

2012  
**REVOLUTION,  
 REACTION,  
 REFORM  
 IN HISTORY**  
 NATIONAL HISTORY DAY



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# Revolution, Reaction, Reform in History

## National History Day Curriculum Book 2012



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# Revolution, Reaction, Reform in History

## National History Day 2012

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## LETTER FROM THE EDITOR

Welcome to National History Day 2012! Our theme this year is *Revolution, Reaction Reform in History*. Your thoughts may immediately begin with war and political revolutions but don't stop there! Think about scientific, economic, and cultural revolutions. History is full of revolutionary ideas, and what has made these ideas revolutionary is the fact they have challenged the status quo, destroyed old ways of thought, and ushered in new ways of thinking. This theme is about change brought about by the collision of ideas and beliefs. When students are engaged in studying history through this theme they are challenged to examine and appreciate the causes and legacy of how revolutions, reactions and reforms in history have shaped our world.

In this year's theme book you will find resources and teaching strategies which can be used to implement historical research in your classroom. To begin the discussion about why National History Day is an important part of any curriculum, please look at the findings of a national evaluation of the program beginning on page 6. This is wonderful information to share with your principal or your science colleague. Following the evaluation study, the theme information is ready to copy and disseminate to your students. You can find more suggested ideas for topic selection for this year's theme, *Revolution, Reaction, Reform in History*, on our website at [www.nhd.org](http://www.nhd.org). On page 18 you have a ready-made lesson plan to help your students understand why Wikipedia should never be used as a source in any research! The last two articles in this year's theme book provide you a model lesson plan from the National Park Service and a list of the very best resources from HISTORY™. These articles can be reproduced and used as needed.

Revolutions in history are everywhere! The daily news is full of governments toppling as the people demand a voice in how they are governed. The students will naturally be drawn to the current crisis in Egypt or Libya as topic ideas but a clear distinction needs to be established between current events and history. Current events are happening today and are not good historical research topics. To do historical research students are asked to analyze impact over time. When studying a current topic, no one knows what changes will occur: next year, in ten years or twenty years because of the event. Support students looking deeply. If you have a student who is interested in a current event topic, challenge the student to trace the causes back in time. When did the revolution, reaction or reform really begin? History has an abundance of fascinating topics that can be researched. Part of the fun is searching through libraries, archives and even the social studies book to find one that makes you want to know more!

*Happy Researching!*

Ann

## Letter from the Editor

History is full of revolutionary ideas, and what has made these ideas revolutionary is the fact that they have challenged the status quo, destroyed old ways of thought, and ushered in new eras of thinking.



Classic Photography & Imaging

## WHAT IS NATIONAL HISTORY DAY?

National History Day (NHD) is an opportunity for teachers and students to engage in real historical research. National History Day is not a predetermined by-the-book program but an innovative curriculum framework in which students learn history by selecting topics of interest and launching into a year-long research project. The purpose of National History Day is to improve the teaching and learning of history in middle and high schools. NHD is a meaningful way for students to study historical issues, ideas, people and events by engaging in historical research. When studying history through historical research, students and teachers practice critical inquiry: asking questions of significance, time and place. Through careful questioning, history students are immersed in a detective story too engaging to stop reading.

Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students then present their work in original papers, exhibits, performances, websites and documentaries. These projects are entered into competitions in the spring at local, state and national levels where they are evaluated by professional historians and educators. The program culminates with the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The theme for 2012 is *Revolution, Reaction, Reform in History*. These annual themes frame the research for both students and teachers. The theme is intentionally broad enough that students can select topics from any place (local, national or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives and museums; through oral history interviews; and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that meet their interests. Program expectations and guidelines are explicitly provided for students, but the research journey is created by the process and is unique to the historical research. Throughout the year students learn about their heritage and develop essential life skills by fostering academic achievement and intellectual curiosity. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

The student's greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at the state and national levels. Many teachers find that incorporating the NHD theme into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

History Day breathes life into the traditional history curriculum by engaging students and teachers in a hands-on and in-depth approach to studying the past. By focusing on a theme, students are introduced to a new organizational structure of learning history. Teachers are supported in introducing highly complex research strategies to students. When NHD is implemented in the classroom, students are involved in a life changing learning experience.

## What is National History Day?

Each year National History Day uses a theme to provide a lens through which students can examine history.

The theme for 2012 is *Revolution, Reaction, Reform in History*. These annual themes frame the research for both students and teachers.

# National History Day: A Program That Works!

The debate about American education continues to focus on what is wrong with our schools—on poor student achievement and reports of ineffective teachers—but where in the discussion is the demand for evidence about programs that are working?

National History Day is one of these programs. It is fostering outstanding achievement for students in all subject areas, not just history. It is shaping students into well-rounded, collaborative, independently motivated leaders who are prepared to lead. And it is doing it now, in 50 states around the country and beyond.

In the ongoing rhetoric and quest for education reform, the focus on global competitiveness lies at the heart of the debate. But the crucial role of the social sciences in American education has been marginalized. Subjects like English, history, civics and the arts play a central part in developing a well-rounded understanding of our contemporary global community—and the study of these topics develops the imperative 21st century skills that lie at the heart of individual future success and an American workforce equipped to compete in the global marketplace.

Without history, without civics education, American students will not be prepared to build upon the foundations of the past to continue to strengthen the democracy and economy of the future. Without the college- and career-ready skills of collaboration, research, writing and entrepreneurial thinking that come from the study of history and civics, students will not be prepared to handle impending—and complicated—global challenges.

The need to demonstrate the evidence-based, wide-ranging effectiveness of innovative, successful modes of teaching history is at a pivotal point. According to the most recent federal study of American students' academic ability in civics, the 2010 National Assessment of Educational Progress (NAEP), also known as the "nation's report card," revealed that only 27 percent of fourth-graders, 22 percent of eighth-graders and 24 percent of twelfth-graders scored proficient or higher in civics—meaning that millions of young Americans will be unprepared to be the informed and engaged citizens a healthy democracy requires.<sup>1</sup>

Against this backdrop, the National History Day history education organization identified the need for an evaluation of the program to prove its effectiveness and validate what its leaders have known anecdotally for years: The historical-research training, skills and experience of the program transform young people into scholars. And further, the innovative instruction from National History Day is linked to academic success and skills development across ALL subjects, not just history. It is not a program only for students who are gifted academically, but for all students—and all teachers.

<sup>1</sup> The Nation' Report Card Civics 2010.

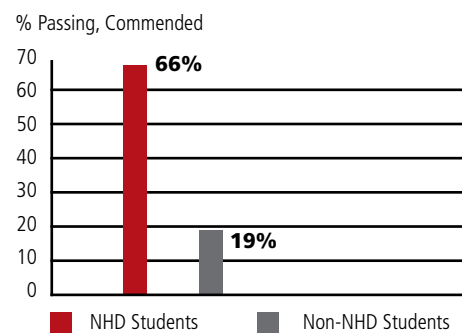
As we look toward the future, creating the educators and system that will carry the next generation further into the new millennium, we cannot afford to leave history education behind. The following section is the key findings of the study that highlights the power of National History Day for every classroom!

## KEY FINDINGS

***NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.***

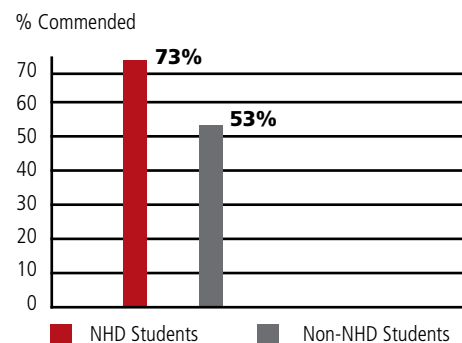
For example, in Texas, NHD students outperformed their non-NHD peers on TAKS tests in reading, science, math, and social studies. During four years of performance (2006–2010), NHD students scored more than twice as well on TAKS tests as non-NHD students. An average of nearly two thirds of NHD students had commended performance each year, compared to an average of 19 percent of non-NHD students (see Chart A).

**Chart A: Taks Test Performance—Texas**



In 2008–2009, 87 percent of the NHD students achieved commended performance on the social studies assessment, compared with 37 percent of the comparison-group students; in 2009–2010, 73 percent of the NHD students received the highest rating, vs. 53 percent of the comparison group students (see Chart B).

