

Youth During the American Revolution

Overview

In this series of activities, students will explore the experiences of children and teenagers during the American Revolution. Through an examination of primary sources such as newspaper articles, broadsides, diaries, letters, and poetry, students will discover how children, who lived during the Revolutionary War period, processed, witnessed, and even participated in the political events that established the new nation. Teachers can pick from the activities included, choosing to implement one, several, or all based on each classroom's time limitations and instructional goals. Activities include:

- **Warm Up: Children & the Revolutionary War** (this activity can be completed as a warm up to any combination of the activities included below).....page 2
- **Child Protesters and First Casualty of the American Revolutionary War: Crispus Attucks or Christopher Seider?**.....pages 3-4
- **Children as Soldiers and Spies: Andrew Jackson & Emily Geiger**.....pages 5-6
- **Child Witnesses to the War: Anna Green Winslow (Diarist) & Phillis Wheatley (Enslaved Child Poet)**pages 7-9

Grades

8+

Essential Questions

- What were children's experiences during the American Revolution?
- How did youth express their political opinions and voices during this period?
- How did young people contribute to the American Revolution?
- Who was Christopher Seider? Why is he an important figure in the American Revolution?
- Who was Anna Green Winslow? How did her writing reflect the divide between Loyalists and Patriots?
- Who was Phillis Wheatley? How did her writing reflect the time period?

Materials

- Accompanying Power Point, available in the [Database of K-12 Resources](#)
 - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
 - To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu
- Boston Non-Importation Agreement handout, attached
- "First Martyr": The Shooting of Christopher Seider," attached and available on pages 5-6 [here](#)
- "The Remains of young Snider, the unfortunate Boy who was barbarously Murdered the 22d of February last," attached and available [here](#)
- "A Monumental inscription on the fifth of March: Together with a few lines on the enlargement of Ebenezer Richardson, convicted of murder," attached and available [here](#)
- Podcast on Andrew Jackson volunteering to serve in the army as a child <https://thehermitage.com/andrew-jackson-prisoner-of-war/>
- 3:25 video on "Camp Followers: Wives, Children and Sweethearts of Soldiers" <https://www.youtube.com/watch?v=dTy4ZS9BNUe>
- Anna Green Winslow diary entries and editor's notes (handout attached)
- Phillis Wheatley's "To the King's Most Excellent Majesty," (handout attached)
- Phillis Wheatley's "On the Death of Mr. Snider Murder'd by Richardson" (handout attached)
- Phillis Wheatley's "To His Excellency, George Washington" (handout attached)

Duration

Varies depending which activities teachers choose to implement

Activities Procedures

Warm Up: Children and the Revolutionary War

1. As a warm-up, tell students that we're going to explore what life was like for children who lived during the Revolutionary War period. Begin by projecting slide 2 (an image of children from the period) and ask students to discuss briefly in partners:
 - Describe what you see in the picture. Point out details.
 - Who is in the picture?
 - Where are they?
 - What objects do you notice?
 - What are the people doing?
 - Imagine what life was like for children during the American Revolutionary War period. Do you think children were aware of the political turmoil that characterized life in the budding nation? Why or why not?
 - How do you think children and teens responded or reacted to the charged political events of the day?
2. After giving students a few minutes to discuss these questions with their partners, debrief as a class then let students they are going to further consider this issue in a "physical" discussion. Let them know that you will read a statement and that they will express whether they agree, disagree or are undecided by moving to a particular side of the room (or the middle for those who are unsure.) Review expectations for respectful movement and discussion, then read the statement:

"Children played important roles in the American Revolution."
3. Once students have picked a side, depending on the size, have students bunch up into further groups of 4-5 if needed. Each group should pick a scribe/recorder and a spokesperson.
 - **Agree Groups:** Instruct students who agree to brainstorm examples of how children and teens may have participated in, supported, or opposed the revolutionary war. The scribe should write the group's thoughts on chart paper.
 - **Disagree Groups:** Instruct students who believe children played little to no role, to outline their reasons. It may help to ask them, "What factors or circumstances may have prevented children from playing an active role?" The scribe should write the group's thoughts on chart paper.
 - **Undecided Groups:** For those in the middle, ask them to brainstorm answers to these questions: Why might children have been effective or ineffective participants, supporters, and/or opponents? What could have been the advantages and disadvantages to young people's participation/action? The scribe should write the group's thoughts on chart paper.
4. After around 5 minutes of group brainstorming, move to the presentation stage. Re-read the statement: "Children played important roles in the American Revolution." Give each spokesperson time to present their group's ideas/reasons. Start with the Agree Groups, move to the Disagree Groups, and end with those Undecided. As groups on the same side share, if time is tight teachers can ask that the next presenting group only share ideas not yet presented.

Child Protesters & First Casualty of the American Revolutionary War: Crispus Attucks or Christopher Seider?

7. Next, tell students that today's lessons will be about exploring people their very own age during the American Revolution. Perhaps the lesson will change their stance on the role of young people, or perhaps it will reconfirm what they are already thinking. Transition by projecting **slide 3** (an image of Crispus Attucks) and ask if any students can identify who is pictured. If no one responds correctly, let them know it is **Crispus Attucks**.
8. Next, show **slide 4** (an image of Paul Revere's painting of the Boston Massacre) and ask students again to comment on what they see. Have they seen this painting before? What do they think is taking place? Who do they think is pictured? etc. Let students know that the man being killed in the image is Crispus Attucks, a formerly enslaved man of African and Native ancestry, and the first person killed in the Boston Massacre, which took place on March 5, 1770. While Attucks is often cited as being the first casualty of the American Revolution, according to historical records, the first casualty may have actually been a young child named Christopher Seider.
9. Project **slide 5** (an image of Christopher Seider's murder), again asking for students to make observations. What do they see/first notice? What do they think is taking place/being pictured?
10. Tell students that the image depicts the murder of 11-year-old **Christopher Seider** (sometimes misspelled as "Snider" in historical records), who was a servant and the son of poor German immigrants. Seider joined a group of teenage boys to protest a local shopkeeper, Theophilus Lillie, who had refused to stop importing and selling British products. Explain to students that this protest took place after the **Stamp Act** had been repealed in 1766, and after the **Townshend Acts** took effect in 1767. Remind students that the Townshend Acts were a group of laws that the British Parliament implemented which forced colonists to pay duties (i.e. taxes) on British goods. These goods included commonly used items such as paper, tea, paint, and glass. Many colonists saw the tax as a blatant act of political aggression on part of the British Crown and an injustice—a clear example of taxation without representation. As a result, tensions mounted, particularly in the Massachusetts colony. Colonists who identified as Patriots expressed their opposition to the Townshend Acts by organizing protests and boycotts against local merchants (like Lillie) who continued to sell British imports. Let students know that Seider's death, then, is directly related to political turmoil following the **Boston Non-Importation Agreement of 1768**, in which local merchants waged a public campaign to boycott British imports.

