

**Title:** *Johnny Tremain* by Esther Forbes (Bantam Doubleday Dell Publishing Group, Inc. New York, 1971)

**Literature Annotation:** This novel tells the story of a young apprentice silversmith who lives in Boston during the turbulent times prior to the Revolutionary War. The main character, Johnny Tremain, interacts with a variety of historical figures, British soldiers and ordinary citizens as he attempts to resolve the mysteries of his past, to overcome his personal misfortunes, and to secure a role for himself in the impending conflict between Great Britain and the American colonies.

**Grade Level:** 8

**Duration:** 2-3 class periods

**Economic Concepts:** scarcity, economic interdependency, supply and demand, goods and services, human, natural and capital resources

### **Maryland Voluntary State Curriculum (VSC)**

**Political Science Standard:** Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens

- 1.B.1 Analyze the influence of individuals and groups in shaping public policy
- 1.B.2.c Explain how various groups provide opportunities for individuals to participate in the political process

**Peoples of the Nation and World Standard:** Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the world through both a multicultural and historical perspective.

- 2.C.1 Analyze factors that affected relationships in the United States prior to 1877

**Geography Standard:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- 3.A.1 Use geographic tools to analyze geographic issues and problems prior to 1877

**Economics Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.1 Analyze the decisions that people made because resources were limited relative to wants for goods and services in America
- 4.A.2 Analyze how scarcity affected economic choices prior to 1877

**Social Studies Skills & Processes Standard:** Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

- 6.A.1.c Use context clues to understand new social studies vocabulary
- 6.A.1.e Read and interpret problems from social studies context
- 6.A.2.b Preview the text by examining features such as: the title, pictures, maps, illustrations, photographs, charts, timelines, graphs and icons

- 6.A.3.a Identify and use knowledge of organizational structures, such as: chronological order, cause/effect, main ideas/details, description, similarities/differences, and problem/solution to gain meaning
- 6.A.3.c Use a graphic organizer or another note-taking technique to record important ideas or information
- 6.A.4.a Identify and explain what is directly stated in the text
- 6.A.4.b Identify, paraphrase, or summarize the main idea of the text
- 6.A.4.f Explain what is not directly stated in the text by drawing inferences
- 6.B.1 Select and use informal writing strategies such as: short response/ essay answer/brief constructed responses, journal writing, note taking, and graphic organizers to clarify, organize, remember, and/or express new understandings
- 6.B.3 Use formal writing (multi-paragraph essays, historical investigations, editorials, letters) to persuade
- 6.B.4 Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)
- 6.D.1 Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
- 6.D.1.c Locate and gather data and information from appropriate non-print sources such as: music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, multimedia, interviews and oral histories
- 6.F.1 Interpret information from primary and secondary sources
- 6.F.3.c Assess the costs and benefits of alternatives
- 6.G.1.b Present social studies information in creative ways such as: mock trials, simulations, debates, and skits.

**Reading Standard (General Reading Processes):**

- 1.D.3.a Vocabulary in context
- 1.E.2.a Applying pre-reading strategies
- 1.E.3.a Applying during-reading strategies
- 1.E.4.a Identifying main ideas
- 1.E.4.c Drawing inferences
- 1.E.4.f Connect the text to prior knowledge

**Reading Standard: (Comprehension of Informational Text)**

- 2.A.4.c Main ideas
- 2.A.5.b Tone
- 2.A.6.c Analyze the text and its information for reliability

**Reading Standard: (Comprehension of Literary Text)**

- 3.A.8.c Analyze the relationship between a literary work and its historical or social context

**Writing Standard**

- 4.A.1.a Prewriting
- 4.A.1.b Selecting and organizing ideas
- 4.A.1.c Compose to inform using relevant support and appropriate organizational structures
- 4.A.1.d Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies

**Lesson Objectives:** Given the novel *Johnny Tremain*, students will be able to:

- Describe the various occupations available in pre-Revolutionary Boston.
- Identify the human, natural and capital resources needed to produce goods and services in colonial times.
- Compare the effect of scarcity on the standard of living in Boston and Britain in the mid-1770's.
- Construct a map of the "Midnight Ride" taken by Revere, Dawes and Prescott
- Compare/contrast the two routes from Boston to Lexington available to the British on the night of April 18-19, 1775.
- Write a persuasive essay on the topic "Sons of Liberty – Patriots or Terrorists?"
- Compare a series of maps in order to develop a visitor's guide to Johnny Tremain's Boston.

**Vocabulary:** historical fiction, goods, services, human, natural and capital resources, scarcity, standard of living, apprentice, artisan, physical features, human-made features

**Materials:**

- Novel: *Johnny Tremain*
- Maps:
  - "Boston in the 1770s"
  - "Johnny Tremain's Boston"
  - "Boston: Downtown & Vicinity" (3 copies/member available from AAA)
- List of sites associated with Johnny Tremain
- Blank sign sheet
- Pictures of colonial artisans
- Copy of Longfellow's Midnight Ride of Paul Revere
- K-W-L chart
- Optional: *We Were There, Too! Young People in U.S. History* (Melanie Kroupa Books, Farrar Straus Giroux: New York. 2001)

**Teacher Background:** Knowledge of the Pre-Revolutionary War period (1770-1775)

**Motivation:** Direct student attention to the cover of the novel, *Johnny Tremain*. What clues does the cover provide you about the following:

- The time period in which the story is set? Possible responses could include: tricorne hat, cobblestone street, broadside with "Sons of Liberty" as a headline, British soldiers (Redcoats), soldier's hat with "GR" (George Rex- King George) on it (All point to the Revolutionary War Era.)
- The storyline? Possible responses could include: Storm clouds in the sky, the presence of troops in the street, frowns on the faces of the boy and the soldier foreshadow trouble/conflict between Britain and the colonists.

Jot student responses on a sheet of tagboard or on an overhead transparency for later use.