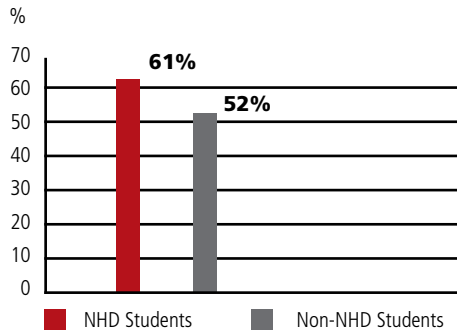
**Chart B: Taks Commended Performance Rates, Social Studies—Texas**



***NHD students in South Carolina outperformed their non-NHD peers on English and history assessments.***

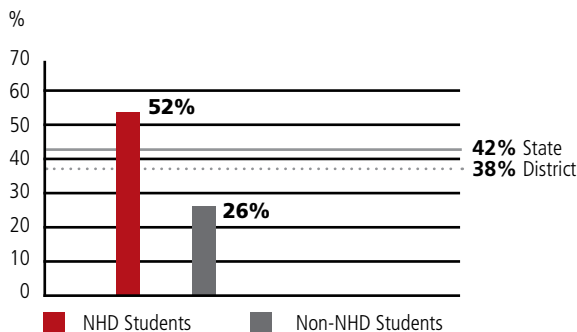
In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61 percent passing rate in English 1 — 9 percentage points above a comparison site (see Chart C).

**Chart C: Passing Rates for English I—South Carolina**



On the 2008-2009 South Carolina U.S. History and the Constitution end-of-course test, the NHD high school led the district with a 52 percent passing rate — 26 percentage points above the other (non-NHD) high school in the district, 14 points above the district rate, and 9 points above the state rate (see Chart D).

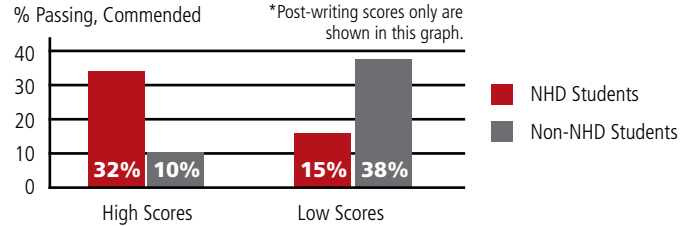
**Chart D: U.S. History & the Constitution End-of-Course Exam, Passing Rates—South Carolina**



***NHD students are better writers—they write with a purpose and real voice, and they marshal solid evidence to support their points of view. NHD students had more exemplary writing scores and fewer low scores than comparison students.***

Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5s or 6s) on a 6-point scale (see Chart E).

**Chart E: Writing Scores\***



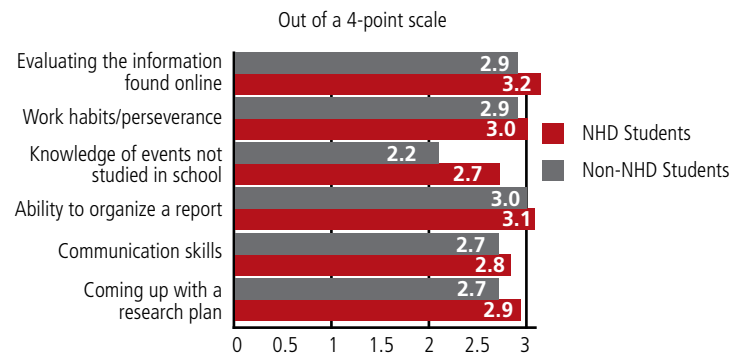
***NHD has a positive impact among students whose interests in academic subjects may wane in high school.***

- Among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills.
- Compared with non-NHD boys and with all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement, and confidence in research skills, on both pre- and post-surveys.

***NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.***

When asked about their confidence in a variety of career- and college-ready skills, NHD students have an edge over their peers. NHD students consistently express more confidence than students who do not participate in NHD, in research skills, public speaking, the ability to organize a report, knowledge of current events, work habits, evaluating sources, and writing skills (see Chart F).

**Chart F: Confidence Rating on College- and Career-Ready Skills**



***NHD students are critical thinkers who can digest, analyze and synthesize information.***

- Performance assessments show that NHD students were 18 percentage points better overall than their peers at interpreting historical information — an average of 79 percent correct vs. 61 percent correct.



# National History Day 2012 Theme: *Revolution, Reaction, Reform in History*

You must ask questions about why events happened and what impact the events had.

What factors contributed to a revolution? Why was there a need to reform at the particular time? Why did this event cause a reaction? Regardless of the topic selected, you must do more than describe what happened.

## **NATIONAL HISTORY DAY 2012 THEME: *REVOLUTION, REACTION, REFORM IN HISTORY***

Welcome to National History Day! You are about to become a better student! It doesn't matter if you are planning on becoming a doctor, a historian, a marine biologist, or a teacher: whatever your career path, National History Day will help. Besides being a fun experience, NHD will improve your reading and writing skills and help you become a better researcher, all while you are learning about a topic of your choice!

During the 2011-2012 school year National History Day invites students to research topics related to the theme, "Revolution, Reaction, Reform in History." The theme is broad enough for you to select a local, state, national or world history topic. To understand the historical importance of your topics, you must ask questions of time and place, cause and effect, change over time, impact and significance. You must ask questions about why events happened and what impact the events had. What factors contributed to a revolution? Why was there a need to reform at the particular time? Why did this event cause a reaction? Regardless of the topic selected, you must do more than describe what happened. You must draw conclusions, based on evidence, about how the topic affected individuals, communities, nations and the world. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.

As you investigate this year's theme think of the theme in broad terms, as the distinction among revolutions, reactions and reforms may be blurred. Never be too literal. Revolutions and reforms are often reactions to particular situations or events, which may inspire reactions. According to the American Heritage Dictionary, the word revolution means "the overthrow of one government and its replacement with another" or a "sudden or momentous change in a situation." Whether revolutionary or gradual, such changes often inspire opposition, as some people seek to slow or even reverse them. Consequently, some topics will focus on revolution, reaction, AND reform, while other topics may allow you to focus on just one or two aspects of the theme.

For many Americans, the word revolution conjures up images of the Fourth of July, celebrating our revolutionary heritage; for others, it brings to mind gun-toting guerrillas in wars we do not understand. Political and social revolutions such as those in America in the 1770s and the communist revolutions of the 20th century are complex events, which provide a plethora of potential possibilities for NHD research projects but not in their entirety. Rather than attempting to analyze and document an entire political revolution, you should look for more manageable topics such as ideas emerging from a particular revolution, specific events or factions within a revolution, or individuals who affected or were affected by a revolution. A paper could illuminate the role that the Stamp Act of 1765 played in the coming of the American Revolution. The role of women in the French Revolution might be illustrated through a performance focusing on the bread riots of 1789, while Mahatma Gandhi's leadership of India's revolt against British rule would make a compelling topic for a documentary or website.

Political revolutions provoke reactions far beyond the borders of a single nation. How did other revolutions inspire slaves in Saint Domingue to stage their own revolution in 1791?





LAWS CARTOON, 1895  
 An 1895 cartoon comment on New York City's 'Blue Laws'  
 Courtesy of the New York Historical Society



continued from pg. 8

How did American fear of the spread of communism affect the Cold War? A website could focus on the Marshall Plan or the Truman Doctrine as manifestations of this fear, while a performance might look at U.S. involvement in the Vietnam War. A website could examine the consequences of the student revolts in France in 1968.

Failed revolutions and rebellions also provide excellent topics for student entries. A paper could appraise the Sepoy Rebellion in India in 1857 and how it affected British colonial policy. An exhibit could examine the Boxer Rebellion of 1900, which helped fuel Chinese nationalism and the rise of Sun Yat-sen. What was the reaction throughout the Southern United States to Nat Turner's rebellion in Virginia in 1831? Can Reconstruction be considered a failed revolution?

Wide-ranging reform programs sometimes can spur changes as great as those caused by revolutions. The effects of the reforms of Solon and Cleisthenes on Athens in the 6th century BCE would be a suitable topic for a paper. How did the Meiji Restoration (1868-1912) affect Tokugawa Japan? A performance might focus on Mikhail Gorbachev's policies of Glasnost and Perestroika in the Soviet Union during the last years of the Cold War. A documentary could examine the impact of Franklin Roosevelt's New Deal. How did the New Deal revolutionize the role of government in American life in the 1930's?

Individual reforms and reform movements also deserve attention. The work of anti-slavery advocates such as Frederick Douglass and William Lloyd Garrison supplies dramatic material for performances. Any of the reforms of the Progressive movement of the early 20th century in the United States would make good topics. An exhibit might explain the role of muckraking journalists in agitating for reform. How was the settlement house movement an attempt at social reform? What role did Jane Addams play?

Court cases frequently can be classified as reactions, while their outcomes may lead to reforms or even revolutions. A performance might explore the role of the British Court of Star Chamber in leading English Puritans to revolt in the 1630s. How could the 1896 case, *Plessy v. Ferguson*, be considered a reaction? How did the U.S. Supreme Court's *Miranda v. Arizona* decision in 1966 reform the treatment of those accused of crimes?