Class Primary Source Evaluation & Discussion

11. Project **slide 6** (an image of the original Boston non-importation agreement). Distribute the attached handout of the full text transcription. Have a few students volunteer to read the agreement to the class, then discuss:
 - What kinds of financial problems are the colonists experiencing? (*little money, poor cod fishing industry, heavy taxes, etc.*)
 - Who are "the subscribers?" (*Boston merchants and traders*)
 - Why would they agree to boycott some imported items and not others (such as salt, coals, fish hooks, etc.)? In your opinion, would a partial boycott still be effective? (*Answers will vary.*)
 - How would you have responded to this agreement? Do you think this agreement would have widespread support? Why or why not? (*Answers will vary.*)
12. Next, project **slide 7**, a broadside that identifies a merchant who violated the agreement. The notice also urges the public to demonstrate their support by boycotting his shop. (Another version of the document can be accessed here: <https://www.masshist.org/database/365>) Discuss:
 - What is the purpose of the broadside?
 - Do you think this kind of "publicity" would help or hurt the Patriots' cause? Why?

- How might shopkeepers and merchants react if they were identified in this kind of public notice?
- How would you respond if you saw the owners of your favorite shop on this list?

13. Now that students have some context, return to Seider’s story. Tell students that on Feb. 22, 1770, Seider joined a protest outside Little’s shop. Ebenezer Richardson, a Loyalist and customs officer who was widely known to be a British informant, tried to break up the crowd. He also attempted to remove an object (either a sign or a wooden head with images of importers) that protesters had placed in front of Lillie’s store; the purpose of the object was to call out Lillie as an importer and shame the merchant, as well as the customers who continued to patronize his shop. When Richardson tried to squash the protest, the boys began to throw rocks at him. Richardson fled to his house, and the boys continued to throw rocks at Richardson and his home. Once inside, Richardson drew his gun, pointed it out of a window and fired into the crowd of young protesters, wounding one young protester (Samuel Gore) and killing Seider. [Note: Historian Emmy E. Werner writes that Seider “would [then] be among the first casualties of the American Revolution” ([In Pursuit of Liberty: Coming of Age in the American Revolution](#) 4).]
14. Ask students, “How do you think colonists reacted to Seider’s death?” Elicit a few responses from students. Then tell students they will examine a few primary documents to gauge the public’s response to the incident.

Partner Activity: “First Martyr”

15. Distribute copies of the attached, “First Martyr: The Shooting of Christopher Seider.” The document is available on page 5 of [this link](#) and also attached. Tell students to read the document individually, then discuss:
- What kind of document is this? (an article published in *The Boston Gazette*) What is your first impression of the document/what do you first notice?
 - What’s the tone of the article? Can you tell the writer’s political standpoint? Is the writer a Loyalist or a Patriot? What words or phrases point to the writer’s political affiliation or beliefs? (e.g. Article describes Lillie as an “IMPORTER,” underscoring his active opposition to the Boston Non-importation Agreement)
 - In the first paragraph, how does the writer describe Seider’s death? (a “barbarous murder”)
 - How does the writer describe Richardson? (as an “INFORMER”)
 - What does the writer mean by saying Richardson was “a Person of a most abandon’d Character”? (He has no integrity. His character has left him.)
 - How does the article describe Seider? (He is “young Lad of about eleven Years “innocent Lad” and a “Victim to the Cruelty and Rage of Oppressors!”)
 - What does the writer think will happen as a result of Seider’s death? (He suggests there will be further violence, in retaliation for Seider’s murder: “Surely if Justice had not been *driven from its Seat*, speedy Vengeance awaits his Murderers and their *Accomplices...For whoso sheddeth, or procureth the shedding of Man’s Blood, BY MAN SHALL HIS BLOOD E SHED....”*)
 - Based on this primary source, who does the writer expect will attend Seider’s funeral? (“the Friends of Liberty”)
16. Next, distribute the attached handout, an article published in *The Boston Gazette, and the County Journal*, Number 778, 5 March 1770. Discuss the accompanying questions and point out that more than 2000 people attended Seider’s funeral, including an estimated 500 young people, who marched behind the coffin. ([Source](#))
17. To close, ask students: Based on the article and the inscription published two years later, what effect did Seider’s death have on the Revolution?

- **Optional Online Resource:** This is a short (roughly 6-minute) video re-enactment of Christopher Seider’s death: <https://www.youtube.com/watch?v=SVAr3M9CVhY>

Children as Soldiers and Spies

18. Let students know that while children like Christopher Seider participated in protests and boycotts, others played active roles in different ways. Project [slide 9](#) (an image of “The Brave Boy of Waxhaws”) and ask students to again critically examine what they see.
- What do you see?
 - Who is in the picture/who do you think these people are? Where do you think they are?
 - What objects do you notice?
 - Look at each person’s body language and their facial expressions. What do you think is happening?

Andrew Jackson as a 13-Year-Old Soldier

19. Read the caption from the photo: “Andrew Jackson, the Seventh President of the United States, in 1780 when a boy of 13 enlisted in the cause of his country and was taken prisoner by the British. Being ordered by an officer to clean his boots, he indignantly refused, and received a sword cut for his temerity.” Tell students they will now listen to a podcast about Jackson’s history. While they listen, ask students to take notes of key points. Play podcast recording (10 minutes): <https://thehermitage.com/andrew-jackson-prisoner-of-war/>
- If access to individual devices and ear buds are available, teachers might consider having the class take walk outside while listening to the podcast.
 - Teachers with limited time can also simply share this history: Jackson was born in South Carolina to Irish immigrants. He lived, along with his mother and brothers in Waxhaws, near the border between North and South Carolina. At age 13, Jackson volunteered to join the army and fight the British. In 1781, British forces captured Jackson and one of his brothers. As the image illustrates, a British officer attacked Jackson with his sword after the young prisoner refused to polish the officer’s boots. [Source: <https://thehermitage.com/learn/andrew-jackson/orphan/>]