Use a K-W-L chart to motivate a brief discussion about the Revolutionary War era and how the novel might reflect events from that time.

## Lesson Activities:

**Before Reading Chapters 1-3, the teacher may want to conduct a Read Aloud Activity based on the following:**

“Apprentices” from *We Were There, Too! Young People in U.S. History* (Melanie Kroupa Books, Farrar Straus Giroux: New York. 2001) page 51

Have students research and discuss jobs today that have apprenticeships.

**NOTE:** The following industries currently operate Registered Apprenticeship programs in the United States:

Construction	Information technology/networking	Health care
Manufacturing	Service and Retail industries	Public utilities
Telecommunications	Military	

Based on the Read Aloud selection, have students discuss the positive and negative aspects of an apprenticeship and formulate a working definition of “apprentice.” Jot responses on tagboard or on the chalkboard.

**After reading Chapters 1-3, complete the following:**

- After his accident, Johnny must decide upon a new trade. Mr. Lapham suggests several possibilities in Chapter 2, Section 5. In Chapter 3, Section 1, Johnny walks the streets of Boston in search of a job. Create a list of the jobs mentioned. Use a chart or other graphic organizer to indicate the goods and/or services provided by each job. Discuss why there was a demand for the various jobs.
- Johnny Tremain must find a job in order to survive. Discuss what human resources Johnny has to offer an employer. (ability to read, leadership skills, knowledge of the Boston area, sense of responsibility, reliability, etc...)

Divide the class into small groups. Give each group a picture of one of the colonial trades. Each group should be instructed to identify the human, natural and capital resources needed for the trade.

Then, the group should decide whether or not this trade would be a good one for Johnny and provide support for their conclusion. Finally, each group should report their findings to the class by explaining the resources needed and by making a case for or against hiring Johnny Tremain.

### AND/OR

- In colonial times, signs outside of businesses often contained a symbol to indicate the good or service provided. Divide the class into groups and distribute one picture of a colonial artisan to each group. Groups should discuss the human, capital and natural resources needed to produce the good or service provided for by the trade. Have student groups design a sign that reflects the trade. Allow time for each group to show the sign to the class. Have the class try to identify the trade represented and explain how they arrived at their conclusion. Display the finished products.
- Eventually, Johnny became a delivery boy for the *Boston Observer*. Use Think-Pair- Share as a method for discussing the following: Would the *Observer* need a sign? Support your answer.

Have students work in pairs to design a sign for the *Observer* that reflects the goods/services provided.

**MSA Reading Connection:**

2.A.5.a. (Vocabulary in context)

Details in the second paragraph on page 44 suggest that the word “illiterate” means

- A. unable to read\*
- B. looking for signs
- C. unwilling to work
- D. interested in pictures

**MSA Reading Connection:**

2.A.4.c (Main Ideas)

An important idea in paragraph 4 on page 45 is that

- A. It is noontime in Boston.
- B. Johnny is walking up Salt Lane.
- C. The *Boston Observer* is published in Salt Lane.
- D. The *Boston Observer* is urging revolt against England.\*

**After reading Chapters 4-7, complete the following:**

- In Chapter 7, the British closed the port of Boston as punishment for the destruction of the tea by the Sons of Liberty. Discuss with the class:
  - ✓ What types of colonial goods would the British have to do without? (fur, lumber, corn, wheat, etc...)
  - ✓ What types of British goods would the people of Boston have to do without? (sugar, spices, tea, manufactured goods, etc...)
  - ✓ Who eventually would lose their jobs if the port remained closed for a long period of time? (merchants, sailors, dock hands, etc.... With people out of work, businesses such as silversmiths and tailors would start to suffer because people would not have the money to purchase “luxury” items.)
- Introduce the term “standard of living.” (Definition: the quantity and quality of goods/services available for people to consume.) Based on what they know and what they have read in *Johnny Tremain*, have them respond in writing to the following: Explain how the closing of the port affected the standard of living of people in Britain and in Boston. Provide evidence from the novel to support your answer.

**MSA Reading Connection:**

2.A.4.c (Main Ideas)

What other title would help a reader understand the main idea of the section called “Salt-Water Tea?” Use information from “Salt-Water Tea” to support your answer.

or

Explain whether “Salt-Water Tea” is an effective title for Chapter VI of the novel. Use information from “Salt-Water Tea” in your explanation.

**After reading Chapters 8-12, complete the following:**

- Johnny Tremain was involved with helping Paul Revere on the night of Revere’s famous ride. However, two others also played important roles that night. Research information regarding the activities of William Dawes and Dr. Samuel Prescott on the night of April 18-19, 1775. Construct a map of the famous “Midnight Ride...” which shows the routes taken by each of the three riders. Be sure to include at least three map elements on your map.

Which rider do you think was most successful? Explain your answer.

- British leaders had two routes to Lexington from which to choose: (a) a land route across the “neck” of Boston to Lexington or (b) a water route across Boston harbor to Charleston and from there by land to Lexington. Create a graphic organizer that shows the pros and cons of moving troops by each route. Then, identify the route selected by the British and explain why you think they decided upon that route.
- The Sons of Liberty figure prominently throughout the novel. Have students complete the following writing activity:

The debating club at your school is looking for new members. In order to join, you must submit, to the membership committee, an essay in which you take a stand on the topic “The Sons of Liberty: Patriots or Terrorists?”

Before you begin your essay, be sure to think about what you have read about the Sons of Liberty in *Johnny Tremain*. Think about whether you would consider the Sons of Liberty a patriotic group or a terrorist group. Defend your position using information from the novel.

Now, write your essay for the membership committee in which you determine whether the Sons of Liberty were patriots or terrorists.

**MSA Reading Connection:**

2.A.5.b (Language that creates tone)

The tone of Sam Adams' words in the second paragraph on page 177 is best described as

- A. concerned
- B. determined\*
- C. hesitant
- D. polite

**MSA Reading Connection:**

2.A.4.c (Main Ideas)

Read these sentences from the last page of the novel:

**“True, Rab had died. Hundreds would die, but not the thing they died for.**

**‘A man can stand up...’ “**

Explain the meaning of these lines. Use information from the novel in your explanation.

