

Teaching American History Grant 2007 – 2008 Session

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Title: New England Maritime Liberty

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Abstract:

Liberty: 1. freedom or release from slavery, imprisonment, captivity, or any other form of arbitrary control 2. The sum of rights and exemptions possessed in common by the people of a community, state, etc.

We say the word every day in school, and sing of the “sweet land of liberty” at patriotic holidays, but what do we really mean by it? What did it mean to the Bostonians whose actions triggered the revolution? What did it mean to other New Englanders who made their living from the sea, either through fishing, trade, or both? This unit will examine the complexity of the concept of liberty, particularly the motivation of New England marine merchants in supporting the rebellion. Did they care about other people in their pursuit of liberty, or were they driven by personal agendas? What did they stand to lose if Great Britain controlled trade? We will look at trade routes established prior to the American Revolution to understand who was trading what, and how the trade goods were produced. We will particularly focus on the role of cod fishing in the big picture, and the “codfish aristocracy.” We will investigate how the commercial fishing industry mobilized militarily, forming the basis of the naval war efforts.

These lessons could be used separately or as a unit cluster. My intent as an enrichment/gifted talented teacher is to build on units and fieldtrips already in place in our school, and extend the content. Our fifth graders study the American Revolution in a broad sense (3rd and 4th graders study it more locally), and 6th grade takes a trip to New Bedford and Cape Cod. Classes occasionally go to Boston. Parts of this project could be used in connection with any of these activities.

Grade Level: 5-6

Seminar impact:

Unfortunately I joined the seminar late and could not benefit from the summer experiences. However, the meetings I’ve attended, the lectures I’ve heard and the books I’ve read have given me invaluable background on the Revolutionary period and inspired me to delve into topics I might not otherwise have pursued. American history has not been a high interest area for me in the past – I am more of a natural science/art person. But as a specialist in my school teaching gifted education, it is important that I have a broad understanding of all content areas, and have the background to lead discussions and motivate my students to do their own research. Furthermore, it is imperative that as elementary education teachers, we make connections for our students between the disciplines, so they can begin to draw more global conclusions about how the world works. So far the seminar has given me a framework in which to fit other pieces of a big puzzle.

In terms of my project, the seminar got me thinking about the varying perspectives of people in the Colonies: Patriot, Tory, undecided but drawn in anyway (as so many women were), and what shaped those perspectives. Clouds of ambivalence now surround what I once naively regarded as a straightforward conflict - not only the ambivalence about how to respond to England at the time, but also ambivalence in the way the history has been interpreted through time. Even the solid concept of liberty now seems to be a slippery thing.

I also thought about the New Bedford/Cape Cod trip we take with our 6th grade each year, and the huge historical impact of cod on the coastal communities. The seminar inspired me to delve a little deeper into the maritime components of the war – trade, taxes, smuggling, impacts of closed ports, and the expansion of naval power through privateers.

Central Questions:

- How did the trade of cod affect colonial New England?
- What were the other important trade goods at the time preceding the revolution, and what were the trade routes?
- Why did New England merchants and fishermen object to British control of trade?
- What did liberty mean to the “founding fathers” of New England?
- Did the term liberty imply freedom for all parties?
- How did merchants use privateering for personal profit while also helping the Colonies to win the war?
- What was life like for an 18th century fisherman or marine merchant?
- What is the current status of cod fishing?

Challenge Questions:

- How would you characterize the founding fathers?
- What motivates a person to act politically?
- Can an end product, specifically our Constitution, rise above the motives of its creators and shape values beyond the original intent?
- Are there any similarities in terms of trade issues and power in today’s global economy?

Lesson Length:

- This is a collection of related lessons that could last anywhere from one hour, for a brief introduction, to several weeks for an in-depth study.

