



Lesson Plan Summary

Magic Tree House #22: Revolutionary War on Wednesday

Focus Question:

How did people communicate during the American Revolution?

DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Create Revolutionary War paper dolls with historically-accurate costumes.
 - Analyze Emanuel Leutze's painting George Washington Crosses the Delaware.
 - Comprehend new vocabulary.
 - Examine how authors use certain words and styles to involve readers in the plot.
 - Read historical fiction to gain information about George Washington.
 - Compare and contrast present-day and Revolutionary War-era newspapers.
 - Understand how print functions differently in newspapers (headings, captions, etc.).
 - Write a poem from the perspective of a soldier during the American Revolution.
 - Write a monologue from the perspective of George Washington.
 - Present projects to class and explain how students connected to the text.
 - Explain why the colonists were unhappy with the treatment from England and why they wanted to be free.
 - Identify leaders like George Washington and how they led significant battles, like the Battle of Trenton.
- Understand that the American Revolution led to the founding of the United States.

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Creative responses to texts
- Analyze artwork for significant elements

READING:

- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices.
- Analyze the effect of author's craft on literature.
- Recognize common prefixes and suffixes.
- Use headings and other functional text features to gain information.

WRITING:

- Text types and purposes

SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

SOCIAL STUDIES:

- Explain causes of the American Revolution.
- Identify key leaders and events of the American Revolution.
- Identify effects of the American Revolution on our country.

22-1S612



Cross-Curriculum Lesson Plan

Magic Tree House #22: Revolutionary War on Wednesday

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- Chart paper with a T-chart
- Copy of a present-day newspaper
- Chart paper for a Venn diagram of newspapers

Procedures:

1. Introduce Revolutionary War on Wednesday by giving students two minutes in small groups to brainstorm an answer to the following question: “If you want to communicate with a friend or family member today, what would you do?” Write answers on one side of the T-chart on the chart paper. Label this column “Communication Today.” Then, change the question: “If you lived during the American Revolution and wanted to communicate with a friend or family member, what would you do?” Record these answers on the other side of the T-chart under the label “Communication During the American Revolution.”
2. Show students the Boston Gazette from 1777. Compare to a present-day newspaper. Create a Venn diagram to compare and contrast the two newspapers.
3. Here are suggested activities to use with certain chapters.
 - After Chapter 2: Imagine you are a Patriot soldier. Write a letter to your parents about your experience in the army, using facts from Chapter 2 in your writing.
 - Before Chapter 4: Read the excerpt of Thomas Paine’s speech on page 29 together to help students decode its meaning. Are “sunshine” and “summer” literal? Scaffold students to understand the extended metaphor by brainstorming things they think of when they hear the words “sunshine” and “summer.” Are our associations usually positive or negative? What was Mr. Paine trying to say?
 - Before Chapter 5: Do some research together as a class. What do we know about George Washington? Read A Picture Book of George Washington by David Adler and/or George Washington’s Breakfast by Jean Fritz. What are some new facts we learned about George Washington?
 - After Chapter 6: Go to <http://www.metmuseum.org/metmedia/interactives/art-trek/george-washington-crossing-the-delaware> to view the famous painting by Emanuel Leutze and learn more about its artistic elements. (If a computer is not available, find a copy of the painting to print ahead of time.)

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Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina

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- After Chapter 10: Watch “It’s Too Late to Apologize: A Declaration” (a remake of “Apologize”) at <http://www.youtube.com/watch?v=uZfRaWAtBVg> . Discuss!
4. Once the entire class finishes reading the book, allow students to pick a project from a project menu. The menu is in the Accompanying Materials.
 - Create “paper dolls” dressed up as Patriot and Tory soldiers. Include many details in their outfits! Then, glue a speech bubble to each soldier saying what they want from the war.
 - Write a poem from the perspective of a Patriot or Tory soldier. Be sure to capture your emotions and reactions to the hardships of the war.
 - Study the painting *George Washington Crossing the Delaware* by Emanuel Leutze. Imagine you are George Washington. Write a monologue about his thoughts frozen at this moment in the painting.
 5. As an entire class, write a class newspaper about the American Revolution. Directions are included later in this document.



Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Morgan’s Library” cluster includes *Civil War on Sunday*, *Revolutionary War on Wednesday*, *Twister on Tuesday*, and *Earthquake in the Early Morning*. In these books, Jack and Annie are trying to save Camelot by finding four different types of writing: something to follow, something to send, something to learn, and something to lend.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different types of writing.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Students can create their own writings to follow, send, learn, or lend!

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



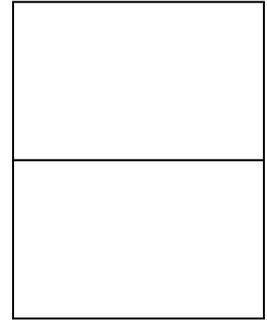
How to Write a Revolutionary War Newspaper

For a whole-class project, each student will contribute one article for an American Revolution newspaper. Then they will illustrate their article. The articles and illustrations will be combined to create one class newspaper with several articles on a page. A rubric for assessment is included in the Accompanying Materials.

