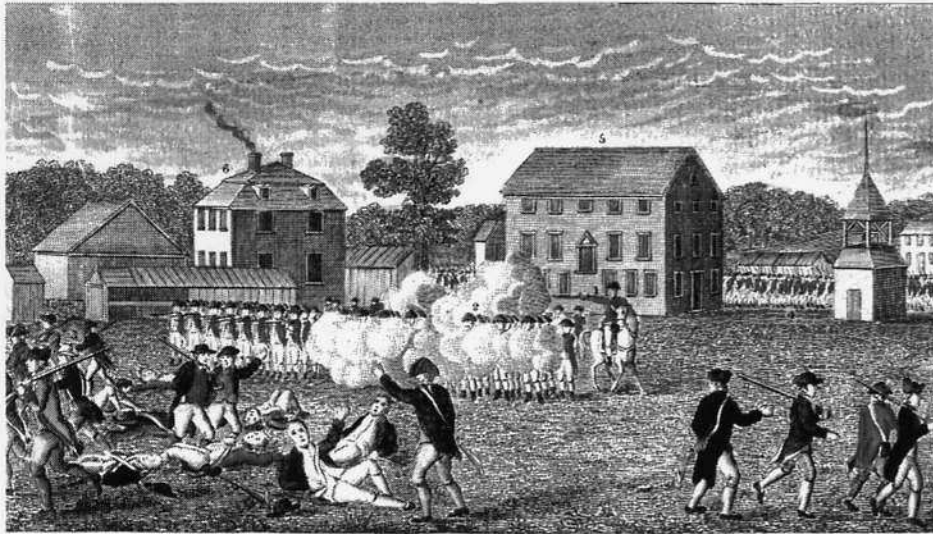


*Lessons for Third Grade, Lexington Public Schools*

# Lexington in 1775



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### **Lexington in 1775 Unit Description**

The eight lessons in this unit introduce 3<sup>rd</sup> graders to Lexington's role in launching the American Revolution. On the fateful day of April 19, 1775, armed English colonists living in Lexington faced the English soldiers because they wanted to protect the munitions stored in Concord as well as their freedom to own land and govern themselves.

To understand how Lexington residents reached this moment, students need to learn about daily colonial life in a farming community. They need to understand:

1. That many families had lived in Lexington for generations, and England seemed very far away.
2. That although England seemed far away, Massachusetts colonists (and Lexington residents) defined themselves as English.
3. That when a family owned its own farm land it could support itself (and sell excess food and other products) and not be dependent upon anyone. This was a freedom not easily obtainable in England.
4. That residents were used to governing themselves through church, town, and colony structures.
5. That residents resented the way that England was trying to control them through taxes and military force.
6. That residents expected a military showdown, and were involved in stockpiling supplies that they wanted to protect from the British soldiers.

### **Lesson 19a: Settling Lexington**

By hearing the story of first settler, William Munroe, thinking about the work of clearing land, and comparing 17<sup>th</sup> and 18<sup>th</sup> century houses, students will:

1. Learn that Lexington was settled by Cambridge farmers seeking pasture for grazing cattle in the mid 1600s.
2. Understand that by the mid 1770s, Lexington was an established community, with deep roots in the land and families that had been here for three or four generations.

### **Lesson 19b: Lexington in 1775: Who Am I? Family Life**

In this lesson, students take on the role of a young person who actually lived in Lexington in 1775 and will learn about this person's family and place in the household structure. Students will:

1. "Meet" a young person living in Lexington in 1775.
2. Explore this individual's place in the household structure.

### **Lesson 19c: Lexington in 1775: Where Do I Live? House and Community**

Here students learn what colonial houses looked like, how they were furnished, and how families met daily needs such as heat and light. They look at maps of Lexington and consider how roads and house placement affected the community. They also learn that everyone in Lexington farmed for a living. Students will:

1. Identify the characteristics of their 1775 character's house and farm.
2. Compare their own homes to those of their 1775 character's.
3. Discover where their character lived in 1775.

### **Lesson 19d: Lexington 1775: Where Do I Live? Farms and Farming**

In this lesson students learn about colonial farming. They create their own family farms using templates. Students will:

1. Identify the characteristics of a successful Lexington farm in 1775.
2. Identify what a family needed to produce to support itself.



3. Understand that owning land meant freedom and independence for Lexington residents.

#### Lesson 19e: Lexington 1775: What is My Job?

Children provided a crucial workforce on the farm. Students will investigate the chores and responsibilities of their characters and will learn about various work processes. This lesson offers the opportunity for individual research projects. Students will:

1. Identify what kinds of work children did on farms in 1775.
2. Learn that each family member contributed to the family's survival.
3. Understand how many aspects of farm work were linked to seasons.

#### Lesson 19f: Lexington in 1775: What Can I Buy?

Farm families tried to produce as much as they could on their own farms, but they needed supplies that they could not make. In this lesson, students sort through products to see what they could make, buy from their neighbors, or buy in a store. They will learn that many common household items came from England and other parts of the world. Students will:

1. Describe ways that residents specialized or produced excess to enable them to buy what they could not make.
2. Identify items that Lexington residents needed but could not produce themselves.
3. List the types of items the Lexington residents bought from England.

#### Lesson 19g: Lexington's Tea Party

In this lesson, students participate in a mock town meeting set in Lexington in 1773 to discuss what to do in response to the Tea Act. Students will:

1. Learn how Lexington residents governed themselves through town meeting.
2. Learn how colonists in Boston and Lexington revolted against the Tea Act.

#### Lesson 19h: Lexington in 1775: April 18 and 19

Using the final page of their characters' role cards, students will imagine the dramatic events that precipitated the Revolution. Students will:

1. Learn about the events on April 18 and 19, 1775 that fueled the American Revolution through the eyes of their characters.
2. Understand that ordinary people participated in and shaped significant events.