Key ideas:

- Personal and historical perspectives and motivations need to be taken into account when interpreting history
- The control of trade (“you’ve got it and I want it”) drives world events and America’s past and present engagements with the rest of the world
- The natural world and its resources shape history

Intended Learning Outcomes:

- Students will understand interrelationships between control of natural resources and the American Revolution
- Students will interpret history and motivations of historic figures through primary and secondary sources
- Students will understand that concepts such as liberty are complex, and perspective (personal, temporal and geographic) is integral to the meaning of the word; values are tied to time and place

National History Standards:

- **Historical Thinking Standard 2** The student comprehends a variety of historical sources
- **Historical Thinking Standard 3** The student engages in historical analysis and interpretation
- **Historical Thinking Standard 5** The student engages in historical issues-analysis and decision-making
- **Era 2 Standard 2C** The student understands social and cultural change in British America
- **Era 2 Standard 3A** The student understands colonial economic life and labor systems in the Americas
- **Era 2 Standard 3B** The student understands economic life and the development of labor systems in the English colonies
- **Era 3 Standard 1A** The student understands the causes of the American Revolution
- **Era 3 Standard 1C** The student understands the factors affecting the course of the war and contributing to the American victory
- **Era 3 Standard 2B** The student understands the economic issues arising out of the Revolution
- **Era 3 Standard 2C** The student understands the Revolutions effects on different social groups

Vermont G.E.'s

- **H&SS5-6:8** Students connect the past with the present by...
 - Investigating how events, people, and ideas have shaped the United States and hypothesizing how different influences could have led to different consequences

- **H&SS5-6:9** Students show an understanding of how humans interpret history by...
 - Reading and interpreting historic maps
 - Identifying multiple perspectives in historic events
- **H&SS5-6:10** Students show understanding of past, present, and future time by...
 - Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event
- **H&SS5-6:11** Students interpret geography and solve geographic problems by...
 - Observing, comparing, and analyzing patterns of state, national, and global land use to understand why particular locations are used for certain human activities
 - Identifying and using basic elements of a map
- **H&SS5-6:12** Students show understanding of human interaction with the environment over time by...
 - Describing how people have changed the environment
 - Identifying different viewpoints regarding resource use in the U.S. and world
- **H&SS5-6:15** Students show understanding of various forms of government by...
 - Describing the basic principles of American democracy (e.g. right to life, liberty, and the pursuit of happiness)
- **H&SS5-6:16** Students examine how different societies address issues of human interdependence by...
 - Identifying a historic issue related to basic human rights
 - Identifying examples of interdependence among states and nations (e.g. natural resources)
 - Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g. investigating the political, social, and economic causes of the American Revolution)
- **H&SS5-6:18** Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...
 - Tracing the production, distribution, and consumption of goods in the U.S (e.g. creating a map depicting the African slave trade)
 - Examining how producers in the U.S. have used natural, human, and capital resources to produce goods and services and describing long-term effects of these uses
 - Describing the causes and effects of economic activities on the environment

Preparation for Teaching:

- Mark Kurlansky's book, *Cod: A Biography of the Fish That Changed the World*, is highly recommended reading for teacher background, particularly the chapters "Certain Inalienable Rights" and "A Cod War Heard 'Round the World." These could also be read aloud to older students
- Acquire copies of new trade books and library books as mentioned in the attached bibliography, including multiple copies of novels if these will be read by the whole class
- Preview videos
- Preview web resources, particularly the resources on the Salem Maritime National Historic Site web pages
- Select and copy appropriate maps
- Make field trip arrangements

Primary Sources:

- U.S. Constitution
- Declaration of Independence
- Period artwork and maps
- Privateer advertisement
- Order of Congress for applying for a Letter of Marque
- Boston Port Act

Activities (these could be done sequentially if time permitted in-depth study, or individual activities could be selected to meet the circumstance, such as for an introduction to a field trip or an extension of a literature or science unit):

1. Watch the PBS video "Liberty! The American Revolution" Part 1 – "The Reluctant Revolutionaries" as introduction to the evolving perspectives of colonists as loyalties to England shifted
 - Quotes from the Founding Fathers and primary source material are embedded in this presentation – pause at appropriate places to discuss paintings, ideas, quotations, vocabulary (Coercive, Intolerable, etc.)
 - Make timeline of Acts imposed by Britain – whom would these Acts impact the most?
 - Discussion/debate: Loyalist vs. Patriot: Which would you be and why?
2. The concept of liberty
 - Quick write topic: What does "liberty" mean to you?
 - Examine primary documents (Declaration of Independence and U.S. Constitution) to find references to liberty
 - Discussion: How does your understanding of liberty compare to the 18th century concept of liberty? What did the Sons of Liberty (and other Patriots) want?
 - Read excerpts from *Who Were the Founding Fathers? – Two Hundred Years of Reinventing American History*

3. Who were the Founding Fathers in New England?
 - Short research and presentations on key players in New England (especially Samuel Adams, John Adams, Paul Revere, John Hancock) using trade books and/or online resources