Procedures:

1. As you read *Revolutionary War on Wednesday*, highlight significant events and individuals. If you chose to use the "Reading Guide," then some of these events were already noted in the questions throughout the book. You can also tie in other specific events and people from the American Revolution that your state standards expect students to learn.
2. At the end of the book, brainstorm ideas for the class newspaper by answering the question: "If you were reading a newspaper during the American Revolution, what would you want to know?" It might be helpful to look carefully at a present-day newspaper to see the different kinds of columns (informational news headlines, weather, current culture, important community events, etc.). Here are some ideas for topics:
 - Significant people: You can choose these from *Revolutionary War on Wednesday*, your state standards, or from a list like this one:
<http://library.thinkquest.org/TQ0312848/people.htm>
 - Significant events: You can choose these from *Revolutionary War on Wednesday*, your state standards, or from a list like this one:
<http://www.kidport.com/reflib/usahistory/americanrevolution/amerrevolution.htm>
 - Almanac weather report (example of an actual one is in the Accompanying Materials)
 - Classifieds (example of an actual one is in the Accompanying Materials)
 - Articles on cultural news (see research provided about fashion, community events, and education in the Accompanying Materials)
 - Cartoons (look up some old political cartoons to show as examples!)
3. After brainstorming a list of possible articles, have students choose the article they would like to research, write, and publish. Provide research materials for students to use for their articles from the *Revolutionary War on Wednesday Research Guide*, your textbook, the Internet, or other library resources. You may wish to offer extra help to students who need it by condensing some quick Internet research into a one-page (or even one-paragraph) article for them to read.
4. Assist students as they edit and revise their articles. When they finish the writing process, they can write their final copy on half a piece of computer paper. (This will make the assembly of the class newspaper easier in the next step.) They should also provide an illustration for their article. Don't forget their byline!

5. When all articles are finished, piece together the newspaper! Start by taping together two pieces of computer paper, laid out in a landscape formation, as shown to the side. This will make one large page that will resemble the size of an actual newspaper. You will need to create multiple pages to hold all of the articles your students have written.



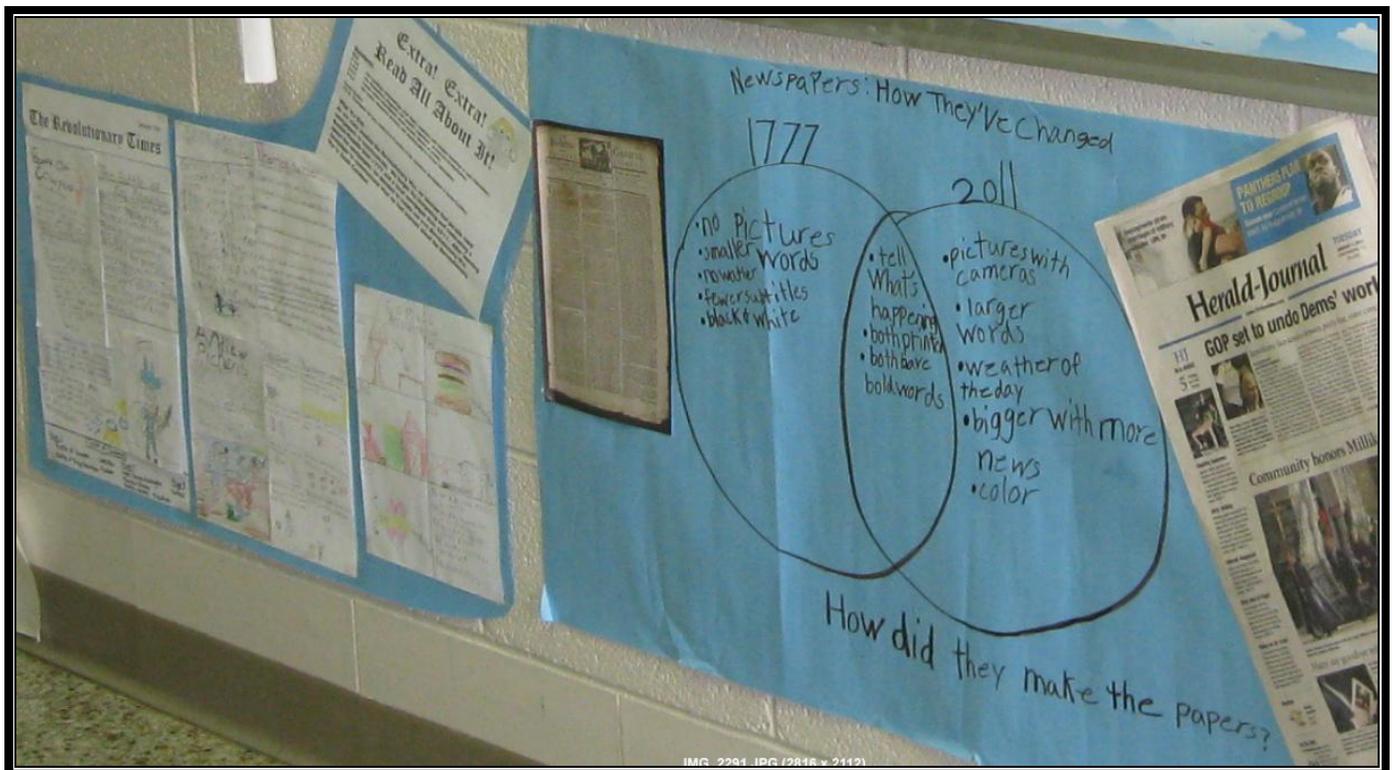
On the first page, you can include a pre-typed headline, like the one below:

The Revolutionary Times

From there, the hardest task is fitting all the articles to cover as much of the “newspaper” as possible. (A suggestion is to lay articles out before gluing them down to see which configuration works the best.) If you are so inspired, you can even use tea bags to make the newspaper look old!

Once the newspaper has been assembled, you can include a “Table of Contents” at the bottom of the first page to tell the page for each student’s article.

6. Display the newspaper for all to read! Some copiers even have a reduction mode that will reduce the large paper to the size of a normal sheet of paper so each student can keep a copy of the class newspaper.



***Revolutionary War on
Wednesday Unit:***
Accompanying Materials

Name: _____ Date: _____

Revolutionary War on Wednesday Reading Guide

Prologue

1. Describe the setting.
 - Time: _____
 - Place: _____
 - Characters and ages: _____
2. Describe the tree house. _____

Chapter 1: Wednesday!

<u>Words to Know</u>
<ul style="list-style-type: none">• Camelot• soldiers

<u>Words in Parts</u>
<ul style="list-style-type: none">• <u>scrambling</u>• <u>frowned</u>

<u>Vocabulary Words</u>
<ul style="list-style-type: none">• lend• suffering

1. What do Jack and Annie have to do on Wednesday? (p. 4) _____
2. To save Camelot, what 4 kinds of writing do Jack and Annie need to find? (p. 6) _____

3. What did they find on Sunday? (p. 7) _____
4. What do they need to find today? (p. 7) _____
5. What was the title of the book near the note? (p. 7) _____
6. Why does Jack not want to go to another war? (p. 7) _____

Chapter 2: Day or Night?

