

Using *Tories* in Your Classroom

Objectives

To let students 'be the historian' and engage in authentic historical inquiry using multiple historical documents.

On Using Multiple Documents

When first confronted with using multiple documents, many educators raise questions about whether or not their students can effectively use them in this format. The answer, in short, is yes. We piloted these modules with more than one hundred students, ranging in age and ability from seventh grade through graduate school, both regular and special education students. The response to the multiple document format has been the same at each session: This is fun!

While the inclination might be to present the documents one-by-one and review each in-depth with your students, we strongly encourage you not to do this. The most important things to keep in mind with this approach are these:

- Let them discover it on their own. They will enjoy it more and retain it longer.
- Your students will surprise you with what they can do.
- They will understand what is appropriate to their grade level.

Materials

Tories, Timid, or True Blue? website (www.oldnorth.org/tories)

Essential Question: Each module centers on an essential question that urges users to consider a particular dilemma faced by one of the members of the Old North congregation. (featured on website; printable hardcopy follows)

Question lists: Each module has a set of questions around which the documents are arranged. Note that each of the questions will appear in the center workspace only when a particular document can answer the question. (featured on website; printable hardcopy follows)

Document Charts: Each module has a chart that lists each document found in the module and the year created. The purpose of these charts is to provide another way to help students stay organized as they investigate all the documents. The documents are listed alphabetically, but should not be interpreted as a particular order for investigation. (printable hardcopy follows)

Procedure

1. Students should be arranged in pairs or teams so that they can help each other find elements that they might miss if working alone.

2. Read the introductory text on the home page aloud with your students.
3. Next, choose one of the modules for investigation. Read the 'Dilemma' aloud with the whole class. Discuss the Essential Question posed. Brainstorm the different possibilities and possible outcomes that might be appropriate responses for 1775 Bostonians to consider.
4. Ask students what information or documents do you think would be most likely to help you answer the question? What would you be looking to find in those documents?
5. Once the discussion has generated enough ideas/information to provide a foundation for investigation, allow students to progress to the document workspace. Walk students through the features of the page:
 - Drag document thumbnails from the outer ring and drop them into the central workspace when the yellow border appears.
 - On the left side of the workspace, point out the Essential Question and remind them that this will remain throughout their investigation.
 - Note the guide questions below it. Though there are multiple questions per module, only questions that can be answered by a particular document will appear with that document.
 - Note the ability to enlarge documents and read a transcription (if the original is handwritten.)
 - Note the 'viewed document' and 'saved document' panels at the bottom of the screen.
6. Allow students to investigate the document set to answer the essential question. As the documents are not laid out sequentially, some students will find solutions before other students will. Frequently, students leap to conclusions supported by the first document they find. Encourage them to go back and consider all the sources before coming to any conclusion.
7. Using either the document charts or the 'save comment/save document' function, have students take notes about each document they encounter and what it tells them. Note: users must enter a comment in order to save their document using the Save Document function.
8. Once students have developed a preliminary conclusion from the document set, have them write a short essay in response to the essential question. They may do this on the Interpret page where they can review their saved comments or a word processing program. Encourage them to use proper citations and quote directly from documents to support their claims.

Differences Between the Modules

Each module teaches a different historical skill. Thus, the following are recommended modifications for use with the different modules and their associated supplementary materials.

We are very interested to see the different ways that teachers use these materials and would love to hear your stories, see lessons you have created, or difficulties you have had with these materials.

Please contact us at: TTTB@oldnorth.com

Rev. Mather Byles, Jr.

The Byles module is designed to teach students how to construct a historical narrative—beginning, middle, and ending—using primary sources. It is the simplest and most direct of all of the modules; as such we recommend starting with this module.

Skill-building: Constructing a historical narrative

Before students begin working with the documents, choose one document to review as a class. When using the documents, beyond just finding the content information, students should ask these questions about the documents themselves:

- *Consider the source:* Who wrote it? When? Under what circumstances? What does that tell you?
- *Check the information:* How does the information given confirm or disconfirm information presented elsewhere?
- *Put it in context:* Where does this fit into the timeline of events? What does that timeline of events tell you about the actions of the people involved?

Solving the Dilemma

While the question posed is whether or not Byles went to Portsmouth, NH, the evidence clearly shows him moving to New Brunswick, Canada, with no mention of whether or not he ever set foot in Portsmouth.

Watch Out For

There are two different Mather Byles mentioned in this module: Mather Byles Jr., the minister whose decision is the central dilemma of this module; The other is his father, Mather Byles Sr. It is easiest to determine which Mather Byles a particular document refers to by the dates written.