Emily Geiger, “First Female Spy”

20. Emphasize to students that boys were not the only ones who actively contributed to the American Revolution. Also in the Carolinas, a young girl proved indispensable to the patriot’s cause. Show [slide 10](#) (an image of “The Arrest of Emily Geiger.”) Tell students that they’re looking at an image of Emily Geiger, a teenager who the [Constitutional Center](#) calls “the first female spy” of the Revolutionary War. Share that some records note that she was 16 at the time, while others indicate that she was 18. In 1781, Geiger, the daughter of German-speaking Swiss immigrants (and a father who was a Patriot), came to the aid of General Nathanael Greene. He and his troops had been stationed in an area close to Geiger’s home. Knowing that British troops were advancing, Greene needed reinforcements to push them back and wanted to send a message to General Thomas Sumter. Since Geiger’s father was sick, young Emily volunteered for the assignment. Greene took advantage of the unexpected tactic by allowing the teenager act as a go-between. Geiger took the message and rode horseback from the Broad River to the Wateree River in South Carolina. Along the way, she was captured by the Tories [Note: Remind students that this is just another term for Loyalists]. The Tories brought in a woman to search Geiger, and the teen was interrogated. ([Source](#))
21. Show [slide 11](#) (Think fast!) Ask students, “What would you do if you were Emily Geiger?”
- a. Confess and hope the Tories will take pity on you as a girl.
 - b. Lie about your mission and keep the secret.
 - c. Something else?
22. Depending on time, teachers can either have students respond to this question in creative writing, or in class discussion. After a brief discussion or having students share some of their writing, tell the class what actually happened: Greene reportedly told Geiger what the message said. So Geiger memorized the message, and then ate it to escape detection! When she was released, she continued on her journey (saying she was on her way to visit a relative). Geiger made it to General Sumter’s encampment and

relayed the message *verbally*. Sumter sent the needed reinforcements, and the British forces ultimately retreated. Discuss:

- What does this story say about Geiger's character?
- Do you think Geiger's age and gender helped her carry out this mission? Why or why not?
- Would you have volunteered for such a mission? Why or why not?

23. Plot Twist! Tell students that historians dispute if Geiger was a real person or if her heroic act is just the stuff of legends. Whatever the case, Geiger is celebrated as a courageous and quick-thinking teenage spy who helped Greene and the Patriots' cause. A link to a picture of her memorial in Columbia, SC is available [here](#). (**Teacher's Note:** If time permits, this can also open up an interesting discussion for students to have regarding "doing history," historical validity, and how we determine what actually happened when there are competing narratives.)

**Child Witnesses to the War, Part I:
Anna Green Winslow (Diarist)**

24. Tell students that while Geiger’s identity is disputed, historians are certain that many children witnessed the effects of war up close. Explain that many women were “camp followers” (i.e. They actually followed their husbands and male relatives during the war, and they even brought along their children.) Play the brief 3:45 minute video, “Part 1 of 5: Camp Followers: Wives, Children and Sweethearts of Soldiers”) available at <https://www.youtube.com/watch?v=dTy4ZS9BNUe> and allow students to share their reactions. (The video features Dr. Carol Berkin, author of *Revolutionary Mothers: Women in the Struggle for America’s Independence*.)
25. Next, move to **slide 13** and read the quote from historian Emily E. Werner: “Both boys and girls kept diaries and journals and wrote letters and memoirs that reported about the events surrounding the birth of a new nation”. Share with students that Werner’s book is based on “eyewitness accounts of 100 boys and girls who were between the ages of 5 and 16 at the time of the Revolutionary War.” She accessed their diaries and letters in various historical societies, as well as the Library of Congress. She also researched veteran pension applications (located at the National Archives), and she reports that “The youngest soldier in this group [of pension applicants] had enlisted when he was eight years old, and nearly one out of four were below the age of 16 when they began their service”. Explain that veterans applied to receive a pension (i.e. retirement money).
- **Teacher note:** In Werner’s text, “A third of the eyewitness account are from girls, most of whom lived in cities; the remaining 2/3 are from boys, most of whom lived in rural areas” (xii). She also includes reports from black and white boy soldiers, teenagers who had been imprisoned (including on prison ships), enslaved children, children held by Native communities, and children of Loyalists as well as pacifists.
26. Tell students that they will learn about two girls who lived in Boston during the American Revolutionary period and were not only witnesses, but also chroniclers of the Revolution. Though the girls were not in North Carolina, their writings (one a diary and the others letters and poetry), offer a glimpse into how two girls understood the turbulence that characterized Boston at the time.
27. Show **slide 14** and review details on the slide: Anna Green Winslow was born in November 29, 1759 in Halifax, Nova Scotia to a well-to-do family; her father Joshua was a descendent of John Winslow, an original founder of Plymouth Colony and Mary Chilton, reportedly one of the first women to land in New England at Plymouth Rock. Anna’s father was a loyalist, an appointee the British crown, and served as the Commissary General over British troops in Nova Scotia.
28. Next, project **slide 15** (image of a page from Winslow’s diary) and review information:
- In 1771, her family sent her to Boston, where her parents were born, to live with her paternal aunt (Sarah Deming) who ran a finishing school. Anna also attended a writing school where she learned handwriting from famed writing master, Samuel Holbrook.
 - Explain that finishing schools “groomed” young girls to be attractive partners for eligible young men. The schools trained them in household and domestic duties as well as the arts (to demonstrate refinement) such as baking, dancing, and a host of fabric/textile arts such as needlepoint, lace making, etc. She also received religious instruction.
 - Anna lives with her aunt for two years, 1771-1773, attends the Old South Meeting House (Old South Church), and keeps a diary during that time, documenting her daily affairs – school, parties, fashion and her encounters with children of elite families in the colony. ****Note the importance of diaries as a public object, not a private one.** Girls often shared their writings with their families and with visitors, and Anna’s parents and aunt routinely read hers.
29. Show **slide 16**, which provides two contemporary reviews of Winslow’s writing.

- “Her accounts of education, social events, reading, and daily work provide a picture of life in Boston for a young girl just prior to the American Revolution.” ([Source](#)) Underscore that according to this women’s history blog “in contrast to Loyalist and conservative Nova Scotia, Boston was liberal and pro-rebellion” at the time.
- “Anna’s diary rarely mentioned politics directly, but she did record sermon notes that include veiled references to rebellion. It is clear that she had ambivalent feelings about the differing attitudes of Bostonians and Nova Scotians.” ([Source](#)) [Note that her father was staunch Loyalist who went into exile before returning to Quebec.]

