

## **Do Facts Speak For Themselves?(Analyzing Primary Sources)**

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### **Overview**

This curriculum unit targets eighth grade students studying United States History. The purpose of this unit is to show how the forces of migration affected towns, specifically Boston, Massachusetts and Pittsburgh, Pennsylvania. The unit is designed in two parts. The first section, the Boston Massacre, can be used during the study of the American Revolution, while the second part, the Homestead Steel Strike of 1892, can be used during the study of immigrant labor in the late 1800's. The purpose of this unit is to help our students to analyze historical events using primary sources. In doing this, the unit creates a broad based investigative and challenging learning environment. Through this curriculum unit students will be assisted in meeting educational standards in communication and citizenship.

Students generally discover that they enjoy history when they become active learners. My students are usually eager to solve historical problems themselves rather than simply being told about the past. To accomplish this, students will recreate Captain Preston's trial to find out what really happened at the Boston Massacre. Since Irish immigrants whose ancestors had known British 'tyranny' firsthand reinforced the Bostonians' belief that the British were heartless tyrants who terrorized a peaceful town, students will need to question and analyze the testimony given at the trial.

As much as possible, I have tried to let the evidence speak for itself. Primary sources were chosen from various types of evidence: works of art, first-person accounts, trial transcripts, statistics, maps, letters, court decisions, speeches, political cartoons, and newspaper accounts.

### **Rationale**

Many students like to think that facts speak for themselves. This is especially tempting when analyzing an incident like the *Boston Massacre* or the *Homestead Steel Strike*. However, discovering what really happened, even when there are eyewitnesses, is never quite that easy. Witnesses may be confused at the time, they may see only part of the incident, see only what they want to see, or have some reason to lie. Therefore, students must learn to scrutinize the testimony of witnesses. Through this curriculum unit,

students will reconstruct events in history, such as Captain Thomas Preston's murder trial for the Boston Massacre. What really happened on that March 5<sup>th</sup>, 1770, evening in Boston? Was Preston guilty as charged? Only by reconstructing the event will students be able to answer that question.

Through the exercise on the Homestead Steel Strike, students will see how the United States changed significantly in the years following the Civil War. While Americans migrated to the west, industrialization also altered the face of the country. Once a nation of farmers, the United States quickly became a nation of cities. This land of new opportunities attracted immigrants from all over the world. Using their observation skills, students will see that the immigrant workers benefited from industrial growth, but also had to endure difficult working conditions and loss of control over their own lives.

## The Boston Massacre

The town of Boston was on edge the first weeks of 1770. Tension had been building since the early 1760s because the forces of migration, change, and maturation increasingly affected the town. The protest against the Stamp Act had been particularly bitter there, and men such as Sam Adams were encouraging their fellow Bostonians to be even bolder in their objection. In response, in 1768 the British government ordered two regiments of soldiers to Boston to restore order and enforce the laws of Parliament.

Instead of bringing calm to Boston, the presence of soldiers only increased tensions. Incidents between Bostonians and redcoats were common on the streets and in taverns. Known British sympathizers and informers were harassed, and Crown officials were openly insulted. Boston seemed to be a powder keg just waiting for a spark to set off an explosion.

On the chilly evening of March 5, 1770, a small group of apprentices began taunting a British sentry in front of the Boston Custom House. Pushed to the breaking point by this badgering, the soldier hit one of his tormentors with his musket. Soon a crowd of fifty or sixty gathered around the frightened soldier, triggering him to call for help. The officer of the day, Captain Thomas Preston, and seven British soldiers rushed to the Custom House to protect the sentry.

Upon arriving at the Custom House, Captain Preston must have sensed how risky his position was. The crowd had mushroomed to more than one hundred. Efforts by Preston and others to calm the crowd proved useless. The crowd surrounded Preston and his men as it had the lone sentry. Escape was now nearly impossible.

What happened next is the subject of great controversy. One of the soldiers fired his musket into the

crowd, and the others followed, one by one. The colonists scattered, leaving five dead and six wounded. Preston and his men quickly returned to their barracks, where they were placed under house arrest. They were later taken to jail and charged with murder.

Captain Preston's trial began on October 24, 1770. John Adams, Josiah Quincy, and Robert Auchmuty agreed to defend Preston, even though the first two were devoted Patriots. They believed that the captain was entitled to a fair trial and did their best to defend him. The trial lasted for four days, an unusually long trial for the times. It took the jury only three hours to reach a verdict of not guilty. (Zobel, p. 297)

Students will use portions of the evidence given at the murder trial of Captain Thomas Preston to reconstruct what actually happened on March 5, 1770, evening in Boston, Massachusetts.

### The Homestead Steel Strike of 1892

The history of American labor has been a turbulent one. Tens of thousands of people have been arrested, injured, or even killed in strikes that have pitted employees against management and often government. The history of the Pittsburgh area is studded with labor disputes – many of them bitterly contested and of long duration - over questions of wages, hours, working conditions, and union recognition.

The early strikes were relatively peaceful. But after the steady growth and expansion of industries in the 1840s and 50s, the conflicts between employers and workers became sharper. Typical of the harsh confrontation between labor and capital was the 1892 strike of 3,800 steel workers at Homestead, Pennsylvania.

When Andrew Carnegie purchased the Homestead Steel Works in 1883, he rapidly built it into a vast steel empire that set the pace for industrial America and the world. Jobs in the Homestead Works drew thousands of immigrants from Europe. There they had earned what amounted in the New World to about 25 cents a day. In the Pittsburgh mills, their wage was 15 cents for the hour. Thus they made in a day seven times as much as they did in their old country. It was natural that they were content with what they believed was a large income.

The same cannot be said about their working conditions. They worked a daily 12-hour shift, often seven days a week without rest. If working conditions were poor, living conditions were not much better. The majority of the steel hands lived in unstable shanties, ramshackle cottages, and filthy, overcrowded tenements with primitive sanitation and toilet facilities.

To improve their conditions, skilled workers in iron and steel fashioned a strong union in 1876, the Amalgamated Association of Iron and Steel Workers of America. In June of 1896, Henry Clay Frick set out to smash the Union. Andrew Carnegie held majority control in the Carnegie Steel Company, but its direction lay in the hands of 41-year-old Henry Clay Frick.