**Summary:** Return to the tagboard or transparency and the K-W-L chart used during the motivation. Conduct a follow-up discussion based on the predictions made in the motivation regarding the time period, the story line and how the novel reflected events in Boston from 1773 to 1775.

**Thoughtful Application:** Visitors to Boston can visit the site of many of the historic places mentioned throughout *Johnny Tremain*. While places such as the office of the *Observer*, the home of the Lyte family and the Lapham silversmith shop were fictitious, tourists could visit the part of the city in which they would have been located.

Divide the class into groups of four or five. Using the “List of Sites” sheet, a copy of the novel, and the maps (Boston in the 1770s, Johnny Tremain’s Boston, and Boston: Downtown and Vicinity) have the groups:

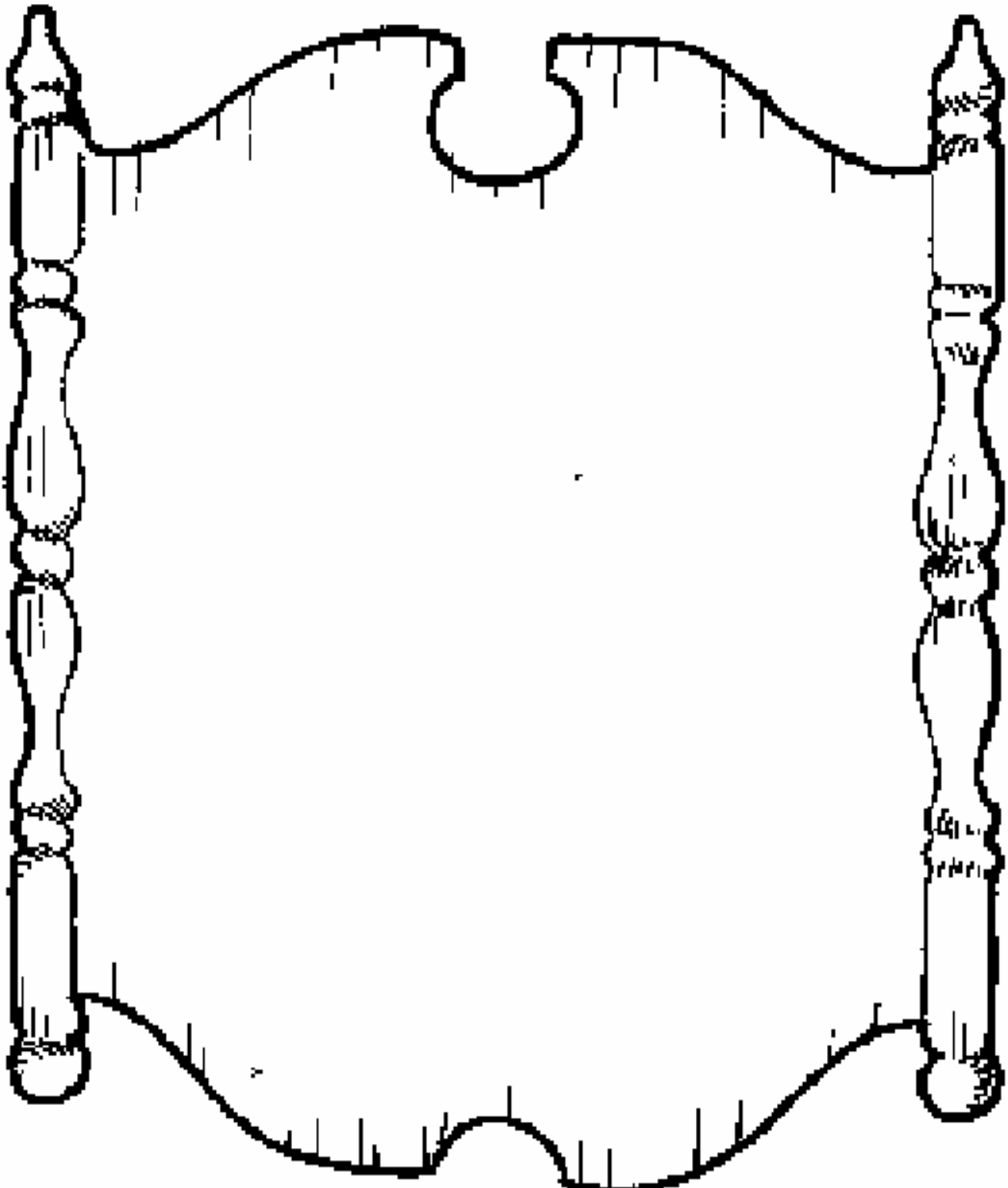
- Determine the grid location of each site on the AAA map.
- Create a guide sheet entitled “In the Footsteps of Johnny Tremain: A Visitor’s Guide to Boston.”