4. New England merchants and trade (particularly the triangular trade)
 - What were the important trade routes and goods of the 18th century? What did merchants have to trade, and what did they want? Teacher presented introduction using world maps
 - § Computer activities for background on the triangular trade.
Resources:
 - “Sugar and Slaves” (Frayle)
 - “To Market, To Market – A Study of the Colonial Economy from 1600-1750”
 - “Triangular Trade in the Atlantic Ocean”
 - “Triangular Trade – What Was the Triangular Trade?”
 - “Triangular Trade” (White)
 - § Lesson on West Indian slavery and how the exportation of cheap New England cod facilitated the plantation system and production of sugar/molasses for rum
 - § Students create maps and charts showing principle goods and trade routes
 - § Class discussion or writing topic: How does what you have learned about trade in the pre-Revolutionary period fit with your concept of liberty?

5. Cod! - A more in-depth understanding of the chief Massachusetts Colony export
 - Students read *The Cod’s Tale* by Mark Kurlansky
 - Each student chooses a topic from the book to do a mini research project (e.g. Vikings and cod, cod in Newfoundland, the wooden cod in the Massachusetts State House, cod and the pilgrims, inferior cod as food for slaves, cod biology, overfishing, status of cod today, etc.)
 - Read more about “The Sacred Cod” in 1894 newspaper article, “Famous State House Codfish To Go”
 - Read aloud from *The Fishing Fleets of New England* by Chase. Show photos using opaque projector or scanned images

6. Boston Port Act and the Colonial response
 - Students will read sections of the text of the Boston Port Act in groups. Each group will rewrite a section in modern language.
 - Students will study maps of Boston and New England, and be able to locate places in the text (i.e. Nahant)

7. Smugglers
 - Time permitting, students will look for evidence of Colonial disregard of British trade laws prior to the Boston Tea party
 - Analysis of Kipling’s poem, “A Smuggler’s Song.” Listen to musical version if available
 - Extension: individually or aloud, read a novel about smuggling

8. Privateers
 - o Lesson on privateers following the lesson plan “Salem Merchants: Patriots and Privateers,” on the Salem Maritime National Historic Site
 - o Readings on privateering from *Pickled Fish and Salted Provisions* (Frayle)
9. Literature connection – some suggested novels to tie in with this unit:
 - o *The Smugglers* by Iain Lawrence
 - o *Carry On Mr. Bowditch* by Jean Lee Latham
10. Field trips
 - o Cape Cod National Seashore – museum at the Salt Pond Visitor Center
 - o Salem National Historic Site
 - o New Bedford Whaling Museum
11. Contemporary connections – questions for discussion or writing:
 - o Are there similar issues today in terms of trade?
 - o Who controls natural resources in the global economy?
 - o What nations have the most power and why?
 - o What natural resources today are equivalent to cod in 18th century New England?
 - o Is it fair for some nations to control access to world resources, denying access to other countries where people may be living in poverty as a result?
 - o Did greed play a part in the American Revolution, either on the part of Britain or the New England maritime merchants?
 - o How does this connect to liberty and other values set forth in the U.S. Constitution?
 - o What connections are there between the fight for control of resources and the depletion of those resources (e.g. the collapse of fisheries, depletion of oil, etc.)?
 - o Who regulates shipping today, and where are the main global shipping routes?

Assessment:

- Participation during debates and discussions
- Oral presentations on Founding Fathers and/or independent research topics
- Student generated maps on trade routes; map quiz (New England area, incorporating geography standards)
- Vocabulary and comprehension quizzes on selected novels
- Writing assignments (e.g. research project, converting Boston Port Act to modern language, responses to literature, and/or essays on some of the higher-order thinking questions in the contemporary connections)
- Artwork in independent research projects and as response to field experiences

Accommodations:

- Varied methods of instruction (whole group, small group, partnering, and independent projects)
- Wide variety of reading levels in bibliographic materials
- Video and imagery for visual learners
- Hands-on components, particularly during field trips. Field trips modified for accessibility as needed
- Discussions of complex issues with contemporary connections to engage more gifted students; open-ended research opportunities.

Annotated Bibliography

Berkin, Carol. *Revolutionary Mothers* New York: Vintage Books, 2005

Accessible and entertaining as well as informative, this is an essential resource for understanding the American struggle for independence.