While less frequent than political revolutions or reforms, economic revolutions may have an even broader impact. The commercial revolution of the 1500s involved Africa, the Americas, Asia, and Europe. The Industrial Revolution of the 19th century eventually affected the entire world. Students should focus on a specific, fairly limited aspect of an economic revolution rather than try to master such a revolution in its entirety. The spice trade between Europe and Asia would be an excellent topic for an exhibit, as would the role of sugar in creating plantation economies in the Caribbean. A documentary could assess the experience of female workers in the Lowell Massachusetts mills of the 1830s. How did the Luddites represent a reaction to the Industrial Revolution?

Consumers also have experienced revolutions. How did tea play a role in stimulating a consumer revolution in the 18th century? What impact did it have politically? Students could create documentaries analyzing revolutions in shopping such as the development of department stores or the Montgomery Ward and Sears catalogues in the late 19th century, while a paper could explore the significance of installment buying in the early 20th century.

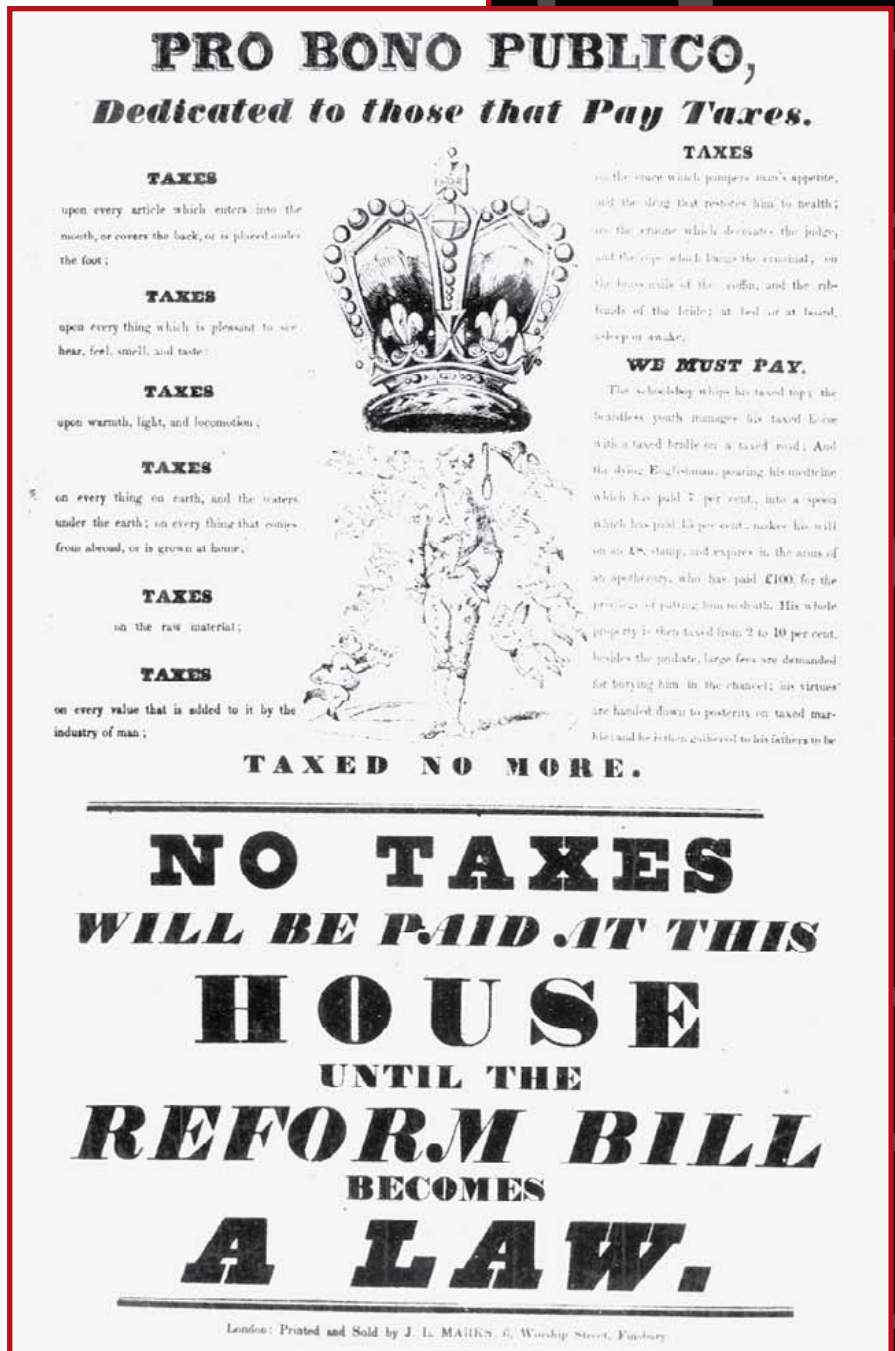
Any of the reforms of the Progressive movement of the early 20th century in the United States would make good topics.

Economic revolutions often result from technological innovations, which sometimes led to tremendous social change as well. How did the cotton gin have an impact on slavery in the antebellum South? In what ways did the typewriter provide new opportunities for women in late 19th century offices? How was this revolutionary? The adoption of the stirrup in 8th century Europe and its effects on warfare and society could be the subject of a paper, while a documentary could portray the effects of automobiles on dating. How could other transportation innovations such as steamships, canals, railroads, and airplanes be considered revolutionary?

Advances in human thinking and knowledge made the technology described possible. What was revolutionary about Isaac Newton's work in the 1600s? How did Galileo Galilei's trial before the Inquisition in 1633 represent a reaction to the Scientific Revolution? The impact of Marie Curie's work on Radiation in the early 1900s would make an interesting documentary, while a performance might examine her contemporary Sigmund Freud's study of human psychology. Alternatively, students could investigate any of the revolutions in medical care of the 20th century.

You may find many topics in local history which are suitable. The local consequences of industrialization, or revolutions in transportation, would make good topics. If you live in Eastern United States, you could study local experiences during the American Revolution, while those in the South could focus on Reconstruction. If you live in an agricultural area, you might look at the history of the Populists in your state. The work of Progressive reformers or civil rights activists in your states also would be good topics. Or you may find reform movements or "revolutions" unique to your own community.

The theme is a broad one, so topics should be carefully selected and developed in ways that best use your talents and abilities. Whether a topic is a well-known event in world history or focuses on a little known individual from a small community, you should place your topic into historical perspective, examine the significance of your topic in history, and show development over time. Have fun this year and we will see you in College Park, MD next June!



REFORM BILL POSTER, 1832.  
 Courtesy of The Library of Congress  
 An 1832 placard of passive resistance  
 used as a weapon to secure the  
 passage of the Reform Bill.



# Sample Topics

## SAMPLE TOPICS

- John Brown's Revolt Against Slavery
- The U.S. Constitution: Reform or Counter-Revolution?
- Dorothea Dix and the Asylum Movement
- Simon Bolivar and Latin American Independence
- The Coercive or Intolerable Acts: Britain's Reaction to the Boston Tea Party
- The Women's Christian Temperance Union (WCTU) and Alcohol in America
- From Franklin Delano Roosevelt (FDR) to Nixon: The Revolution of Presidential Press Coverage
- The Copernican Revolution: Copernicus, Galileo, and Kepler
- Television: A Cultural Revolution
- The Boxer Rebellion: China's Fight Against Foreign Powers
- The Glorious Revolution and Britain's Bill of Rights
- The Edict of Nantes: A New Approach to Religious Dissent
- Jose Marti and Cuba's War of Independence
- The Black Panthers: Reforming Student Lunch Programs
- Canals and Railroads: The 19<sup>th</sup> Century Reforms in Transportation
- Bismarck's Reforms in Germany
- Classical Music: Reaction to the Baroque Era
- Confucius and Civil Service Reform in China
- Emilio Aguinaldo and the Philippine Uprising
- Jonas Savimbi: Angolan Revolutionary
- The Wesley Brothers and Methodist Reforms of the Church of England
- Hawks and Doves: American Reaction to the Vietnam War
- The Airplane: Revolution in Warfare
- Sit-ins and Freedom Rides: Reformers in Action
- Martin Luther and the Protestant Reformation
- The Reforms of Sosthenes
- William Wallace: Rebel Against English Oppression
- The Model T: Henry Ford Revolutionizes the Auto Industry
- King Phillip's War: Reaction to Puritan Expansion
- The "Red Scare": American Reaction to Communism
- Germ Theory: Revolution in Medicine
- Vatican II: The Modern Reformation of the Catholic Church
- Pablo Picasso: Revolution in Art
- "Hush, Hush": Reaction to Henrik Ibsen's *A Doll's House*
- Virginia Woolf and the Birth of Modern Feminism
- Curt Flood and Free Agency in Baseball

**PRUDENCE CRANDALL,**  
PRINCIPAL OF THE CANTERBURY, (CONN.) FEMALE  
BOARDING SCHOOL.

**R**ETURNS her most sincere thanks to those who have patronized her School, and would give information that on the first Monday of April next, her School will be opened for the reception of young Ladies and little Misses of color. The branches taught are as follows:—Reading, Writing, Arithmetic, English Grammar, Geography, History, Natural and Moral Philosophy, Chemistry, Astronomy, Drawing and Painting, Music on the Piano, together with the French language.

