Dear Educators,

It is with great excitement that we present this Teacher Resource Guide as an accompaniment to our newly revised Timeline of the American Revolution. The Timeline features a mixture of historical objects, artifacts, and documents all drawn from the Museum’s collection. This resource can help your students use objects and documents as tools to explore key moments and surprising stories of real people who experienced the American Revolution. The Timeline covers the period from the end of the French and Indian War through the opening of the Museum of the American Revolution in 2017.

The new Timeline of the American Revolution features high-quality images of historical objects and documents and is enhanced by video explorations of select items. It encourages users to look closely, dig deeply, and even extend their experience by creating and downloading their own list of objects from the Timeline using the My Timeline feature.

The Timeline can be explored at multiple levels: by scrolling chronologically on the main Timeline, by selecting an object and viewing more detailed information about it on its Object Detail Page, or by selecting a specific theme or searching a specific keyword and exploring the narrowed list of items that result. The Timeline can also be downloaded with most features (except the videos) accessible offline for easy access.

This companion Teacher Guide features a variety of activities of different lengths to help students learn about the Revolutionary Era and the ongoing Revolution using historical objects, documents and timelines. We have called out several Art and English Language Arts connections; many others are present throughout. Activities also feature thematic lessons that explore the roles of women, soldiers, Loyalists and people of African descent, among other topics. These activities can be used for shorter lessons, class periods, and research assignments. Additionally, words that appear in the Timeline’s included glossary have been bolded throughout the Teacher Guide to aid you in providing context when introducing them in the classroom. We hope that this new resource and accompanying Teacher Guide will help your students bring the past to life.

To learn more about our teacher resources, please visit our website at: amrevmuseum.org/learn-and-explore/for-students-and-educators. Here you can explore our Teacher Resource Guides, professional development opportunities, and sign up for our educator e-newsletter. We hope you and your students enjoy the Timeline of the American Revolution!

Sincerely,
Education Team
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Museum of the American Revolution
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Timeline of the American Revolution Teacher Guide
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Teaching with Objects, Documents, and Timelines

Ensure students have access to computers, tablets, or other devices with a working internet connection to access the Timeline of the American Revolution. Note: The Timeline can also be downloaded onto computers and other personal devices.

Note that this Timeline of the American Revolution, like the Museum’s collection, includes a variety of 18th century weapons, including firearms. These objects can invite comparisons to and/or discussions of contemporary issues. Please use your discretion and understanding of your students and community when introducing and using this resource with your students.

Engagement Activities

5-10 minutes. These activities can be used as a hook activity, introduction to a concept, or shorter lesson.

OBJECT INVESTIGATION

You can start a class on the American Revolution with an object from the Timeline! Select an object that connects to a theme, person, place, event, or time within the Revolution that you plan to explore with your students. Project or display the object or allow students time to examine it on their personal devices. Note that objects can be magnified to see small details. Have students practice their historical thinking skills by conducting a close-looking exercise with the object:

Begin by observing/investigating the object and noting the following:

• Size, shape, and weight
• Color and texture
• 2-5 details that you find interesting

Then, invite students to draw conclusions about the object, based on their investigation, with the following questions as a guide:

• What might this object have been used for?
• Who might have made it? When and how? And why?
• What stories might this object tell?
• Did you learn anything from this object that was different from what you would find in a textbook?
• What might this object tell us about the American Revolution?

Use your students’ responses and curiosity to transition into your next activity or discussion around your person, place, event, or theme. (Consider using this object-based activity as a template for lessons on other historical eras as well).

CLOSE LOOKING WITH A POWDER HORN

Note: This activity can be done with another object or objects from the Timeline but powder horns are often deeply decorated and provide lots of opportunity for noticing details and raising questions about the people who created, decorated, and carried them.