Frick was determined to cut costs in a brutally competitive industry. Two ways were clear: separate wages from productivity and introduce new technological processes to increase output and decrease the number of workers needed. Frick began his attack by firing every one of the 3,800 employees of the mill. Then he announced that a new non-union work force would be hired as individuals. Wages, which were very high, were to be reduced.

Angered by Frick's action, the union steelworkers armed themselves with rifles, surrounded the mill, and vowed to shoot anybody who entered the premises without their permission. To recapture his property, Frick decided to hire a private army of gunfighters, the Pinkerton Detective Agency of Chicago. Frick's strategy for recapturing the steel mill depended on surprise. Frick's plan called for an amphibious landing under cover of darkness.

On July 6<sup>th</sup>, the strikers discovered that two barges carrying the detested Pinkerton agents were being towed up the Monongahela River to Homestead. By the time the Pinkertons swung toward shore, several thousand men, women, and children had swarmed down to the shoreline of the mill property.

The townspeople fired at the barges with small cannons, they hurled dynamite sticks against them, poured oil in the river and lit it, shot at the Pinkertons with revolvers and rifles, and threw stones. The battle went on the whole day. The Pinkertons, unable to land, gave up and surrendered their arms. As the surrendered Pinkerton men marched between the lines of the enraged strikers and their families the excitement of the workers mounted; the pledge to allow the Pinkertons to move away in peace was forgotten; the strikers threw themselves on the surrendered men and let their anger flow.

The confrontation between townsfolk and Pinkerton Agents claimed the lives of at least ten men. In the months that followed, 167 strikers were indicted for crimes ranging from murder to aggravated riot. During the same period, hundreds of new workers, called scabs by the striking workers were hired to take the place of the striking workers. The Amalgamated Association of Iron and Steel Workers ceased to exist after hundreds of non-union workers poured into Homestead from all points of the compass (Serrin).

Students will examine various pieces of evidence: testimonies given in the House of Representatives by a variety of individuals involved in the battle between Pinkertons and steelworkers, newspaper articles, illustrations and editorial cartoons. Students will read and analyze each series separately. What emotional factors were they able to identify on both sides of the argument? Students will learn to

scrutinize the testimony of witnesses. Students will also use the same critical thinking to evaluate what the author or artist was trying to convey through his work, as they do in evaluating personal accounts. How might these images or impressions have influenced people of that time?

The Pittsburgh Teacher's Institute seminar, "A Restless People: Americans on the Move, 1760-1900", run by Dr. Joan Gundersen and Dr. Elisabeth Roark helped in several ways. First, forces of migration affected areas such as Boston and Pittsburgh by creating problems, change and maturation. With the seminar leaders' help, I will be able to guide the students in determining the impact migration had on those communities. Secondly, since I will have students investigate and use personal accounts, works of art and photographs to tell part of the story; the seminar's use of art in telling the story of migration will be very helpful. After analyzing and interpreting their information, students will present their findings in various forms (performance, power point presentation, exhibits or papers). Students will grow academically and intellectually as they integrate the arts, economics, sciences and other disciplines into a historical presentation. Researching enhances reading, comprehension, critical thinking and problem-solving skills while fostering pride in each student's heritage and in our nation's history and place in the world.

### **Objectives**

Through this unit students will be able to use effective research and information management skills, including locating primary sources of information. Students will then read and use a variety of methods to make sense of various kinds of complex texts such as: testimonies, newspaper articles, editorials, art work, speeches, cartoons and letters. While working in cooperative groups, students will demonstrate that they can work effectively with others. Through their various group projects, students will demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania and the United States. Finally, students will also analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

### **Strategies**

Students are given a variety of primary source material on a particular historical event. Each type of historical evidence is combined with an introduction to help students understand the historical context of the problem. As much as possible, I will try to let the evidence speak for itself and avoid leading students to one particular interpretation or another. Students are given suggestions for studying and analyzing the evidence. Students are then encouraged to reconstruct the event, role-play, and debate, create posters, or editorial cartoons to be evaluated.

### **Classroom Activities**

The Boston Massacre:

Suggestions for studying and analyzing evidence:

On March 5, 1770, both the crowd and the soldiers acted uncharacteristically. The result was the tragedy that colonists dubbed the “Boston Massacre.” Why did the crowd and the soldiers behave as they did? Discovering what really happened, even when there are eyewitnesses, is never quite that easy. The testimony of witnesses must be carefully scrutinized, for both what the witnesses mean to tell us and other pertinent information as well.

John Adams, in his closing speech, spoke of the problems with eyewitness testimonies.

The witnesses are confident that they know the prisoners at the barr,  
and that they were present...however, it is apparent, that witnesses are  
liable to make mistakes, by a single example. Mr. Bass, who is a very  
honest man, and of good character, swears positively that the tall man  
was at the right that night, and was the first that fired; and I am sure  
you are satisfied by this time, by many circumstances, that he is totally  
mistaken in this matter...(Boston Massacre Files, p.1)

Neither Captain Thomas Preston nor the soldiers testified at the captain’s murder trial because English legal custom prohibited defendants in criminal cases from testifying in their own behalf. One week after the massacre, however, in a sworn deposition Captain Preston gave his side of the story. Although the deposition was not introduced at the trial and therefore the jury was not aware of what Preston himself had said, students will have a portion of his disposition to examine.

No transcript of Preston’s trial survives. The trial testimony included in this unit comes from an anonymous person’s summary of what each person said, the notes of Robert Treat Paine (a lawyer for the prosecution), and one witness’s reconstruction of what his testimony and the cross-examination had been. Paine’s notes, and one witness’s recollections are acceptable substitutes because probably all three people were present in the courtroom and the accounts tend to corroborate one another.

**Day One**

Students will be introduced to the Boston Massacre by reading a news article on the event in the *Boston Gazette* dated Monday, March 12, 1770 (see “Day One: 1770 News Article”). The teacher will lead the students in analyzing this primary source. Who was the intended audience? What was the purpose of this news article? Is this article reliable? With the teacher’s guidance, students will develop research questions concerning the event as stated in the news article. Students will compare and contrast their findings after examining the testimony dispositions given at Captain Preston’s trial. Were the students on target or fooled by the so called ‘eyewitness’?

## **Day Two**

Students will work in cooperative groups using Captain Preston’s disposition and evidence from the murder trial to reconstruct the scene itself: the actual order in which the events occurred and where the various participants were standing. (Students should look for corroborating testimony.)

Each cooperative group will be given a rough sketch of the scene of the Boston Massacre (see fig.1). Students will need to create a key designating participants involved in the massacre and reconstruct the scene from their evidence. A list of possible questions will be given to each group to stimulate their discussion:

1. Where were the soldiers standing?
2. Where was Captain Preston standing?
3. Which eyewitnesses were closest to Preston?
4. Where were the other witnesses?

(Don’t forget that this event took place around 9 P.M.)

Rubrics will be used to evaluate work cooperative group work.

## **Day Three**

Cooperative groups will work on recreating the murder trial of Captain Thomas Preston. After the students are settled into their groups, the instructor will pass out their roles and allow them to decide within a group what role each one will play in Preston’s mock trial. Those students in a group that did not receive a specific role to play in the trial will serve as the ‘Director’ and will be responsible for helping

their group through their performance.

Each cooperative group will also be given their character's actual testimony from the trial. Students will be given time to read their testimony for the reenactment. During this time the instructor should float around the room and guide students. Students will practice their parts in preparation for the trial, which will take place on day four.

### **Day Four**

Students will role-play Captain Thomas Preston's murder trial with the entire class acting as the jury. Since students will be using the actual testimony, the audience (class) will be encouraged to take notes using a chart that is supplied with eyewitnesses' names. After weighing the eyewitnesses' evidence, each student will write a narrative explaining what they believe really happened on that chilly evening of March 5, 1770 in Boston, Massachusetts.

#### Boston Massacre Worksheet

Witness	<b>Are they telling the truth?</b>	<b>What did they hear?</b>	<b>What did they see?</b>	<b>Where were they standing?</b>	<b>Does his or her testimony agree with anyone else? Who?</b>
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Captain Preston

Edward Gerrish

Ebenezer Hinkley

Peter Cunningham

William Wyatt

Theodore Bliss

Benjamin Burdick

Diman Morton

Nathaniel Fosdick

Robert Goddard

Richard Palmes

James Woodall

Alexander Cruckshank

Jane Whitehouse

Newton Prince

**March 12, 1770**

Deposition of Captain Thomas Preston

...The mob still increased and were outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not, and much more language was used. At this time I was between the soldiers and the mob, parleying with, and endeavoring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavoring to close with the soldiers. On which some well-behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired; that the soldiers were upon those circumstances would prove me to be no officer. While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing...

Source: <http://www.bostonmassacre.net/trial/acct-preston2.htm>

### **Deposition of Theodore Bliss**

At home. I heard the Bells for fire. Went out. Came to the Town House. The People told me there was going to be a Rumpus with the Soldiers. Went to the Customhouse. Saw Capt. Preston there with the Soldiers. Asked him if they were loaded. He said yes. If with Ball. He said nothing. I saw the People throw Snow Balls at the Soldiers and saw a Stick about 3 feet long strike a Soldier upon the right. He sallied and then fired. A little time a second. Then the other fast after one another. One or two Snowballs hit the Soldier, the stick struck, before firing. I know not whether he sallied on account of the Stick or step'd back to make ready. I did not hear any Order given by the Capt. to fire. I stood so near him I think I must have heard him if he had given an order to fire before the first firing. I never knew Capt. Preston before. I can't say whether he had a Surtout on, he was dressed in red. I know him to be the Man I took to be the Officer. The Man that fired first stood next to the Exchange lane. I saw none of the People press upon

the Soldiers before the first Gun fired. I did after. I aimed a blow at him myself but did not strike him. I am sure the Captain stood before the Men when the first Gun was fired. I had no apprehension the Capt. did give order to fire when the first Gun was fired. I thought, after the first Gun, the Capt. did order the Men to fire but do not certainly know. I heard the word fire several times but know not whether it came from the Captain, the Soldiers or People. Two of the People struck at the Soldiers after the first Gun. I don't know if they hit 'em. There were about 100 people in the Street. The muzzles of the Guns were behind him. After the first Gun the Captain went quite to the left and I to the right.

Source: <http://www.bostonmassacre.net/trial/d-bliss.htm>

#### Deposition of Robert Goddard

The Soldiers came up to the Centinel and the Officer told them to place themselves and they formed a half moon. The Captain told the Boys to go home least there should be murder done. They were throwing Snowballs. Did not go off but threw more Snowballs. The Capt. was behind the Soldiers. The Captain told them to fire. One Gun went off. A Sailor or Townsman struck the Captain. He thereupon said damn your bloods fire think I'll be treated in this manner. This Man that struck the Captain came from among the People who were seven feet off and were round on one wing. I saw no person speak to him. I was so near I should have seen it. After the Capt. said Damn your bloods fire they all fired one after another about 7 or 8 in all, and then the officer bid Prime and load again. He stood behind all the time. Mr. Lee went up to the officer and called the officer by name Capt. Preston. I saw him coming down from the Guard behind the Party. I went to Gaol the next day being sworn for the Grand

Jury to see the Captain. Then said pointing to him that's the person who gave the word to fire.

He said if you swear that you will ruin me everlastingly. I was so near the officer when he gave the word fire that I could touch him. His face was towards me. He stood in the middle behind the Men. I looked him in the face. He then stood within the circle. When he told 'em





**Source:** <http://www.bostonmassacre.net/trial/d-goddard.htm>

## **More Boston Massacre Trial Depositions**

### **Edward Gerrish**

I heard a noise about 8 o'clock and went down to Royal Exchange Lane. Saw some persons with Sticks coming up Quaker Lane. I said (to the sentry) Capt. Goldsmith owed my fellow Apprentice. He said he was a Gentleman and would pay everybody. I said there was none in the Regiment. He asked for me. I went to him, was not ashamed of my face... The sentinel left his post and struck me. I cried. My fellow Apprentice and a young man came up to the sentinel and called him Bloody back. He called to the Main Guard... There was not a dozen people when the Sentinel called the Guard.

### **Ebenezer Hinkley**

Just after 9 o'clock heard the Cry of Fire. I saw the party come out of the Guard House. A Capt. cried out of the Window "fire upon 'em damn 'em." I followed 'em down before the Custom House door. Capt. Preston was out and commanded 'em. They drew up and charged their Bayonets. Montgomery pushed at the people advancing. In 2 or 3 minutes a Boy threw a small stick over hand and hit Montgomery on Breast. Then I heard the word fire in 1/4 minute he fired. I saw some pieces of Snow as big as Egg thrown. 3 or 4 thrown at the same time of pushing on the other End of the file, before 1st gun fired. The body of People about a Rod<sup>8</sup> off. People said Damn 'em they durst not fire don't be afraid. No threats.... I was a Rod from Capt. Preston. Kid not hear him give Order to fire 1/2 minute from 1st Gun to 2d. same to 3Vd. The others quicker. I saw no people striking the Guns or Bayonets nor pelting 'em. I saw Preston between people and Soldiers. I did not see him when 1st firing.

### **Peter Cunningham**

Upon the cry of fire and Bells ringing went into King Street, heard the Capt. say Turn out the Guard. Saw the Sentinel standing on the steps of the Customhouse, pushing his Bayonet at the People who were about 30 or 40. Captain came and ordered the Men to prime and load.) He came before 'em about 4 or 5 minutes after and put up their Guns with his Arm. They then fired and were priming and loading again. I am pretty positive the Capt. bid 'em Prime and load. I stood about 4 feet off him. He heard no Order given to fire. The Person who gave Orders to Prime and load stood with his back to me, I did not see his face only when he put up their Guns. I stood about 10 or 11 feet from the Soldiers, the Captain about the midway between.

### **Alexander Cruikshanks**

As the Clock struck 9 I saw two Boys abusing the Sentinel. They said you Sentinel, damned rascally Scoundrel Lobster"" Son of a Bitch and desired him to turn out. He told them it was his ground and he would maintain it

and would run any through who molested or attempted to drive him off. There was about a dozen standing at a little distance. They took no part. He called out Guard several times and 7 or 8 Soldiers with Swords Bayonets and one with a large Tongs in his hand came. I saw the two Boys going to the Men who stood near the Sentinel. They returned with a new Edition of fresh Oaths, threw Snow Balls at him and he then called Guard several times as before.

Source: <http://www.bostonmassacre.net/trial/d-more.htm>

### **William Wyatt**

I heard the Bell, coming up Cornhill, saw People running several ways. The largest part went down to the North of the Townhouse. I went the South side; saw an officer leading out 8 or 10 Men. Somebody met the officer and said, Capt. Preston for Gods sake mind what you are about and take care of your Men. He went down to the Sentinel, drew up his Men, bid them face about, Prime and load. I saw about 100 People in the Street huzzaing, crying fire, damn you fire. In about 10 minutes I heard the Officer say fire. The Soldiers took no notice. His back was to me. I heard the same voice say fire. The Soldiers did not fire. The Officer then stamped and said Damn your bloods fire be the consequences what it will. Immediately the first Gun was fired. I have no doubt the Officer was the same person the Man spoke to when coming down with the Guard. His back was to me when the last order was given. I was then about 5 or 6 yards off and within 2 yards at the first. He stood in the rear when the Guns were fired. Just before I heard a Stick, which I took to be upon a Gun. I did not see it. The Officer had to the best of my knowledge a cloth colored Surtout on. After the firing the Captain stepd forward before the Men and struck up their Guns. One was loading again and he damn'd 'em for firing and severely reprimanded 'em. I did not mean the Capt. had the Surtout but the Man who spoke to him when coming with the Guard

### **Benjamin Burdick**

When I came into King Street about 9 o'clock I saw the Soldiers round the Sentinel. I asked one if he was loaded and he said yes. I asked him if he would fire, he said yes by the Eternal God and pushed his Bayonet at me. After the firing the Captain came before the Soldiers and put up their Guns with his arm and said stop firing, don't fire no more or don't fire again. I heard the word fire and took it and am certain that it came from behind the Soldiers. I saw a man passing busily behind who I took to be an Officer. The firing was a little time after. I saw some persons fall. Before the firing I saw a stick thrown at the Soldiers. The word fire I took to be a word of Command. I had in my hand a highland broad Sword, which I brought from home. Upon my coming out I was told it was a wrangle between the Soldiers and people, upon that I went back and got my Sword. I never used to go out with a weapon. I had not my Sword drawn till after the Soldier pushed his Bayonet at me. I should have cut his head off if he had stepd out of his Rank to attack me again. At the first firing the People were chiefly in Royal Exchange lane, there being about 50 in the Street. After the firing I went up to the Soldiers and told them I wanted to see some

faces that I might swear to them another day. The Sentinel in a melancholy tone said perhaps Sir you may.

### **Diman Morton**

Between 9 and 10 I heard in my house the cry of fire but soon understood there was no fire but the Soldiers were fighting with the Inhabitants. I went to King Street. Saw the Sentinel over the Gutter, his Bayonet breast high. He retired to the steps and loaded. The Boys dared him to fire. Soon after a Party came down, drew up. The Captain ordered them to load. I went across the Street. Heard one Gun and soon after the other Guns. The Captain when he ordered them to load stood in the front before the Soldiers so that the Guns reached beyond him. The Captain had a Surtout on. I knew him well. The Surtout was not red. I think cloth color. I stood on the opposite corner of Exchange lane when I heard the Captain order the Men to load. I came by my knowledge of the Captain partly by seeing him lead the Fortification Guard.

### Homestead Steel Strike of 1892

In today's cooperative learning activity, each group will have a formidable task. Though the situation may seem slightly odd, it must be addressed in a serious manner. The situation is...

The year is 1892; you are a group of alien frogs from the planet Educator. You have been sent to Earth in order to research the Homestead Steel Strike that is being waged in Homestead, Pennsylvania. Your ship lands in a ball field in Lawrenceville. Your mission requires the utmost secrecy and the penalty for being sighted is death. In order to not be seen, you depart your ship quickly and return almost immediately with your arms full of magazines. Since you cannot read the language, you are only concerned with the drawings found in the magazine and on its cover.

### **Procedures:**

1. Placed in groups of four by educator
2. Roles are chosen

- **Commander Flies** – will gather opinions from each member of the team and lead the pace of discussion
  - **Secretary of the Pad** – will record the decisions of the team...must write legibly so that others will understand
  - **Host Slimy** – will present the team’s final conclusions to the “Supreme Toad” (teacher) and the “**Amphibian Council**”(class)
  - **General Froggy** – will make certain that all team members’ opinions are heard and that the team remains on task. General Froggy will only use positive reinforcement.
3. Steps to take once roles are assigned:
- Individually write opinions and observations of each poster.
  - Commander Flies will elicit the opinions and observations on each piece of artwork.
  - After discussion and compromise, the Secretary of the Pad should record the group’s final decision.
4. Host Slimy should be prepared to present the team’s conclusion to the Supreme Toad and Amphibian Council.
5. The Amphibian Council should fill in their informational chart and ask questions of the Host Slimy.

Homestead Steel Strike of 1892

Amphibian Council – Informational Chart

**Group #**

**Title of Artwork**

**The Group’s Opinion**



### **Nathaniel Fosdick**

Hearing the Bells ring for fire I supposed I went out and came down by the Main Guard. Saw some Soldiers fixing their Bayonets on. Passed on. Went down to the Sentinel. Perceived something pass me behind. Turned round and saw the Soldiers coming down. They bid me stand out of the way and dammed my blood. I told them I should not for any man. The party drew up round the Sentinel, faced about and charged their Bayonets. I saw an Officer and said if there was any disturbance between the Soldiers and the People there was the Officer present who could settle it soon. I heard no Orders given to load, but in about two minutes after the Captain step'd across the Gutter. Spoke to two Men I don't know who then went back behind his men. Between the 4th and 5th men on the right. I then heard the word fire and the first Gun went off: In about 2 minutes the second and then several others. The Captain had a Sword in his hand. Was dressed in his Regimentals. Had no Surtout on. I saw nothing thrown nor any blows given at all. The first man on the right who fired after attempting to push the People slipped down and drop'd his Gun out of his hand. The Person who step'd in between the 4th and 5th Men I look upon it gave the orders to fire. His back was to me. I shall always think it was him. The Officer had a Wig on. I was in such a situation that I am as well satisfied there were no blows given as that the word fire was spoken.

### **Richard Palmes**

Somebody there said there was a Rumpus in King Street. I went down. When I had got there I saw Capt. Preston at the head of 7 or 8 Soldiers at the Customhouse drawn up, their Guns breast high and Bayonets fixed. Found Theodore Bliss talking with the Captain. I heard him say why don't you fire or words to that effect. The Captain answered I know not what and Bliss said God damn you why don't you fire. I was close behind Bliss. They were both in the front. Then I step'd immediately between them and put my left hand in a familiar manner on the Captains right shoulder to speak to him. Mr. John Hickling then looking over my shoulder I said to Preston are your Soldiers Guns loaded. He answered with powder and ball. Sir I hope you don't intend the Soldiers shall fire on the Inhabitants. He said by no means. The instant he spoke I saw something resembling Snow or Ice strike the Grenadier on the Captains right hand being the only one then at his right. He instantly step'd one foot back and fired the first Gun. I had then my hand on the Captains shoulder. After the Gun went off I heard the word fire. The Captain and I stood in front about half between the breech and muzzle of the Guns. I don't know who gave the word fire. I was then looking on the Soldier who fired. The word was given loud. The Captain might have given the word and I not distinguish it. After the word fire in about 6 or 7 seconds the Grenadier on the Captains left fired and then the others one after another. The Captain stood still till the second Gun was fired. After that I turned and saw the Grenadier who fired first attempting to prick me by the side of the Captain with his Bayonet. I had a large Stick in my hand. I struck over hand and hit him in his left arm. Knocked his hand from his Gun. The Bayonet struck the Snow and jarr'd the breech out of his hand. I had not before struck at any

body. Upon that I turned, thinking the other would do the same and struck at any body at first and hit Preston. In striking him my foot slip'd and my blow fell short and hit him, as he afterwards told me, on the arm. When I heard the word fire the Captains back was to the Soldiers and face to me. Before I recovered the Soldier who fired the first Gun was attempting again to push me through. I tossed my Stick in his face. He fell back and I jump'd towards the land. He push'd at me there and fell down. I turn'd to catch his Gun. Another Soldier push'd at me and I ran off. Returned soon and saw the dead carrying off and the party was gone. The Gun, which went off, first had scorched the nap of my Surtout at 1 the elbow. I did not hear the Captain speak after he answered me. Was there but about 3/4 of a minute in the whole. There was time enough between the first and second Gun for the Captain to have spoke to his Men. He stood leaning on the dagger in the scabbard. At the time of the firing there was between 50 and 80 People at some distance not crowding upon the Soldiers and thin before them.

"Q. Did you situate yourself before Capt. Preston, in order that you might be out of danger, in case they fired?

"A. I did not apprehend myself in any danger.

"Q. Did you hear Captain Preston give the word Fire?

"A, I have told your Honors, that after the first gun was fired, I heard the word, fire! but who gave it, I know not.

"Q. Do you think it was possible Capt. Preston should give the word fire, and you not be certain he gave it?

"A. I think it was.

### **Jane Whitehouse**

A Man came behind the Soldiers walked backwards and forward, encouraging them to fire. The Captain stood on the left about three yards. The man touched one of the Soldiers upon the back and said fire; by God I'll stand by you. He was dressed in dark colored clothes.... He did not look like an Officer. The man fired directly on the word and clap on the Shoulder. I am positive the man was not the Captain.... I am sure he gave no orders.... I saw one man take a chunk of wood from under his Coat throw it at a Soldier and knocked him. He fell on his face. His firelock was out of his hand.... This was before any firing.

### **Newton Prince**

Heard the Bell ring. Ran out. Came to the Chapel. Was told there was no fire but something better, there was going to be a fight. Some had buckets and bags and some Clubs. I went to the west end of the Town House where were a number of people. I saw some Soldiers coming out of the Guardhouse with their Guns and running down one after another to the Customhouse. Some of the people said let's attack the Main Guard, or the Sentinel who is gone to King Street. Some said for Gods sake don't let's touch the main Guard. I went down. Saw the Soldiers planted by the Custom house two deep. The People were

calling them Lobsters, daring 'em to fire, saying damn you why don't you fire. I saw Capt. Preston out from behind the Soldiers. In the front at the right. He spoke to some people. The Capt. stood between the Soldiers and the Gutter about two yards from the Gutter. I saw two or three strike with sticks on the Guns. I was going off to the west, of the Soldiers and heard the Guns fire and saw the dead carried off. Soon after the Guard Drums beat to arms. The People whilst striking on the Guns cried fire, damn you fire. I have heard no Orders given to fire, only the people in general cried fire.

Source: <http://www.law.umkc.edu/faculty/projects/ftrials/bostonmassacre/prestontrial excerpts.html>

## Day One

### 1770 News Article: THE BOSTON MASSACRE

Here is the complete text of the account of the Boston Massacre as reported in the *Boston Gazette* and *Country Journal* on Monday, March 12, 1770.

A few minutes after nine o'clock four youths, named Edward Archibald, William Merchant, Francis Archibald, and John Leech, jun., came down Cornhill together, and separating at Doctor Loring's corner, the two former were passing the narrow alley leading Mr. Murray's barrack in which was a soldier brandishing a broad sword of an uncommon size against the walls, out of which he struck fire plentifully. A person of mean countenance. armed with a large cudgel bore him company. Edward Archibald admonished Mr. Merchant to take care of the sword, on which the soldier turned round and struck Archibald on the arm, then pushed at Merchant and pierced through his clothes inside the arm close to the armpit and grazed the skin. Merchant then struck the soldier with a short stick he had; and the other person ran to the barrack and brought with him two soldiers, one armed with a pair of tongs, the other with a shovel. He with the tongs pursued Archibald back through the alley, collared and laid him over the head with the tongs. The noise brought people together; and John Hicks, a young lad, coming up, knocked the soldier down but let him get up again; and more lads gathering, drove them back to the barrack where the boys stood some time as it were to keep them in. In less than a minute ten or twelve of them came out with drawn cutlasses, clubs, and bayonets and set upon the unarmed boys and young folk who stood them a little while but, finding the inequality of their equipment, dispersed.

On hearing the noise, one Samuel Atwood came up to see what was the matter; and entering the alley from dock square, heard the latter part of the combat; and when the boys had dispersed he met the ten or twelve soldiers aforesaid rushing down the alley towards the square and asked them if they intended to murder people? They answered Yes, by G-d, root and branch! With that one of them struck Mr. Atwood with a club which was repeated by another; and being unarmed, he turned to go off and received a wound on the left shoulder which reached the bone and gave him much pain. Retreating a few steps, Mr. Atwood met two officers and said, gentlemen, what is the matter they answered, you'll see by and by. Immediately after, those heroes appeared in the square, asking where were the boogers? where were the cowards? But notwithstanding their fierceness to naked men, one of them advanced towards a youth who had a split of a raw stave in his hand and said, damn them, here is one of them. But the young man seeing a person near him with a drawn sword and good cane ready to support him, held up his stave in defiance; and they quietly passed by him up the little alley by Mr. Silsby's to King Street where they attacked single and unarmed persons till they raised much clamor, and then turned down Cornhill Street, insulting all they met in like manner and pursuing some to their very doors. Thirty or forty persons, mostly lads, being by

this means gathered in King Street, Capt. Preston with a party of men with charged bayonets, came from the main guard to the commissioner's house, the soldiers pushing their bayonets, crying, make way! They took place by the custom house and, continuing to push to drive the people off pricked some in several places, on which they were clamorous and, it is said, threw snow balls. On this, the Captain commanded them to fire; and more snowballs coming, he again said, damn you, fire, be the consequence what it will! One soldier then fired, and a townsman with a cudgel struck him over the hands with such force that he dropped his firelock; and, rushing forward, aimed a blow at the Captain's head, which grazed his hat and fell pretty heavy upon his arm. However, the soldiers continued the fire successively till seven or eight or, as some say, eleven guns were discharged.

By this fatal maneuver three men were laid dead on the spot and two more struggling for life; but what showed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operation, was an attempt to fire upon or push with their bayonets the persons who undertook to remove the slain and wounded!

Mr. Benjamin Leigh, now undertaker in the Delph manufactory, came up and after some conversation with Capt. Preston relative to his conduct in this affair, advised him to draw off his men, with which he complied.

The dead are:

Mr. Samuel Gray killed on the spot, the ball entering his head and beating off a large portion of his skull.

A mulatto man named Crispus Attucks, who was born in Framingham, but lately belonged to New-Providence and was here in order to go for North Carolina, also killed instantly, two balls entering his breast, one of them in special goring the right lobe of the lungs and a great part of the liver most horribly.

Mr. James Caldwell, mate of Capt. Morton's vessel, in like manner killed by two balls entering his back.

Mr. Samuel Maverick, a promising youth of seventeen years of age, son of the widow Maverick, and an apprentice to Mr. Greenwood, ivory-turner, mortally wounded; a ball went through his belly and was cut out at his back. He died the next morning.

A lad named Christopher Monk, about seventeen years of age, an apprentice to Mr. Walker, shipwright, wounded; a ball entered his back about four inches above the left kidney near the spine and was cut out of the breast on the same side. Apprehended he will die.

A lad named John Clark, about seventeen years of age, whose parents live at Medford, and an apprentice to Capt. Samuel Howard of this town, wounded; a ball entered just above his groin and came out at his hip on the opposite side. Apprehended he will die.

Mr. Edward Payne of this town, merchant, standing at his entry door received a ball in his arm, which shattered some of the bones.

Mr. John Green, tailor, coming up Leverett's Lane, received a ball just under his hip and

lodged in the under part of his thigh, which was extracted.

Mr. Robert Patterson, a seafaring man, who was the person that had his trousers shot through in Richardson's affair, wounded; a ball went through his right arm, and he suffered a great loss of blood.

Mr. Patrick Carr, about thirty years of age, who worked with Mr. Field, leather breeches-maker in Queen Street, wounded; a ball entered near his hip and went out at his side.

A lad named David Parker, an apprentice to Mr. Eddy, the wheelwright, wounded; a ball entered his thigh.

Source: The Boston Gazette and Country Journal, March 12, 1770

## **The Homestead Steel Strike of 1892**

### *Day One*

Students will be introduced to immigrant labor and the Homestead Steel Strike by reading news articles from the late 1800's. British immigrants working in the iron and steel mills were earning more than they would have in England, but they also complained that they were forced to work much harder in the United States. On the whole, they accepted regular working day was twelve hours with an average hourly wage of 15 cents for the unskilled millhand. (Lorant, p.207)

Six years before the Homestead strike, Andrew Carnegie wrote in *The Forum*:

At present every ton of pig iron made in the world, except  
at two establishments (meaning the Lucy and Isabella furnaces in  
Pittsburgh, owned by the Carnegie Company), is made by men  
working in double shifts of twelve hours each, having neither

Sunday nor holiday the year round. Every two weeks the men

change to the night shift by working twenty-four hours consecutively.

(Lorant, p.212)

Background information for teacher:

Henry Clay Frick sold the Homestead Steel Works to Andrew Carnegie in 1883. Carnegie made Frick president of the Homestead Works. Since Carnegie was focused on costs more than anyone else in the business, he was soon able to dominate the industry. Of course maintaining cost controls also meant holding down wages. The Amalgamated Association of Iron and Steel Workers had already organized the plant when Carnegie purchased it.

On June 29, 1892, a lockout of the union workers began at the Homestead Works. Frick had a 3-mile long stockade installed around the factory, complete with barbed wire and slots for rifles. Knowing that the union wouldn't accept the reduced wage pact, the Amalgamated formally struck on July 1. Frick's whole goal was to replace the union workers with cheaper nonunion labor.

In the middle of the night on July 6, 300 Pinkerton detectives, notorious for their union-busting tactics, secretly cruised down the Monongahela River towards Homestead. They were loaded on two barges and hoped to surprise the unionists camped outside the works. But a union sentry spotted them and well-armed unionists were lying in wait for the Pinkertons.

A gun battle ensued which lasted the better part of the day. In the end, the heavily outnumbered Pinkertons had to surrender and were forced to walk a gauntlet, where the strikers and their wives beat them.

The confrontation between townsfolk and Pinkerton Agents claimed the lives of at least ten men. In the months that followed, 167 strikers were indicted for crimes ranging from murder to aggravated riot. During the same period, hundreds of new workers, called scabs by the striking workers were hired to take the place of the striking workers. The Amalgamated Association of Iron and Steel Workers ceased to exist after hundreds of non-union workers poured into Homestead from all points of the compass.

The House of Representatives investigated the employment of the Pinkerton detectives in the Homestead labor troubles. Testimonies given by various individuals involved in the battle between Pinkertons and steelworkers will be passed out to the students. Students will be given two types of

evidence: written accounts and artistic representations. After reading the written accounts of the Homestead Steel Strike, students will study the artistic representations of the same event.

The teacher will lead the students in analyzing this primary source. Who was the intended audience? What was the purpose of this news article? Is this article reliable? With the teacher's guidance, students will develop research questions concerning the event as stated in the news article. Students will compare and contrast their findings after examining the primary sources.

## **Day Two**

The teacher should greet the class as they enter the door and hand each student one of seven images. Once all students have entered the classroom, the instructor will have them form groups. This will be accomplished by having the students match up their cards with fellow students who have cards containing the same image.

The instructor should follow up the distribution of the cards with a brief recap of the previous day's lesson on the Homestead Strike of 1892. Students will be asked to study each picture carefully, looking especially for how Strikers or Pinkerton detectives are portrayed. How might these images have influenced people of that time?

A procedure sheet will be passed out to every student in the class. The instructor will read through it with the class. Following this the instructor will supply the criteria by which the roles are to be assigned. For example, the student in the group with the most siblings would be "Commander Flies" and the oldest student in the group would be "General Froggy."

These groups will then be given copies of two or three images from various sources, i.e. Harper's Weekly, July 18, 1892. Each group will then follow the procedures of the exercise while the instructor roams the classroom keeping groups on task.

## **Day Three**

Each group of alien frogs (students) will have 'Host Slimy' present their findings in front of the Amphibian Council (class). The Supreme Toad (instructor) will provide a chart where each student will write information learned from the other group presenters. The instructor will also have overhead

transparencies of each artwork ready so that the all students may see the artistic representation being discussed. A rubric will be used to evaluate group presentations (see “Oral Report”).

## Homestead Steel Strike of 1892

In today’s cooperative learning activity, each group will have a formidable task. Though the situation may seem slightly odd, it must be addressed in a serious manner. The situation is...

The year is 1892; you are a group of alien frogs from the planet Educator. You have been sent to Earth in order to research the Homestead Steel Strike that is being waged in Homestead, Pennsylvania. Your ship lands in a ball field in Lawrenceville. Your mission requires the utmost secrecy and the penalty for being sighted is death. In order to not be seen, you depart your ship quickly and return almost immediately with your arms full of magazines. Since you cannot read the language, you are only concerned with the drawings found in the magazine and on its cover.

### Procedures:

6. Placed in groups of four by educator
7. Roles are chosen
  - **Commander Flies** – will gather opinions from each member of the team and lead the pace of discussion
  - **Secretary of the Pad** – will record the decisions of the team...must write legibly so that others will understand
  - **Host Slimy** – will present the team’s final conclusions to the “Supreme Toad” (teacher) and the “**Amphibian Council**”(class)
  - **General Froggy** – will make certain that all team members’ opinions are heard and that the team remains on task. General Froggy will only use positive reinforcement.
8. Steps to take once roles are assigned:
  - Individually write opinions and observations of each poster.
  - Commander Flies will elicit the opinions and observations on each piece of artwork.

- After discussion and compromise, the Secretary of the Pad should record the group's final decision.

9. Host Slimy should be prepared to present the team's conclusion to the Supreme Toad and Amphibian Council.

10. The Amphibian Council should fill in their informational chart and ask questions of the Host Slimy.

Homestead Steel Strike of 1892

Amphibian Council – Informational Chart

**Group #**

**Title of Artwork**

**The Group's Opinion**

**Your own Opinion**

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## **Content Standards**

### Communications

C1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

C2. All students read and use a variety of methods to make sense of various kinds of complex texts.

C3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

C4. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.

C5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

C6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

C7. All students listen to and understand complex oral messages and identify their purpose, structure and use.

C8. All students compose and make oral presentations.

#### Citizenship

CI1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations.

CI2. All students demonstrate an understanding of themes and patterns of geography and describe the relationships between geography and historical, economic and cultural development.

CI3. All students describe the development and operations of economic, political, legal and governmental systems in the United States.

CI4. All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.