30. Show the image of Anna’s diary on **slide 17** and note that it was published years after her death in 1894 by a woman named Alice Morse Earle. Earle included extensive endnotes pertaining to Anna’s lineage and prominent figures mentioned in the diary. Earle also provides details about historical events that Anna references. Tell students that they will read various entries of her diary as well as some of Earle’s annotations to draw inferences about how Anna might have felt about the Revolutionary War.

Research Activity: How Did Anna Feel About the War?

- Give each student a handout of Anna’s diary entries and Earle’s endnotes. Students will need to access not only the diary entries but also the annotations/end notes in which the editor provides additional material. They can use either a handout, or they can access (and flip through) the diary online using this source: <https://archive.org/details/diaryofannagreen1894wins/page/4>
- Give the class time to research some of the people and dates Anna mentions in her diary and answer the accompanying questions; those individuals are in bold on the handout.
- Additional resources:
 - Excellent compilation of primary documents (and brief explanations) related to the Sons of Liberty: http://www.masshist.org/revolution/sons_of_liberty.php
 - Dr. Carol Berkin’s video on the boycott of British goods: https://www.youtube.com/watch?v=4NX69dn5_HM (2:19 minutes)
- Document “Address to the Ladies” about boycotting British imports: http://www.masshist.org/revolution/doc-viewer.php?item_id=380&img_step=1&pid=2&mode=dual#page1

Child Witnesses, Part II:

Phillis Wheatley (Enslaved Child Poet)

31. Show **slide 18** and review information to introduce Phillis Wheatley to the class.
- In 1761, a young girl from the Senegambia region of West Africa, is captured by slave traders and transported to Boston 1761. She is estimated to be 7 or 8 years old at the time.
 - Upon arrival, she is purchased by a wealthy family, John and Susannah Wheatley, and they name her “Phillis” after the ship she arrived on.
 - Phillis quickly learns English, and the Wheatley’s children reportedly teach her to read and write.
32. Show students **slide 19** (LadiesWalkMap) to see where Wheatley landed and lived, which was close to the center of revolutionary activity in 1770s Boston.
33. Next, remind students that the **Stamp Act** passed in 1765, just four years after Wheatley arrived in Boston. Tell them that in 1768, Wheatley published “To the Kind’s Most Excellent Majesty.” Show **slide 20** (text of the poem) and distribute the attached handouts of the poem. Instruct students to read the poem individually and then answer the questions. After giving students time to read and write, ask for volunteers to read the poem (the more dramatic, the better). Then, discuss the following questions.
- What is the tone of the poem?
 - How does the speaker feel about King George III? What language gives you clues to how she feels?
 - What is she asking him to do?

34. Tell students that Wheatley writes the poem, “On the Death of Mr. Snider Murder’d by Richardson,” in 1770. (**Note:** Snider is Christopher Seider.) The poem is attached and can be accessed on page 6 of [this resource](#). According to the source, this particular poem didn’t appear in her book, possibly due to its political content. Have students read the poem then discuss:
- Looking at the first four lines, how does Wheatley describe Snider/Seider and his death?
 - What is the speaker’s view of Richardson?
 - According to the last four lines of the poem, how do others respond to Snider/Seider’s death? What is the impact?
35. Show **slide 21** (“Wheatley on Trial”) and share with students that in 1772, Wheatley was called to court to verify that she had, indeed, written the poems that appear in her book (to be published a year later). She appeared before a group of seventeen of Boston’s most elite white male citizens (including John Hancock and Thomas Hutchinson, British royal governor of Massachusetts Bay). Following the intense interrogation, the men wrote a statement (which appeared in her book) attesting that Phillis was indeed the author of her work.
36. Share **slide 22** and review the information presented: Her book, *Poems on Various Subjects Religious and Moral* is published September 1, 1773 (in England). It’s the first book published by a black woman in the United States. Following her trip to Europe (funded by the Countess of Huntingdon), Wheatley returns to the colony and is freed by Susannah Wheatley.
37. Show **slide 23** (“To His Excellency, George Washington”). Tell students that Wheatley writes this poem in 1775, after George Washington is chosen to lead the Continental army. Play historian Alexis Coe’s brief talk about Wheatley’s ode to Washington.: <https://www.youtube.com/watch?v=qjWDBQ9-58g>.

After watching the video, distribute copies of the poem, attached and available [here](#). Teachers and students can access a copy online at: . Then, discuss:

- According to the last stanza (of four lines), what is her impression of the general?

Close by letting students know that Washington invited Wheatley to visit him in 1776, at his Cambridge home.

Child Witnesses, Part III: Anna Green Winslow and Phillis Wheatley “Meet-Up”

38. While there’s no way of knowing if Anna Green Winslow and Phillis Wheatley ever met or if they even crossed paths, their lives shared some similarities (despite one girl being enslaved and the other free). They both attended Old South Meeting House (a.k.a. Old South Church). They both “performed” for company – Anna reading her diary aloud for guests and Phillis reciting Bible verses and poetry for guests (and the 17 male naysayers in court), likely to demonstrate black intelligence. And of course, they both wrote documents that now serve as records of life in revolutionary war era Boston.

Explain to students that they will work with a partner to imagine a meeting or correspondence between Anna Green Winslow and Phillis Wheatley. Students can either 1.) create a short role-play of these two historical figures encountering each other in Boston or 2.) may write short letters from each girl from one another. (Teachers also have the option of bringing the means of communication into modern times, such as by having students create a thread of text messages, but it is important students understand the historical reality that this would NOT have been an actual communication option when these two girls lived.) Give students time to first brainstorm and develop questions they think each girl would like to ask the other.

Boston Non-Importation Agreement of 1768

The merchants and traders in the town of Boston, having taken into consideration the deplorable situation of the trade and the many difficulties it at present labours under on account of the scarcity of money, which is daily decreasing for want of the other remittances to discharge our debts in Great Britain, and the large sums collected by the officers of the customs for duties on goods imported; the heavy taxes levied to discharge the debts contracted by the government in the late war; the embarrassments and restrictions laid on the trade by the several late Acts of Parliament; together with the bad success of our cod fishery this season, and the discouraging prospect of the whale fishery, by which our principal sources of remittances are like to be greatly diminished, and we thereby rendered unable to pay the debts we owe the merchants in Great Britain, and to continue the importation of goods from thence:

We, the subscribers, in order to relieve the trade under those discouragements, to promote industry, frugality, and economy, and to discourage luxury and every kind of extravagance, do promise and engage to and with each other as follows:

That we will not send or import from Great Britain this fall, either on our own account, or on commission, any other goods than what are already ordered for the fall supply.