Powder Horns in the Timeline of the American Revolution

• Havana Powder Horn (Pride and Protest)
• Abel Scott’s Powder Horn (War and Independence)
• William Waller Powder Horn (War and Independence)
• Samuel Dudley’s Powder Horn (War and Independence)

First, have students choose one of the powder horns or assign them one individually or in a group. Allow them a few minutes to locate the powder horn on the Timeline and write down their first observations (size, shape, weight, texture).

Then, ask them to use the zoom-in function to examine the horn more deeply, noticing as many details as possible. Tell students to also read the description of the powder horn. Afterwards, engage them in conversation around the following questions:

• What new observations about the powder horn were you able to make by looking at it more closely?
• What can all of these observations tell us about the soldier who carried the powder horn and his experiences in the Revolutionary War?
• How can close looking help us further understand an object and the person who may have used it?
• How can close looking help us further understand the person who might have made the object?

EXTEND: Have students pick an object in your classroom and do the same activity. What did close looking reveal about the object and the people who interact with it?
YOUR TIMELINE
Engage students in a conversation around the following questions:
• If you made a timeline of your life, what 5 objects or documents would you choose?
• What stories would they tell about you?

DO IT FOR THE ‘GRAM
Have students find one object or document from the Timeline. Then, instruct them to create a video reel or post (in the style of your/their preferred social media platform) describing what the object reveals about the American Revolution. Make sure to share it with us at education@amrevmuseum.org

Development Activities
30-45 minutes. Can be used for an entire class period.

WHAT IS A TIMELINE?
Ask students if they know what a timeline is. Then ask what purpose(s) timelines serve. Next, assign students individually to list the events of their day along with what mood or feelings they experience at several points during the day and then put them on a timeline.

Then, engage students in conversation around the following questions:
• Were there any correlations or connections between your mood and the events that happen to you during the day?
• How does organizing information help us better understand it?
• Why would historians use timelines for historic events?

MY TIMELINE OF THE AMERICAN REVOLUTION
Have your students create their own personalized Timeline of the American Revolution using the My Timeline feature. Students can pick objects based on their topic of interest, objects they want to learn more about, or objects they like the look of or a broad category. (Suggest a desired number of objects appropriate to your available time and your knowledge of your students).

Begin by projecting or having students watch the short How to Use/Timeline of the American Revolution Video: https://www.youtube.com/watch?v=sLMcORpRwys

Allow students the opportunity to create their own Timeline of the American Revolution. After students have created their timeline, engage them in conversation around the following questions:
• Why did you choose the specific objects/documents you did?
• How did each object/document help you better understand the American Revolution?
• Which document/object surprised you the most? Why?
• If you could go back in time and ask a question to the author of a document or a person who made or used one of your objects, what would it be and why?

EXTEND: Have students write a paragraph for each object or document explaining what caused them to choose it and how it can help to learn about the American Revolution.

OBJECT CONNECTIONS
Teacher preparation: Prepare copies of the Timeline of the American Revolution Contents handout. Cut out one object or document for each student.

Assign students an object or document from the Timeline by placing the name of the object/document in a hat or other container. Allow students time to find the object/document on the Timeline and then to read about and examine the object. Then, tell students they have 5-10 minutes to walk around the classroom to find another student with an object that connects to theirs in some way. (If there is an odd number of students, there can be a group of three). Give students a few minutes to talk to each other about their objects. Repeat the activity a few times. Afterwards, allow time to engage students in conversation around the following questions:
• What were some ways your object was connected to others in the class?
• Did this activity make you think about the object or document in a different way? How so?
• How can objects and documents give clues about how some historical events or ideas are connected?
**CHOOSE ME!**
After students have had time to browse the Timeline of the American Revolution, have them go to the Museum’s Virtual tour and choose one object or document they feel should be included in the Timeline (that isn’t already in it). Ask them to justify their reasoning in a persuasive essay or speech to the class.

**TIMELINE MARKETPLACE**
Have students browse the Timeline and choose one object to “sell”. Ask students to consider the following:
- What function did this object serve?
- Are there any signs, symbols, or decorations on it?
  - If so, how might they make this object more appealing to a particular person?
- Based on observable details, who do you think would have used this object? Who might have been able to afford it?