CI5. All students develop and defend a position on current issues, confronting the U.S. and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

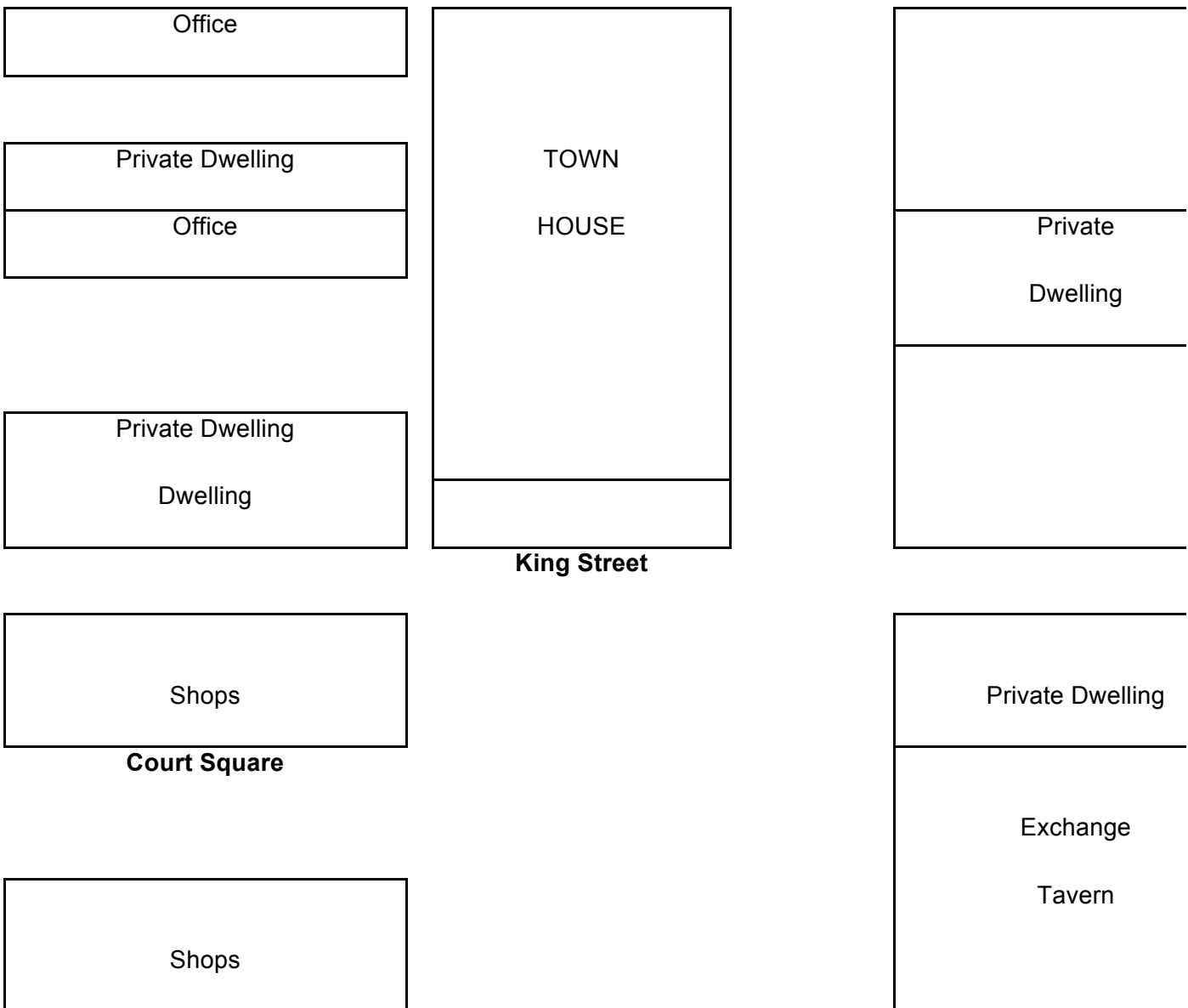
CI7. All students demonstrate their skills of communicating, negotiating and cooperating with others.

CI8. All students demonstrate that they can work effectively with others.

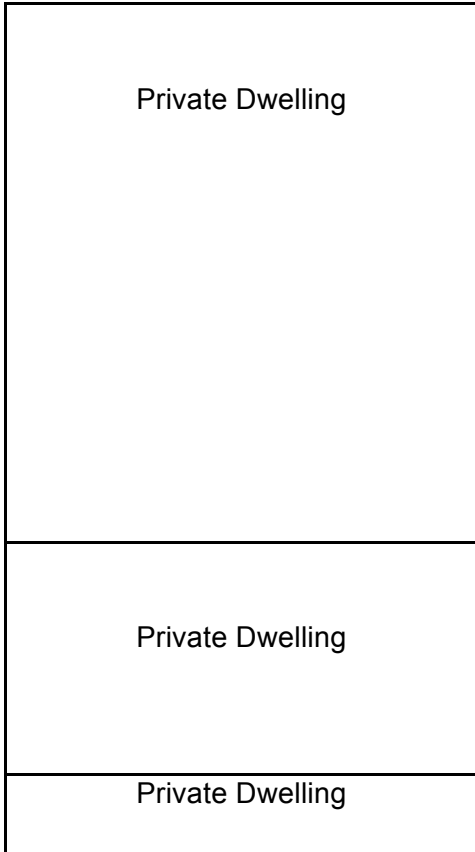
CI9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the U.S. and other nations.

**Figure 1**

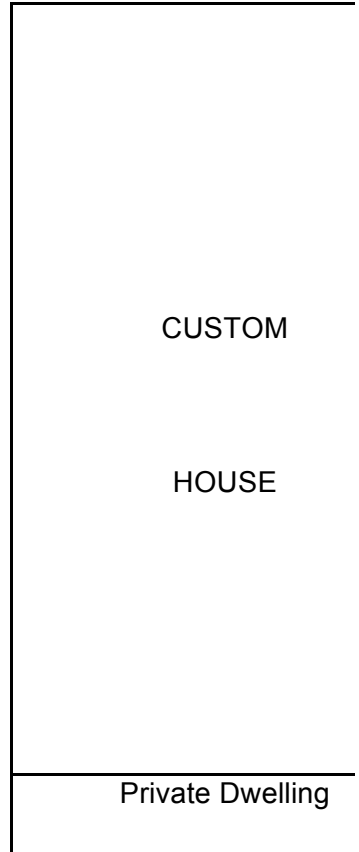
**Site of the 1770 Boston Massacre**



**Quaker Lane**



**Royal Exchange Lane**



- x
- x
- x
- x
- x
- x
- x
- x

*steps*

**x = Soldier**