<u>Words to Know</u>
<ul style="list-style-type: none">• wool• knee• flurries• misty

<u>Words in Parts</u>
<ul style="list-style-type: none">• <u>tighter</u>• <u>uniform</u>

<u>Vocabulary Words</u>
<ul style="list-style-type: none">• leather• revolution• independence• muskets

1. **Infer:** Is wool a conductor or an insulator? Why? (p. 9) _____
2. Draw Jack and Annie in their outfits described on p. 9-11.



3. Where had they landed? (p. 11) _____
4. What did the American patriots want during the Revolutionary War? (p. 12) _____

5. If you were a British soldier in the Revolutionary War, you would have worn a _____ coat. (p. 12)
6. Why did Jack think it was almost night instead of day? (p. 14) _____
7. Who uses a musket? (p. 15) _____

Chapter 3: It's Time

Words to Know

- crept
- crouched
- captain
- caught
- relatives

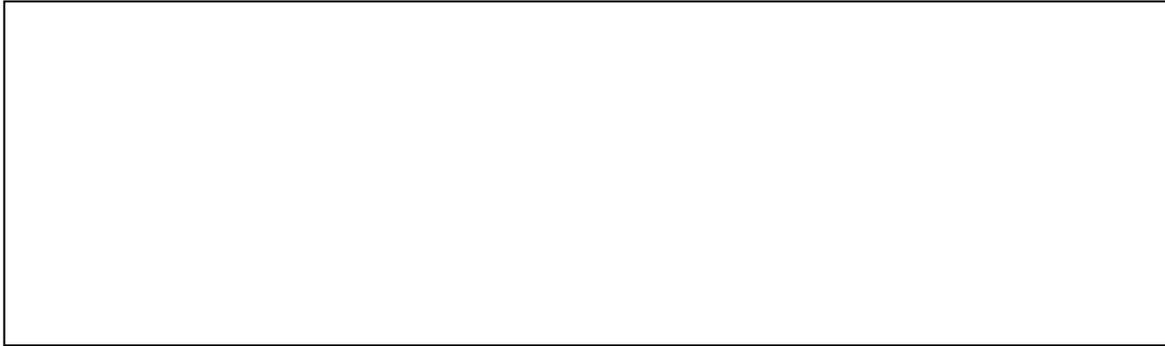
Words in Parts

- twilight
- ragged
- indeed

Vocabulary Words

- flickering
- tattered
- scraggly

1. Draw the soldiers in their outfits described on p. 16-17.



2. **Infer:** Why can't Jack and Annie tell what the soldiers are wearing? (p. 17) _____

3. **Text-to-Self:** Would you have stayed far away from the soldiers like Jack wanted to or gotten close like Annie wanted to? Why? (p. 17) _____

4. What caused the soldier to look around? (p. 18-19) _____

5. What did the captain think Jack and Annie were doing to the soldiers? (p. 21) _____

6. The soldiers turned out to be _____, so they were not redcoats. (p. 21)
7. What is the unusual similarity between Jack and Annie and the captain? (p. 22) _____

8. The soldiers told the captain that it was time to _____. (p. 22)
9. The captain was trying to write a _____ to his _____. (p. 23)

Chapter 4: Commander-in-Chief

Words to Know

- lantern
- canoe
- cannon
- crisis

Words in Parts

- loomed
- dangerous

Vocabulary Words

- whooshed
- eerie
- mission
- dignity
- triumph
- eager

1. Name 3 sounds Jack and Annie heard by the riverbank. (p. 25) _____

2. What happened on Wednesday, December 25, 1776? (p. 26-27) _____

3. The commander-in-chief said the soldiers must remember the words of _____. (p. 29)
4. Where had Jack seen the commander-in-chief's face before? (p. 31) _____
5. The commander-in-chief was _____! (p. 31)

Chapter 5: The Letter

Words to Know

- shoved
- general
- shivered
- panic
- elected

Words in Parts

- bearded
- pointing
- rowers
- jolted

Vocabulary Words

- relieved
- sternly
- farewell
- muttered
- oars
- sloshed

1. George Washington was commander-in-chief of _____.
He led them for ____ years until they were _____. Then he became the _____ of the United States in 1789. (p. 33)
2. What did the captain give to Jack? (p. 35) _____
3. When was Jack supposed to deliver the letter? (p. 35) _____
4. **Infer:** Why did Jack hope he would never have to send the captain's letter? (p. 37) _____
5. Jack realized that "something to send" was _____. (p. 37)
6. Where was Annie? (p. 39) _____

Chapter 6: Crossing the Delaware

Words to Know

- bounced
- jewel
- Hessians

Words in Parts

- caption
- capture

Vocabulary Words

- clung
- dim
- invisible

1. Annie wants to help _____! (p. 42)
2. Jack didn't want the boat to turn over because he knew nobody could _____ in the icy water. (p. 43)
3. Complete the simile: The light from the oil lamps made the ice chunks glow like _____.
_____. (p. 43)
4. Who were the Hessians? (p. 46) _____
5. What did the book say happened with the patriots' surprise attack? (p. 46) _____
6. **Infer:** Why did George Washington not say "Merry Christmas" back? (p. 47) _____

Chapter 7: Spies!