After answering the above questions, instruct students to use the information they gathered from the Timeline and the questions they answered to create a flier advertisement for the object in order to try to sell it.

**EXTEND:** Have students display their advertisements at their desks with an empty jar and provide each student with a small amount of play money or tickets. Instruct them to deposit money or a ticket into the corresponding jars of the objects with the most compelling advertisements. Select the objects with the most money/tickets for a class-wide discussion about their properties.

**EVERYTHING, EVERYWHERE, ALL IN ONE OBJECT**
Assign each student a different object from the Timeline or have them choose an object. Tell students they have a challenge: They have to teach as much as they can about the American Revolution using only this object. Challenge students to find ways that the object can be used to introduce different groups of people, events, geography, economics, cultural events, etc. Have them present their findings to the class in the form of a PowerPoint, Prezi, Canva, song or performance.

**MY EVENT**
After students have had time to browse the Timeline of the American Revolution as an example, have students choose any historical event of interest to them and create a timeline of that event using only objects and documents.

**MAKE A VIDEO!**
The following objects on the Timeline feature videos providing further information narrated by Museum Educators and Curators:
- Stamp Act Stamp
- “GR” Chamber Pot
- Phillis Wheatley’s Poetry Book
- Thomas Paine’s Common Sense and James Chalmers’ Plain Truth
- Hessian Headgear
- Letter about a Council with Native Americans
- Rappahannock Forge Musket
- The Female Review
- Lafayette Parade Banner
- World War II Poster

Assign students to watch a few of them and then have them take a turn! Have students pick an object from the Timeline to create their own video.

Make sure to share them with us at education@amrevmuseum.org

**EXTEND:** Have students pick a video to watch. Afterwards, have them think of three questions they want to ask the Museum’s Education Department about the object or document. Send the questions to education@amrevmuseum.org

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**Research Projects**

**THEN AND NOW**
Have students choose an object from the Timeline and then investigate it to see what it can tell them about what life was like during the Revolution. Then, instruct students to research what advancements have been made on their object. Students can then create a timeline of improvements and conclude by considering how the object is used today compared to during the American Revolution, and what this says about how life, technology, and the world has changed. Conclude by leading a discussion about what people today still have in common with those that lived during the Revolution, as well as what differences now exist.
CREATE YOUR OWN MUSEUM OF THE AMERICAN REVOLUTION TIMELINE

First, have students explore the Timeline of the American Revolution focusing on the features of the Timeline (how to find objects with the filters, the length of object descriptions, themes and types of objects and documents). Then, have them choose one of the Museum of the American Revolution’s online exhibits to research. Tell them they are going to create a timeline of the exhibit, using 4 themes (some exhibits already have these themes) and 5-10 objects per theme to include on their timeline.

- Among His Troops: Washington’s War Tent in a Newly Discovered Watercolor
- Black Founders: The Forten Family of Philadelphia
- Cost of Revolution: The Life and Death of an Irish Soldier
- Liberty: Don Troiani’s Paintings of the Revolutionary War
- When Women Lost the Vote: A Revolutionary Story, 1776-1807

After they have examined their chosen exhibit and completed outside research, ask them to think about the following questions before creating their timeline.

- What filters would you have?
- What objects or documents would you use?
- What personal stories would you tell?

TEACH YOUR CLASSMATES WITH THE TIMELINE

Split students into four groups based on the sections on the Timeline:

- Pride and Protest
- War and Independence
- A New Nation
- An Ongoing Revolution

Assign each group to create a presentation to teach the class about the American Revolution using the objects and documents in their assigned section of the Timeline. Make sure they use at least 5 objects or documents for each period and make sure to reference the events and dates that each object/document was connected to. Presentations can be in the form of a PowerPoint, Prezi, Canva, theatrical performance or poster.