Morning, April 18, 1775. *The Proprietors of the Old North Church meet to discuss, once again, their ongoing dispute with the church's Rector, the Rev. Mather Byles, Jr. A rumor has spread that Byles is negotiating with an Anglican congregation in Portsmouth, NH to become their Rector. After years of conflict over money and ideology, the Proprietors have had enough; they send a committee to Byles's house to ask, once and for all, what his intentions are. Is he committed to serving the Old North or is he leaving for Portsmouth?*

Mather Byles, Jr. is a husband, father, and newly converted Anglican minister. He replaces Old North's beloved founding Rector, Dr. Timothy Cutler, who had died after 40 years of spiritual leadership. The congregation has high expectations for Byles – expectations he is unable to live up to. His father, also a minister, is a much beloved figure in Boston despite his staunch loyalty to the Crown. Rev. Byles, Sr. is known for his sense of humor and charm. Rev. Byles Jr., it seems, does not share his father's friendly nature. Almost immediately, Byles and church leaders are arguing over his salary and later over his loyalism.

As a leader in the Anglican community, Byles speaks out against the “foolishness” of the Patriot cause. But many members of Old North's congregation are employed in the maritime trades and, devastated by the closure of the port of Boston, have sided with the rebels. They are unhappy being reminded in Byles's weekly sermons that the Old North is the King's church and of their duty to the Crown. As tempers flare in the city, tension rises in the congregation.

With war looming, the offer to serve St. John's in Portsmouth is very tempting to Byles. A prosperous seaport north of Boston, Portsmouth is still a welcoming place for Loyalists. And he would have the opportunity to negotiate a more agreeable salary to support his large family.

However, Byles has strong ties to Boston, his family tree extending all the way back to the founding of the city. It would be hard to leave. And members of his immediate family have fallen ill. On April 3rd, he buries his daughter Mary at the Old North and his wife is also very sick; a move might be too much for her. Could he bear to lose another loved one?

**Put yourself in Mather Byles's shoes...
would YOU leave Boston for Portsmouth?**

Did Mather Byles Leave Boston for Portsmouth?

Is there any evidence that Byles left the Old North?

Where did Byles live after 1775?

Is there any evidence from Portsmouth to indicate that Byles ever lived or worked there?

If he didn't leave Boston after he was fired, is there any evidence to suggest/explain when he did leave?

What are some of the personal and professional factors that may have influenced Byles's decision to leave Boston?

Is there any evidence that indicates where he spent the years during or after the war and what his life might be like?

Is there any evidence to suggest what happened to his extended family (mother, father, sisters, or brothers)?

What did Byles do before coming to the Old North Church?

What role did the Mather and Byles families play in Boston before the Revolution?

Document Title	Date	What evidence does this document provide about whether or not Mather Byles left Boston for Portsmouth?
Ancestry of Mather Byles, Jr.	2008	
April 10, 1771 Vestry Entry	1771	
April 25, 1771 Vestry Entry	1771	
Biography of Mather Byles, Jr.	2007	
Burial of Mather Byles's Daughter	1775	
Canadian Biography, Mather Byles, Jr.	1983	
Estate and Effects of Mather Byles, Jr.	1784	
Family of Mather Byles, Sr.	2008	
Mather Byles, Jr. Memorial	1783	

Document Title	Date	What evidence does this document provide about whether or not Mather Byles left Boston for Portsmouth?
Mather Byles, Sr. Probate	1790	
May 7, 1771 Vestry Entry	1771	
Oath of Mather Byles, Jr.	1783	
Proprietor Accounts, April 18, 1775	1775	
Statement of Mather Byles, Jr.	1784	
The Family of Rev. Mather Byles	2008	
The Famous Mather Byles, Sr. (selections)	1914	
Tudor-Byles Letter 1	1785	
Tudor-Byles Letter 2	1794	

John Pulling & Robert Newman

Since the lanterns were hung in the steeple, there have been questions about who did it. Within the Old North congregation, the debate centers on two families, the Newmans and Pullings, and their competing claims about which of their ancestors hung the famous lanterns. For more than 200 years, the two families have offered competing claims about who hung the lanterns and why. This module offers a glimpse into what we know about the event itself, but also about how the legend around it grew and was shaped by those who came later.