Words to Know

- miserable
- sleet
- furious

Words in Parts

- hopeless
- guessed

Vocabulary Words

- stern
- embarrassed
- desperately
- blizzard
- seize

1. What directions did George Washington give to Jack and Annie? (p. 49) _____
2. **Science extension:** If rain, snow, and freezing rain are falling, what do you know about the temperature? _____

- Why are the patriots thinking about stopping their secret attack? (p. 51) _____

- How does Annie know what the Hessians are thinking? (p. 52) _____

- Because Jack was writing things down earlier, the major thinks that they are _____. (p. 54)

Chapter 8: These Are the Times

Words to Know

- relief
- advice

Words in Parts

- whirled
- yanked

Vocabulary Words

- impossible
- sake
- grateful

- Jack and Annie tell George Washington he must keep going for the sake of his _____ and the _____. (p. 57)
- What did George Washington decide to do? (p. 58) _____
- Why does Jack feel grateful to the army? (p. 58) _____

Chapter 9: Flash!

Words to Know

- thunder
- lightning

Words in Parts

- aboard
- swaying

Vocabulary Words

- churning
- confident

- Why did Jack feel great? (p. 60-61) _____

- How did Jack and Annie find the tree house? (p. 63) _____

Chapter 10: This Peaceful Place

Words to Know

- gentle
- remembered

Words in Parts

- addressed

Vocabulary Words

- comforting
- dawn

- “Peaceful place” is an example of _____. (p. 65)
- Pick any 3 words on p. 65 that create imagery of a peaceful place. _____

- Who were the captain’s children? (p. 66) _____
- What was the message from Morgan? (p. 68) _____
- Write two onomatopoeia words on p. 69. _____
- Text-to-self:** “The harder the conflict, the more glorious the triumph.” Why are these words true? _____

If you could ask George Washington one thing about how he helped the United States, what would it be?

Name: _____ Date: _____

Revolutionary War on Wednesday Reading Guide (KEY)

Prologue

- Describe the setting.
 - Time: summer
 - Place: Frog Creek, Pennsylvania
 - Characters and ages: Jack (8) and Annie (7)
- Describe the tree house. It is filled with books. It's magic and could take them to places in the books. It belongs to Morgan le Fay.

Chapter 1: Wednesday!

Words to Know

- Camelot
- soldiers

Words in Parts

- scrambling
- frowned

Vocabulary Words

- lend
- suffering

- What do Jack and Annie have to do on Wednesday? (p. 4) They have to help save Camelot.
- To save Camelot, what 4 kinds of writing do Jack and Annie need to find? (p. 6) They must find something to follow, something to send, something to learn, and something to lend.
- What did they find on Sunday? (p. 7) They found something to follow.
- What do they need to find today? (p. 7) They need to find something to send.
- What was the title of the book near the note? (p. 7) The title was *The Revolutionary War*.
- Why does Jack not want to go to another war? (p. 7) He hated the suffering he'd seen in the Civil War.

Chapter 2: Day or Night?

Words to Know

- wool
- knee
- flurries
- misty

Words in Parts

- tighter
- uniform

Vocabulary Words

- leather
- revolution
- independence
- muskets

- Infer:** Is wool a conductor or an insulator? Why? (p. 9) Wool is an insulator because it keeps them warm.
- Draw Jack and Annie in their outfits described on p. 9-11.

- Where had they landed? (p. 11) They landed in trees near an icy river with gray, cloudy skies.
- What did the American patriots want during the Revolutionary War? (p. 12) They wanted independence from Britain.
- If you were a British soldier in the Revolutionary War, you would have worn a red coat. (p. 12)
- Why did Jack think it was almost night instead of day? (p. 14) The sky was growing darker.
- Who uses a musket? (p. 15) Soldiers use a musket.

Chapter 3: It's Time

Words to Know

- crept
- crouched
- captain
- caught
- relatives

Words in Parts

- twilight
- ragged
- indeed

Vocabulary Words

- flickering
- tattered
- scraggly

1. Draw the soldiers in their outfits described on p. 16-17.



2. **Infer:** Why can't Jack and Annie tell what the soldiers are wearing? (p. 17) It is getting too dark outside to see.
3. **Text-to-Self:** Would you have stayed far away from the soldiers like Jack wanted to or gotten close like Annie wanted to? Why? (p. 17) _____
4. What caused the soldier to look around? (p. 18-19) Annie spoke too loudly and he heard her.
5. What did the captain think Jack and Annie were doing to the soldiers? (p. 21) He thought they were spying on them.
6. The soldiers turned out to be patriots, so they were not redcoats. (p. 21)
7. What is the unusual similarity between Jack and Annie and the captain? (p. 22) The captain has a farm in Frog Creek, where Jack and Annie are from.
8. The soldiers told the captain that it was time to meet up with their commander-in-chief. (p. 22)
9. The captain was trying to write a letter to his daughter. (p. 23)

Chapter 4: Commander-in-Chief

Words to Know

- lantern
- canoe
- cannon
- crisis

Words in Parts

- loomed
- dangerous

Vocabulary Words

- whooshed
- eerie
- mission
- dignity
- triumph
- eager

1. Name 3 sounds Jack and Annie heard by the riverbank. (p. 25) The wind whooshed, the snowflakes hissed, and the voices talked.
2. What happened on Wednesday, December 25, 1776? (p. 26-27) The patriots were losing and about to give up. Then, 2,400 patriots met on the bank of the Delaware River in Pennsylvania to go on a secret mission.
3. The commander-in-chief said the soldiers must remember the words of Thomas Paine. (p. 29)
4. Where had Jack seen the commander-in-chief's face before? (p. 31) He'd seen his face on dollar bills.
5. The commander-in-chief was George Washington! (p. 31)

Chapter 5: The Letter

Words to Know

- shoved
- general
- shivered
- panic
- elected

Words in Parts

- bearded
- pointing
- rowers
- jolted

Vocabulary Words

- relieved
- sternly
- farewell
- muttered
- oars
- sloshed

1. George Washington was commander-in-chief of the whole American army. He led them for 6 years until they were free and independent. Then he became the first president of the United States in 1789. (p. 33)
2. What did the captain give to Jack? (p. 35) He gave Jack a letter to his children.
3. When was Jack supposed to deliver the letter? (p. 35) He could only deliver the letter if the patriots failed in their secret mission.
4. **Infer:** Why did Jack hope he would never have to send the captain's letter? (p. 37) It would mean the mission failed and the captain would be hurt or killed.
5. Jack realized that "something to send" was the captain's letter. (p. 37)
6. Where was Annie? (p. 39) She was in the back of George Washington's boat!