That we will not send for or import any kind of goods or merchandise from Great Britain, either on our own account, or on commissions, or any otherwise, from January 1, 1769, to January 1, 1770, except salt, coals, fish-hooks and lines, hemp, duck, bar lead and shot, wool-cards, and card-wire.

That we will not purchase of any factors, or others, any kind of goods imported from Great Britain from January 1, 1769, to January 1, 1770. That we will not import on our own account, or on commission, or Purchase from any Who shall import from any other colony in America, from January 1, 1769, to January 1, 1770, any tea, glass, paper, or other goods commonly imported from Great Britain.

That we will not, from and after January 1, 1769, import into the province any tea, paper, glass, or painters' colours, until the Acts imposing duties on these articles have been repealed.

Source: https://avalon.law.yale.edu/18th_century/boston_non_importation_1768.asp

“FIRST MARTYR”: THE SHOOTING OF CHRISTOPHER SEIDER

BOSTON, FEBRUARY 22, 1770

Shot and killed by an American customs official after picketing the store of a merchant who refused to boycott British goods, eleven-year-old Christopher Seider became an instant martyr and a symbol of resistance to tyranny. His funeral was attended by hundreds.

The Boston Gazette, 26 February 1770

On Thursday last in the Forenoon a barbarous Murder attended with *many* aggravating Circumstances as committed on the Body of a young Lad of about eleven Years of Age, Son to Mr.—Snider¹ of this Town. A Number of Boys had been diverting themselves with the Exhibition of a Piece of Pageantry near the House of *Theophilus Lillie*,² who perhaps, at this Juncture of Affairs, may with the most Propriety be describ'd by the Name of an IMPORTER—This Exhibition naturally occasion'd Numbers to assemble, and in a very little Time there was a great Concourse of Persons, especially the *younger Sort*.—

One *Ebenezer Richardson*, who has been for many Years employ'd as an under Officer of the Customs, long known by the name of an INFORMER, and consequently a Person of a most abandon'd Character, it seems, took Umbrage at the suppos'd Indignity offer'd to the *Importers*, and soon became a party in the Affair—He first attempted to demolish the Pageantry, and failing in the Attempt he retired to his House which was but a few Rods from the Exhibition.

Several Persons passing by the House, Richardson, who seem'd to be determin'd to take this occasion to make a Disturbance, without the least Provocation gave them the most opprobrious Language, charging them with Perjury, &c. which rais'd a Dispute between them.—This, it is suppos'd, occasion'd the Boys to gather nearer Richardson's House, and he, thinking he had now a good Coloring [opportunity] to perpetrate the Villainy, threatened to fire upon them and swore by GOD that he would make the Place too hot for some of them before Night, and that he would make a Lane through them if they did not go away. Soon after, a Number of Brickbats or Stones were thrown among the People from Richardson's House, but the Witnesses, who were sworn before the Magistrates, declared that it did not appear to them that, till then, any Sort of Attack was made by the People on the House. This, however, brought on a Skirmish, and Richardson, discharg'd his Piece [fired his weapon] loaden with Swan Shot at the Multitude, by which the unhappy young person above-mentioned was mortally

having since died of his Wounds.

A Youth, Son to Capt. John Gore, was also wounded in one of his Hands and in both his Thighs, by which his Life was endanger'd, but he is likely soon to recover of his Wound. . . .

As soon as they [Richardson et al.] could be taken, for they made all possible Resistance, being armed with Muskets and Cutlasses, they were carried to Faneuil Hall, and upon Examination before four of his Majesty's Justices of the Peace, a Cloud of Witnesses appearing against them, they were committed to the County Goal [jail] under close Confinement, for a legal Trial before the Superior Court of the Province to be held here next Month.

. . . This innocent Lad is the first whose LIFE has been a Victim to the Cruelty and Rage of *Oppressors!* Young as he was, he died in his Country's Cause, by the hand of an execrable Villain, directed by others, who could not bear to see the Enemies of America made the *Ridicule of Boys*. The untimely Death of this amiable Youth will be a standing Monument to Futurity, that the Time has been when *Innocence itself was not safe!* The Blood of *young Allen* may be cover'd in *Britain*: but a thorough Inquisition will be made in *America* for that of *young Snider*, which crieth for Vengeance like the Blood of righteous *Abel*. And surely, if Justice had not been *driven from its Seat*, speedy Vengeance awaits his Murderers and their *Accomplices*, however secure *they* may think themselves *at present*: For whoso sheddeth, or *procureth the shedding* of Man's Blood, BY MAN SHALL HIS BLOOD BE SHED. . . .³

It is hoped the unexpected and melancholy Dead of young Snider will be a Means for the future of preventing any, but more especially the Soldierly, from being too free in the Use of their Instruments of Death. . . .

It is said that the Funeral of the young Victim THIS AFTERNOON at Four o'Clock, will be attended by as *numerous* a Train as ever was known here.—It is hoped none will be in the Procession but the Friends of Liberty, and then undoubtedly *all* will be hearty Mourners.

¹ Seider/Snider; the records indicate Seider is accurate, as the boy was the son of a German immigrant.

² The boys were picketing the shop of merchant Theophilus Lillie, who had been publicly condemned by Boston merchants for refusing to join the boycott of British goods (non-importation agreement). Richardson, of the reviled British customs office, attempted to break up the demonstration.

³ Seider's death, for which Richardson was later convicted and then pardoned by the king, occurred less than two weeks before the Boston Massacre. Old Testament, Genesis 9:6.

The Remains of *young Snider*, the unfortunate Boy who was barbarously Murdered the 22d of February last, were decently interred on the Monday following – His tragical Death & the peculiar Circumstances attending it had touch'd the Breasts of all with the tenderest Sympathy, *a few* only excepted, who have long shewn them-selves to be void of the Feelings of Humanity. The little Corpse was set down under the Tree of Liberty, from whence the Procession began. About Five Hundred School Boys preceded ; and a very numerous Train of Citizens followed, in the Estimation of good Judges at least Two Thousand of all Ranks, amidst a Crowd of Spectators ; who discover'd in their Countenances and Deportment the evident Marks of true Sorrow.