Language Arts Connections

WRITE A SHORT STORY

Have students create their own timeline of the American Revolution choosing 5-8 objects or documents from the Timeline. After they have made their timeline, assign them to create a historical fiction short story incorporating each of their chosen objects. Make sure to share it with us at education@amrevmuseum.org

DIARY ENTRY

Have students pick an object or document on the Timeline and then create a diary entry written from the perspective of someone who made or used the object or wrote/read the document during the American Revolution.

Art Connections

ETCH YOUR OWN POWDER HORN

Explain to students that particularly during the early years of the Revolutionary War, many soldiers kept their gunpowder dry by storing it in hollow cows’ horns, called powder horns. Note that some of these soldiers decorated their powder horns with images that were meaningful to them, or hired others to do this for them. Then, have students go on a scavenger hunt to see how many powder horns they can find while noting some of the designs on them. Afterwards ask students what designs they found and why they think soldiers choose those particular images.

Conclude by having students etch their own powder horn using the craft activity in the following link. https://www.amrevmuseum.org/learn-and-explore/for-kids-and-families/at-home-crafts-activities/etch-your-own-powder-horn-craft

TIMELINE CELEBRATIONS WITH IMAGERY

Using the Timeline, assign students to make their own timeline of the American Revolution using only objects with images that celebrate a person or event (stamps, posters, ceramics, coins, etc). Afterwards, ask students what these images had in common. Have them create their own object with an image found during the Revolutionary Era celebrating a person or event.
Thematic Activities

Ensure students have access to computers, tablets, or other devices with working internet connection to access the Timeline of the American Revolution. Note: The Timeline can also be downloaded onto computers and other personal devices.

Note that this Timeline of the American Revolution, like the Museum’s collection, includes a variety of 18th century weapons, including firearms. These objects can invite comparisons to and/or discussions of contemporary issues. Please use your discretion and understanding of your students and community when introducing and using this resource with your students.

Protest

PROTEST IN THE PAST AND PRESENT:
“WILKES AND LIBERTY” MUG
Engagement, 10 minutes, Pride and Protest

Ask students what the word “protest” means. What forms does protest take today? What types of ideas are commonly protested? Then, project or display the “Wilkes and Liberty” Mug or allow students time to examine and read its description on their personal devices. Engage them in conversation around the following questions:

• How did people use this mug to protest British policies?
• Are there similar forms of protest using similar objects today?

Conclude by asking students why objects can be important tools for a protest movement.

NO TAXATION WITHOUT REPRESENTATION:
STAMP ACT STAMP
Development, 40 minutes, Pride and Protest

Project or display the Stamp Act Stamp or allow students time to examine and read its description on their personal devices. Ask students why the colonists were so upset with this tax? Then, play the video. Afterwards, assign students to further research the Stamp Act in class or as homework in order to produce a pamphlet or political cartoon as if they were a colonist in 1765 protesting the Stamp Act using the phrase “no taxation without representation.”

Display the pamphlets and cartoons around the classroom. Allow students time to walk around the room to view their classmates’ work. Afterwards, engage students in conversation around the following questions:

• What do you think was making the colonists more upset — the Stamp Act Tax or the fact that they were not represented in Parliament?
• Why was representation so important to the colonists? Why is it important today?

Loyalists

SYMBOLS OF LOYALTY: THE GR CHAMBER POT
Engagement, 10-15 minutes, Pride and Protest

Project or display the GR Chamber Pot or allow students time to examine and read its description on their personal devices. Once students have had time to observe the object, engage them in conversation around the following questions.

• What do you notice about the object?
• What are 2-5 details that you find interesting on the object?
• What do you think the GR symbolizes?
• What do you think this object was used for?

Then, play the video. Note that students may challenge the idea that the GR Chamber Pot actually demonstrates a fondness or loyalty to the British Monarch, given its function. Consider also showing them the array of everyday objects with British signs and symbols on them in the “Rule Britannia” gallery of the Museum’s virtual tour to reinforce that many/most colonists were fond of the British Monarchy prior to the Revolutionary War.