Skill-building: Reconciling different accounts of the same event

Continue to have students use the analytical process outlined:

- *Consider the source:* Who wrote it? When? Under what circumstances? What does that tell you?
- *Check the information:* How does the information given confirm or disconfirm information presented elsewhere?
- *Put it in context:* Where does this fit into the timeline of events? What does that timeline of events tell you about the actions of the people involved?

With each document it is essential to pay attention to the source and when that particular document was written. Consider the following:

- On what authority can the author of the document make the claims within it?
- How far removed is this version of the story from the actual events? What effect might that have on their account?
- Does this person have a particular agenda or something to gain from presenting this information in this way?

Solving the Dilemma

We do not know who hung the lanterns. The ‘best’ argument is one that takes into account all of the available information, measures the words of the family members, and produces a plausible explanation. David Hackett Fischer’s version is the most measured, scholarly account available.

Watch Out For

As the actual lantern hanging was part of a secretive operation, there is scant original

documentation about who was involved and to what extent. The lack of primary sources about the events indicate what little importance it was in the overall scheme of what was taking place in Boston. Only in retrospect, and eventually in Longfellow's poem, does it take on heroic, patriotic overtones.

In this controversy, consider the Longfellow poem as the place to denote a 'before' and 'after' in terms of the veracity of the accounts. The 1876 account in particular is notable for its attempt to ensure Newman's place among the Great Patriots during the celebration of the nation's Centennial.

It is also noteworthy to consider what the physical evidence from the Old North indicates about who is given credit for hanging the lanterns. Why do you think this appears to be the "official" story? If so little evidence is offered to support this account, how do you think it came to be the 'official story'? What does this tell you about the veracity of the story presented at some historic sites?

Night. April 18, 1775. Members of the Charlestown militia stand watch, peering across the Charles River toward the steeple of the Old North. Suddenly, the flickering light of two lanterns appears from atop the steeple and, just as quickly, disappears. Immediately, a rider mounts his horse and sets off into the darkness to sound the alarm. General Gage has dispatched soldiers for Lexington and Concord and they are taking the water route. They will reach their destination before dawn. Shortly afterward a boat approaches and Paul Revere springs ashore. Had they seen the lantern signal he had arranged?

Paul Revere is an active member of Boston's Sons of Liberty. For months he has served as the group's messenger, carrying information as far away as Philadelphia. When group leader Dr. Joseph Warren learns that General Gage's army will march on Lexington and Concord, he calls once again on Revere (and young William Dawes) to ride into the countryside to warn area militia members.

But Boston is under curfew. British soldiers guard the exits to the city and anyone caught wandering the streets after dark could be arrested. If both Revere and Dawes are detained, their warning would not reach the minutemen. A back-up plan is needed; Revere recalls the view of Charlestown from atop the Old North Church where he rang the bells as a teenager. He approaches a sympathetic friend with ties to the church and asks a huge favor – to hang the signal lanterns in the steeple. Who is this brave friend willing to commit treason for the rebel cause? Two men are linked to the act: John Pulling and Robert Newman.

John Pulling is a member of the vestry at Old North, the same vestry that had dismissed its Loyalist Rector, Rev. Mather Byles Jr., earlier that day. If captured, Pulling could easily provide a believable reason for being in the church. A friend and business associate of Revere and John Hancock, Pulling has been a reliable organizer for the Patriot cause.

Robert Newman is the sexton of the Old North, with clear Patriot allegiances, but, perhaps more importantly, keys to the building. He lives just across the street from the church. Newman is generally considered to be a trustworthy young man, but has not, as yet, been very active in the rebellion.

**Put yourself in Paul Revere's shoes...
who would YOU call on to hang the lanterns?**

WHO DID PAUL REVERE CALL ON TO HANG THE LANTERNS?

Who do you think hung the lanterns?

What evidence is presented to support your theory? What evidence is missing that might help strengthen your case?

Who was present at the Old North on the evening of April 18, 1775?

What evidence is there that any of them had a relationship with Paul Revere? Based on available evidence, who would appear to be the most likely person/people asked to hang the lanterns?

What happened to those present immediately following the events of April 18, 1775?

What were the long-term relationships between the alleged participants in the events of April 18, 1775 and the Old North? What does that tell you about their possible involvement?

What do the official Old North Church vestry records say about the events of April 18, 1775? When is the next entry? What does that tell you about the aftermath of the events of April 18, 1775?

Why do you think there are different accounts of the lantern hanging?

What difference would the years in which the different accounts were written make in how people were telling the stories?

Do any of the people making arguments in favor of either Pulling or Newman have any obvious bias or agenda to further?

Do any of the authors have a personal interest or connection to either Pulling or Newman?