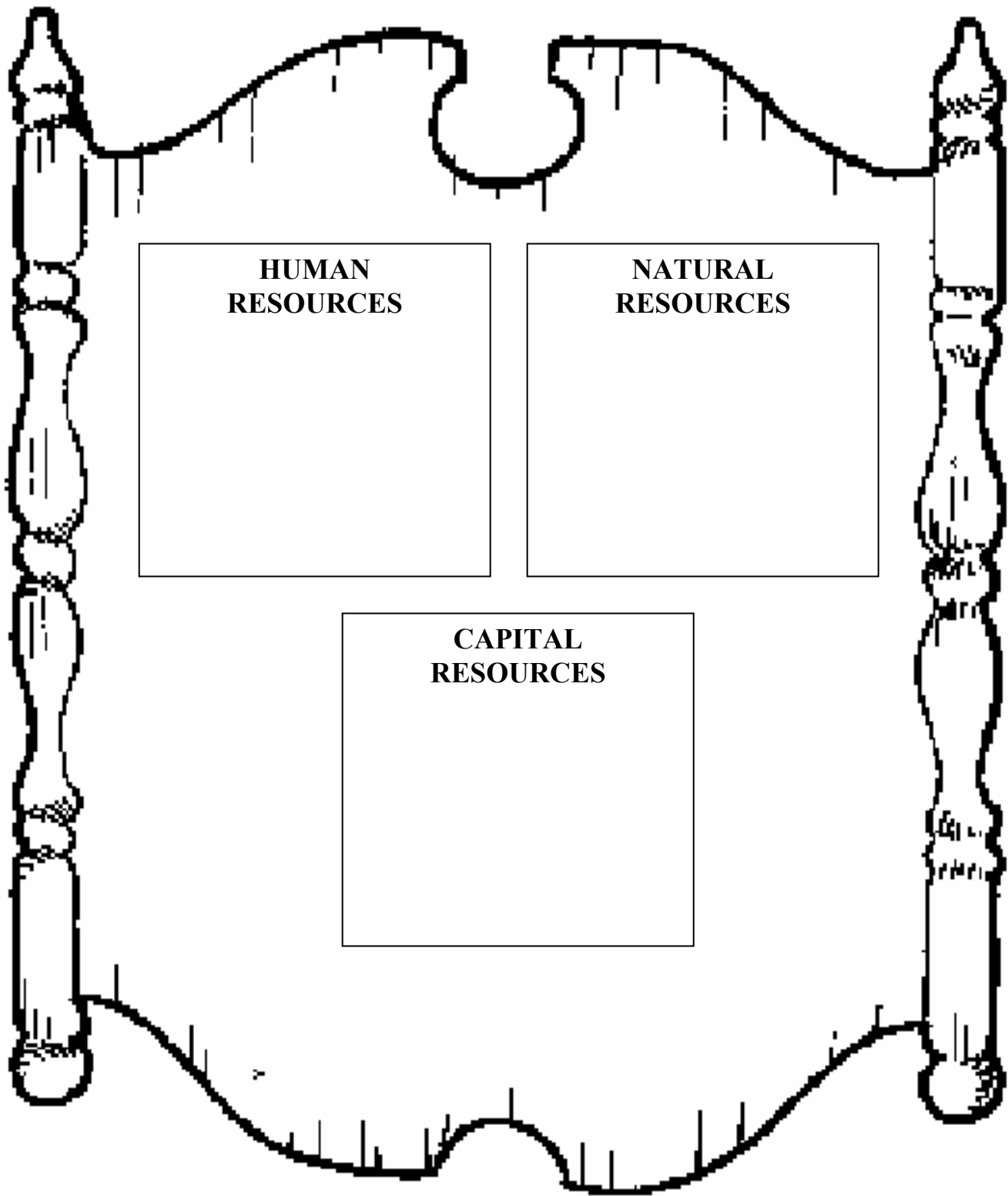
The guide sheet should include the name of each site, its grid location (and street where possible), and a brief explanation of the significance of the site to the story.

**Extension:** Research information about others, such as Sybil Ludington, who made important “rides” during the American Revolution. Create a chart that compares their ride with that of Paul Revere. How did physical (rivers, hills) and human-made (bridges) features along the route effect the riders?