Chapter 6: Crossing the Delaware

Words to Know

- bounced
- jewel
- Hessians

Words in Parts

- caption
- capture

Vocabulary Words

- clung
- dim
- invisible

1. Annie wants to help George Washington! (p. 42)
2. Jack didn't want the boat to turn over because he knew nobody could survive in the icy water. (p. 43)
3. Complete the simile: The light from the oil lamps made the ice chunks glow like huge, glittering jewels. (p. 43)
4. Who were the Hessians? (p. 46) They were German soldiers that fought with the British.
5. What did the book say happened with the patriots' surprise attack? (p. 46) They caught the Hessian soldiers off guard and captured almost 1,000 of them.
6. **Infer:** Why did George Washington not say "Merry Christmas" back? (p. 47) He was mad there were children on board.

Chapter 7: Spies!

Words to Know

- miserable
- sleet
- furious

Words in Parts

- hopeless
- guessed

Vocabulary Words

- stern
- embarrassed
- desperately
- blizzard
- seize

1. What directions did George Washington give to Jack and Annie? (p. 49) They were to stay on the boat and return to the other shore.
2. **Science extension:** If rain, snow, and freezing rain are falling, what do you know about the temperature? It's below 32 degrees Fahrenheit.

- Why are the patriots thinking about stopping their secret attack? (p. 51) The weather is getting bad, and a blizzard might be coming.
- How does Annie know what the Hessians are thinking? (p. 52) She read it in their book.
- Because Jack was writing things down earlier, the major thinks that they are spies. (p. 54)

Chapter 8: These Are the Times

Words to Know

- relief
- advice

Words in Parts

- whirled
- yanked

Vocabulary Words

- impossible
- sake
- grateful

- Jack and Annie tell George Washington he must keep going for the sake of his men and the future children of America. (p. 57)
- What did George Washington decide to do? (p. 58) He decided to march on and fight.
- Why does Jack feel grateful to the army? (p. 58) They are risking their lives to help America and its people, past and future.

Chapter 9: Flash!

Words to Know

- thunder
- lightning

Words in Parts

- aboard
- swaying

Vocabulary Words

- churning
- confident

- Why did Jack feel great? (p. 60-61) They helped George Washington and helped keep history on its course.
- How did Jack and Annie find the tree house? (p. 63) A bright flash of lightning lit up the sky so they could see.

Chapter 10: This Peaceful Place

Words to Know

- gentle
- remembered

Words in Parts

- addressed

Vocabulary Words

- comforting
- dawn

- “Peaceful place” is an example of alliteration. (p. 65)
- Pick any 3 words on p. 65 that create imagery of a peaceful place. birds sounded, summer wind, warm and gentle, dry clothes
- Who were the captain’s children? (p. 66) Molly and Ben Sanders were the captain’s children.
- What was the message from Morgan? (p. 68) “Come back on Tuesday.”
- Write two onomatopoeia words on p. 69. woosh, slosh
- Text-to-self:** “The harder the conflict, the more glorious the triumph.” Why are these words true? The harder you work on something, the more it means when you achieve it!

If you could ask George Washington one thing about how he helped the United States, what would it be?

THE
Boston-
AND
COUNTRY



(No. 1178)
Gazette,
JOURNAL

Containing the freshest Advices,

Foreign and Domestic.

Printed by BENJAMIN EDES, in Queen-Street, BOSTON.

M O N D A Y, April 7, 1777.

HUTCHINSON'S LETTERS continued.

YOU certainly think right when you think Boston people are run mad. The frenzy was not higher when they banished my pious (random) other, when they hanged the quakers, when they afterwards hanged the poor innocent wretches, when they were carried away with a land bank, nor when they all turned sea-lights, than the political frenzy has been for a twelve month past. If we were not mad, I have no doubt we might enjoy all that liberty which can consist with a State of government; and that the affair of taxation has given them so much trouble in England as to prevent any future attempts, unless our offering indignities, insults and defiance shall provoke them to it. I believe the delay in the act you refer to is occasioned merely by the pressure of the affairs of the Kingdom. A packet of great consequence which went to the treasury above a twelve month ago, had never been opened when Mr. Robinson arrived in England, and perhaps never would have been if he had not made inquiry for it, as it went from the commissioners of the customs.

Dear Sir, [U. Knowlton, Secy.]
I hope will not pass without your notice either in council, or when the state of the province comes before the parliament. Such a censure would mortify the party, and being made matter of record here would remove the reproach which otherwise will be transmitted to posterity upon the secretary's character.

Among the remains upon the laws passed by the General Court at their recess September 1770, and transmitted to G. B. are the following, viz. All the laws in this and the preceding act have been approved of by his Majesty. I know of none that are exceptionable. That for preventing Bogue plays has been complained of as unnecessary and obstructing the life of innocent amusement. It did not appear to me to be admissible to refuse my consent at this time, and thereby increase the ill humour among the people.

Dear Sir, [John Pownall, Esq.]
THE vessels Scout and Castel being arrived from London, Commodore Gambier informs me, letters are come to one or more of the officers of the navy, which mention his being superseded and that the ships which are coming out are ordered in Halifax. I can't help opening my mind to you, that so sudden an alteration as the place of rendezvous of the ships will give a great advantage to the opposers of government in this province. Better they had never come than go away in so short a time. The construction will be, that measure was wrong, or it would not have been so soon changed. That and the possession of castle William were as wife matters as have ever been taken by any administration; and if one is soon receded from, it would be expected the other should follow. We shall certainly return to our old state if this should be the case.