The Pall was supported by six Youths, chosen by the Parents of the Deceased. Upon the Foot of the Coffin was an Inscription in silver'd Letters, *Latet Anguis in Herba !* Intimating that in the gayest Season of Life amidst the most flattering Scenes, and without the least Apprehension of an evil Hour; we are continually expos'd to the *unseen* Arrows of Death : *The Serpent is lurking in the Grass*, ready to infuse his deadly Poison ! -- Upon each Side *Hæret Lateri lethalis arundo !* In English, *the fatal Dart is fix'd in the Side !* And on the Head was another Inscription, *Innocentia nusquam tuta !* The original Sentiment revers'd ; and denoting that we are fallen into the most unhappy Times, when even *Innocence itself is no where safe !*

Upon this very mournful Occasion, and during the Solemnity, the Sons of Liberty ordered a Board to be affix'd to Libery Tree, inscrib'd with the following Quotations from the sacred Writings, which perhaps can-not easily be misapply'd.

Thou shall take no Satisfaction for the Life of a MURDERER ; -- He shall surely be put to Death.

Though *Hand join in Hand*, the Wicked shall not pass *unpunish'd*.

The Memory of the Just is *Blessed*.

The Parents of the unfortunate Youth who was lately murder'd, have desired in this publick Way to acknow-ledge with Gratitude the Respect shewn to their Son by the Attendance of so great a Number of the Friends of Liberty, at his Funeral on Monday last.

We can assure the Publick, that a Monument will be erected over the Grave of *young Snider*, with an Inscript-ion, to perpetuate his Memory : A Number of patriotic Gentlemen having generously subscrib'd for that Purpose -- It is said it will be done in an elegant Simplicity, and that the Overplus Money, if any, will be given to the Parents.

It is whispered that the Trial of *Richardson* and *Wilmot* will be put off till --

Questions to Consider

1. Why did so many people attend Seider's funeral?
2. One of the Latin inscriptions on Seider's coffin is *Innocentia nusquam tuta* (Innocence is nowhere safe). Why do you think that patriots selected this particular inscription?
3. According to the newspaper article, who is going to raise money for a monument to Christopher Seider? What is the significance of this particular group erecting a monument to the eleven-year-old boy?

Edited for formatting by Carolina K-12 from the following source:

http://www.masshist.org/database/viewer.php?item_id=318&img_step=1&pid=2&mode=dual#page1

12302

Americans! Bear in Remembrance the Horrid Massacre ...
of March the Fifth, 1770.
[Boston, 1772.] Broadside.
MHS copy.



A MONUMENTAL INSCRIPTION

ON THE

Fifth of March.

Together with a few LINES

On the Enlargement of

EBENEZER RICHARDSON,

Convicted of MURDER.

A M E R I C A N S !
BEAR IN REMEMBRANCE
The HORRID MASSACRE!
Perpetrated in King-street, BOSTON,
New-England,

On the Evening of March the Fifth, 1770.
When FIVE of your fellow countrymen,
GRAY, MAVERICK, CALDWELL, ATTUCKS,
and CARR,

Lay wallowing in their Gore!
Being *tafeh*, and most intumescy
M U R D E R E D !
And SIX others badly wounded!
By a Party of the XXIXth Regiment,
Under the command of Capt. Tho. Preston.

R E M E M B E R !
That Two of the MURDERERS
Were convicted of MANSLAUGHTER!
By a Jury, of whom I shall say
NOTHING,
Branded in the hand!
And *dismiss'd*,
The others were ACQUITTED,
And their Captain PENSIONED!
Alfo,

BEAR IN REMEMBRANCE
That on the 22d Day of February, 1770.
The infamous
EBENEZER RICHARDSON, Informer,
And tool to Ministerial hirelings,
Most *barbarously*

M U R D E R E D
CHRISTOPHER SEIDER,
An innocent youth!
Of which crime he was found guilty
By his Country

On Friday April 20th, 1770;
But remained *unfentenced*
On Saturday the 22d Day of February, 1772.
When the GRAND INQUEST
For Suffolk county,

Were informed, at request,
By the Judges of the Superior Court,
That EBENEZER RICHARDSON'S *Cafe*
Then lay before his MAJESTY.
Therefore said *Richardson*

This day, MARCH FIFTH! 1772,
Remains UNHANGED!!!
Let THESE things be told to Posterity!
And handed down

From Generation to Generation,
Till Time shall be no more!
Forever may AMERICA be preserved,
From weak and wicked monarchs,
Tyrannical Ministers,
Abandoned Governors,
Their Underlings and Hirelings!

And may the
Machinations of artful, *deigning* wretches,
Who would ENSLAVE THIS People,
Come to an end,

Let their NAMES and MEMORIES
Be buried in eternal oblivion,
And the P R E S S,
For a SCOURGE to Tyrannical Rulers,
Remain F R E E.

A WAKE my drowfy Thoughts! Awake my muse!
Awake O earth, and tremble at the news!
In grand defiance to the laws of God,
The Guilty, Guilty murd'rer walks abroad.
That city mourns, (the cry comes from the ground,)
Where law and justice never can be found:
Oh! sword of vengeance, fall thou on the race
Of those who hinder justice from its place.
O MURD'RER! RICHARDSON! with their latest breath
Millions will curse you when you sleep in death!
Infernal horrors sure will shake your soul
When o'er your head the awful thunders roll.
Earth cannot hide you, always will the cry
Of Murder! Murder! haunt you 'till you die!
To yonder grave! with trembling joints repair,
Remember, SEIDER's corps lies mould'ring there;
There drop a tear, and think what you have done!
Then judge how you can live beneath the Sun.
A PARDON may arrive! You laws defy,
But Heaven's laws will stand when KINGS shall die.
Oh! Wretched man! the monster of the times,
You were not hung "by reason of *old Lines*,"
Old Lines thrown by, 'twas then we were in hopes,
That you would soon be hung with *new made Ropes*;
But neither *Ropes nor Lines*, will satisfy
For SEIDER's blood! But GOD is ever nigh,
And guilty souls will not unpunish'd go
Tho' they're excus'd by judges here below!
You are enlarg'd but curf'd is your fate
Tho' *Cushing's* eas'd you from the prison gate
The -- *Bridge of Tories*, it has borne you o'er
Yet you e'er long may meet with HELL's dark shore.

Piecing Together History with Anna Green Winslow

Directions: Use the selected entries from Anna Green Winslow's diary to learn about her life and her social circles. Read each entry and the associated endnote (written by editor Alice Morse Earle). Look up the names that appear in bold. Then, in the space provided, answer the questions. Can you tell which side Anna Green Winslow was on? Was she a Loyalist or a Patriot? You can also flip through her diary at this link:

<https://archive.org/details/diaryofannagreen1894wins/page/4>

.....

DIARY ENTRY: Dec. 6th, 1771 - Yesterday I was prevented dining at unkle Joshua's¹⁷ by a snow storm which lasted till 12 o'clock today, I spent some part of yesterday afternoon and evening at Mr. Glovers. When I came home, the snow being so deep I was bro't home in arms. My aunt got Mr. Soley's Charlstown to fetch me. The snow is up to the peoples wast in some places in the street.

NOTE: "Unkle Joshua" was Joshua Green, born in Boston, May 17, 1731, "Monday 1/2 past 9 oclock in the morn^g" and died in Wendell, Mass., on September 2, 1811. He attended the Boston Latin School in 1738, and was in the class of 1749 at Harvard. He married, as did his brother and sister, a Storer—Hannah, daughter of Ebenezer and Mary Edwards Storer—on October 7, 1762. After his marriage he lived in Court Street, the third house south of Hanover Street. His wife Hannah was for many years before and after her marriage—as was her mother—the intimate friend and correspondent of **Abigail Adams**, wife of **John Adams**. Some of their letters may be found in the *Account of Percival and Ellen Green and Some of their Descendants*, written by Hon. Samuel Abbott Green, who is a great-grandson of Joshua and Hannah Green.

1. Who are Abigail and John Adams?
2. What (or *who*) is Anna's connection to the Adams?

DIARY ENTRY: Dec 30th - I return'd to my sewing school after a weeks absence, I have also paid my compliments to **Master Holbrook**.

NOTE: Master Holbrook was **Samuel Holbrook**, Anna's writing-master, one of a highly honored family of Boston writing teachers. Perhaps the best known of this family was Abiah Holbrook.... Samuel Holbrook was a brother of **Abiah**. He began teaching in 1745, when about eighteen years old.... After serving as writing-master of the school in Queen Street, and also keeping a private school, he was chosen master of the South Writing School in March, 1769, to supply the place of his brother Abiah deceased. His salary was one hundred pounds. In 1776, and again in 1777, he received eighty pounds in addition to his salary. He also was a patriot. He was one of the "**Sons of Liberty**" who dined at the Liberty Tree, Dorchester, on August 14, 1769; and he was a member of Captain John Haskin's company in 1773. He was a member of the Old South Church, and he died July 24, 1784. In his later years he kept a school at West Street, where afterwards was Amos Lawrence's garden.

3. Who is Samuel Holbrook?
4. Who is Abiah Holbrook?
5. Who are the "Sons of Liberty?" What do they believe?
6. What sort of political lessons might Anna have learned from her writing instructors?

DIARY ENTRY: Feb. 21, 1772 - I have made the purchase I told you of a few pages agone, that is, last Thursday I purchas'd with my aunt Deming's leave, a very beautiful white feather hat, that is, the out side, which is a bit of

white hollond with the feathers sew'd on in a most curious manner white & unsullied as the falling snow, this hat I have long been saving my money to procure for which I have let your kind allowance, Papa, lay in my aunt's hands till this hat which I spoke for was brought home. As I am (as we say) **a daughter of liberty**⁴⁹ I chuse to wear as much of our own manufactory as possible. But my aunt says, I have wrote this account very badly. I will go on to save my money for a chip & a lining &c.

NOTE: Boston was at that date pervaded by the spirit of Liberty. Sons of Liberty held meetings every day and every night. **Daughters of Liberty** held spinning and weaving bees, and gathered in bands pledging themselves to drink no tea till the obnoxious revenue act was repealed. Young unmarried girls joined in an association with the proud declaration, "We, the daughters of those Patriots who have appeared for the public interest, do now with pleasure engage with them in denying ourselves the drinking of foreign tea." Even the children felt the thrill of revolt and joined in patriotic demonstrations—and a year or two later the entire graduating class at Harvard, to encourage home manufactures, took their degrees in homespun.

7. Who are the "Daughters of Liberty?"
8. How do they support the cause?
9. Why might Anna describe herself as a "daughter of liberty" when her father is a Loyalist and a British officer?

DIARY ENTRY: Monday noon, Feb. 25 - I have been to writing school this morning and Sewing. The day being very pleasant, very little wind stirring. Jemima called to see me last evening. She lives at **Master Jimmy Lovell's**.⁵² Dear mamma, I suppose that you would be glad to hear that Betty Smith who has given you so much trouble, is well & behaves herself well & I should be glad if I could write you so. But the truth is, no sooner was the 29th Regiment encamp'd upon the common but miss Betty took herself among them (as the Irish say) & there she stay'd with Bill Pinchion & awhile. The next news of her was, that she was got into gaol for stealing: from whence she was taken to the publick whipping post.⁵³ The next adventure was to the Castle, after the soldier's were remov'd there, for **the murder of the 5th March last**.⁵⁴

NOTE: This was James Lovell, the famous Boston schoolmaster, orator, and patriot. He was born in Boston October 31, 1737. He graduated at Harvard in 1756, then became a Latin School usher. He married Miss Helen Sheaffe, older sister of the "two Miss Sheafs" named herein; and their daughter married Henry Loring, of Brookline. He was a famous patriot: he delivered the **oration in 1771 commemorative of the Boston Massacre**. He was imprisoned by the British as a spy on the evidence of letters found on General Warren's dead body after the battle of Bunker Hill. He died in Windham, Maine, July 14, 1814. A full account of his life and writings is given in Loring's *Hundred Boston Orators*.

In 1770 British troops were quartered in Boston, to the intense annoyance and indignation of Boston inhabitants. Disturbances between citizens and soldiers were frequent, and many quarrels arose. On the night of March 5 in that year the disturbance became so great that the troops, at that time under command of Captain Preston, fired upon the unarmed citizens in King (now State) street, causing the death of Crispus Attucks, a colored man, Samuel Gray and James Caldwell, who died on the spot, and mortally wounding Patrick Carr and Samuel Maverick. At the burial of these slaughtered men the greatest concourse ever known in the colonies flocked to the grave in the Granary Burying Ground. All traffic ceased. The stores and manufactories were closed. The bells were tolled in all the neighboring towns.