Chase, Mary Ellen. *The Fishing Fleets of New England* Boston: Houghton Mifflin, 1961

Aimed at middle grade students, this entry in the old North Star series of history books is extremely well done in terms of readability, layout, and incredible photographs, mostly from Gloucester and Salem. The book gives an excellent overview of the fishing industry, from the 1400's to 1960, except for its omission of connections to the slave trade. The chapters "Fishermen and Early American Trade" and "Periods of Growth and Decline" are particularly helpful in understanding the role of maritime New England in the Revolution. (Out of print.)

Colby, Jean Poindexter. *Lexington & Concord, 1775: What Really Happened* New York: Hastings House, 1975

This book is well researched, clearly written, and beautifully illustrated with black and white prints (all sources given), maps, and photographs by Barbara Cooney. As a read-aloud for background information leading up to Concord and Lexington, as introduction to a fieldtrip to the area, or as a source of period imagery, it is an excellent resource for middle grades (may be out-of-print).

"Famous State House Codfish To Go" *New York Times* Dec. 24, 1894

http://query.nytimes.com/mem/archive-free/pdf?_r=1&res=9E04EFDA1231E033A25757C2A9649D94659ED7CF&oref=slogin

This is a brief article explaining the significance of the wooden codfish that was hung in the Boston State House by patriot John Rowe.

Fradin, Dennis. *Samuel Adams: The Father of American Independence* New York: Clarion Books, 1998

This is a rather hefty biography that will probably scare away most of the upper middle school students for whom it is intended. Nevertheless, it provides insight on the life of the rabble-rousing Bostonian credited with sparking the Revolution. It is sprinkled with black-and-white illustrations and indexed. An interesting afterward entitled “In the Footsteps of Samuel Adams” describes the author’s quest through the Boston area for a touchable object owned or handled by Adams.

Fradin, Dennis. *The Signers: The 56 Stories Behind the Declaration of Independence* New York: Walker Publishing Company, Inc. 2002

For background on the personalities and clues about the motivations of the signers, this offers two to three page biographical sketches of each man arranged by colony, with a map and brief introduction to each colony. Michael McCurdy’s copious scratchboard illustrations and portraits are very nice. The Massachusetts, Rhode Island, and New Hampshire sections pertain to this project. There is a good bibliography and the book is indexed.

Frayle, John. “Furiously in Pursuit of Profit.” *Pickled Fish and Salted Provisions*. Vol. 1 (1999)

<<http://www.nps.gov/sama/historyculture/upload/Vol1no6FuriouslyPursuitProfit.pdf>>

Park historian Frayle gives background on the privateering in this short article, one of many other engaging pieces in what is billed as an “occasional newsletter” published online by the Salem National Historic Site. This would be a good source of mini-research topics for students to present in class.

Frayle, John. “Salem, Sugar and Slaves.” *Pickled Fish and Salted Provisions*. Vol. 2 (2000)

<<http://www.nps.gov/sama/historyculture/upload/Vol2no6SalemSugarSlaves.pdf>>

Another good piece by Frayle, this short article gives background on the lucrative 18th century triangular trade.

Freedman, Jeri. *A Primary Source History of the Colony of Massachusetts* New York: Rosen Publishing Group, 2006

This trade book in the “Primary Sources of the Thirteen Colonies and the Lost Colony” series gives a good overview, geared to middle grades, of events leading up to and immediately following the Revolution as it played out in Massachusetts Colony. The book includes a timeline and reproductions of primary source materials. While some of these are too fuzzy to be of value, others are adequately

reproduced, and transcriptions are provided. This is a very useful series with a clean, engaging layout and good, basic information.

Harness, Cheryl. *The Revolutionary John Adams* Washington, D.C.: National Geographic, 2003

In a departure from the trend of stuffing children's books full of primary source images, this presents a child-friendly account of the life of one of our Founding Fathers. The full-color drawings are wonderful, and the thumbs-up recommendation by Adams biographer David McCullough suggests that the scholarship is sound.

The Intolerable Acts." [American Revolution Primary Sources](http://www.enotes.com/american-revolution-primary-sources/intolerable-acts). UXL-GALE, 2005. eNotes.com. 2006. 11 April 2008
<http://www.enotes.com/american-revolution-primary-sources/intolerable-acts>

eNotes is a fee-based subscription resource of primary sources. I viewed the excerpt but did not subscribe

Jaffe, Steven. *Who Were the Founding Fathers? – Two Hundred Years of Reinventing American History* New York: Henry Holt and Company, Inc. 1996

As a starting point for debates or a source of primary images (extensively captioned and credited), this is a useful reference for presenting multiple versions of events in American history, and for showing how history is endlessly reinterpreted. Good notes and a selected bibliography are appended.