# K-W-L

What I Know	What I Want to Know	What I Learned

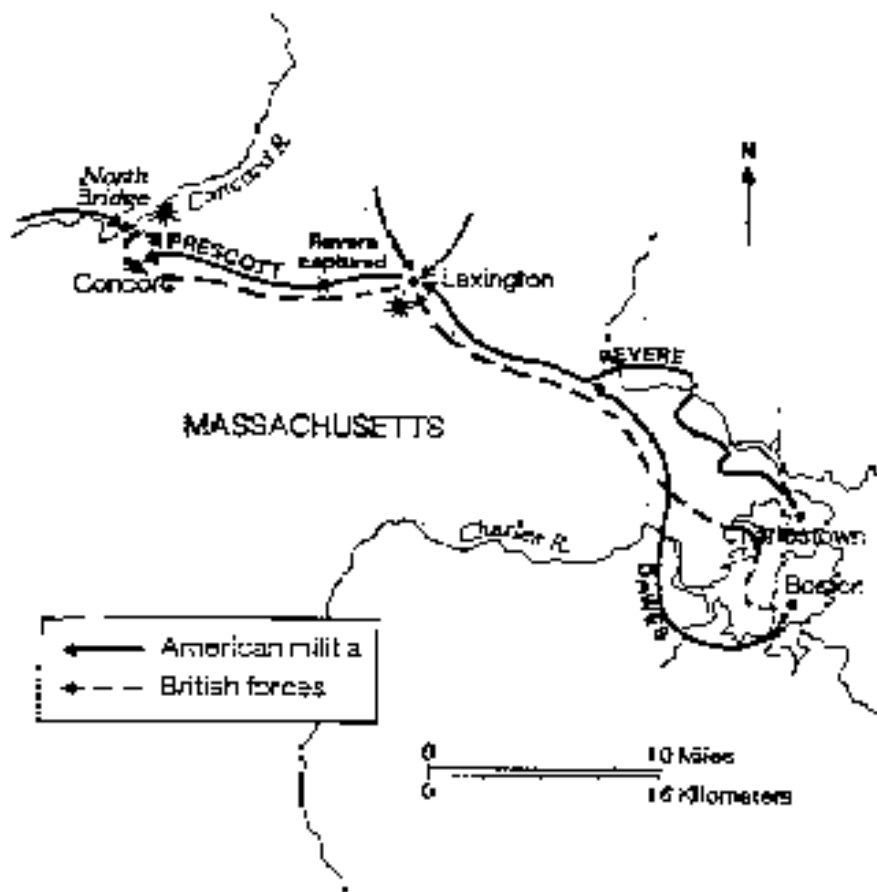




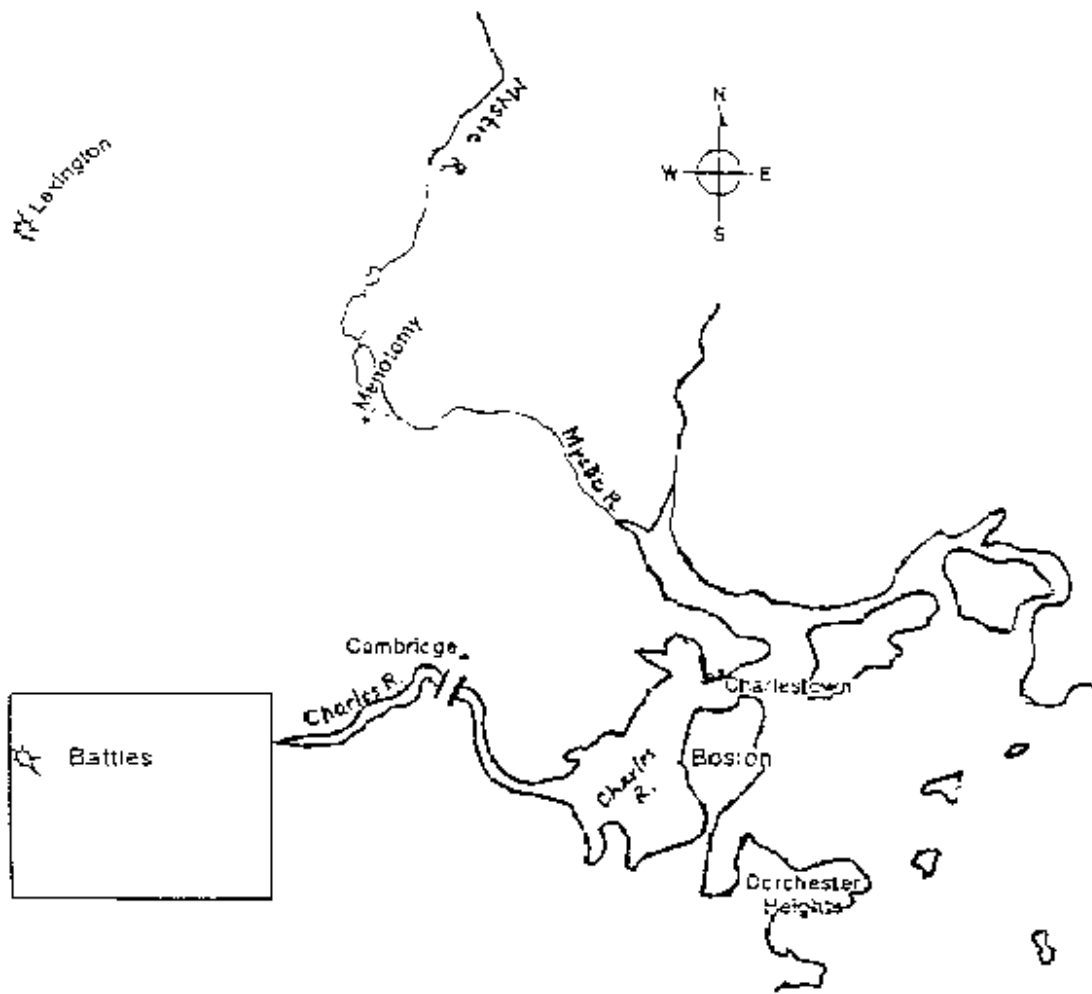
**HUMAN  
RESOURCES**

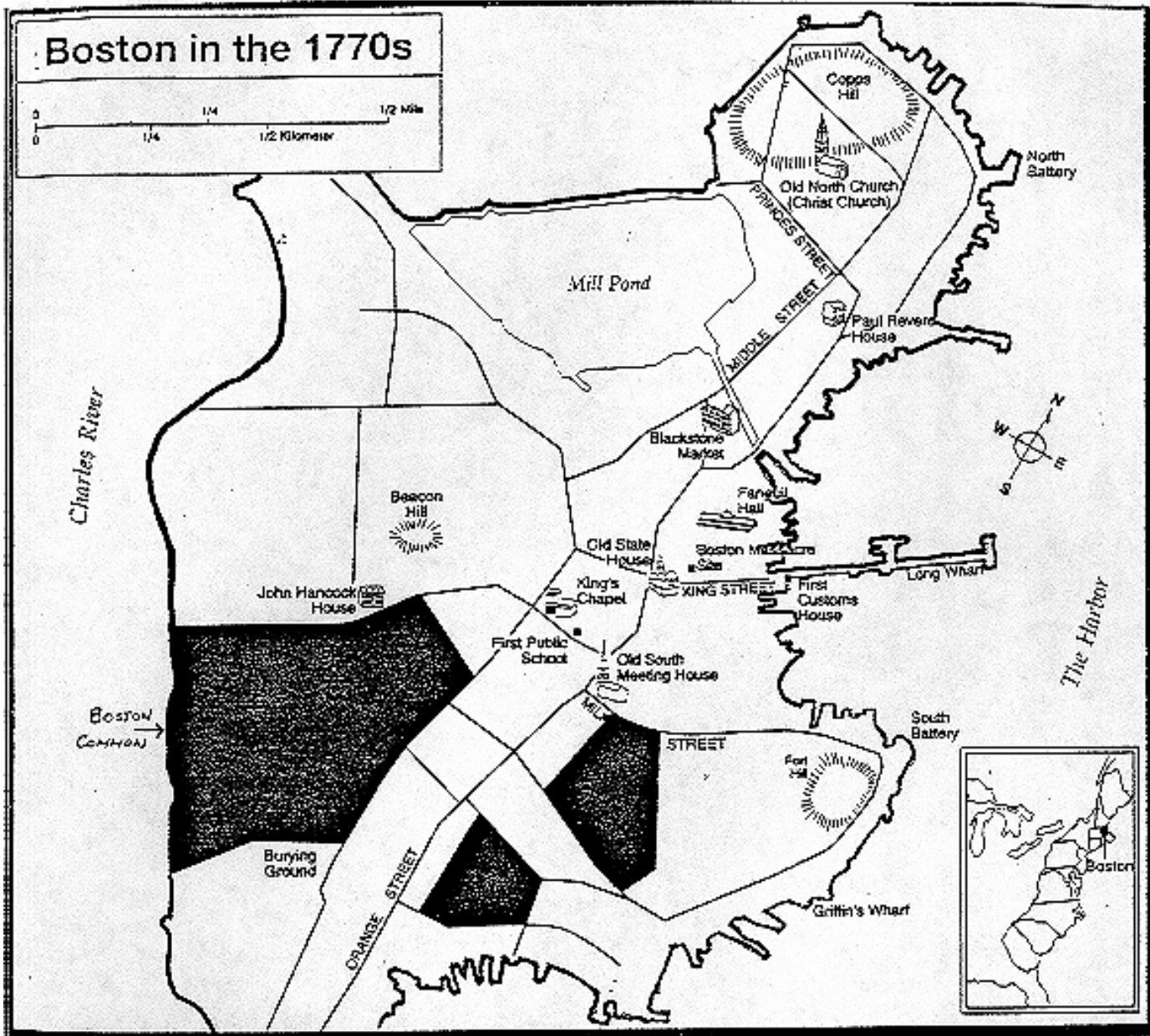
**NATURAL  
RESOURCES**

**CAPITAL  
RESOURCES**



**Lexington and Concord, 1775**





## *Paul Revere's Ride*

Listen my children and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year.

He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light,--  
One if by land, and two if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm."

Then he said "Good-night!" and with muffled oar  
Silently rowed to the Charlestown shore,  
Just as the moon rose over the bay,  
Where swinging wide at her moorings lay  
The Somerset, British man-of-war;  
A phantom ship, with each mast and spar  
Across the moon like a prison bar,  
And a huge black hulk, that was magnified  
By its own reflection in the tide.

Meanwhile, his friend through alley and street  
Wanders and watches, with eager ears,  
Till in the silence around him he hears  
The muster of men at the barrack door,  
The sound of arms, and the tramp of feet,  
And the measured tread of the grenadiers,  
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,  
By the wooden stairs, with stealthy tread,  
To the belfry chamber overhead,  
And startled the pigeons from their perch  
On the sombre rafters, that round him made  
Masses and moving shapes of shade,--  
By the trembling ladder, steep and tall,  
To the highest window in the wall,  
Where he paused to listen and look down  
A moment on the roofs of the town  
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,  
In their night encampment on the hill,  
Wrapped in silence so deep and still

That he could hear, like a sentinel's tread,  
The watchful night-wind, as it went  
Creeping along from tent to tent,  
And seeming to whisper, "All is well!"  
A moment only he feels the spell  
Of the place and the hour, and the secret dread  
Of the lonely belfry and the dead;  
For suddenly all his thoughts are bent  
On a shadowy something far away,  
Where the river widens to meet the bay,--  
A line of black that bends and floats  
On the rising tide like a bridge of boats.

Meanwhile, impatient to mount and ride,  
Booted and spurred, with a heavy stride  
On the opposite shore walked Paul Revere.  
Now he patted his horse's side,  
Now he gazed at the landscape far and near,  
