

Worksheet: For Crown on Colony?

I. Complete the following table as you meet the characters.

	Part 1 Observations	Part 2 Observations	Part 3 Observations	Part 4 Observations	Part 5 Observations	Who are they FOR?	Who are they AGAINST?
 Mr. Edes							
 Constance							
 Mr. Lillie							
 Royce							
 Phillis							



Hugh White



Solomon



Customs  
Officer


## **Part I: Prologue and New in Town (February 21, 1770) Review Questions**

Directions: After you play Day 1, read and answer these questions from the point of view of your character, Nat. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1. What are some of the ways you can demonstrate to Mr. Edes that you are worthy of the apprenticeship in his shop?
2. What do you learn from Royce about his political opinions?
3. This is the first time you've been to Boston, a very big city compared to Uxbridge. What does it look like? What are some of the things you see?

4. On this day, in addition to Mr. and Mr. Edes and Royce, you may have met the following people. Make a note or two next to the name of each. *For this question, your notes don't have to be in complete sentences.*

a. Constance Lillie
b. Paul Revere
c. Theophilus Lillie
d. Hugh White
e. Solomon Fortune
f. Phillis Wheatley

5. If you have sold an ad to Constance, you were told by Mr. Edes to return the money to her. Why does he refuse to print her ad?

6. Did you doff your hat to the British customs official? If you did, why did you? If you did not, why didn't you? If you know what a British customs official does, write it.

## **Part II. A Death in Boston (February 22, 1770)**

**TAXES.** No one much likes paying taxes, but it's not just paying taxes the colonists don't like. It's that Parliament, which passes the tax laws for the Empire, is made up of Englishmen, with no one from America to speak for Americans. Do you think that really matters? If so, why? If not, why not? Are Americans just acting like spoiled brats who don't want to pay their way? After all, they are protected from other countries by the British Army and the British Navy. Shouldn't they chip in for the cost of the protection as they do in England?

### **Part 3: March of the Apprentices (February 23-26, 1770)**

**BROADSIDE.** In the 18<sup>th</sup> Century, people created broadsides, like the one that Nat posted on the Liberty Tree, to communicate important information to community members. Think of a message that you would like to share with others in your school and create a one-sided poster with that information on it (similar to a “Wanted” poster or a poster about a missing pet). Include a heading at the top of the poster and a small drawing to show what the poster is about.

**SPREADING THE WORD.** In Nat's time, people shared ideas and political views through discussion, as well as through written messages that were hand-delivered or displayed in public places. Think about how people share ideas and political views today. What are some similarities and differences between the ways that we share information today and the ways that information was shared in Nat's time?

**Part 4: From Bad to Worse (March 5, 1770)**

**After you witness the Boston Massacre**

1. Write 3 sentences that **describe what happened in King St:**

NOW DECIDE:

2. **Did the crowd provoke the soldiers?**     Yes     No     Not Sure

What I **saw & heard** that makes me say this:

3. **Did the soldiers threaten the townspeople?**     Yes     No     Not Sure

What I **saw & heard** that makes me say this: