



Lesson 5.6: Revolutionary News Project

Excerpts from 18th-Century Newspapers

An advertisement from the *Freeman's Oracle*, 1789:

To be sold: a good farm in Deerfield, about a half a mile from the Meeting-House; containing one hundred and thirty acres, with a good house and barnthereone. Has a saw-mill and grist mill, with two privileges for other mills; well wooded and watered.

Public health article in *New Hampshire Spy*, October 27, 1786:

Observations and Remarks on the malignant Sore Throat of the two last and present year. At a time when a most pestilential and contagious disease is making its progress through a country, marking its way with the most calamitous circumstances, any attempt to investigate the real nature of the disorder, to mitigate its violence, and if possible, to prevent its destructive effects, is not only in itself laudable but a duty highly incumbent on those who have the lives of their nearest connections, friends, and neighbors, committed to their care.

Items from *New Hampshire Spy*, December 22, 1786:

Singing-School. Winthrop Bennet, Proposes to open a Signing School on Tuesday evening next, at the house of Mr. Thomas Chadbourn, Deer-Street, provided a suitable number of personal apply. Those who wish to be instructed in this sublime employment, are requested to call upon him at his house near the Ropewalks, where they will be informed of the terms. N.B. He desires, that those who are desirous of attending for the purpose of instruction, would apply as soon as possible.

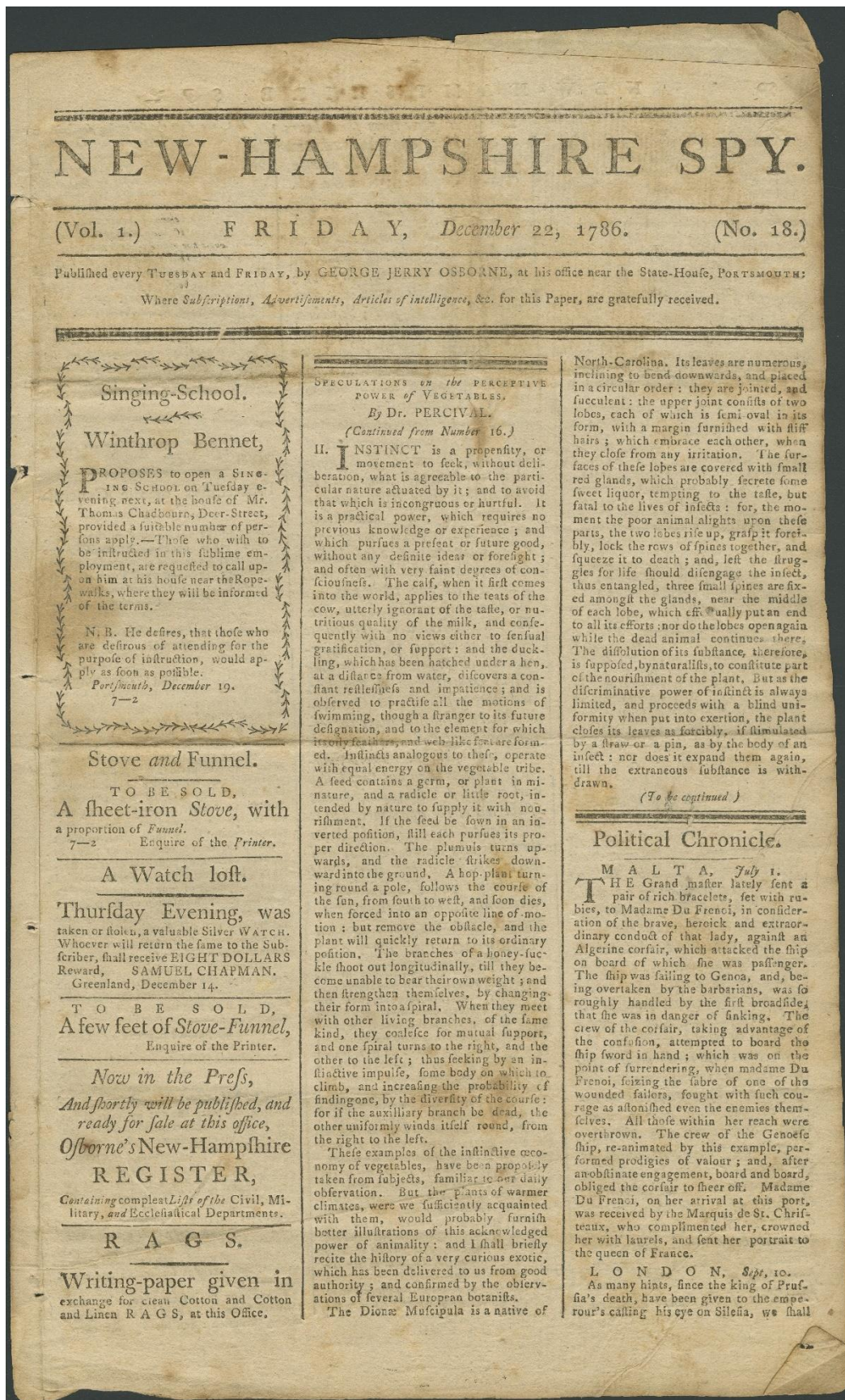
A Watch lost. Thursday Evening, was taken or stolen, a valuable Silver Watch. Whoever will return the same to the Subscriber, shall receive EIGHT DOLLARS Reward, SAMUEL CHAPMAN. Greenland.

Public notice in the *Freeman's Oracle*, January 25, 1788

Samuel Bean, Post-Rider, Having contracted with the Public to convey the Mail every week from Portsmouth to Concord, by the way of Exeter and Haverhill; will leave the Office at Portsmouth, every Thursday at two o'clock, P.M. To arrive at Exeter that evening; Friday morning he will set out in Exeter and arrive at Haverhill, Massachusetts; from thence speed to Concord, in New-Hampshire, and return from Concord and arrive at Portsmouth on Wednesday evenings. Any gentleman that may incline to take either the New-Hampshire papers, may be regularly supplied by said plan, and any businesses entrusted to his care, shall be faithfully attended to.



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NEW-HAMPSHIRE SPY.

(Vol. 1.) FRIDAY, December 22, 1786. (No. 18.)

Published every TUESDAY and FRIDAY, by GEORGE JERRY OSBORNE, at his office near the State-House, PORTSMOUTH:
Where Subscriptions, Advertisements, Articles of Intelligence, &c. for this Paper, are gratefully received.

Singing-School.

Winthrop Bennet,

PROPOSES to open a SINGING SCHOOL on Tuesday evening next, at the house of Mr. Thomas Chadbourn, Deer-Street, provided a suitable number of persons apply.—Those who wish to be instructed in this sublime employment, are requested to call upon him at his house near the Rope-walks, where they will be informed of the terms.

N. B. He desires, that those who are desirous of attending for the purpose of instruction, would apply as soon as possible.

Portsmouth, December 19.
7-2

Stove and Funnel.

TO BE SOLD,
A sheet-iron Stove, with
a proportion of Funnel.
7-2 Enquire of the Printer.

A Watch lost.

Thursday Evening, was taken or stolen, a valuable Silver WATCH. Whoever will return the same to the Subscriber, shall receive EIGHT DOLLARS Reward, SAMUEL CHAPMAN.
Greenland, December 14.

TO BE SOLD,
A few feet of Stove-Funnel,
Enquire of the Printer.

Now in the Press,
And shortly will be published, and
ready for sale at this office,
Osborne's New-Hampshire
REGISTER,

Containing complete Lists of the Civil, Military, and Ecclesiastical Departments.

R A G S.

Writing-paper given in
exchange for Clean Cotton and Cotton
and Linen R A G S, at this Office.

SPECULATIONS ON THE PERCEPTIVE POWER OF VEGETABLES.

By Dr. PERCIVAL.

(Continued from Number 16.)

INSTINCT is a propensity, or movement to seek, without deliberation, what is agreeable to the particular nature actuated by it; and to avoid that which is incongruous or hurtful. It is a practical power, which requires no previous knowledge or experience; and which pursues a present or future good, without any definite ideas or foresight; and often with very faint degrees of consciousness. The calf, when it first comes into the world, applies to the teats of the cow, utterly ignorant of the taste, or nutritious quality of the milk, and consequently with no views either to sensual gratification, or support: and the duckling, which has been hatched under a hen, at a distance from water, discovers a constant restlessness and impatience; and is observed to practise all the motions of swimming, though a stranger to its future designation, and to the element for which its very features, and web-like feet are formed. Insects analogous to these, operate with equal energy on the vegetable tribe. A seed contains a germ, or plant in miniature, and a radicle or little root, intended by nature to supply it with nourishment. If the seed be sown in an inverted position, still each pursues its proper direction. The plumule turns upwards, and the radicle strikes downward into the ground. A hop plant turning round a pole, follows the course of the sun, from south to west, and soon dies, when forced into an opposite line of motion: but remove the obstacle, and the plant will quickly return to its ordinary position. The branches of a honey-suckle shoot out longitudinally, till they become unable to bear their own weight; and then strengthen themselves, by changing their form into a spiral. When they meet with other living branches, of the same kind, they condescend for mutual support, and one spiral turns to the right, and the other to the left; thus seeking by an instinctive impulse, some body on which to climb, and increasing the probability of finding one, by the diversity of the course: for if the auxiliary branch be dead, the other uniformly winds itself round, from the right to the left.

These examples of the instinctive economy of vegetables, have been propiously taken from subjects, familiar to our daily observation. But the plants of warmer climates, were we sufficiently acquainted with them, would probably furnish better illustrations of this acknowledged power of animality: and I shall briefly recite the history of a very curious exotic, which has been delivered to us from good authority; and confirmed by the observations of several European botanists.

The Dionæ Muscipula is a native of

North-Carolina. Its leaves are numerous, inclining to bend downwards, and placed in a circular order: they are joined, and succulent: the upper joint consists of two lobes, each of which is semi oval in its form, with a margin furnished with stiff hairs; which embrace each other, when they close from any irritation. The surfaces of these lobes are covered with small red glands, which probably secrete some sweet liquor, tempting to the taste, but fatal to the lives of insects: for, the moment the poor animal alights upon these parts, the two lobes rise up, grasp it forcibly, lock the rows of spines together, and squeeze it to death; and, left the struggles for life should disengage the insect, thus entangled, three small spines are fixed amongst the glands, near the middle of each lobe, which continually put an end to all its efforts: nor do the lobes open again while the dead animal continues there. The dissolution of its substance, therefore, is supposed, by naturalists, to constitute part of the nourishment of the plant. But as the discriminative power of instinct is always limited, and proceeds with a blind uniformity when put into exertion, the plant closes its leaves as forcibly, if stimulated by a straw or a pin, as by the body of an insect: nor does it expand them again, till the extraneous substance is withdrawn.

(To be continued.)

Political Chronicle.

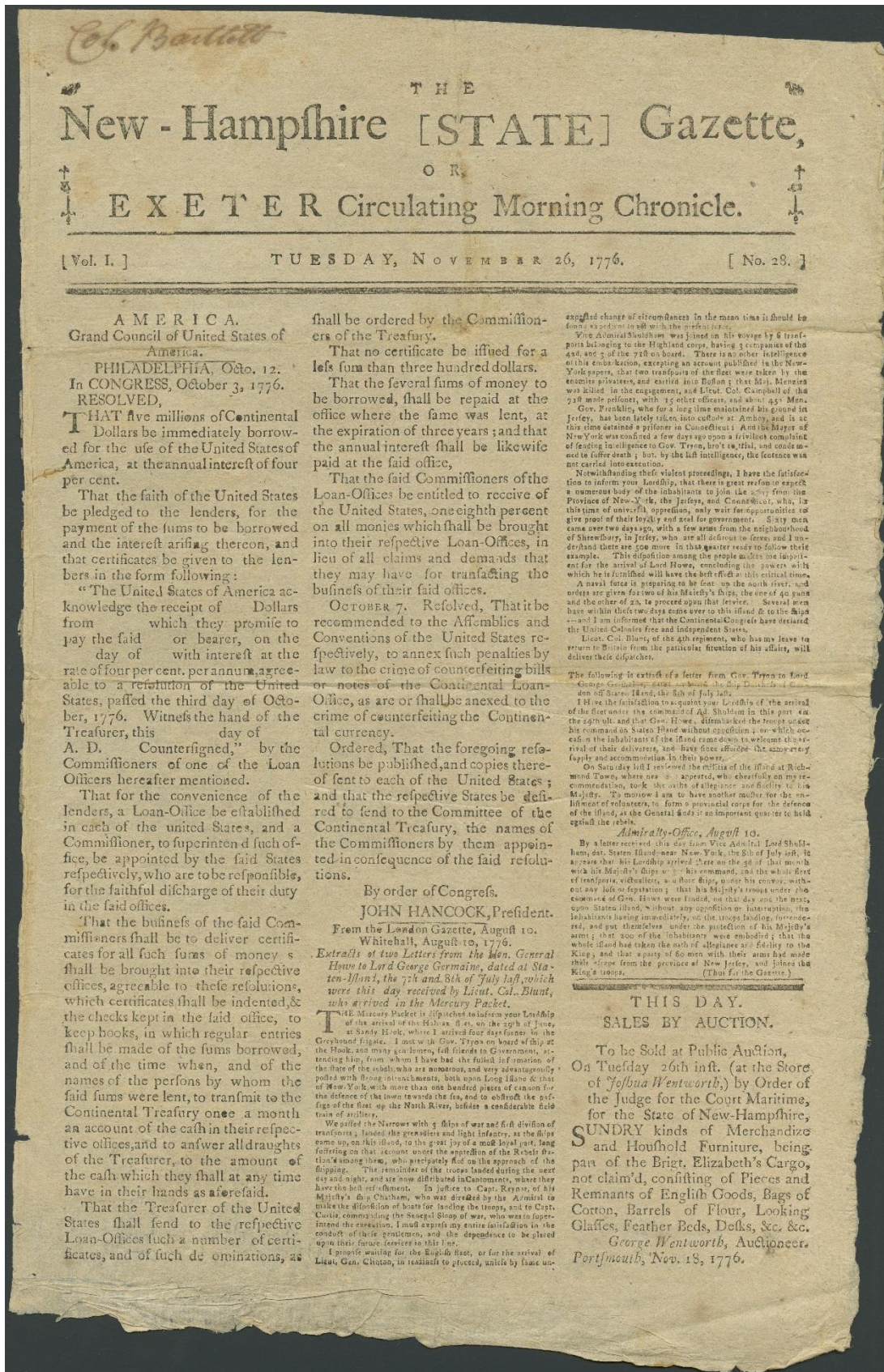
M A L T A, July 1.
THE Grand Master lately sent a pair of rich bracelets, set with rubies, to Madame Du Frenoi, in consideration of the brave, heroic and extraordinary conduct of that lady, against an Algerine corsair, which attacked the ship on board of which she was passenger. The ship was sailing to Genoa, and, being overtaken by the barbarians, was so roughly handled by the first broadside, that she was in danger of sinking. The crew of the corsair, taking advantage of the confusion, attempted to board the ship sword in hand; which was on the point of surrendering, when Madame Du Frenoi, seizing the sabre of one of the wounded sailors, fought with such courage as astonished even the enemies themselves. All those within her reach were overthrown. The crew of the Genoese ship, re-animated by this example, performed prodigies of valour; and, after an obstinate engagement, board and board, obliged the corsair to sheer off. Madame Du Frenoi, on her arrival at this port, was received by the Marquis de St. Christophe, who complimented her, crowned her with laurels, and sent her portrait to the queen of France.

L O N D O N, Sept. 10.

As many hints, since the king of Prussia's death, have been given to the emperor's calling his eye on Silesia, we shall



Lesson 5.6: Revolutionary News Project



QUICK CONNECT

Take a close look at a primary source!

ENCOUNTER

What do you notice about the source?

What do you see? List 10 things you notice about the source. Be specific!

Senses: Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

30 seconds: Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

Draw It: Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

INVESTIGATE

What do you think about the source?

Wonder: What three questions would you ask the artist/author/creator about the source?

Define: What five adjectives would you use to describe the source? Why?

Purpose: How would people have used or interacted with this source?

Audience: Who would have been using this source? Why do you think this source was created?

BUILD

What does this source mean to you?

History: How does this source help you understand people's lives in the past?

Real life: Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

Changes: How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

Caption: What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.



Lesson 5.6: Revolutionary News Project

Name _____

Front Page! Revolutionary News Project

Required features of your paper:

- **Name** of newspaper
- **Date** of publication
- **News story #1**: the most important news story your paper has today
- **News story #2**: the second most important news story
- **Editorial**: an article written by a member of the newspaper staff giving their opinion on a current event topic

Optional features of your paper:

Your newspaper must have a total of six (6) optional points.

- (2 points) **Biography**: telling about an important person in the time period
- (2 points) **Summary of events of the war**: a timeline showing what has happened so far
- (2 points) **Human interest piece**: a positive, emotional story about someone's achievements or struggles
- (1 point) **Political cartoon**: a drawing that shows some current event topic in a comical or ironic light
- (2 points) **Other news stories** about current topics, such as the government or in the town
- (1 point) **Two advertisements**
- (2 points) **Letters from readers**: a section where people from the community write in about topics of the town or country
- (2 points) **Poems**: should be Revolutionary War focused

Tips for an exceptional and realistic 18th century newspaper:

- Since newspapers were expensive to print, articles couldn't take up too much space. They were brief, usually only a paragraph or two.
- Newspapers printed during the American Revolution generally tried to show both sides of the story, but some were strongly loyalist or patriot. What kind of paper will yours be?
- Take care your articles reflect the date of your paper. Is it at the beginning of the war, the middle, or the end?
- There were not many visuals in 18th-century newspapers, since all visuals had to be carved onto blocks for printing. Visuals (like cartoons and advertisements) should be simple.
- Be creative and have fun! Articles need to be factual but feel free to invent details.



Lesson 5.6: Revolutionary News Project

Name _____

Your contributions to the project: _____

Rubric for Revolutionary News Project

| | Above Standard (4) | At Standard (3) | Approaching Standard (2) | Below Standard (1) | Self | Teacher |
|----------------------------------|--|--|--|--|----------------------------|----------------|
| Completeness | All necessary articles are included and are thorough. Meet project guidelines. Contain detailed information. | A few articles are missing. Articles meet project guidelines; include some details and are sort-of thorough. | Some important information is missing and/or articles are too general. Mostly meet project guidelines. | Does not include necessary articles and/or does not meet project guidelines. | | |
| Creativity | Newspaper creatively expresses information. Uses a variety of types of articles. | Newspaper expresses the information. Uses more than one type of article. | Newspaper expresses information but needs more creativity. Mostly has one kind of article. | Newspaper does not show much creativity. Has only one kind of article. | | |
| Correctness | All information is correct. Includes extra material to create thorough newspaper. | Information is correct but does not include extra material. | Information is only mostly correct and does not include extra material. | Information is mostly incorrect. | | |
| Appropriate Communication | All information is clear, easy to understand, and realistically presented. | Information is mostly clear, understandable, and realistic. | Information is not very clear and is only partially realistic. | Information is not understandable and not very realistic. | | |
| Effort and Time | Effort is obvious. Project is completed on time. | Effort is present. Project is completed on time. | Some effort is present, but more is needed. Project might be late. | The product does not show significant effort. Project is late. | | |
| Comments: | | | | | Total of 20 points: | |



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Names _____

Front Page Plan

What is the name and date of your paper?

| What feature? | Who is responsible for it? | What is it about? |
|-------------------------|----------------------------|-------------------|
| News story #1 | | |
| News story #2 | | |
| Editorial | | |
| (Optional feature name) | | |
| Points: | | |
| (Optional feature name) | | |
| Points: | | |
| (Optional feature name) | | |
| Points: | | |
| (Optional feature name) | | |
| Points: | | |

Total optional points:

