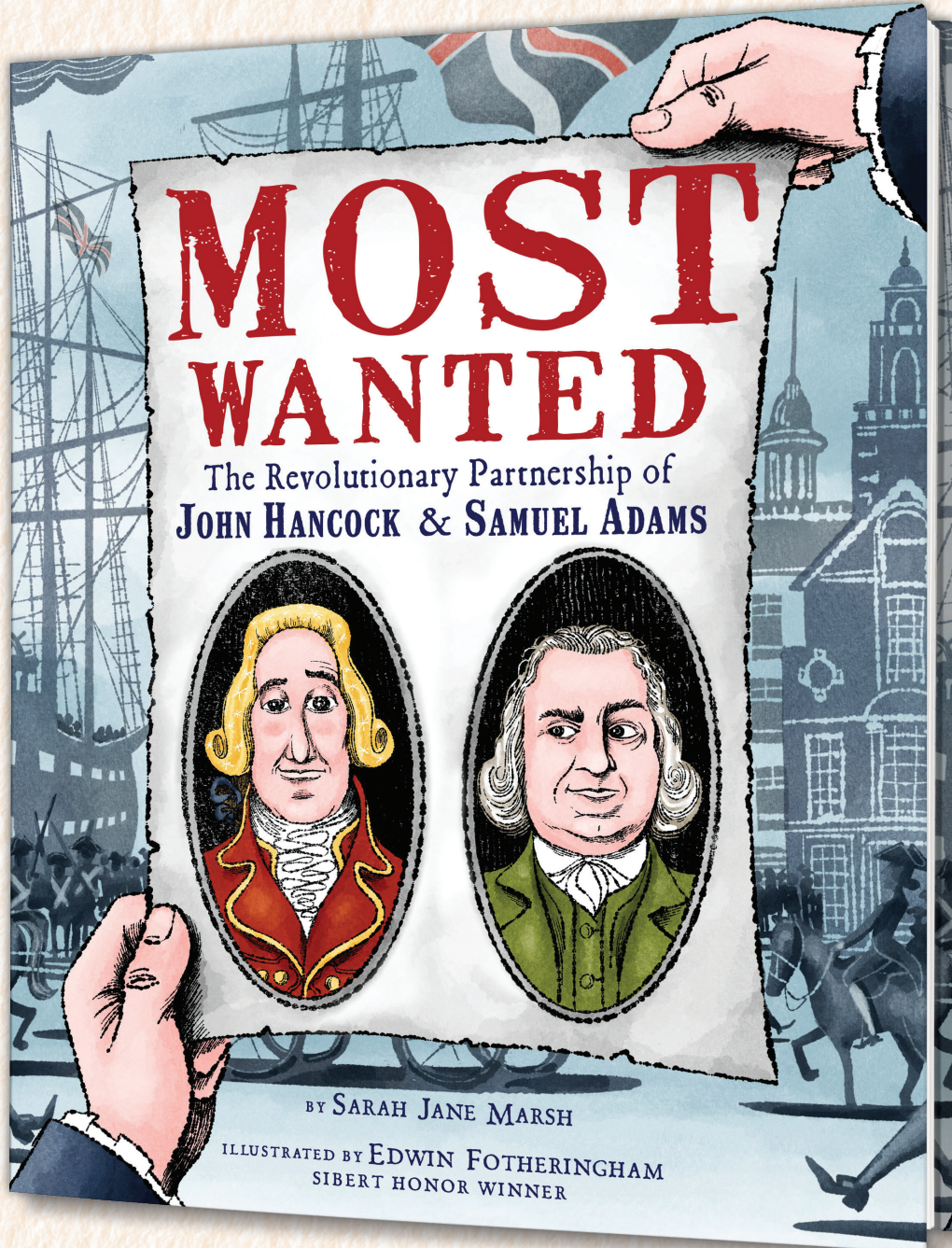
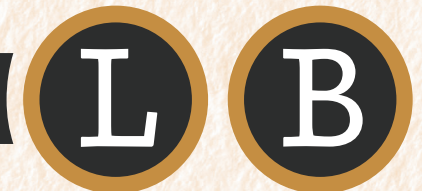


LITTLE, BROWN AND COMPANY BOOKS FOR YOUNG READERS

educator's guide | ages: 6–10



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before reading

Ask students what they know about the start of the American Revolution. Give them a few minutes to write a quick list of associations (people, events, objects) they have and then ask each student to share at least one. As you write their responses for the class to see, focus attention on who was living in the colonies and key figures who wanted to separate from Great Britain. Together, make a list of individuals and groups from their responses and elicit others. Ask students to keep this list in mind as they read or you read aloud *Most Wanted: The Revolutionary Partnership of John Hancock and Samuel Adams*.

discussion questions

1. What does the title *Most Wanted* make you think of? Why? How does the title connect to this book? Can you think of any alternative titles?
2. The author often refers to Hancock's vanity and Adams' shabbiness. Why do you think she points out these characteristics?
3. How else are John Hancock and Samuel Adams different? How are they alike? What events drew them together?
4. Why do you think the author chose to write about John Hancock and Samuel Adams as a pair? What do you think made them a good team?
5. Why were the colonies being taxed? What did Britain need money for? Why do Samuel Adams and John Hancock object to these taxes? In what ways were the taxes fair or unfair? Is there a way to make taxes fair for all? How?
6. What kind of place was Boston in the 1760s and 70s? What do you think of the events in Boston during this time? How did events in Boston affect the Revolutionary Era? Was the Revolutionary War unavoidable? Why or why not?
7. What is a revolution? What causes people to rebel?
8. *Most Wanted* is full of quotations. Why do you think the author uses historical quotations instead of her own words? Do you find the use of quotations effective? Why or why not?
9. Think back to the prereading activity. How many of the key figures in your list appeared in the book? Who is included in the illustrations but not in the text? Though the focus of *Most Wanted* is the partnership between John Hancock and Samuel Adams, discuss why history is often told from a white, male perspective and talk about who is missing from this story.

writing activities

"I am obliged..."

After reading *Most Wanted*, including the back matter, work as a class to create "I Am" poems for both Samuel Adams and John Hancock. Challenge students to share their ideas about how they think Adams and Hancock would complete each part of this structured poem that typically begins I am, I wonder, I feel, I hear, etc. Then have students choose a real or composite Revolutionary Era figure to research and create an "I Am" poem for that figure that includes specific historic events. Have students illustrate and present their poems then create a display of their work.

To differentiate instruction, some students may create shorter or longer poems

Resource

"I Am" poem template

www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf

“Parties and peach trees”

“Hancock loved parties and peach trees! He loved praise and personal attention!” Ask students what they notice about these words used to describe John Hancock. Use student answers like “He loves things that start with P” to encourage a discussion of alliteration.

Alliteration is when a writer repeats the consonant sounds at the beginnings of words in words that are close to one another. Have students look for and make note of other examples of alliteration in *Most Wanted* to share with the class. Point out how the sound repetition achieves an eloquent rhythm.

Then let students play with words! Ask them to choose a real or composite Revolutionary Era figure they are familiar with and come up with an alliterative descriptor for that person. Share some examples to get things started, such as “Shabby Sam,” “Pompous Patriot,” “Handsome Hancock,” “Persuasive Patriotic Pair,” etc. Have students share their alliterations with each other.

To differentiate instruction, students can create alliterative descriptors for several figures or write longer, more complex descriptions.

“Samuel Adams stormed around town, stirring up opposition in meetings, letters, and newspapers.”

Talk with students about how, like Sam Adams, when people believe in something, they often want others to join them in their beliefs and might try—very hard—to get others to change their minds. Discuss what caused the colonies to change from loyalty to Great Britain and the King to rebellion. How were people persuaded to join the cause? What did Samuel Adams do?

Discuss effective persuasive writing and how it uses logic, facts, opinion, and emotion to get a reader to accept a point of view. You might share some persuasive words of Revolutionary Era figures. Then have students write their own persuasive pieces about something they are passionate about. Have them start by identifying their purpose and audience, then think about supporting reasons and what words might be most persuasive. Students should be prepared to present their writing to the class.

To differentiate instruction, students can supplement their writing with images. When presenting their work to the class, they can explain how the images they chose are persuasive and express compelling perspectives.

Resources

Samuel Adams Heritage Society: Samuel Adams Famous Documents and Speeches
www.samuel-adams-heritage.com/documents-and-speeches.html

Thomas Paine’s Common Sense
teachingamericanhistory.org/library/document/common-sense/

Abigail Adams to John Adams: “Remember the Ladies”
www.masshist.org/publications/adams-papers/index.php/view/ADMS-04-01-02-0241

curriculum connections

“The eyes of the whole town”

Given that students will take away from *Most Wanted* an impression of the historical events and figures portrayed in the story, consider assigning related texts to deepen understanding of the historical era. While these suggestions may provide additional perspectives on the people and events of the era, note that you may want to check them—and other titles that you might currently use with students—for bias, stereotypes, racism, and inaccuracies. The resources below can help.

Social Justice Books: Guide for Selecting Anti-Bias Children’s Books

socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/

Teaching Tolerance: Toolkit for “Lies My Bookshelf Told Me: Slavery in Children’s Literature”

www.tolerance.org/magazine/summer-2019/toolkit-for-lies-my-bookshelf-told-me-slavery-in-childrens-literature

A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent by Anne Rockwell, illustrated by Floyd Cooper

Answering the Cry for Freedom: Stories of African Americans and the American Revolution by Gretchen Woelfle, illustrated by R. Gregory Christie

Independent Dames: What You Never Knew About the Women and Girls of the American Revolution by Laurie Halse Anderson, illustrated by Matt Faulkner

Colonial Voices: Hear Them Speak: The Outbreak of the Boston Tea Party Told from Multiple Points-of-View! by Kay Winters, illustrated by Larry Day

Black Heroes of the American Revolution by Burke Davis

Katie’s Trunk by Ann Turner, illustrated by Ronald Himler

Anna Strong and the Revolutionary War Culper Spy Ring: A Spy on History Book by Enigma Alberti, illustrated by Laura Terry

Write On, Mercy! The Secret Life of Mercy Otis Warren by Gretchen Woelfle, illustrated by Alexandra Wallner

Everybody’s Revolution by Thomas Fleming

Leave It to Abigail! The Revolutionary Life of Abigail Adams by Barb Rosenstock, illustrated by Elizabeth Baddeley

A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet by Kathryn Lasky, illustrated by Paul Lee

Get to Know Bernardo de Gálvez by Guillermo Fesser, illustrated by Alejandro Villén

Mum Bett’s Freedom Tale

www.tolerance.org/classroom-resources/texts/mum-betts-freedom-tale

PBS: Africans in America: Resource Bank

www.pbs.org/wgbh/aia/part2/index.html

The Revolutionary War, Oneida’s Legacy to Freedom

www.oneidaindiannation.com/revolutionarywar/

Daughters of the American Revolution: African American and American Indian Patriots in the Revolutionary War

www.dar.org/library/research-guides/forgotten-patriots

Author Laurie Halse Anderson has created HEROES NOT HATE to help classes seeking out the unsung heroes of the American Revolution

madwomanintheforest.com/heroes-not-hate/

Most Wanted: The Revolutionary Partnership of John Hancock & Samuel Adams

“Cooking up paragraphs”

Most Wanted offers a look at the origins of the American Revolution and the influence of Samuel Adams and John Hancock on history. But there are more stories about this era to be discovered. Understanding that there are multiple perspectives and multiple stories is critical to deep understanding of historical events.

Talk with students about how to look at history. How do you determine whose point of view matters? Why are there some people you can only learn about through the perspective of someone else? What are the perspectives that frame U.S. history in our textbooks? Whose voices do you want to hear from? How can an author’s identity affect what is shared? Why is it important to understand that women and men of different cultures and backgrounds contributed to our early history, and to making America what it is today?

As students read *Most Wanted*, ask them to note:

- Who is this story about?
- Whose point of view is represented? What evidence do you find in the book?
- Whose point of view is not included? What evidence do you find in the book?

Discuss their findings. Then have students work in groups to research multiple perspectives and additional details that provide a fuller, more diverse account of events in Boston, such as:

- Reaction to the Stamp Act
- The Boston Massacre
- The Boston Tea Party
- Battles at Lexington and Concord

Have students write and illustrate their own passages and bring the multiple perspectives together into an enlarged and revised version of *Most Wanted*.

Resources

Teaching History: Multiperspectivity: What Is It, and Why Use It?
teachinghistory.org/teaching-materials/ask-a-master-teacher/23610

National Council for the Social Studies: The “Other Side” of the Story: Designing Multiple Perspective Inquiries
www.socialstudies.org/sites/default/files/multiple_perspectives_ncss_presentation_1.pdf

“I will not be a slave.”

In *Most Wanted*, the hypocrisy of John Hancock’s statement, “I will not be a slave” is illustrated by the contempt depicted in the face of his own slave. Slavery was used as a metaphor by many colonists to protest British laws and policies. Yet from the earliest days of the colonies through the mid-1860s, many Americans owned slaves. These enslaved people had no rights, no freedom.

In her author’s note, Sarah Jane Marsh asks, “So how does America reconcile a patriotic pride in its revolutionary roots with the violence and human suffering inflicted in this history?”

continued on next page . . .

Most Wanted: The Revolutionary Partnership of John Hancock & Samuel Adams

An important first step is to analyze the experiences of slaves in revolutionary America with students. For many students, slavery is something associated only with the southern United States during the Civil War and they may not understand that people were enslaved in America long before and during the American Revolution.

Discussing slavery can be intense and emotional for both teachers and students. Take advantage of the resources below which can help you create a safe environment for student expression and guide discussion of these and other questions:

- What do you know about slavery and where does that information come from?
- Why did the American colonies have slaves? Where else in the world were people enslaved?
- What does it mean to have no rights? Think and talk about the meaning of freedom.
- What effect did using slavery as a metaphor for the colonists' struggle for independence have on enslaved people and on the institution of slavery?
- What do you know about the contributions of black Americans before and during the American Revolution and where does that information come from? What ways did African Americans participate in the Revolutionary War in support of both sides?
- When was slavery abolished in Massachusetts? When did our state ban slavery?

Resources

Teaching Tolerance: Toolkit for Tongue-Tied: Critical Practices for Anti-bias Education
www.tolerance.org/magazine/spring-2014/toolkit-for-tonguetied

Teaching Tolerance: Teaching Hard History: American Slavery
www.tolerance.org/frameworks/teaching-hard-history/american-slavery

Massachusetts Historical Society: African Americans and the End of Slavery in Massachusetts
www.masshist.org/endofslavery/index.php

Enslaved People at Mt. Vernon
www.mountvernon.org/george-washington/slavery/enslaved-people-at-mount-vernon/

Additional Reading and Resources

Will You Sign Here, John Hancock? by Jean Fritz, illustrated by Trina Schart Hyman

A Picture Book of John Hancock by David A. Adler and Michael S. Adler, illustrated by Ronald Himler

Why Don't You Get a Horse, Sam Adams? by Jean Fritz, illustrated by Trina Schart Hyman

Samuel Adams: Patriot and Statesman (Graphic Biographies) by Matt Doeden, illustrated by Charles Barnett III, Dave Hoover, Tod G. Smith, and Keith Wilson

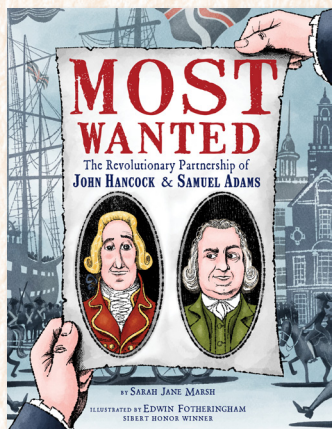
The Digital Encyclopedia of George Washington: John Hancock
www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/john-hancock/

National Historic Park Massachusetts: Samuel Adams
www.nps.gov/bost/learn/historyculture/samuel-adams.htm

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about the book



HC 978-1-368-02683-3
Also available in ebook

John Hancock and Samuel Adams were an unlikely pair of troublemakers. Hancock was young and dashing. Adams was old and stodgy. But working together, they rallied the people of Boston against the unfair policies of Great Britain and inspired American resistance. And to King George, they became a royal pain.

When the British army began marching toward Lexington and Concord, sending Hancock and Adams fleeing into the woods, the two men couldn't help but worry—this time, had they gone too far?

Rich with historical detail and primary sources, this spirited tale takes readers through ten years of taxes and tea-tossing, tyranny and town hall meetings. The team behind *Thomas Paine and the Dangerous Word* reunites for a lively look at the origins of the American Revolution told through the powerful partnership of two legendary founders.

praise for the book

★ "A lively, insightful look at the origins of the American Revolution."

—*Kirkus Reviews* (starred review)

"Engaging and thoroughly researched. . . . [This tale] shows that the study of history can be anything but boring."

—*Publishers Weekly*

Rachael Walker (belleofthebook.com) created this guide. She consults on a wide variety of educational programs and multimedia projects, and develops educational materials and reading resources for children, parents, and teachers.

about the author and illustrator



Sarah Jane Marsh is the author of *Thomas Paine and the Dangerous Word*, illustrated by Edwin Fotheringham. Sarah has taught American Revolution history in elementary and middle school . . . and is still learning. She loves to visit historical sites and museums around Boston and beyond. Sarah lives with her family outside of Seattle.

Learn more at www.sarahjanemarsh.com



Edwin Fotheringham grew up in Sydney, Australia, and attended the University of Washington School of Art in Seattle, where he currently lives. He began his career as an illustrator working on a variety of projects, from CD covers to Neiman Marcus print ads. Other clients include *The New Yorker* and *The Wall Street Journal*. Edwin has also illustrated a number of children's books, including *Thomas Paine and the Dangerous Word* by Sarah Jane Marsh, *Tony Baloney* by Pam Muñoz Ryan, and *What to Do About Alice?* by Barbara Kerley, which received the Robert F. Sibert Honor.

See more of his work online at edfotheringham.com.