Daniel Webster said, that from the moment the blood of these men stained the pavements of Boston streets, we may date the severance of the colony from the British empire.

The citizens demanded the removal of the troops, and the request was complied with. For many years the anniversary of this day was a solemn holiday in Boston, and religious and patriotic services were publicly held.

10. Read Lovell delivered his speech on April 2, 1771. Read his speech here: <https://archive.org/details/orationsdelivere00bost/page/n7> How would you describe Lovell's political beliefs?

DIARY ENTRY: March 6.—I think the appearance this morning is as winterish as any I can remember, earth, houses, trees, all covered with snow, which began to fall yesterday morning 40 & continued falling all last night. The Sun now shines very bright, the N.W. wind blows very fresh. Mr Gannett din'd here yesterday, from him, my unkle, aunt & cousin Sally, I had an account of yesterday's **publick performances**,⁵⁸ & exhibitions, but aunt says I need not write about 'em because, no doubt there will be printed accounts. I should have been glad if I could have seen & heard for myselfe. My face is better, but I have got a heavy cold yet.

NOTE: The first anniversary of the Boston Massacre was celebrated throughout the city, and a mass-meeting 114 was held at the Old South Church, where **James Lovell** made a stirring address.

11. Anna receives a second-hand account of the events. How does she feel about the commemorative celebration? What part of her journal reveals Anna's tone/perspective?

12. Who might have told Anna about the events commemorating the Boston Massacre?

DIARY ENTRY: Sept. 20.—Sabbath day. I went to hear Mr Stilman all day, I like him very much. I don't wonder so many go to hear him.

NOTE: Many Boston people agreed with Anna in her estimate of Rev. Samuel Stillman. He was called to the First Baptist Church in 1765, and soon became one 119 of Boston's most popular and sensational preachers. Crowds thronged his obscure little church at the North End, and he took an active part in Revolutionary politics. Many were pleased with his patriotism who did not agree with him in doctrine. In the curious poem on Boston Ministers, already quoted, we read:—

Last in my list is a Baptist,
A real saint, I wot.

Though named Stillman much noise he can
Make when in pulpit got.

The multitude, both grave and rude,
As drove by wind and tide,

After him hie, when he doth try
To gain them to his side.

13. Who was Rev. Samuel Stillman?

14. How do you think Anna's parents reacted to her going to hear a preacher whose politics contradicted their own?

DIARY ENTRY: Sept 22^d.—The king's coronation day. In the evening I went with mamma to Colⁿ Marshal's in King Street to see the fireworks.

15. Google "King's Coronation Day." What is it?

16. Who was the British king at this time?

Phillis Wheatley

To the King's Most Excellent Majesty, 1768

Your subjects hope, dread, Sire—
The crown upon your brows may flourish long,
And that your arm may in your God be strong!
O may your septre num'rous nations sway,
And all with love and readiness obey!
But how shall we the British king reward!
Rule thou in peace, our father, and our lord!
Midst the remembrance of thy favours past,
The meanest peasants most admire the last*
May George, beloved by all the nations round,
Live with heav'ns choicest constant blessings crown'd!
Great God, direct, and guard him from on high,
And from his head let ev'ry evil fly!
And may each clime with equal gladness see
A monarch's smile can set his subjects free!

** The repeal of the Stamp Act*

Think about it:

1. What is the tone of the poem?
2. How does the speaker feel about King George, III? What words or phrases give you clues about her perspective?
3. What is she asking King George III to do?

Phillis Wheatley

On the Death of Mr. Snider Murder'd by Richardson

In heavens eternal court it was decreed
Thou the first martyr for the common good
Long hid before, a vile infernal here
Prevents Achilles in his mid career
Where'er this fury darts his Pois'nous breath
All are endanger'd to the shafts of death
The generous Sires beheld the fatal wound
Saw their young champion gasping on the ground
They rais'd him up but to each present ear
What martial glories did his tongue declare
The wretch appal'd no longer can despise
But from the Striking victim turns his eyes--
When this young martial genius did appear
The Tory chief no longer could forbear.
Ripe for destruction, see the wretches doom
He waits the curses of the age to come
In vain he flies, by Justice Swiftly chaced
With unexpected infamy disgraced
By Richardson for ever banish'd here
The grand Usurpers bravely vaunted Heir.
We bring the body from the watry bower
To lodge it where it shall remove no more
Snider behold with what Majestic Love
The Illustrious retinue begins to move
With Secret rage fair freedom's foes beneath
See in thy corse ev'n Majesty in Death.

Phillis Wheatley

To His Excellency, George Washington

Celestial choir! enthron'd in realms of light,
Columbia's scenes of glorious toils I write.
While freedom's cause her anxious breast alarms,
She flashes dreadful in refulgent arms.
See mother earth her offspring's fate bemoan,
And nations gaze at scenes before unknown!
See the bright beams of heaven's revolving light
Involved in sorrows and the veil of night!

The Goddess comes, she moves divinely fair,
Olive and laurel binds Her golden hair:
Wherever shines this native of the skies,
Unnumber'd charms and recent graces rise.

Muse! Bow propitious while my pen relates
How pour her armies through a thousand gates,
As when Eolus heaven's fair face deforms,
Enwrapp'd in tempest and a night of storms;
Astonish'd ocean feels the wild uproar,
The refluents surge beat the sounding shore;
Or think as leaves in Autumn's golden reign,
Such, and so many, moves the warrior's train.
In bright array they seek the work of war,
Where high unfurl'd the ensign waves in air.
Shall I to Washington their praise recite?
Enough thou know'st them in the fields of fight.
Thee, first in peace and honors—we demand
The grace and glory of thy martial band.
Fam'd for thy valour, for thy virtues more,
Hear every tongue thy guardian aid implore!

One century scarce perform'd its destined round,
When Gallic powers Columbia's fury found;
And so may you, whoever dares disgrace
The land of freedom's heaven-defended race!
Fix'd are the eyes of nations on the scales,
For in their hopes Columbia's arm prevails.
Anon Britannia droops the pensive head,
While round increase the rising hills of dead.
Ah! Cruel blindness to Columbia's state!
Lament thy thirst of boundless power too late.

Proceed, great chief, with virtue on thy side,
Thy ev'ry action let the Goddess guide.
A crown, a mansion, and a throne that shine,
With gold unfading, WASHINGTON! Be thine.