John Andrews Letter Smithsonian Source – Resources for Teaching American History: Primary Sources. 17 April 2008
<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1005>

This is an excerpt from a letter written by Boston merchant John Andrews to his brother-in-law in Philadelphia in 1774, imploring him to absolutely support the stoppage of British trade throughout the Colonies. The website is a collection of primary documents. This particular excerpt is rather meager.

Kipling, Rudyard "A Smuggler's Song"
<http://www.poetryloverspage.com/poets/kipling/smugglers_song.html>

A fun poem to read aloud and analyze during a lesson on smuggling, this can be found in many places (including this poetry lover's website) and has been set to music.

Kurlansky, Mark. *Cod: A Biography of the Fish That Changed the World* New York: Penguin Books, 1997

This book is an essential resource in understanding the role played by New England fisheries, specifically issues around fishing rights and impacts on trade, as motivation for revolution. The chapters, “Certain Inalienable Rights” and “A Cod War Heard ‘Round the World,” lay out a convincing argument that “cod had lifted New England from a distant colony of starving settlers to an international commercial power” by the 18th century, and the “codfish aristocracy” had a lot to lose from Parliament’s attempts to tax and control trade.

Kurlansky, Mark. *The Cod’s Tale* New York: G.P. Putnam’s Sons, 2001

A picture book version of material presented in the adult book *Cod*, this book, wonderfully illustrated by S.D. Schindler, could be appreciated by all ages. Using an interdisciplinary approach, it presents the natural history of the species as well as human attempts to exploit it. Several pages are devoted to the relationship between cod, the slave trade, and events leading to the American Revolution. The book also includes several maps (one on the triangle trade routes) and entertaining recipes from the time periods.

Latham, Jean Lee. *Carry On Mr. Bowditch* Boston: Houghton Mifflin, 1955

The 1955 Newbery Medal winner, this is a fictionalized biography of Nathaniel Bowditch, the Salem-born mathematician, astronomer, and navigator who wrote *The American Practical Navigator*, a classic tool still used in navigation. The book is filled with details about Bowditch’s daily life (1773-1838) and sailing. This won’t be an exciting enough read for most of today’s kids, but it is a good book to read aloud for information, or to suggest to “specialized” readers. It would certainly be a good choice prior to a trip to Salem.

Lawrence, Iain *The Smugglers* New York: Delacorte Press 1999

While this novel is set in England, not New England, the time period is right and the writing is atmospheric and engaging. On either side of the Atlantic, the common practice of smuggling must have been equally spooky and risky – just the elements to hook kids and lure them (this seems backwards) into the time period. This is recommended for good readers or as a classroom read-aloud.

Magra, Christopher Paul. “The New England Cod Fishing Industry and Maritime Dimensions of the American Revolution” *Oxford Journals: Enterprise & Society* Oxford University Press, 2007 Full text available by subscription only. 22 Jan. 2008

<http://es.oxfordjournals.org/cgi/content/extract/khm081v1>

A dissertation on the huge role played by cod and cod fishermen prior to and during the American Revolution, and the military mobilization of the commercial fishing industry – unfortunately this is only available through paid subscription.

Mount, Steve. "The Boston Port Act." *USConstitution.net*. 26 Jun 2007.
<http://www.usconstitution.net/bostonportact.html> (17 Apr 2008)

A treasure trove of easily accessed primary sources, this website hosts over 60 transcriptions of primary documents related to the Constitution, as well as a handful of document images and valuable links to other important American documents. The Boston Port Act page has an introduction to the Act, an easily readable font (although I don't care for the blue background), and footnotes that include a glossary of terms.

Randolph, Ryan P. *Paul Revere and the Minutemen of the American Revolution* New York: Rosen Publishing Group, 2002

This entry in the "Library of American Lives and Times" series (PowerPlus Books) is aimed at middle grades. It has a nice layout with clear text and white space in short chapters that include illustrations, most of which are reproductions of primary documents, maps, engravings, paintings, and period objects. Some are color. Based on this title, this would be a good series for students doing biographical reports. Many other 18th century figures are represented in other titles, including Ethan Allen, Robert Rogers, and Abigail Adams.

Roberts, Callum. *The Unnatural History of the Sea* Washington, D.C.: Island Press, 2007

For background information, this is a comprehensive overview of commercial fishing and the collapse of marine ecosystems, a direct result of our long history of exploitation and commercialization of the sea.

"Salem Merchants: Patriots and Privateers" Salem Maritime National Historic Site, National Park Service. 11 April 2008
<http://www.nps.gov/sama>

This is an excellent lesson plan on privateering aimed about at 5th grade and above. The lessons include examination of primary documents including an advertisement, an order in Congress for applying for a Letter of Marque (rules for commanders of privateers), and a list of Salem privateer ships 1776-1783. There are transcriptions and translations as well as images of the documents. The plan is aligned to history standards and includes essential questions and outcomes. The website also includes information about visiting Salem, and it explains Salem's role in the Revolution. There are links to interesting historical articles in an online newsletter. To access the lesson plan from the park's homepage, click on "For Teachers" in the sidebar, then "Curriculum Materials" and finally "Lesson Plans & Teacher Guides"

"To Market, To Market – A Study of the Colonial Economy from 1600-1750" SCORE: History/Social Science, accessed 11 April 2008

http://score.rims.k12.ca.us/score_lessons/market_to_market/index.html

This is a set of lessons and activities to provide background on mercantilism in the pre-revolutionary period. Included are games, a printable map of triangular trade routes, a glossary, and lists of imports and exports by colony. Of particular note here is the Massachusetts export list, with fish heading the list.

SCORE is an acronym for Schools of California Online Resources for Education, a mega-site with over 5000 websites aligned to California's history and social science curriculum. The resources presented are rated and easily searched by grade level or theme. Likewise, the lesson plan section can be searched by standard, grade level, or keyword. The layout is clear. A valuable resource of links and lessons.

“Triangular Trade in the Atlantic Ocean” *TeacherVision*, Pearson Education, Inc., 2000-2008, accessed 11 April 2008

<http://www.teachervision.fen.com/slavery/lesson-plan/3370.html>

This is a full lesson plan on a site designed for teachers to use by paid subscription. At the time of viewing it, the site offers 3 free lesson plans before requiring payment. This particular lesson plan would be valuable for a more extended study of the Atlantic triangular trade, and is intended to underscore the slavery aspects of the trade, particularly the inhumane treatment of the slaves. Therefore in terms of this project, it would be an extension of the main theme. While the plan suggests a 50-minute lesson for 3-5th grade, my guess is that it would take much longer. The site was accessed via a Google search, “triangular trade.”

“Triangular Trade – What Was the Triangular Trade?” National Maritime Museum, Greenwich, England, 2008, accessed 11 April 2008

<http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular>

This site provides a brief introduction to the British triangular trade routes and goods, and would be useful background to understanding the world trade climate prior to the Revolution. It includes an animated map and small images from the museum collection (sugar nippers, slave ships, ship's log, etc.) I accessed it by searching “triangular trade” in Google.

Also of interest on this site is a link to a museum gallery, newly opened in 2008, with an online component including clickable images of paintings, drawings, prints, ethnographic artifacts, and decorative arts – 220 pieces from the museum collection. The gallery is entitled “Atlantic Worlds” and includes exhibitions on four themes: “Exploration and Cultural Encounters, Trade and Commerce, Enslavement and Resistance, War and Conflict”

Twin Cities Public Television, Inc. “Liberty! The American Revolution” PBS Home Video, 1997

This six part series (on three videos) features actors giving dramatic readings from primary documents, such as diaries and letters from the period, interspersed with live-action recreations. The first part, “The Reluctant Revolutionaries,” is very useful for presenting background on the multiple points of view of the Colonists, particularly the Loyalist perspective, and how these evolved as events unfolded.

White, David “Triangular Trade” Social Studies for Kids website, 2002-2008, accessed April 11, 2008

<http://www.socialstudiesforkids.com/articles/ushistory/triangulartrade.htm>

This site has a very brief introduction to the concept of triangular trade, and includes a black and white printable map of the voyage of the *Sanderson* sailing out of Newport, Rhode Island in 1752 (Newport, Gold Coast, Barbados). I found the map by searching “triangular trade” in Google.