



# Fear & Force: Creating a Broadside

*Grade level: 4<sup>th</sup> Grade*

*Time required: 1 to 2 class periods*

## ESSENTIAL QUESTIONS

What factors pushed certain colonists in New York City to assemble organized groups to rebel against the British Empire?

What factors caused other groups of New York City colonists to remain loyal to the British Empire or neutral in the years leading up to the American Revolution?

## OBJECTIVES

1. Students will examine and interpret different historical perspectives, understanding the reasoning behind colonists choosing to become either Patriots, Loyalists, or Neutral leading up to and during the American Revolution.
2. Students will understand the role broadsides played in communicating ideas and information before and during the American Revolution.
3. Students will use what they have learned to create their own broadsides.

## MATERIALS NEEDED

1. *Fear & Force: New York City's Sons of Liberty* Google Slides lesson; includes historical content for discussion and a broadside template for this activity.
2. *Fear & Force* broadside template and Patriot/Loyalist prompts (see bottom of lesson plan). This lesson is a group-based activity but can be differentiated based on the students' needs. The lesson plan will refer to the activity being done in groups.
3. Craft materials such as markers, crayons, pencils for student groups to design their broadsides. You may also choose to use the broadside template in the Google Slides to create a virtual broadside.

## ACTIVITY

1. Discuss the *Fear & Force: New York City's Sons of Liberty* Google Slides lesson as a class. The slides contain several prompt questions to have students consider what people living in 18th century New York may have been feeling and thinking during the lead up to the American Revolution. Emphasize that the Sons of Liberty were only one group leading up to the American Revolution, as New York City was a colonial urban center home to many different people and views. Explain the difference between the **Patriots, Loyalists, and colonists remaining neutral**. Ask students why they believe some colonists would choose to be a Loyalist or be neutral?
2. At the close of the discussion, transition to the activity. Ask students to think about how colonists would have communicated ideas before today's available technology. Ask students how they would have shared news with far-away loved ones/friends before using technology like phones or computers? Explain the role of **broad­sides** (see Additional Information) during the colonial period. Colonists would meet in public spaces such as taverns and discuss the information on broadsides.
  - **Optional:** For further discussion on the role of broadsides, examine the broadside listed in Additional Information. Discuss what information the broadside is trying to share with a colonial audience.
3. Divide the class into small groups and assign the groups a side to support, either Patriot or Loyalist. Prompts can be found at the end of this lesson plan, or you may use your own. Have groups create a broadside based on their assigned position. This activity may also be done solo.
4. Once the groups have completed the activity, ask students to take on the roles of their prompts and explain their broadsides with the class.
5. Conclude the lesson by asking the class to vote on which side they would choose leading up to the American Revolution and why? Did any of their classmates broadsides change their mind?

## ADDITIONAL INFORMATION

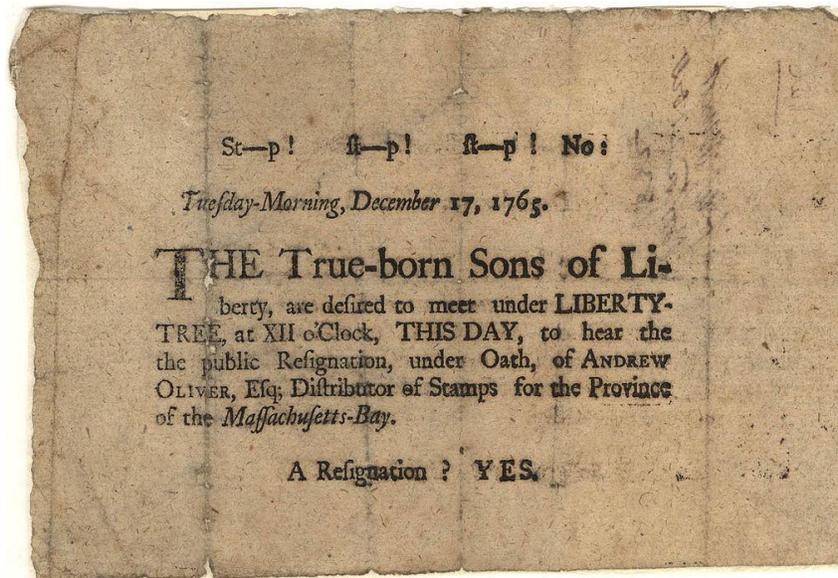
For additional information on *Fear & Force: New York City's Sons of Liberty*, visit [Frauncestavernmuseum.org/fear-and-force](http://Frauncestavernmuseum.org/fear-and-force) to explore the exhibition labels.

### **Broadsides**

Like posters or billboards today, broadside are pieces of printed papers used to

announce events and spread information. Broadsides would hang in public spaces, such as taverns, to be discussed and debated among business patrons. One of the most prominent broadsides from the American Revolution is the [Declaration of Independence](#), which was quickly circulated throughout the former colonies after being adopted by the Continental Congress on July 4, 1776.

Optional: Below is an example of a [broadside advertisement](#) from the American Revolution Museum at Yorktown. The announcement was for the Sons of Liberty to gather at a public resignation of a Stamp Collector from 1765. Ask students what words they recognize? After discussing the broadside's message, ask why the Sons of Liberty would be called to the Stamp Collector's resignation? How would we share news of significant announcements or community events today?



### **Patriot, Loyalist, or Neutral**

Before and during the American Revolution, colonists decided to remain loyal or break away from the British Empire. However, many colonists throughout the thirteen North American colonies did not choose a side and remained neutral. Reasons for staying neutral for colonists vary. For some, morals and religion played a role. For example, the religious group known as the Quakers or "Friends" were predominantly neutral due to their core belief in pacifism.

Many New Yorkers had close personal and business connections to England because of the city's position as a mercantile center for the British North American colonies. As Patriot ideals began to rise in New York City, as *Fear & Force* explores, the city was also home to a strong Loyalist community. The Delancey family, a well-established New York merchant family (and builders of 54 Pearl Street—home to Fraunces Tavern), remained loyalists through the war. Today, Delancey Street in lower Manhattan gets its name from the family.

For more information on this topic, visit Fraunces Tavern Museum's Patriot vs. Loyalist education resource, which can be found [here on the Museum's website](#).

## EDUCATION STANDARDS

1. New York State Next Generation English Language Arts Learning Standards
  - 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
2. New York Social Studies Framework:
  - Gathering, Interpreting, and Using Evidence
3. New York State Social Studies Standards:
  - 1.4.3- Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

## Student Prompts

Group 1. You think the Stamp Act is unfair. As a colonist, you don't have representation in the British government. You protest with the Sons of Liberty: "No Taxation without Representation!". You are a Patriot.

Group 2. You are a merchant and do business with England. You remain loyal to the English because protesting against the Patriots would hurt your business, and you don't want to lose money. You are Loyalist.

Group 3. You are a farmer. You go to the tavern and hear people talk about the Stamp Act. As a farmer, you don't make a lot of money and can't pay for the items that are being taxed. You agree with the people at the tavern. You are a Patriot.

Group 4. You are a colonist and think the Patriots are violent when they protest. The British have a strong army and navy. You believe the British will protect you, and you are very loyal to King George III. You are a Loyalist.