The terms, including board, washing, and tuition, are \$26 per quarter, one half paid in advance.

Books and Stationary will be furnished on the most reasonable terms.

For information respecting the School, reference may be made to the following gentlemen, viz.—

ARTHUR TAPPAN, Esq.	} N. York City.
Rev. PETER WILLIAMS,	
Rev. THEODORE RAYMOND	
Rev. THEODORE WRIGHT,	
Rev. SAMUEL C. CORNISH,	
Rev. GEORGE BOURNE,	} PHILADELPHIA.
Rev. Mr HAYBORN,	
Mr JAMES FORTEN,	} BOSTON, MASS.
Mr JOSEPH CASSEY,	
Rev. S. J. MAY,—BROOKLYN, Ct.	} BOSTON, MASS.
Rev. Mr BEMAN,—MIDDLETOWN, Ct.	
Rev. S. S. JOCELYN,—NEW-HAVEN, Ct.	
Wm. LLOYD GARRISON	
ARNOLD BUFFUM,	} PROVIDENCE, R. I.
GEORGE BENSON,—PROVIDENCE, R. I.	

Canterbury, Ct. Feb. 25, 1833.

LIBERATOR: CRANDALL'S . Courtesy of Rhode Island Historical Society  
Prudence Crandall's advertisement in 'The Liberator,' 1833, announcing the opening of her school in Canterbury, Connecticut, to 'young Ladies and little Misses of color' and offering the names of leading abolitionists as references



# Educational resources that meet YOUR needs

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A dedicated supporter of National History Day

## Think World History Topics too!

### Mobs, Muskets, Mattocks, and Martyrs

#### There are important questions to ask of any revolution: When is the revolution over? How did society change?

Was the society better? Did the changes indicate progress? Or, did the society suffer and were the results more negative than positive? These are the “So what?” questions that beg the NHD student to explain the significance of the revolution.

#### THINK WORLD HISTORY TOPICS TOO! MOBS, MUSKETS, MATTOCKS, AND MARTYRS

Revolutions often began with a government that acted without regard for the needs of a significant segment of society. For example, the Stuart monarchs in England attempted to raise taxes illegally without the consent of Parliament, a political conflict that would soon alienate the middle class gentry and divide England into armed camps of Royalist and Parliamentary supporters. As both the American and French Revolutions demonstrated, there is usually a group of discontented middle class members of society who galvanize support against arbitrary government policies, and they will often mobilize the masses of laborers in a climactic event – such as the dumping of tea in Boston Harbor, or the storming of the Bastille – to force the conservative members of the government to allow moderate gains.

In most cases, the period of moderation does not last. Frequently a radical group will emerge and wrest power away from the moderates. In the example from the French Revolution, this was known as the Reign of Terror. The Jacobins effectively mobilized the working class sans-culottes of France to remove all opposition and established a republic founded upon the blood of the guillotine. During the Reign of Terror, a revolution was at its most radical stage, and it was a period in which absolute love of nation was required above all other devotions – including religious devotion – to remove all enemies. The National Socialist revolution in 1930s Germany created the idea of demonic rivals around every corner, enemies (namely Communist, Jews, homosexuals, and the mentally or morally “infirm”) that the Nazis said needed to be eliminated in the name of purifying the German Reich.

There are important questions to ask of any revolution: When is the revolution over? How did society change? Was the society better? Did the changes indicate progress? Or, did the society suffer and were the results more negative than positive? These are the “So what?” questions that beg the NHD student to explain the significance of the revolution. As an example, the British Glorious Revolution of 1688 demonstrated that the Parliament had established Constitutionalism, which markedly differed from European Absolutism, thus demonstrating progress. However, the fall of the Berlin Wall and the crumbling of the Soviet Union in 1989 may be interpreted as the failure of the Bolshevik Revolution.

Not all revolutions involve bloodshed, the toppling of antiquated regimes, or the removal of religion in favor of zealous love of the nation. Many of the most profound revolutions have occurred simply through the publication of a book, the spread of an idea, or the development of a new theory – all of which can have both dramatic, and even dangerous, impacts on society. History is full of revolutionary ideas, and what made these ideas revolutionary is the fact that they challenged the status quo, destroyed old ways of thought, and ushered in new eras of thinking – a process that Georg Hegel refers to as “dialectics”. The world once stood still – or so everyone thought.

Nicolas Copernicus’s Heliocentric Theory of the universe argued that the Earth was not immobile, but moving constantly around a stationary sun. In just over a century, Sir Isaac Newton would prove through mathematics and experimentation that not

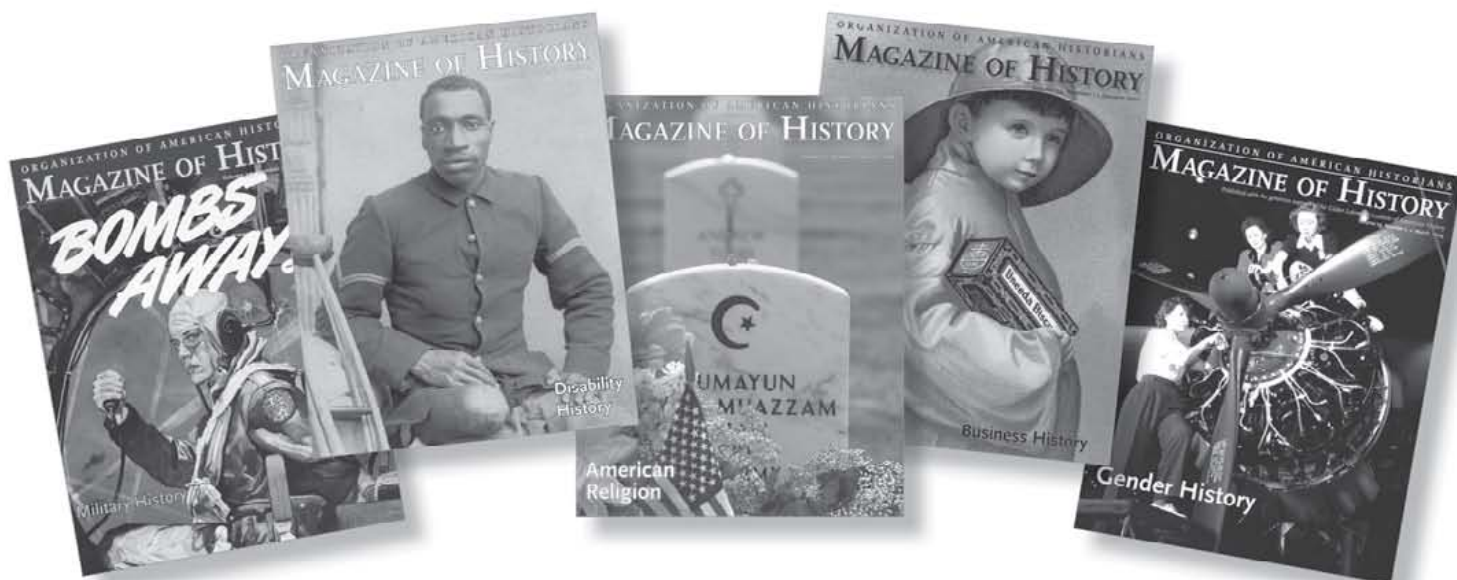
*continued on pg. 16*



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only was Copernicus right, but that a thousand years of scientific philosophy had been wrong – nothing short of revolutionary! To what degree were these changes the result of their individual genius or the structure of scientific knowledge at the time? The Enlightenment was a time period in which liberal philosophes challenged the standard theories of government, religion, economics, and society, and applied progressive ideas intended to better society. Thinkers like Voltaire, Diderot, and Rousseau were jailed;