Do any of the authors have a personal interest or investment in seeing the Pulling or Newman name is remembered in a particular way?

Based on the different accounts of the lantern hanging, who do you think presents the most credible argument?

Why is the official interpretation that Newman did it?

Document Title	Date	What evidence does this document provide about who Paul Revere called upon to hang the lanterns?
Biography of Capt. John Pulling	2007	
Centennial Celebration Speech	1875	
Committee of Correspondence	1776	
Death Notice, Capt. John Pulling	1787	
Death Notice, Robert Newman	1804	
Paul Revere's Account of April 18, 1775	1798	
Paul Revere's Ride	1860	
Paul Revere's Signal	1877	
Pew 45 Deed, John Pulling	1770	

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Document Title	Date	What evidence does this document provide about who Paul Revere called upon to hang the lanterns?
Pew 59 Treasurer's Accounts, Robert Newman	1792	
Plaque in Old North Pew 50	1975	
Robert Newman in Boston Almanac	1787	
The 1876 Dispute	1975	
The Myth of Revere's Ride	2004	
The Newman Family	2008	
The Pulling, Lee, and Watson Families	2008	
The Signal	1975	
The Warning	1994	

Margaret Gage

Was Margaret Kemble Gage the Patriot spy who told of the British plan to move on Lexington and Concord? The Gage module centers on this controversy that has churned since the days of the Revolution, yet offers scant documentation to support either of the competing claims. Despite exhaustive research, none of Mrs. Gage's papers have yet been found to help answer the question, so, building on the skills gleaned from working with the Pulling/Newman module, once again, students need to consider competing claims. More importantly though, Mrs. Gage's story takes interesting twists depending upon the time period in which it is told. How does Mrs. Gage's story offer insight into how "The Story" of history changes depending upon who tells it and when?

Skill-building: Historiography

Continue to have students use the analytical process outlined:

- *Consider the source:* Who wrote it? When? Under what circumstances? What does that tell you?
- *Check the information:* How does the information given confirm or disconfirm information presented elsewhere?
- *Put it in context:* Where does this fit into the timeline of events? What does that timeline of events tell you about the actions of the people involved?

Pay particular attention to when the account was written and by whom. Notice the dates on the different interpretations of Mrs. Gage's situation. How are those interpretations reflective of larger discussions going on in the rest of the country? Are they surprising or consistent with their time period? In what ways?

Solving the Dilemma

We do not know if Margaret Kemble Gage was a Patriot Spy. The only primary source document offered about Mrs. Gage no longer exists and is only referenced by other sources. Thus, unless her papers are found, the best way to attempt to solve this dilemma is to use the available documentation and other reliable outside sources, to try to determine what a woman of her station, in her circumstances, would have done.

Watch Out For

There is an enormous emotional pull in wanting Margaret Kemble Gage to be a patriot spy. It is essential to separate out what you want to find in her story, from what actually exists.

Afternoon. April 18, 1775. British soldiers in Boston are quietly preparing to raid the countryside to seize weapons stockpiled by “rebel” Patriots. The army recently attempted two similar missions at Portsmouth, NH and Salem, MA. Both times they are driven back empty-handed by mobs of angry, armed colonists. The army’s failure to subdue the rebels is a huge embarrassment to General Thomas Gage, commander of the British forces in North America. This raid must succeed and secrecy is Gage’s most important weapon. But as the night unfolds, it becomes clear the rebels have been forewarned. Who has betrayed Gage’s secret plan?

Margaret Kemble Gage is General Gage’s wife. American-born, her family has a long history of supporting the King and hold positions of prominence in the Royal government. The Gages meet and marry in the colonies, but move their family to England in 1773, only to return in 1774 to Boston when Thomas is appointed Royal Governor of Massachusetts. He is charged with crushing the growing rebellion in the unruly colony.

During their short time away, much has changed. Once the fashionable center of New York society, Margaret finds the social situation in Boston noticeably less friendly, even hostile, to her and her husband. The colonists’ anger with the King and Parliament is openly expressed and seems to be building toward armed conflict.

As an American, Margaret is torn. Her close friends and relatives are choosing sides, and not everyone is supporting the King, whom her husband serves. Her father back in New York seems to have had a change of heart, while her brothers work as military aides to her husband. With the port of Boston closed as punishment for the Tea Party, the cost of supplies and food has skyrocketed, causing great hardship for both citizens and soldiers. Tensions are reaching a breaking point.

