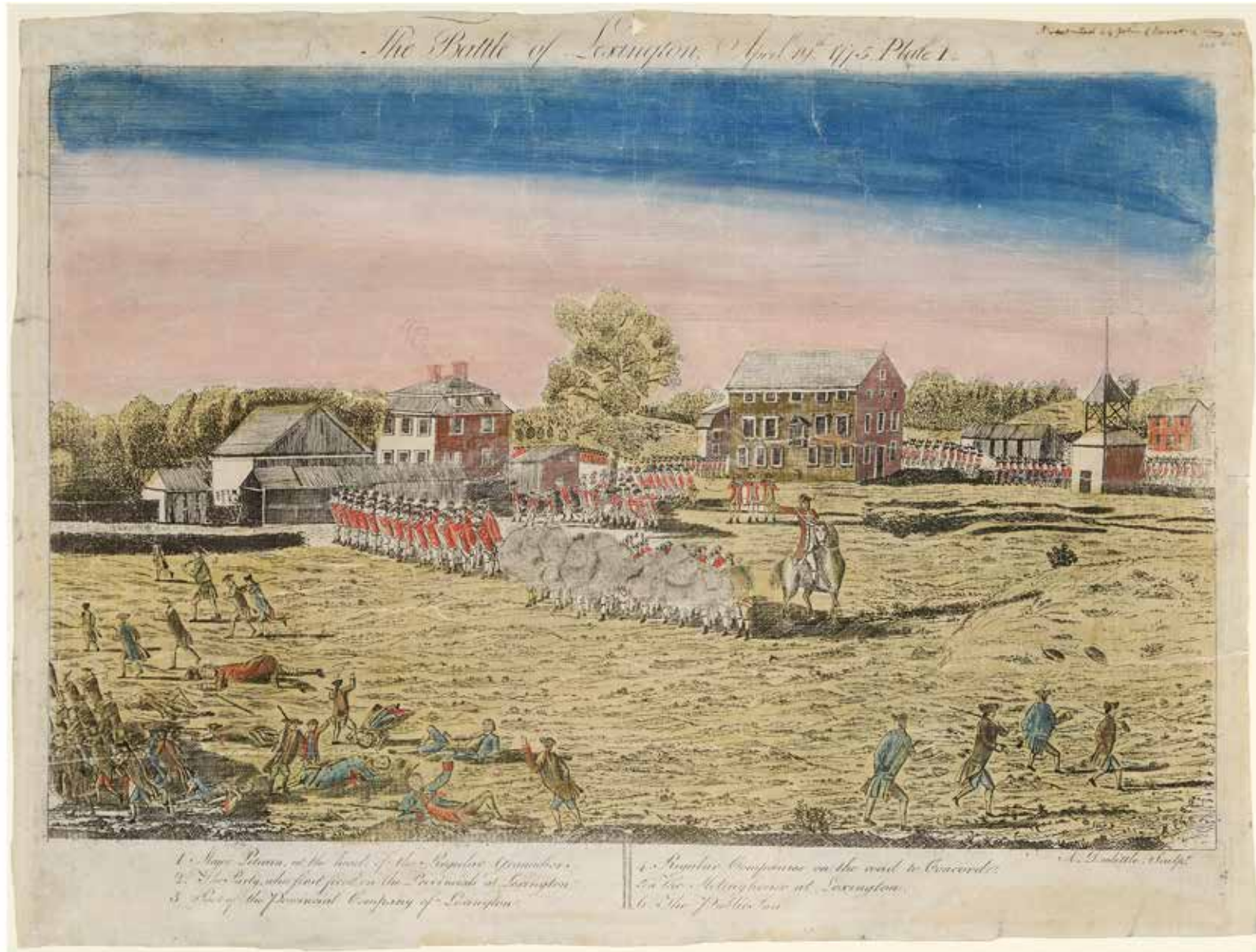


Image courtesy of The Connecticut Historical Society

MAP 4 DOCUMENT CONNECTION | DOOLITTLE ENGRAVING | CONCORD | 1775

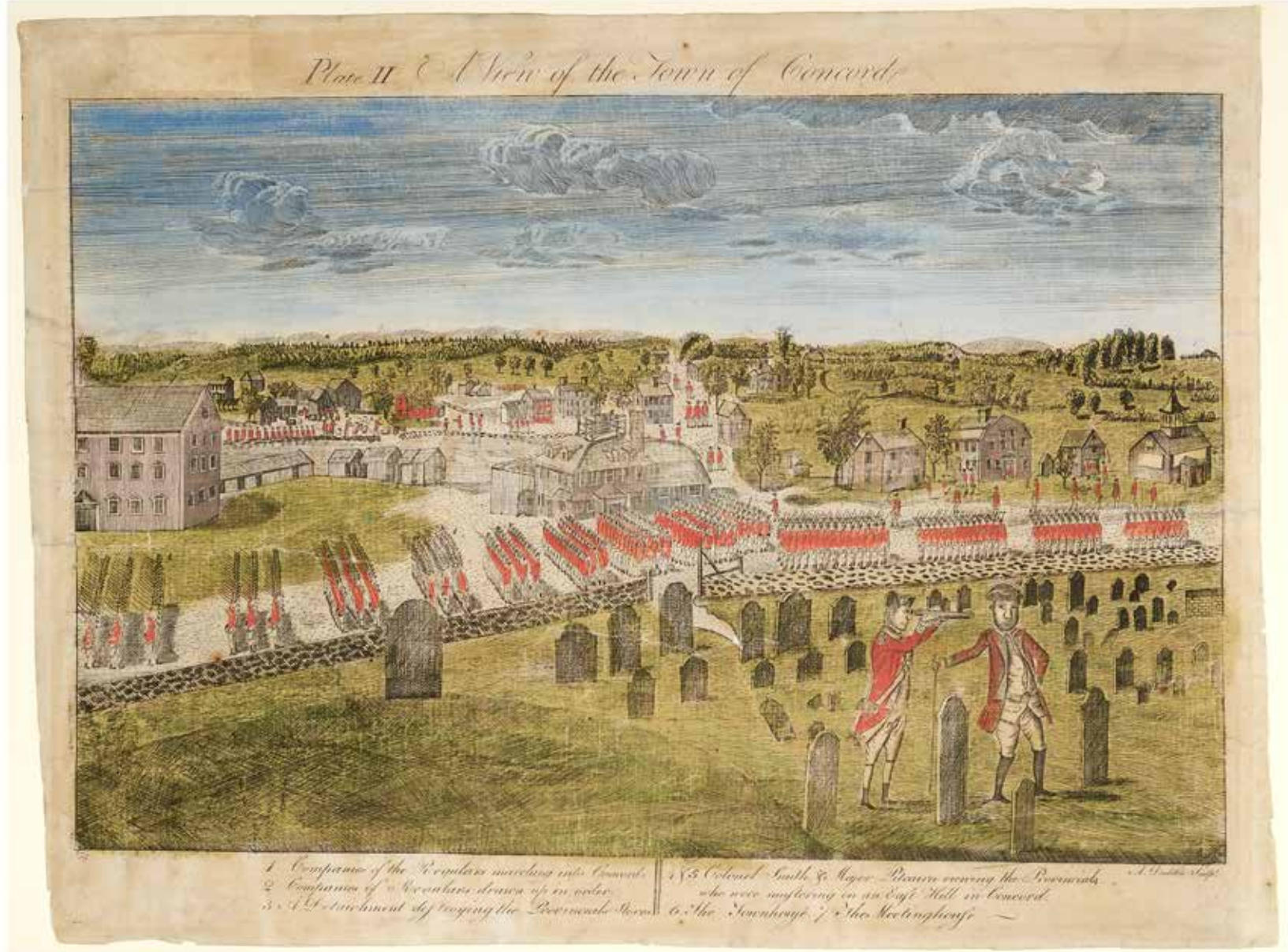
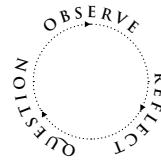


Image courtesy of The Connecticut Historical Society

TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first? · What size and shape is the map? · What graphical elements do you see? · What on the map looks strange or unfamiliar? · Describe anything that looks like it does not belong on a map. · What place or places does the map show? · What, if any, words do you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this map was made? · Who do you think the audience was for this map? · How do you think this map was made? · How does it compare to current maps of this place? · What does this map tell you about what the people who made it knew and what they didn't? · If this map was made today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students write a brief description of the map in their own words.

Intermediate

Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

Advanced

Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>



PRIMARY SOURCE ANALYSIS TOOL



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FURTHER INVESTIGATION