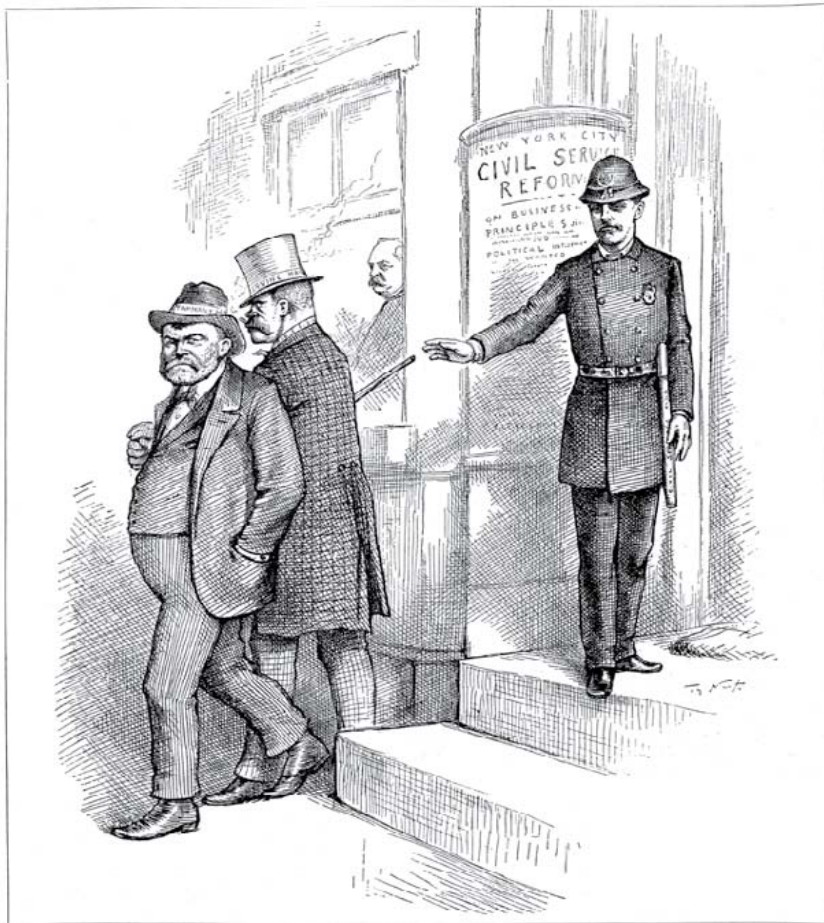
they were censored; their books were burned; but the intellectual spark that they ignited set the modern world ablaze with new ideas that bettered governments and societies. If the Enlightenment is the structure by which these ideas took root, to what degree are the philosophes responsible for shaping the events? The cottage industries of Europe could never produce enough goods to meet the demand of large markets, thus the ability of modern capitalist business owners to harness the power of coal, steam, and labor in the Industrial Revolution not only allowed industrial nations to exceed existing demands for products, but also allowed them to spread their influence around the world. The workers of the industrial world had been subjected to dangerous and oppressive working and living conditions, and it seemed as though their governments were unconcerned. What roles did the leaders play in the shaping of events and bringing about the change? What were the courses of events and how did things change, for either better or worse (or perhaps both)?

Societies and ideas often undergo a metamorphosis; however, this process often requires revolutionary changes to foster evolutionary progress. Whether they begin with a mob, a musket, a theory, or a pen, a revolution

clashes with the status quo and brings about dramatic change. From the agricultural revolution to the information revolution, European and world history provides particularly fertile ground for the NHD student to analyze the causes, players, and course of revolutions.

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(This is an excerpt. To read the full article, log on to [NHD.org](http://NHD.org).)



OUR NEW WATCHMAN—ROOSEVELT  
(Our political boss and henchman must go.)

ROOSEVELT CARTOON, 1884.

'Our New Watchman, Roosevelt.' American cartoon by Thomas Nast, 1884, showing Theodore Roosevelt, then a member of the New York State Legislature, using his Civil Service Reform Bill to remove the corrupt leadership of Tammany Hall, while Governor Grover Cleveland (behind window) looks on approvingly. Courtesy of New York Historical Society

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# Wikipedia

## Does it have a place in historical research?

**Wikipedia is not a primary source. It's not a secondary source. It can be a tertiary source with caution.**

### WIKIPEDIA: DOES IT HAVE A PLACE IN HISTORICAL RESEARCH?

Every year thousands of history teachers nationwide stand in front of their students describing the evils of using an open source encyclopedia for research projects. The teachers promise lower grades and a general unfulfilled life for any student who uses Wikipedia in a research bibliography. But, those same students, who listen to the fiery words and to the threats of their history teachers, continue to use Wikipedia as a "one stop shopping" for all assignments. Why? Partly it is due to the internal assignment alarm that rings twenty four hours before a due date and students find themselves in a "time crunch" to complete a project. But, the real culprit is the confusion for students between a research assignment which takes time and thought and a report which is a summary of a topic. Assigned reports are familiar. Students know the expected format: list the facts and the important events, i.e. the common knowledge about the topic. What better place than Wikipedia to find everything you need for a report? However, it is not appropriate for a historical research project.

#### What is historical research?

The definition of historical research is "the process of systematically examining past events to give an account; may involve interpretation to recapture the nuances, personalities, and ideas that influenced these events; to communicate an understanding of past events."<sup>1</sup> In the classroom we can simplify this definition to mean historical research is the study of the past and we study the past through primary source documents and those who have studied primary source documents or secondary sources.

Wikipedia is not a primary source. It's not a secondary source. It can be a tertiary source with caution. But treat it very, very carefully as a tertiary source and here's why: a critical part of research is to think about the authorship. Who wrote the text becomes as important as what was written. Who is the author and what are his/her credentials? Wikipedia makes the study of authorship impossible because it is written, edited and rewritten by thousands of authors.

Most encyclopedias are written by a single author or a group of authors whose credentials can easily be researched and verified. Wikipedia is written by 91,000 active contributors.<sup>2</sup> Who are the authors writing for Wikipedia? What is their expertise on the subject? No one knows. With almost 100,000 authors it is impossible to distinguish between what is written by a respected expert in the field and an unsubstantiated fact or opinion written by someone who has an interest in the subject.

Wikipedia readily admits this shortcoming on the "about" Wikipedia page. Wikipedia warns: "Wikipedia is written collaboratively by largely anonymous Internet volunteers who write without pay. Anyone with Internet access can write and make changes to Wikipedia articles (except in certain cases where editing is restricted to prevent disruption or vandalism). Users can contribute anonymously, under a pseudonym, or with their real identity, if they choose."<sup>3</sup>

In short, the writers for Wikipedia run along a continuum of well respected historians, like James McPherson who contributes to the American Civil War Wikipedia page, to a private citizen who may or may not have any real knowledge of the subject. In the case of research and Wikipedia it can be argued: not all knowledge is created equal.

#### If Wikipedia is bad then why is it so popular?

We live in a society where people get their news from 140 character twitter headlines. We like quick information and Wikipedia lends itself well to the summary report. By virtue

In the case of research and Wikipedia it can be argued: not all knowledge is created equal.

of its name "Wiki," meaning fast in Hawaiian, the lure is too great for the procrastinating nature of the high school student faced with mounting assignments. The lure of accessibility and prevalence of Wikipedia pages compound the trap for even the most well-intentioned novice researcher. Virtually every possible historical research topic has a Wikipedia page. The reality for the classroom teacher is with a boasted 78 million visitors per month as of January 2011- Wikipedia is here to stay.<sup>4</sup> Teachers need a new game plan to combat the surface level research Wikipedia makes so easy. The answer is not telling students they cannot use Wikipedia but teaching students how to use it wisely.

#### Use the Footnotes!

Students who have done historical research before are quick to tell you the golden nuggets of research don't start appearing until you are at least three layers deep into websites or books. Wikipedia is an encyclopedia, a tool to use at the beginning of a research project to get ideas. The word encyclopedia comes from

the Greek *enkyklos paideia*, which means "a general knowledge." The purpose of an encyclopedia is to provide an overview of subjects. In research, you stop at an encyclopedia, you look around and then you proceed. It is meant to guide you in the direction of other resources to get more information.

Encourage students to use what each page offers as a toolkit to proceed onto the mother lode of the research. Point out the: **Notes section, References, Further Reading (Historiography)** and **Outside** links and explain how each will take you deeper into the research. The most appealing aspect of Wikipedia is that you can access so much in one place, but students who learn to ignore the temptation to stop at the first page, and instead, dig deeper: layer by layer, link by link, will benefit from Wikipedia. When used this way, Wikipedia, like any encyclopedia, can help students find incredible primary and secondary sources. Wikipedia is a research tool and should never appear on your bibliography as a historical source.



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Wikipedia is an encyclopedia, a tool to use at the beginning of a research project to get ideas.

Teaching Tip: Help students to learn the different types of sources.

**Materials needed:**

- LCD projector and laptop computer
- Internet connection
- Definitions of Primary, Secondary and Tertiary Sources (provided)
- Historical biographies by David McCullough (*I use books by David McCullough as examples because he is a prolific writer/researcher and he uses source notes and a bibliography*).

**Procedure:** Introduce or review the definitions for different types of sources. Next divide the students into small groups and provide each group a book by McCullough. Ask students to examine the bibliography and discuss what they notice about the types of sources listed.

- What type of primary sources does he use?
- What type of secondary sources?
- Do you find any tertiary sources? Why or why not?
- How about internet sources? Why or why not?
- Why is Wikipedia not listed as a source in McCullough's books?

**Explain:** Wikipedia is considered a tertiary source because it is an encyclopedia. In addition, Wikipedia is unique because it is an open source web site. In the case of Wikipedia, this means:

- Anyone who has an internet connection can edit any text or image.
- Users can contribute anonymously, under a pseudonym, or with their real identity.
- The expertise or qualifications of the user are not considered.

Discuss with your class why this is a problem for researchers (opinions expressed not necessarily based on evidence, facts confused...).

**Primary Source**-The most common definition of a primary source is that which is written or produced in the time period. Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, and diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides contemporary accounts about a person or event. This definition also applies to primary sources found on the internet.

**Secondary Source**- Secondary sources are usually published books or articles by authors who were not eyewitnesses or participants in the historical event or period and who base their interpretation on primary sources, research, and study. These sources provide context for a historical event. For example, high school history textbooks, biographies, retrospective newspapers and other history books about a particular topic are secondary sources. This definition also applies to secondary sources found on the internet.

**Tertiary Source**-Tertiary sources are summaries and collections of primary and secondary sources. These sources provide ideas for topics and further investigation. Some examples are almanacs, encyclopedias, dictionaries, guidebooks, manuals, etc.

Use this graph as an example. Discuss with the students why each example fits into the categories based upon the definition. Do students find any categories where sources could be a secondary when listed as a primary sources or a secondary source when listed as a primary?

TOPIC	PRIMARY	SECONDARY	TERTIARY
Civil War	Photograph by Mathew Brady	Article on battle strategies of the Civil War by James McPherson	Civil War database
Westward Movement	Diary of Sarah Jane Osborne	Monograph on the life of Sarah Jane Osborne	Dictionary on wagons of 19 <sup>th</sup> century America
Industrial Revolution	Patent for the sewing machine	Book describing the social changes due to the sewing machine	Manual on the uses of sewing machines
World War I	Enlistment Posters for World War I	Web site on World War I	Encyclopedia of World War I
World War II	War movie filmed in 1943	Magazine article about World War II	Dictionary on World War II
Civil Rights	Recording of a speech by Martin Luther King Jr.	Biography of Martin Luther King, Jr.	Guide to the 1992 movie about MLK

Now provide a blank graph and a list of topics. Ask students to complete the graph based on a topic and be ready to defend why the source was listed under the heading. Encourage students to include many different types of sources: visual, text documents, artifacts, vetted websites... Nudge the students to find as many different types of sources because each source will present a different perspective to a larger story.

TOPIC	PRIMARY	SECONDARY	TERTIARY
Constitutional Convention			
Abolitionists			
Industrialists			
The Progressive Era			
The New Deal			
Vietnam War			

<sup>1</sup>History Detectives. "Glossary," Detective Techniques. [www.pbs.org/opb/historydetectives/techniques/glossary.html](http://www.pbs.org/opb/historydetectives/techniques/glossary.html) (accessed February 15,2011).

<sup>2</sup>Wikipedia. "About." <http://en.wikipedia.org/wiki/Wikipedia:About> (accessed March 4, 2011).

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

Author: **Ann Claunch, Ph.D. is the Director of Curriculum for National History Day.**

# The Battle of Bunker Hill: Now We Are at War!

## THE BATTLE OF BUNKER HILL: NOW WE ARE AT WAR!

National Park Service: Sample Lesson

It was in June 1775 that the pent-up anger and hatred between the British soldiers and many American colonists exploded into brutal fury at the top of this hill, while the nearby town of Charlestown, Massachusetts, burned from red-hot cannon balls fired by British warships into its wooden buildings.

This Revolutionary War battle, commonly believed to have been fought on Bunker Hill, but which in fact took place on nearby Breed's Hill, gained the British a narrow victory. At the same time it encouraged the colonists to continue to fight. Now often dotted by school groups eating lunch or resting after they have climbed the 294 steps to the top of the 22 foot high monument, the battleground continues to evoke a sense of wonder at the story of one of the bloodiest battles of the Revolutionary War.



Map 1: Boston area today.



Map 2: Boston area, 1775.  
(National Park Service)

### About This Lesson

This lesson is based on the National Register of Historic Places registration file, "Bunker Hill Monument," and historical and modern accounts of the battle. It was written by Sandy Brue, former Park Ranger at Boston National Historical Park. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

### Where it fits into the curriculum

*Topics:* The lesson could be used in units on the Revolutionary War or in courses on conflict resolution. Students will strengthen their skills of observation, research, and analysis of a variety of sources.

*Time period:* Late 18th century

### Objectives for students

- 1) To determine how the events in Massachusetts in 1775 united colonial forces in opposition to imperial rule.
- 2) To relate the events of the Battle of Bunker Hill and explain their importance.
- 3) To compare Boston and Charlestown land masses as they changed from 1775 to the present day.
- 4) To investigate their own community history to find out if there was a significant event in the past that united or divided the citizens.

### Materials for students

The resources were reprinted for your use with permission from the National Parks Service.

- 1) two maps showing the Boston area as it appeared in 1775 and today;
- 2) two readings about the causes of the battle and the fighting;
- 3) one drawing of the Charlestown Peninsula;

Few cities can claim such a drastic change in the geography of their land. Starting as early as 1742 the city of Boston began to fill in the shallows near the shore and build such existing





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A Guide to  
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*continued from pg. 22*

structures as Faneuil Hall, the first open market place and town meeting hall in Boston. By the 1820s and into the 1830s hilltops were being scraped and used as landfill. By the 1850s barges ran around the clock bringing in landfill as a growing cosmopolitan Boston filled in the Back Bay section extending the city into the bay created by the Charles River.

### Questions for Maps 1 & 2

1. Using a large-scale map of the United States, locate Boston and its harbor.
2. Compare the land masses shown on Maps 1 & 2. What changes have been made? Why did Boston have to use landfill in order to expand?
3. Examine Map 2 and locate the Charlestown and Boston peninsulas as well as the roads from Cambridge and Roxbury to Boston Harbor.
4. On Map 2, note the approach to Boston through the harbor. Now locate the various hills and heights surrounding the harbor. Why might it be important for an army to command the hills surrounding the Boston harbor?

### Reading 1: Setting the Stage for a Battle

Tension between the British government and the American colonists had been steadily mounting during the months after the battles of Lexington and Concord. The British sent three important major generals--John Burgoyne, William Howe, and Henry Clinton--to help Royal Governor Thomas Gage deal with the increasingly rebellious colonists in New England. American militiamen established encampments along the Mystic and Charles Rivers and in nearby Roxbury. Early in the evening of June 16, 1775, about 800 Massachusetts and 200 Connecticut troops assembled and marched in review on Cambridge Common past patriot commander Col. William Prescott of Massachusetts.



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The only man wearing a uniform at this mustering of troops was Colonel Prescott. He was also the only one who knew that the farmers and artisans turned soldiers would soon be preparing for battle against the British. Colonial spies had alerted the Massachusetts Committee of Public Safety to British plans for an imminent attack. Gen. Artemas Ward, the commander of the American forces gathered around Boston, ordered Prescott and his men to provoke an attack, hoping that surprise would allow the patriots to outmaneuver the British. Ward and Prescott decided that the best place for this gambit was Bunker Hill, on the Charlestown Peninsula.

The soldiers themselves knew nothing of this plan. They were told to be prepared to congregate on Cambridge Common and to be armed. Most carried muskets with the ammunition in pouches slung crossways over their vests. They wore jackets or long coats and lowheeled shoes with buckles. Only the very rich could afford to wear more practical boots.

After the troops had passed in review, they took part in a prayer and then were told that under cover of darkness they would march to prepare for battle. So they would not give their position away to the British, they were to march as quietly as possible and to stay absolutely silent. At about 9 p.m. they set out, led by two sergeants who carried lanterns, and followed by carts filled with shovels, pick axes, and other tools appropriate for excavating and moving earth.

Near Charlestown Neck they were called to a halt while several other officers joined the column of men. As they began the march again, the Mystic River was to their left and the Charles River to their right. They crossed the neck, and then climbed up and over a hill. By now they were surrounded by water on three sides. Off to their right were the buildings of Charlestown. Across the water ahead they could see Boston. They had reached Bunker Hill.

Again the men were called to a halt. Prescott and Gen. Israel Putnam of Connecticut called the engineer, Col. Richard Gridley, and other officers to gather round them to discuss the written orders they had received from General Ward. The orders had stated for them to fortify Bunker Hill, which stood 110 feet high, the largest of the hills around Charlestown. After a prolonged discussion, however, the officers eventually decided to move closer to Boston and fortify the smaller, lesser known, 62-foot-high hill known as Breed's Hill.

By now it was nearly midnight, and the troops had to hurry their work if they were to have it completed by dawn. They were to build a redoubt and a breastwork in only a few short hours. The redoubt was to be a rectangular fort about 160 feet long and 80 feet wide, with six- to eight-foot-high earthen walls ([see Drawing 1](#)). Within the walls would be platforms for the soldiers to use as they shot out at the enemy. The breastwork, a long arm of logs and dirt, was to run from the redoubt to a swamp at the bottom of the hill, adding protection for the patriot militiamen. They dug the redoubt's foundation, using the excavated dirt for the redoubt's walls. To support those walls they used tree branches, whole and broken barrels—anything they could find that would provide strength. Then they packed the walls with mud to stabilize the structure and dug a trench around the redoubt. All this work was made especially difficult by the need for silence. The men were on top of a hill and they were surrounded by water, an excellent carrier of sound. Some troops were sent to patrol the shore watching for indications that sailors aboard the British warships had heard them and raised an alarm. Some of the men were sent to Charlestown to keep watch on the shoreline of Boston. All through the night Colonel Prescott watched and encouraged the men. He worried about what was to come. He knew the capabilities of his own men who had been well-trained, but he knew that most of the soldiers had never before heard gunfire except on a hunt. He did not know how they would react to combat.

By dawn, the redoubt was nearly completed, but there was still much work needed on the breastwork. Some of the men tried to get a little rest and have a bite to eat before they continued their efforts. They had little food with them, however, because they had been told to travel light. As dawn broke, sailors on the British sloop-of-war *Lively* noticed the fortifications and opened fire. The Battle of Bunker Hill that took place on Breed's Hill was about to begin.

### Questions for Reading 1

1. Why would both the British and the colonists have wanted to control the Charlestown Peninsula?
2. When did the patriot troops realize they were preparing for battle and not simply taking part in a training exercise?
3. Why do you think the colonists disregarded their orders to fortify Bunker Hill and moved forward to Breed's Hill?

*Compiled from David Rubel, America's War of Independence: A Concise Illustrated History of the American Revolution (New York: Silver Moon Press/Agincourt Press, 1992); and Philippa Kirby, Glorious days, Dreadful Days: The Battle of Bunker Hill (Austin, TX: Raintree Steck-Vaughn Publishers, 1993).*

### Reading 2: The Battle of Bunker Hill

The first shots in the Battle of Bunker Hill came from the British sloop-of-war *Lively*. They landed far short of the men on Breed's Hill and caused no damage, but they frightened the militiamen to such a degree that many dropped their shovels and axes and tried to hide behind the redoubt. Colonel Prescott assured them that the ship's cannon could not reach their position and that they must continue working on the breastwork. The shooting from the *Lively* soon stopped, but cannon fire from the other British ships in the Charles River took over. Most of these shots also were short, but one shell hit a water supply and another hit a militiaman working outside the redoubt.

Throughout the early morning hours Prescott encouraged the militiamen by walking along the top of the walls of the redoubt, praising those who had worked hard and joking with them about the need to hurry. Other officers followed Prescott's lead in

keeping up morale even though they knew they were in view of the British gunners.

In Boston, the British heard rumors about the patriots' activities. Governor Gage was advised by Major General Clinton that they should be prepared to mount a dawn attack on the Charlestown Peninsula, but Gage believed the early reports of patriot troop movement were overstated. He chose to wait for daylight before he decided what to do. When daybreak came, Gage saw that the noise he thought represented the change of patriot sentries had been caused by the building of an imposing fortification.

Prescott's militiamen had worked for about 12 hours, they had little, if anything, to eat, and they had no drinking water. Some expected to be relieved by other troops and were shocked when Prescott informed them that nearby troops had to stand ready in case the British attacked at another point. He did send for a few additional soldiers and for some food and water, but he made it clear that those who had built the redoubt would be its defenders.

Meanwhile the British had decided to land troops at Morton's Point, march up the hill, and dislodge the patriot militiamen (see Drawing 1). Governor Gage then assigned positions: Major General Howe with Brig. Gen. Robert Pigot under his command would lead the attack; Brig. Gen. Sir Hugh Percy would be in charge of troops at Boston Neck; Clinton would wait in Boston until Howe signaled him for help; and Major General Burgoyne would command guns at Copp's Hill.

By 1 p.m. British regulars began landing on Morton's Point. They quickly formed lines and marched to the foot of Breed's Hill. Then in sight of the tired and hungry patriot troops, they unpacked substantial meals and sat down to eat. Hungry, thirsty, tired, and terrified, the Americans wondered what would come next. Their spirits revived a bit when Dr. Joseph Warren came as a volunteer to help in the fight. The men from Massachusetts considered his appearance to be a happy omen. An important leader of the patriot cause and a newly commissioned major general, Warren was as well known locally as Samuel Adams and



John Hancock. Then, as the British soldiers completed their meal, General Putnam brought patriot militia to dig in on Bunker Hill. Col. John Stark and two New Hampshire regiments fortified an existing fence between the breastwork and the Mystic River with additional posts and rails and stuffed it with hay and grass to provide cover for men positioned there. They also constructed and fortified a stone wall on the Mystic River beach as an extension of the rail fence. This defense was to prevent the British from surrounding the redoubt.

From the warships and from Copp's Hill came bombardments of ball and shot. Approximately 1,100 British troops under Howe set out along the beach of the Mystic River to outflank the colonists. The remaining 1,100 soldiers under Pigot started up the hill toward the patriots' redoubt. Both groups wore heavy red-woolen coats, bore heavy packs on their backs, and carried fixed bayonets that glistened in the sun. The progress of Pigot's troops over the uneven, grass-covered ground was slow, and the Americans were anxious to begin shooting them down. Mindful of their small amount of ammunition, colonial officers cautioned the troops to use their weapons carefully. Legend has it that Prescott uttered the famous line, "Don't fire until you see the whites of their eyes" to encourage soldiers to make each shot as effective as possible. Colonial officers also told troops to aim low and try to hit the officers, the men in the fanciest uniforms, in order to break up the British chain of command.

The first assault by the British forces came from the Mystic River beach when Howe gave the order for his soldiers to overrun the rail fence and the breastworks below the redoubt. When the command to fire finally came, patriot soldiers shot with deadly accuracy. The British lines broke as one redcoat after another dropped under the feet of his comrades. Soon the call for retreat resounded. The American colonists had repelled a major assault by the superior British army.

Within minutes Pigot's forces were in position to attack the front of the redoubt. The British soldiers found it difficult to march up the hill. They each carried 60 pounds of equipment and had to wade through tall grass and step over stone walls as they climbed

the steepest part of the hill on a hot June afternoon. Again the patriots withheld their fire until the British regulars were within 50 yards. They shot with deadly accuracy and again the British lines were broken as officers and soldiers dropped to the ground, killed or wounded. Again came the order for retreat.

The British generals watching the battle from Copp's Hill could not believe that what they had deemed to be the finest soldiers in the world were being slaughtered by backwoods colonials. After receiving orders from Gage to supply additional reinforcements, Clinton arrived in Charlestown with men from the 2nd Marine Battalion and the 63rd Regiment to support Pigot. Howe ordered his remaining haggard troops to once again form themselves into a marching line. He permitted them to take off their heavy packs and even allowed some to take off their bloodstained red coats.

Finally the third British advance was mounted against the redoubt and breastworks. Many terrified militiamen had already left the scene of battle. Most of those who remained had only one round of ammunition left with no hope of getting more. The British stormed the fort brandishing their bayonets. When the redcoats came close, the colonists fired one to two volleys then most stood their ground to face the British. Fierce hand-to-hand fighting occurred within the redoubt. Casualties were high on both sides. Among those killed during the third assault was patriot leader Dr. Warren. Those colonists who were not killed or captured began a headlong flight toward the Charlestown Neck and across to Cambridge.