Then, impetuous, stamped the earth,  
And turned and tightened his saddle girth;  
But mostly he watched with eager search  
The belfry tower of the Old North Church,  
As it rose above the graves on the hill,  
Lonely and spectral and sombre and still.  
And lo! as he looks, on the belfry's height  
A glimmer, and then a gleam of light!  
He springs to the saddle, the bridle he turns,  
But lingers and gazes, till full on his sight  
A second lamp in the belfry burns.

A hurry of hoofs in a village street,  
A shape in the moonlight, a bulk in the dark,  
And beneath, from the pebbles, in passing, a spark  
Struck out by a steed flying fearless and fleet;  
That was all! And yet, through the gloom and the light,  
The fate of a nation was riding that night;  
And the spark struck out by that steed, in his flight,  
Kindled the land into flame with its heat.  
He has left the village and mounted the steep,  
And beneath him, tranquil and broad and deep,  
Is the Mystic, meeting the ocean tides;  
And under the alders that skirt its edge,  
Now soft on the sand, now loud on the ledge,  
Is heard the tramp of his steed as he rides.

It was twelve by the village clock  
When he crossed the bridge into Medford town.  
He heard the crowing of the cock,

And the barking of the farmer's dog,  
And felt the damp of the river fog,  
That rises after the sun goes down.

It was one by the village clock,  
When he galloped into Lexington.  
He saw the gilded weathercock  
Swim in the moonlight as he passed,  
And the meeting-house windows, black and bare,  
Gaze at him with a spectral glare,  
As if they already stood aghast  
At the bloody work they would look upon.

It was two by the village clock,  
When he came to the bridge in Concord town.  
He heard the bleating of the flock,  
And the twitter of birds among the trees,  
And felt the breath of the morning breeze  
Blowing over the meadow brown.  
And one was safe and asleep in his bed  
Who at the bridge would be first to fall,  
Who that day would be lying dead,  
Pierced by a British musket ball.

You know the rest. In the books you have read  
How the British Regulars fired and fled,---  
How the farmers gave them ball for ball,  
From behind each fence and farmyard wall,  
Chasing the redcoats down the lane,  
Then crossing the fields to emerge again  
Under the trees at the turn of the road,  
And only pausing to fire and load.

So through the night rode Paul Revere;  
And so through the night went his cry of alarm  
To every Middlesex village and farm,---  
A cry of defiance, and not of fear,  
A voice in the darkness, a knock at the door,  
And a word that shall echo for evermore!  
For, borne on the night-wind of the Past,  
Through all our history, to the last,  
In the hour of darkness and peril and need,  
The people will waken and listen to hear  
The hurrying hoof-beats of that steed,  
And the midnight message of Paul Revere.

*Henry Wadsworth Longfellow, 1860*

## LIST OF SITES IN JOHNNY TREMAIN

<u>SITE</u>	<u>NOVEL CLUES</u>	<u>GRID LOCATION</u>
Hancock's Wharf	p. 9	
<i>Observer</i> Office	p. 52	
Lyte's House	p. 61	
Lapham's House	p. 20	
Long Wharf	p. 61	
Boston Common	p. 100	
Paul Revere's House	p. 121	
Old South Church	p. 133	
Griffin's Wharf	p. 134	
Copp's Hill	p. 52, 227	
Old North Church (Christ Church)	p. 217	



Blacksmith



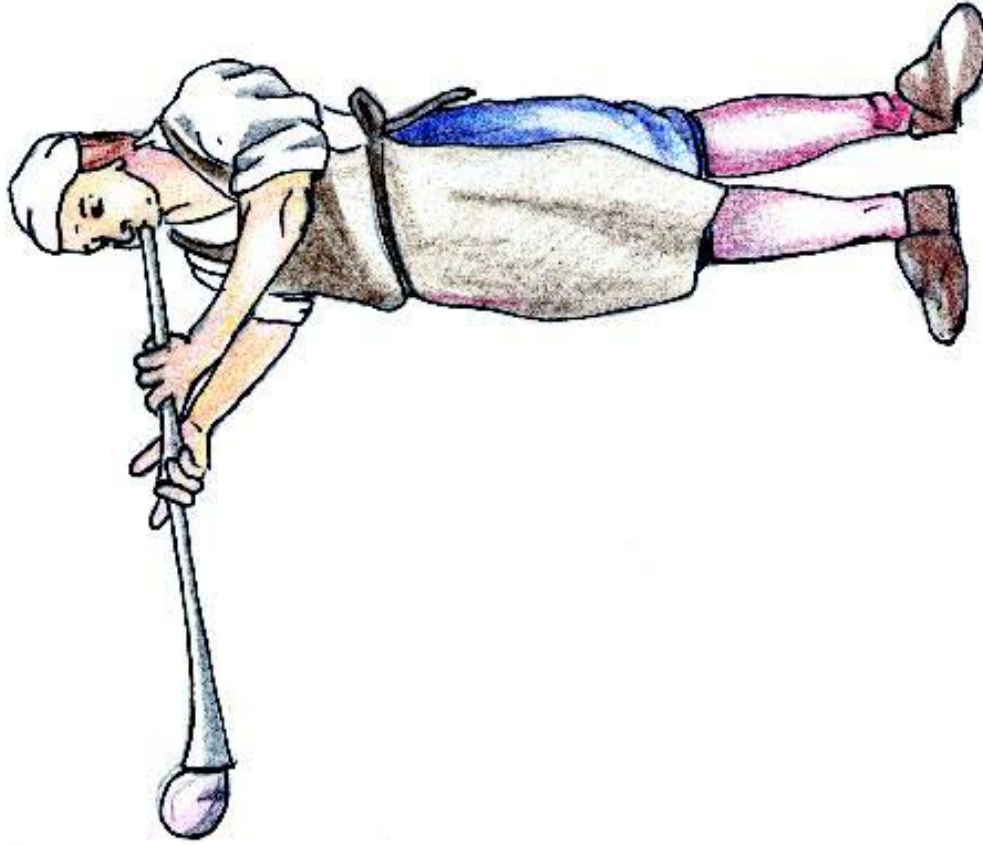
Town Crier



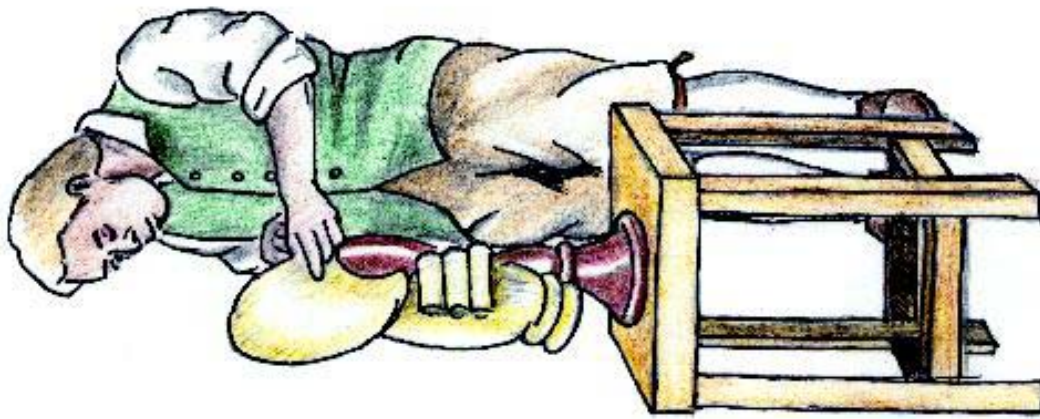
Shoemaker



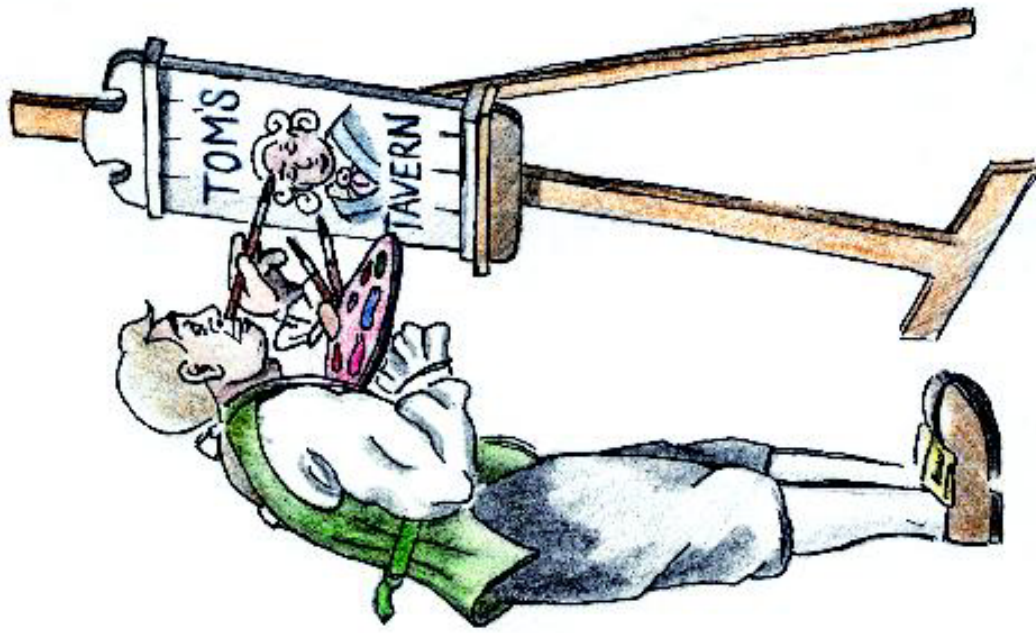
Cooper



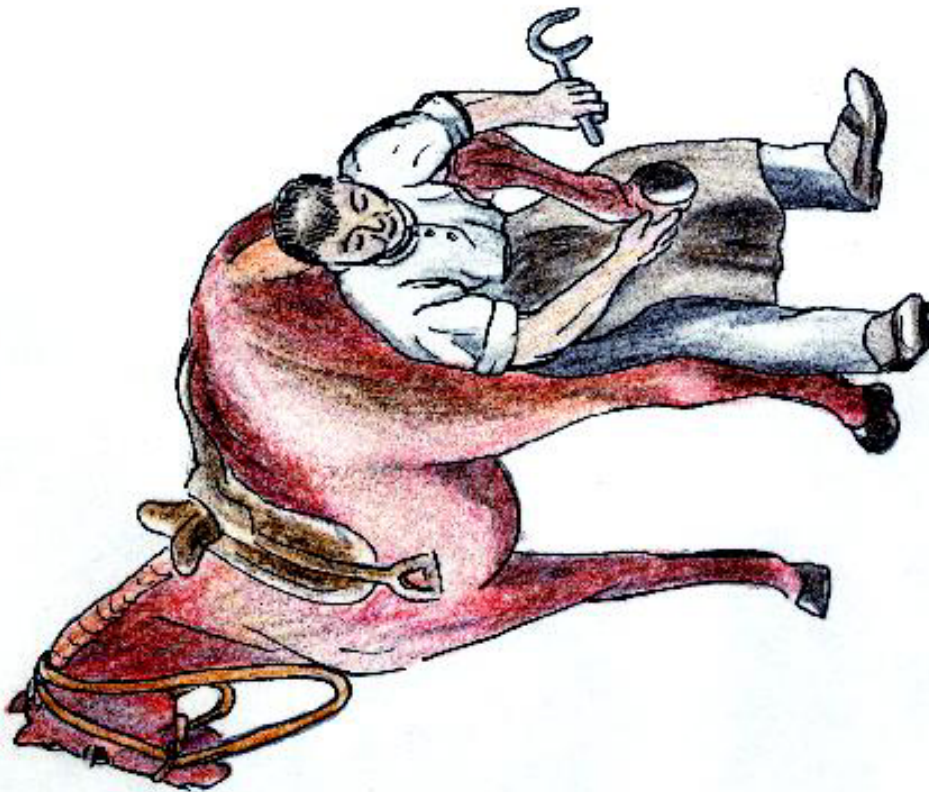
Glassblower



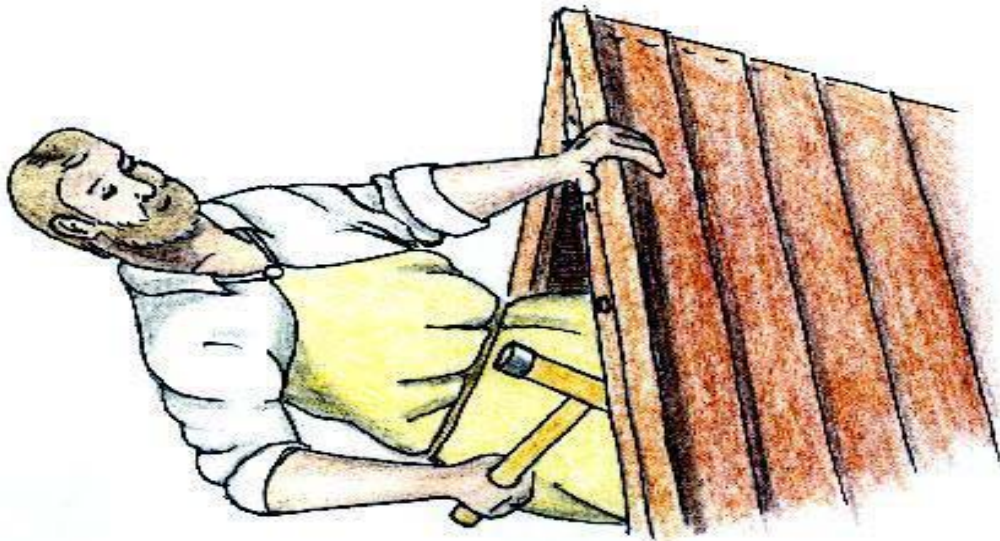
Wigmaker



Sign Painter



Farrier



Shipwright