

P.E.

CHAPTER 9

The Revere — Dawes Communication Systems in Action!

LEXINGTON AND CONCORD

Objectives

The students will:

Listen for the purpose of gaining information.

Retain information heard and recount that information accurately.

Analyze and practice good sportsmanship and honorable competition.

Revere-Dawes Relay

The REVERE-DAWES RELAY connects to be the events of Lexington and Concord. It brings home the genius and jeopardy of the Patriot communication network.

Two Patriot networks

A verbal message to pass at speed, and ...

Opposing forces

All add up to urgency, great fun, and *instill* the eighteenth century

CODE OF HONOR

In victory as well as defeat.

Needed

- Two adults with synchronized watches who know the rules of the game
- Gingerbread men with red frosting coats — one per student
- Two or more adults to serve as listeners

Ahead of Time

Secretly arrange for the appropriate people to be expecting your students at a certain time at certain places (example: the cafeteria, a certain classroom, a certain office). Leave the gingerbread Redcoats in the specified places in the care of someone who will note the team's exact time of arrival, and then distribute the gingerbread snacks

Setting the Stage in the Classroom

Discuss with the students:

- During the years before and during the Revolution, Paul Revere and Samuel Adams set up a system in Massachusetts and other colonies that allowed messages and alarms to be communicated rapidly over great distances. They used riders and runners who would each remember very accurately the message and pass it to several specific people. Each of those then would travel to other locations and pass the message to several other designated people who would in turn each travel still further and tell several others. This process would be continued until the message had reached the furthest areas within the system. In such a way, one express rider or messenger could transmit a message that would in very short order reach not just those to whom he talked, but also to hundreds of others. Add up how many people can be reached if 3 people are messengers at each of 3 layers of relay. (78) How many if 4 people are at each? (168)

The system depended upon three things to work well:

1. The message had to be remembered and passed on accurately.
2. The messengers had to be able to find the people to whom they would pass the message.
3. The messengers had to move swiftly to their contacts without being captured.

This exercise will illustrate to the students how the system works — and very possibly how it sometimes went wrong.

1. First diagram on the board the communication system you and the students are about to create. See diagram. Two or three classes can easily combine to make this game great, because with only two messengers at each position, 58 children will be involved in just 3 tiers of relays.
2. Tell the children that there will be 2 teams, and that different messages will be given to the captains; that when they receive the message, they each must pass it on quietly to the two people they picked as fast as they can after they are sure they understand the message. When they do tell their two, they must make certain that they are totally understood and that they maintain secrecy; then speed both on their way. Speed is important but stealth and accuracy are more important. If an adult hears the message, that messenger and all who branch from him are out of the game. When the furthest people on their chain have been told, and only then, they are all to form a single line behind the last people. The adult will oversee this. Without speaking even one word about where they are going, they must march silently to the place the last people in the chain take them. An adult will accompany them. If they go to the right place, there is a reward. The first team to successfully complete the exercise will get a special honor.
3. Following the diagram, choose two students to captain communication systems, one called Revere and one called Dawes.
4. Divide the rest of the class, placing half of the students on Revere's team and half on Dawes' team positioning them according to the diagram. Emphasize that each person

will be responsible for transmitting the message he is given to the two or more recipients assigned to him as quickly and accurately as possible, but they will also be responsible for not allowing anyone else to hear the message.

5. Take the two groups outside into the largest playground. The first two children, the captains of their communication system, stand next to the teacher. The two students whom each captain has picked stand 20 feet away on opposite sides. The two picked by each of those 4 stand another 20 feet away from each other. Outward they fan, further and further, one team on the right, one on the left.
6. When all are in position the teacher gives each of the two near her a message privately.
Examples of the message she may give are:
 - Capture the Redcoats at the cafeteria.
 - Capture the Redcoats at the nurse's office.
7. Begin and see what happens.
8. Reward all who get to the right place with a gingerbread Redcoat, and when the children return to the classroom, the faster team stands together and all the others honor them with 3 Huzzahs!

The Revere and Dawes Communication System in Action!

DIAGRAM

D represents Dawe's relay team, 2 people at each station after the first "D"

R represents Revere's relay team, 2 people at each station after the first "R"