If Gage’s secret raid succeeds, the struggle may erupt into all-out war, tearing the colonies apart. If it fails, Gage and his family may be recalled to England in shame. But, as with the previous failed attempts, an uneasy peace may be preserved. Margaret makes no secret of her distress over the impending conflict, confiding in a friend that no matter who wins, she feels she will lose. Yet, with a simple warning to the rebels, war might be avoided.

**Put yourself in Margaret Gage’s shoes...
would YOU betray your husband’s secret plan to avert war?**

**DID MARGARET GAGE BETRAY HER
HUSBAND'S SECRET PLAN TO AVERT WAR?**

Is there any primary source evidence to suggest that Margaret Gage had any Patriot leanings?

How were the Gages regarded in New York Society? In Boston Society?

Were the Gages members of the Old North? What, if any, role did Thomas Gage play within the Old North?

Is there any evidence that Margaret or Thomas had any relationships with anyone at the Old North? If so, with whom?

How did the events of April 18, 1775 affect Thomas Gage's career?

What evidence is there that Margaret Gage felt torn between the British and Colonial positions? How credible is that evidence?

What other persons might have been responsible for leaking the information about Lexington and Concord to Patriot leaders? Who are they? What would they stand to gain if they told? What might they lose?

If Margaret Gage was a Patriot spy, why wouldn't she have come out and told people after the Americans won the war? What would she have gained? What could she have lost?

Writers from different periods take very different positions on whether or not Margaret Gage was a Patriot spy. How does the story of Margaret Gage change depending upon the time period in which it was told?

Document Title	Date	What evidence does this document provide about whether or not Margaret Gage betrayed her husband's secret plan to avert war?
Battle of Lexington and Fight at Concord	1929	
Biography of Thomas and Margaret Gage	2007	
Building King's Chapel, 1689-1763	1976	
Commander in Chief	1948	
Dr. Warren's Informer	1994	
Encyclopedia Entry, Peter Kemble	1966	
Encyclopedia Entry, Stephen Kemble	1966	
Encyclopedia Entry, Thomas Gage	1966	
Family Tree of Margaret (Kemble) Gage	2008	

Document Title	Date	What evidence does this document provide about whether or not Margaret Gage betrayed her husband's secret plan to avert war?
Governor's Pew	1947	
Governor's Pew at Old North	1733	
Old North Church Tour Draft	2005	
Plaque in Old North Pew 62	unknown	
Portrait of General Thomas Gage	1768	
Portrait of Mrs. Thomas Gage	1771	
The British Appeal to Mars	1948	
The Conquest of Canada	1948	
The Myth of Revere's Ride	2004	

Elizabeth Humphries

Elizabeth Humphries was the matriarch of one of the free black families in the Old North's congregation. While holding different legal and social standing than enslaved persons, the story of the Humphries family exposes some of the complexity into the issues facing African Americans in Revolutionary Boston. Despite exhaustive research, all that is known about Elizabeth Humphries, her family, their choices, and ultimately, their fate is presented here. As you will see, it is not much to go on. The purpose of this module is to address what the lack of information can tell us about how historians begin to understand what happened.

Skill Building: Negative research (or what the lack of information tells you)

Continue to have students use the analytical process outlined:

- *Consider the source:* Who wrote it? When? Under what circumstances? What does that tell you?
- *Check the information:* How does the information given confirm or disconfirm information presented elsewhere?
- *Put it in context:* Where does this fit into the timeline of events? What does that timeline of events tell you about the actions of the people involved?

Students should investigate the documents before being brought together as a large group to discuss the particular elements listed below:

First, list what you do know about Elizabeth Humphries and her family based on the available evidence. What is missing? Why?

How did the historians use contextual information about the larger population of African Americans in Boston to attempt to figure out what the Humphries family's lives were like? What information does this provide? What does it leave out?

Take note of the three pages that ask whether or not the Humphries were Patriots, Loyalists, or if they "Waited it Out." Look at the sources that were consulted to search for information about the Humphries. If information had been found there, what would that indicate about the fabric of their lives? Their economic footing? Their social standing? What does not being listed in those documents indicate? What does this tell you about why many more stories are written about rich, white men and women, than those who are poorer and/or members of minority communities?

Solving the Dilemma

We do not know what happened to Elizabeth Humphries or her family. All of the primary source information that we know of is presented here. The official historical record of them at Old North ends in 1765, though a Humphries family appears in Nova Scotia's "Book of Negroes," a list of Black Loyalist passengers leaving New York on British ships in 1783. First names are not listed, so it is unclear if this is the same Humphries family.