My Lord, [Lord Hillsborough.]
BY this which arrived yesterday and to day from London, there are letters which mention an intended alteration of the rendezvous of his Majesty's ships from Boston to Halifax. I humbly beg leave to suggest to your Lordship my apprehensions that such an alteration will have a very disagreeable effect, and the construction will be that administration are capable of their error in sending them here. There never was a wiser step than taking possession of the castle and harbour. Two capital ships in the harbour strike more awe than two regiments in the town. From every thing which has yet occurred, Commodore Gambier appears to have been as proper a person as could have been pitched upon. I have been much obliged by him, and the people of the town in general have expressed their sense of the prudence and propriety of his conduct in his own department. I hope for the same assistance from his successor in command, and that I shall preserve the same harmony which I have done with the two last; but if it be not too late, I beg your Lordship, that at least for the present year, the station may not be altered from Boston. I have no motive, my Lord, but the public service. The fewer officers and persons in public character there are in the province, the more time I could spare for retirement, and the more it would agree with my natural temper; but we are not yet sufficiently reduced to admit of such an alteration.

I remember to have suggested my opinion upon this subject in a private letter to your Lordship, which cannot have come to hand. I hope the importance of the subject may justify my repeating it; and that your Lordship will attribute it to my zeal for his Majesty's service. I have the honor to be with the greatest re-

spect, my Lord, your Lordship's most faithful and obedient servant.

Mr Dear Sir, [James O'Brien, Esq.]
I THINK your and great abilities of our noble patron you bring to my mind by the mention of them; but you don't raise my idea of them. I have no sort of difficulty in my administration, which I am not allowed to represent to him; and I always find his Lordship's opinion to be better than my own, or to agree with it.

My Lord, [Lord Hillsborough.]
HAVING given my reasons for my conduct in this instance; if they show that weight with your Lordship which they had with me, I shall give up my own opinion; and govern myself by that of your Lordship.

[The intances Mr. Hutchinson refer'd to was, his agreeing to an alteration of amendment of a part of a clause of a law, as was mentioned from his saying, With respect to the other point, I beg leave to refer to your Lordship, that I had my intention upon my mind, and conceived that I cannot departing from the intention and spirit of it. I imagined it did not extend far to prevent an alteration or amendment of any part or clause of a law. Such alterations, amendments and additions have been constantly practiced ever since the introduction of bills into the House.]
[To be continued.]

Mr. EDES.—If the inclusion may be thought of any service and you have room in your Paper, please to insert it. Yours &c.

AT such a critical juncture of affairs, it is the duty of every friend to his country to be as a Watchman on the Tower, to observe and give notice of the enemies motions, there is nothing should escape his observation; and every observation be faithfully related. This from a principle of that nature, I have four times ventured into public, heads of censure and applause; as I ever extended my views beyond what I thought might be for the good of my country, conscious of right, censure shall lose its sting.

It is now a time our affairs seem to be taking a favourable turn, and of consequence, a time to exert every effort of wisdom, to preserve and turn the present advantages to future security. The enemy are dispirited; their martial ardour is dull; they are already precipitated from the Jersey, excepting a very small part, in less than half the time it took them to possess it, and the present advantages, properly supported by the state, will produce a termination equal to our most sanguine wishes. We have in the course of the last campaign suffered greatly, by our situation and motions being betray'd to the enemy. Half our misfortunes originated from that source, and the very men who were thus working our destruction were tolerated amongst us; and I give me leave to say, from a mistaken principle, as I am now convinced my full opinion was right, that they were men void of gratitude, and of such depraved sentiments, they esteem'd every indulgence to proceed from timidity, and consequently were rendered more vicious. It is now the duty of every one that flies himself a friend to his country, to be watchful against those that by words or actions would endeavor to hurt the service. 'Tis now a time to throw off false delicacy, and every man, whether in or out the army, should boldly check their over-weening spirits of tyranny, and publish them to the world; the mistaken idea of humanity, to the characters of such, is treason against the State, and deserves the severest censure. 'Tis now high time these enemies of mankind were put under proper restraints; and I believe History cannot produce an instance where the open and avowed enemies of a Common wealth have been so tolerated and indulged to as in this. They affect to despise and detest our political system. Then why do they remain under a government so repugnant to their sentiments of policy? L. Howe and Co. have often invited, Why do they not accept the offer? 'Tis true they must not expect to carry their estates with them, for the Continent has some demands; if they remain amongst us, we must naturally conclude 'tis to betray the State whenever a favorable opportunity may leave, and many of them are possessed of large fortunes, which renders them still more dangerous,

having it in their power not only to purchase friends, but by secretly monopolizing, effect an artificial scarcity, and by such means render abortive the best concerted plans; While they may remain amongst us, they will be also capable of doing the most mischievous plans in every turn of government, as in all establishments of forms for internal policy, numbers will be found who will think themselves aggrieved at such a time. You shall ever find whole enemies of quiet on the watch, taking the advantage, and by dark undermining insinuations, raise a flame, if not fatal, yet dreadful in its effects; And supposing they ever should be able to effect their internal purposes, What are we to expect? scenes of horror, rage, murder, ravishment and desolations; the Jersey is a dreadful instance still fresh on our memories; the very recollection of what I have there seen, fills my soul with horror. Will a man cherish a disease that will sap his constitution, when it can be eradicated by the assistance of a surgeon? And shall a diseased be suffer'd to take root in a Common-wealth, that sooner or later from its symptoms threaten to strike it to its centre? Many have before expell'd the baneful effects this set of men have in every State, were they rid'd, by poisoning the minds of the weak and timorous; but there has yet appear'd no plan to defeat and remove the evil: May not a plan of this nature, without the imputation of dictating be offered to the public? I would ever be tender of life it is what I cannot bestow, therefore in that case too much caution cannot be us'd. Supposing a law was made in each State, to oblige every suspected person, to take an oath of allegiance to the United States, those that refused should be immediately oblig'd to quit the State, and if ever after found in them, be treated as spies; the same to any that should take the oath, and afterwards be detected in holding a traitorous correspondence, or any ways aiding the enemies of the States; and a particular attention be paid to the characters and abilities of those to whom the execution of such laws was intrusted; as the wisest and most wholesome laws are often times defeated by the non-attention or consistence of the executive officers, on whom for failure of duty should be a penalty, and a forfeiture of all claim of ever sustaining a trust. I pretend neither to start or obviate objections; but submit it entirely to the public; it cannot appear severe; we have the example of ages for it; 'tis self preservation, the first law in nature that dictates, and it is time to rid ourselves of these internal enemies: They now stand confest'd to the public, an evet in which they vainly imagin'd our ruin was involv'd, has unfortunately for them dissol'd the secret; the ways of Heaven are dark and intricate: May they be treated with humanity as fellow mortals; but for the love of our country, let them be deprived the means to injure her.

A SOLDIER.

BOSTON PIER.

THE Proprietors of the Boston Pier, or Long Wharf, (so called) in Boston, are hereby Notified to meet at the American Coffee-House, in Congress Street, Boston, on Wednesday the 30th of April next, at Ten o'Clock, A. M. Then and there to choose a Moderator, Wharfinger, Clerk and Agent, and to consider and determine what they will do respecting the Repairs of the Wharf—and how they will apply what Money is in the Wharfinger's Hands—and generally to do and transact all other Matters that may then be laid before them.

The Proprietors are desired to take particular Notice, that if the Proprietors of two Third Parts of the Interest shall not appear on said 30th Day of April, as was the Case at their Annual Meeting of this Day, such Proprietors as may be present, will proceed on the Business beforementioned; by Virtue of Provision in that Case made and provided by an Act of the General Court. WIL. FLEET, Pro's. Clerk. Boston, March 26. 1777.

THIS is to give Notice to all Soldiers that are enlisted in my Company, in the Battalion commanded by Colonel John Groaton, that they repair immediately to their Place of Rendezvous, at Roxbury, or they will be treated as Deserters. March 29, 1777. ABIJAH CHILD, Captain.

Resources for Class Revolutionary War Newspaper

Example of Almanac from 1945:

WEATHER FORECAST FOR APRIL

1st to 3rd—Clear and cool over the entire eastern section, becoming warmer; high winds and cold over the northwest and middlewest.

4th to 7th—Rain, turning to sleet and snow over the Rocky Mountain region and states of the northwest; showery with thunder storms from Arizona eastward; generally pleasant weather in the New England and North Atlantic States.

8th to 10th—Cool and pleasant weather over western and northwestern sections; fair and frosty in Middle Atlantic and New England States.

11th to 14th—Cool and stormy throughout the eastern and Gulf sections; generally windy, with rain turning to snow, in the northern portions of the northwest.

15th to 18th—Little rain, clearing warm in northern and northeast sections; warm in the Gulf States; thunder showers in the southwest.

19th to 23rd—Generally clear and very warm in eastern sections; high winds and local showers, clearing warm, in western sections.

24th to 26th—Warm period over southwest, Gulf and South Atlantic States; cooler, cloudy and showers in New England and Lake regions.

27th to 30th—More or less rain in the northeast section; pleasant in western sections.

Example of Classifieds from 1768:

E B O S T O N C H R O N I C L E for 1768. 492

that we may be able to ascertain the number proper to be printed off.
The Index and the Title Page, to the first volume of the Chronicle, will be ready to be delivered to the Subscribers at the end of the year.

Just imported by JOHN MEIN, at the London Book-store, Kingstreet, BOSTON
 A very Grand ASSORTMENT of the best and most modern BOOKS in every branch of polite LITERATURE, ARTS and SCIENCES, viz.

HISTORY,	LAW,
HUSBANDRY,	MATHEMATICS,
GARDENING,	NAVIGATION,
ANTIQUITIES,	ARCHITECTURE,
VOYAGES,	POETRY,
PLAYS,	PSALMODY,
SPELLING-BOOKS	PRIMERS,
DIVINITY,	SURGERY,
PHILOSOPHY,	ANATOMY,
LIVES,	MIDWIFRY,
MEMOIRS,	Classical Authors,
TRAVELS,	SCHOOL BOOKS,
NOVELS,	Books for Children,

WANTED for a HOUSE-KEEPER,
 A Discreet elderly WOMAN that can be well recommended, who understands dressing victuals, and the economy of a large family where there are no children.—Such a person will meet with good encouragement, by applying to MEIN and PLESTING.

John Mein,
 GIVES READY MONEY for
LIBRARIES
 Purchases or Exchanges
B O O K S
 IN WHATEVER
 ART, SCIENCE or LANGUAGE.
 LIKEWISE
 Gives READY MONEY for
S K I N S fit for
BOOKBINDERS.

NOTICE is hereby given to the Brethren of the MOST Ancient and Honourable Society of Free and Accepted Masons, That the Right Worshipful Master and Brethren of the Lodge of St. ANDREW, N^o. 82. (of the register of Scotland) propose to Celebrate the Feast of St. John the Evangelist, on Tuesday the 27th Inst. at their Hall, at Free Masons Arms; where the most Ancient, only, are desired to attend.

Tickets to be had of Brothers
 N. B. Dinner will be on the table by Two o'Clock.

TO BE SOLD,
 A Brick Warehouse in a Merchant's-row, opposite to the head of Green's wharf, at present possessed by Mr. Henry Balf.—For particulars enquire at the LONDON Book-store, Kingstreet.

CUSTOM-HOUSE.

<i>Entered in</i>	<i>from</i>
Sloop Dolphin, Joseph Hadford,	Maryland
Schooner Elizabeth, James Loughton	ditto
Brig Industry, Thomas Jervais,	London
<i>Outward bound</i>	<i>for</i>
Sloop Abigail, Lewis Fove,	Maryland
Brig Neptune, Thomas Morton,	West-India
Sloop Harriot, Nathaniel Fellows,	ditto
Sloop Ranger, Samuel Betts,	ditto
Ship Spanishtown packet, John Dean,	Jamaica
Schooner Lucy, Charles Anderson,	Nevia
Brig Industry, Alexander Coffin,	London
Brig Hannah, Robert Jervis,	ditto
Sloop speed well, Nathaniel Somes,	Halifax
<i>Closed out</i>	<i>for</i>
Schooner Agnes, Hatch,	North Carolina
Sloop Grayhound, Scovens Cobb,	ditto
Sloop Dolphin, Nater Hatch,	Maryland
Schooner Solani, Samuel Haynes,	West Indies
Brig Kingston, Gillray Fellows,	ditto
Schooner Esther, Benjamin White,	ditto
Sloop Hannah, William Rindges,	ditto
Brig Dolphin, Nathaniel Parren,	Jamaica
Ship Meyer, Edward Tyler,	ditto
Brig Diana, Richard Walker,	Surinam
Schooner Swan, John Cooney,	Gibraltar
Brig William, Joseph Rotch,	London
Brig Grizel, Henry Opand,	ditto

PUBLIC NOTICE is hereby given, that the Proprietors, commonly called the Twenty Associates of the Lincolnshire company, owners of an 100,000 acres of land laying East of St. George's River, did at their meeting September 6. 1766, levy a tax of 10 s. on each twentieth or whole share; and at their meeting April 13, 1767, levied a further tax of 10 s. on each twentieth, and their meeting November 19, 1767, levied a further tax of 24 s. on each twentieth, and at their meeting April 8, 1768, levied a further tax of 60 s. on each twentieth, making in the whole £. 5 4s. lawful money on each twentieth or whole share; a considerable proportion of the above taxes are yet unpaid.

This is therefore to notify the delinquent Proprietors, that so much of their interest in the aforesaid lands will be sold at Public Auction as will be necessary for discharging the taxes agreeable to the Province Law, in six months from the date thereof unless prevented by payment.

By order of the Proprietors,
 NATH. APPLETON, Prop. Clerk.

**Resources for Class Revolutionary War Newspaper:
Distribute to students who choose to write an article about cultural events,
like fashion, community events, or education.**

Life in the Colonies: Revolutionary War Era

Fashion

The way people dressed in the 1700s identified their social class and their job. Boring woolen broadcloth was the daily clothing for most professional men, such as lawyers, doctors, clerks, and public officials. Black was the choice for almost all church men. In warm weather, clothing was lighter in color. Rich people who wore bright colors were known as Italian Macaronis. The term *Macaroni* was used for a fancy, flashy style of male dress made popular in Europe in the mid-1700s. That's where the song "Yankee Doodle" comes from ("...wears a feather in his hat and calls it macaroni").

Community Events

In rural areas with lots of farmland, activities such as barn raisings, logging bees, and harvest activities were common. Often the women of the community gathered together to supply a community need, such as cloth for the local minister's family. In a spinning bee, many women got together to make yarn. In a quilting bee, many women got together to make quilts. In barn raisings, families got together to help build a barn—and celebrate with food, music, and dancing!

Education

The main education of upper class children in colonial days included reading, writing, simple math, poems, and prayers. Paper and textbooks were scarce so boys and girls chanted their lessons until they memorized them. The three most commonly used books were the Bible, a primer, and a hornbook. As children grew older their schooling prepared them for their future roles in plantation life. While boys studied more difficult academic subjects, the girls learned the duties of the mistress of a plantation, such as sewing, cooking, and washing clothes.

American Revolution Newspaper Rubric: Use these to send grade reports home. Fill in "Reporter Assignment" with the title of the article the student published. Multiple are on a page to save paper!

Revolutionary War Newspaper Rubric	Name:
Reporter assignment:	Correct,Incorrect, Detailed Lacking Details
1. Research on topic and relevant	4.....3.....2.....1
2. Article contains results of research	4.....3.....2.....1
3. Rough draft completed	4.....3.....2.....1
4. Rough draft edited/revised	4.....3.....2.....1
5. Final copy has headline and byline	4.....3.....2.....1
6. Final copy has illustration	4.....3.....2.....1
7. Work is neat	4.....3.....2.....1
8. Time used wisely throughout	4.....3.....2.....1
Total:	/32=

Revolutionary War Newspaper Rubric	Name:
Reporter assignment:	Correct,Incorrect, Detailed Lacking Details
1. Research on topic and relevant	4.....3.....2.....1
2. Article contains results of research	4.....3.....2.....1
3. Rough draft completed	4.....3.....2.....1
4. Rough draft edited/revised	4.....3.....2.....1
5. Final copy has headline and byline	4.....3.....2.....1
6. Final copy has illustration	4.....3.....2.....1
7. Work is neat	4.....3.....2.....1
8. Time used wisely throughout	4.....3.....2.....1
Total:	/32=

Revolutionary War Newspaper Rubric	Name:
Reporter assignment:	Correct,Incorrect, Detailed Lacking Details
1. Research on topic and relevant	4.....3.....2.....1
2. Article contains results of research	4.....3.....2.....1
3. Rough draft completed	4.....3.....2.....1
4. Rough draft edited/revised	4.....3.....2.....1
5. Final copy has headline and byline	4.....3.....2.....1
6. Final copy has illustration	4.....3.....2.....1
7. Work is neat	4.....3.....2.....1
8. Time used wisely throughout	4.....3.....2.....1
Total:	/32=

Name: _____ Date: _____

PICK A PROJECT!

Now that you've finished reading *Revolutionary War on Wednesday*, pick a project to share with the class. Here are your options:

Create "paper dolls" dressed up as Patriot and Tory soldiers. Include many details in their outfits! Then, glue a speech bubble to each soldier saying what they want from the war.

Write a poem from the perspective of a Patriot or Tory soldier. Be sure to capture your emotions and reactions to the hardships of the war.

Study the painting *George Washington Crossing the Delaware* by Emanuel Leutze. Imagine you are George Washington. Write a monologue about his thoughts frozen at this moment in the painting.

RUBRIC:

	3	2	1
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL: ____/12=_____ **COMMENTS:**

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____

Book Title: Revolutionary War on Wednesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Revolutionary War on Wednesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Revolutionary War on Wednesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Revolutionary War on Wednesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: Revolutionary War on Wednesday

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1