The British took possession of both Breed's Hill and Bunker Hill. They had won the battle, but at a terrible cost: out of 2,200 troops, 268 British soldiers and officers had been killed; another 828 were wounded. The Americans also suffered heavy casualties with 115 killed and 305 wounded. The British army's military victory at the battle of Bunker Hill was a moral victory for the colonists, however. Colonists throughout America realized that the conflict was no longer just a rebellion of Bostonians and other Massachusetts colonists against British occupation. They had proved to themselves that, united, they had the ability and



Drawing 1: Charlestown Peninsula, June 17, 1775.  
(National Park Service)

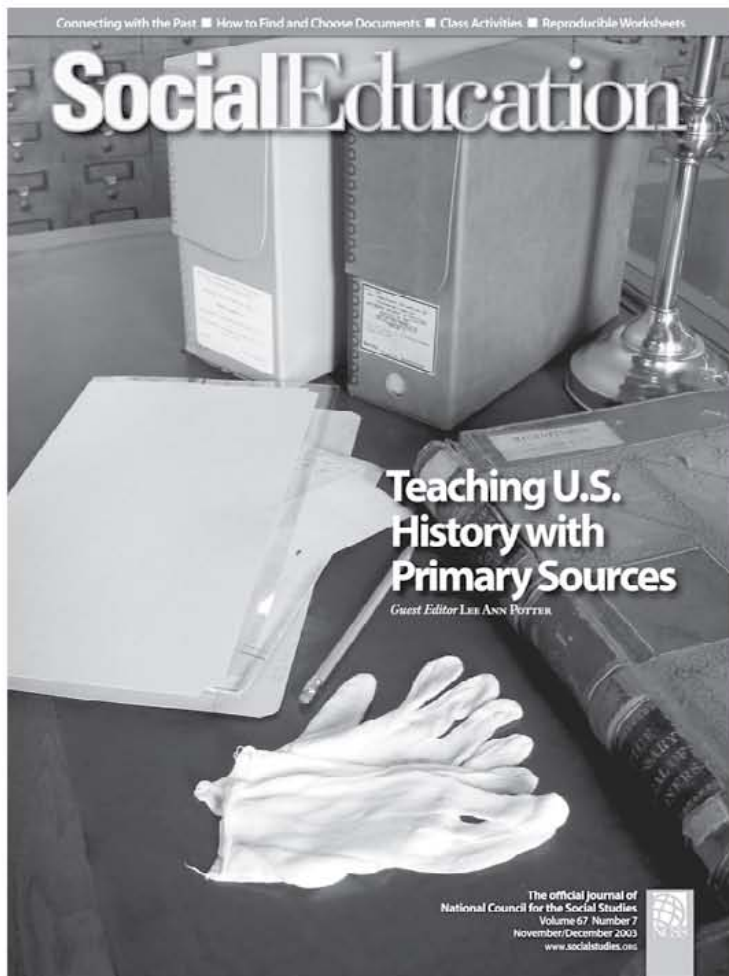
the character to confront the superior force of the British army. The cost of British victory was so great that serious doubts were raised about English leadership; many now understood that war with the colonies would be hard, long, and expensive to both sides.

### Questions for Reading 2

1. Why do you think the colonial officers needed to boost morale during the fortification of Breed's Hill?
2. Why do you think the appearance of Dr. Joseph Warren had a positive effect on the troops from Massachusetts? In turn, what impact did his death have on them?
3. Why did the colonists hold their fire until the British were almost upon the redoubt?
4. How many assaults did the British army make during the Battle of Bunker Hill?
5. After the Battle of Bunker Hill, the British considered abandoning the use of the frontal assault. Why? Do you think this method of assault was effective?
6. If the Battle of Bunker Hill was a military defeat for the colonists, why do you think it was considered decisive in uniting the colonists into a Continental army?

*Compiled from Polly M. Rettig, "Bunker Hill Monument" (Suffolk County, Massachusetts) National Register of Historic Places Registration Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975; the National Park Services visitor's guide for Bunker Hill Monument; Charlestown Navy Yard District Training Manual, National Park Service, 1993; and Philippa Kirby, Glorious Day, Dreadful Days: The Battle of Bunker Hill (Austin, TX: Raintree Steck-Vaughn Publishers, 1993).*

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# Revolution, Reaction, Reform in History: Some History Channel Resources

## REVOLUTION, REACTION, REFORM IN HISTORY: SOME HISTORY CHANNEL RESOURCES

Many students know the official “big picture” story about how the American Revolution started. Tensions with the British Crown over taxes, lack of political representation, and an increase in military presence went from low heat to a rolling boil. By April of 1775, these grievances escalated into armed conflict in both Concord and Lexington in Massachusetts. These battles sparked the powder keg of outrage that eventually led to full scale revolution against the British.

This rough sketch of two of the early events of the American Revolution is one that would ring true with many students. What fewer of them may know is that among the American militia troops at Lexington was a slave named Prince Estabrook. Estabrook fought valiantly and was wounded in the shoulder during this conflict; today he is noted as the first African-American to fight in the American Revolution. In recognition of his service, Estabrook was freed from slavery in 1790 and lived to be 90 years old.



Prince Estabrook is one of the many everyday Americans from all backgrounds featured in the HISTORY series *America the Story of Us*. This 12-part series covers U.S. history from the early colonies through the moon landing, showing how innovation and invention have been vital to the American experiment. Rather than just stories of vibrant leaders and industrialists- though they are there too- this series shows how ordinary Americans helped fuel the progress of the nation. Throughout the series, students will find similar stories to Estabrook’s—individuals who may not be household names, but who played a key role in sparking revolution and who reacted, often actively, to the society around them. This is just one among many documentaries that can inspire and inform students as they prepare their National History Day projects.

This year’s National History Day theme includes three very big concepts – Revolution, Reaction, and Reform. These broad concepts will allow students to think expansively about the past and to ask the important “why” and “how” questions which help young people develop and sharpen their critical thinking skills. In creating projects around these broad themes there are wonderful opportunities, as always, for students to find unique, compelling, and little-known stories like that of Prince Estabrook to help them make larger arguments about how historical movements have developed over time.

Before engaging in the spade work necessary to pick a rich and distinctive NHD topic, it is important, of course, to provide students with a larger framework. Historical context often becomes clearer after considering multiple perspectives on the same topic. HISTORY has an excellent 2-hour special entitled *The French Revolution* which provides a gripping overview of this era. There is a companion CD-Rom lesson plan from the *Multimedia Classroom* series which is a compilation of related primary sources, maps, activities, and other resources to provide an overview of that revolutionary era in France. Yet an inquiry into the French Revolution, for the purposes of History Day projects, start with this wide view rather than ends there. After watching the video and reading about the overview of the French Revolution, for example, students might jump to the Haitian Revolution to explore how ideas about “liberty, equality and fraternity” circulated between continents. From there, they may decide to focus on a particular person, event, or theme which allows them to focus, and then make the bigger connections that successful history projects always make.

The concepts of “reaction” and “reform” are also critical to understanding the actions and realities that follow from revolutions. While the urgency of revolutionary activities may seem like the most exciting aspects of this theme, the results of revolution are often where we can learn the most profound lessons about the true possibilities and outcomes of revolutionary moments. For example, some historians would argue that the Civil Rights Movement of the 1950s and 1960s in the United States, or the anti-apartheid movement in South Africa in the 2nd half of the 20th century, were actually social revolutions. Just as we can see the broadness of the term “revolution” then, we can also encourage students to think carefully about the many dimensions of “reaction” and “reform” that have followed from them, from official legislation such as the Civil Rights Act to the implementation of post-apartheid reforms on the ground level in communities throughout South Africa in the 1990s and beyond.

As always, some of the best sources to consult (other than primary and secondary sources of course!) as students narrow down their NHD topics are those who have participated in NHD projects in previous years. Encourage students to use the NHD website at [www.nhd.org](http://www.nhd.org) as a resource for looking at previous projects, reminding themselves of the guidelines, and finding examples of how to locate and site sources.

HISTORY’s website at [www.history.com](http://www.history.com) features many new original articles, short videos, and interactive activities to jumpstart projects as well. The theme “Revolution, Reaction, Reform in History” is sure to inspire many hard-hitting, captivating, and surprising NHD projects. Best of luck to all as you delve into the past to recover and uncover the everyday voices, little-known documents, and vibrant stories that comprise our collective past!

#### Additional resources:

Visit [www.history.com](http://www.history.com) to view streaming video clips, original articles, speeches, and other resources:

**[www.history.com](http://www.history.com)**

The National Archives Our Documents site at [www.ourdocuments.gov](http://www.ourdocuments.gov) is an excellent first stop for U.S. history documents and tips for analyzing primary sources:

**[www.ourdocuments.gov](http://www.ourdocuments.gov)**

The World Digital Library developed by the Library of Congress with UNESCO is available at [www.wdl.org](http://www.wdl.org) offers primary source materials from countries from around the world.

**[www.wdl.org](http://www.wdl.org)**

The Smithsonian Institution web site is a portal to extensive online collections and background information on U.S. and world history topics.

**[www.si.edu](http://www.si.edu)**

#### Books:

Foner, Eric. *Give Me Liberty!: An American History*, One-Volume Edition. New York: W.W. Norton & Company, 2004.

Hakim, Joy. *A History of US Index and Sourcebook*. New York: Oxford University Press, 1993.

Henry and Steve Fayer. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1970s*. New York: Bantam, 1990.

Johnson, Michael (ed.). *Reading the American Past, Volume 1, to 1877: Selected Historical Documents*. New York: Bedford/St. Martin’s, 2008.

Stearns, Peter. *World History in Documents: A Comparative Reader* (2nd edition). New York: New York University Press, 2008.

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