Watch Out For

Make students aware that this module is frustrating, mostly because there is so little information available. If you tell students ahead of time that feeling frustrated means they are doing it right, they are less likely to get frustrated and quit.

Dawn. April 19, 1775. A bullet explodes from the barrel of a musket, breaking the heavy silence that hangs over Lexington, MA. The American Revolution has begun. As the alarm spreads throughout the New England countryside, men and women make a very important choice – to actively support the rebellion or remain loyal to England. For many, the choice is easy – the King has denied them their freedom and liberty and they must reclaim it. But for hundreds of free and enslaved Africans, freedom and liberty are just words with hazy definitions; their choice – and its consequences – are less clear. Which side supports freedom and liberty for all?

Elizabeth Humphries is the head of a free black family that has lived in Boston and worshipped at the Old North Church for over 30 years. Her children were baptized at the church and her husband buried there. On Sundays, sitting in the gallery with widows, apprentices, and other African-Americans, Elizabeth hears Rev. Byles speak of allegiance to the Crown. Yet the King's policies, particularly the closing of the port of Boston, have made life difficult for her family.

With work in the maritime trades scarce, the price of goods skyrocketing, and talk of war growing, Elizabeth must consider her options. She could leave Boston and head for Nova Scotia where a community of free blacks has settled. But this would be expensive and finances are tight. After her husband's death, Elizabeth received modest financial support from the Old North, but such help would be too little and she owns no land or anything of value to sell to raise the needed funds.

Staying in Boston presents Elizabeth with different troubles. Within Boston's African-American community there is much unrest. Though Massachusetts banned the slave trade in 1774, slavery itself remains legal. For many years, enslaved blacks have been petitioning the legislature to outlaw slavery. But the struggle between the colonists and the King has become a distraction. The rebels claim equality, freedom, and liberty as inalienable rights; but do such rights extend to the African-American community?

And now, with the spilling of blood on Lexington Green, war appears inevitable. But what side should Elizabeth support? She is free, but members of her family have married slaves and many of her friends remain enslaved. Will the colonists extend their freedom and liberty to enslaved blacks? Will the King reward the African-American community for their loyalty with their freedom? What might happen if she chooses the losing side?

**Put yourself in Elizabeth Humphries's shoes...
what options do YOU have and what might their consequences be?**

**WHAT OPTIONS DID ELIZABETH HUMPHRIES HAVE
AND WHAT MIGHT THEIR CONSEQUENCES BE?**

What is life like for Elizabeth in the Old North Church until the Revolution?

Is Elizabeth the only African American in the Church? Are there other freepersons? Are there other slaves?

What is Elizabeth's social standing in the church? What proof do you have of that?

What was life like for the black community in Boston before the Revolution?

Do we have any proof that the Humphries were black Loyalists?

Do we have any proof that the Humphries were active Patriots?

Do we have any evidence of either position?

What does the absence of evidence about the Humphries suggest about their lives?

What do you think historians have to do in order to understand the lives of people for whom they have very little primary source evidence? What are the drawbacks to this method? What are the advantages to this method?

Document Title	Date	What evidence does this document provide about the options Elizabeth Humphries had and what might their consequences have been?
African Americans at Christ Church	2007	
Baptism of Deborah	1747	
Baptism of Richard, Thomas, James, Catharine, & Elizabeth	1750	
Baptism of Robert	1748	
Baptism of Ruth	1751	
Biography of the Humphries Family	2007	
Did the Humphries wait it out?	2008	
Elizabeth Humphries in Poor Accounts I	1752	
Elizabeth Humphries in Poor Accounts II	1752	

Document Title	Date	What evidence does this document provide about the options Elizabeth Humphries had and what might their consequences have been?
Elizabeth Humphries in Poor Accounts III	1753	
Elizabeth Humphries in Poor Accounts IV	1754	
General References to African- Americans at Old North I	1732	
General References to African- Americans at Old North II	1763	
Marriage of Elizabeth	1765	
Slavery in New England (selections)	2007	
The Humphries Family	2008	
Were the Humphries Loyalists?	2008	
Were the Humphries Patriot Soldiers?	2008	

Additional Resources

For more worksheets and suggestions about how to use primary source documents, we recommend the following websites:

For worksheets on analyzing documents:

<http://www.archives.gov/education/lessons/worksheets/index.html>

For worksheets analyzing photographs:

<http://www.nps.gov/history/Nr/twhp/photoana.htm>

For information about historical thinking:

<http://historicalthinkingmatters.org/teachers/>