Afterwards, engage students in a conversation around the following questions:

• What does this object tell us about the diversity of political opinions and loyalties in British North America during the Revolutionary War?
• Do you think some colonists continued to use objects with symbols like the one on the chamber pot during the Revolutionary War? Which groups of people would use it?
• Is there anyone you admire so much that you would put their name or an image of them on your chamber pot (toilet)?
• Do we still place names, signs, and symbols on objects we own and use to show affection for a person, group, or idea in a similar way today?

TWO SIDES OF AN ARGUMENT:
THOMAS PAINE’S COMMON SENSE AND JAMES CHALMERS’ PLAIN TRUTH
Development, 40-45 minutes, War and Independence

Begin by asking students why it is important to understand both sides of an argument. Have students suggest an example of a situation they can think of where this is/was the case. Project or display Thomas Paine’s Common Sense and James Chalmers’ Plain Truth or allow students time to examine and read its description on their personal devices. Then, show students the video.

Afterwards, engage students in a conversation around the following questions:
• Why do you think both Common Sense and Plain Truth were published in one book?
• How would an understanding of both sides of American colonists’ feelings towards the King and Parliament help people in both the colonies and England understand the conflict better?
• Why do you think many colonists chose to remain loyal to the King?
• What are some reasons why this might have been a difficult decision to make?
• What feelings might those who made the decision to remain loyal to the British Empire have experienced?

Afterwards, assign students to find 2 opposing sides of a current argument in a newspaper or on a website. Then ask students:
• What was the importance of learning both sides of the argument?
• Did this activity change or deepen your understanding of the issue in any way?
• Think about your experience and relate that to the experiences of people living in the Revolutionary era.

How might being exposed to differing perspectives have impacted people’s decision-making in the Revolutionary era? How easy or hard do you think it was to make decisions about the Revolution?

EXTEND: Provide students with time to research some of the arguments and counter-arguments made within Common Sense and Plain Truth, and then debate their merits.

Kids and Teens

REVOLUTIONARY WAR TOYS
Engagement, 5-10 minutes, An Ongoing Revolution

Project or display the Revolutionary War Toy Set or allow students time to examine and read its description on their personal devices. Engage students in conversation around the following questions:
• Why do people create toys about the Revolutionary War and other historic events?
• How are the toys in this set similar to and different from toys children play with today?
• If you were asked to create a toy about the American Revolution, would you choose to make one that highlighted the war, like this toy set, or would you choose to make one that highlighted life during the colonial or Revolutionary Era? Why?

KIDS AND TEENS, THEN AND NOW
Development, 40-45 minutes, entire Timeline

Guide the students in using the Filter feature of the Timeline to narrow the list of objects down to those tagged “Kids & Teens.” Allow students individually or in groups to observe and read about the objects and documents. Afterwards, engage students in conversation around the following questions:
• Would someone your age use any similar objects today or be affected by any of the documents?
• If not, what accounts for the differences (how have things changed since the Revolutionary era)?

Ask students to consider whether someone their age would use a similar object today or if any of the documents bear similarities or connections to ones that exist today. Why or why not? Have them present their findings to the class.
Native Americans

WHAT IF?
Research Project, War and Independence

Begin by asking students what side they believe Native Americans supported in the Revolutionary War. Ask them to explain their reasoning.

Then, show students the video on the Letter about a Council with Native Americans primary source (found in the War and Independence section). Engage students in conversation around the following questions:

• What are some reasons Native Americans would have wanted to stay neutral in the Revolutionary War?
• What are some reasons they might have chosen to support the British? The Revolutionaries?

Note: The Teacher Resource Guide for Liberty: Don Troiani’s Paintings of the Revolutionary War Unit 5 provides further support for answering these questions. https://www.amrevmuseum.org/unit-5-native-american-soldiers-and-scouts

Afterwards, assign students individually or in groups one of the following Native American nations mentioned that attended the council. (Mohawk, Cayugas, Senecas, Munsee, and Nanticoke)

Have them research their assigned nation’s role in the Revolutionary War and how the war might have been different if the treaty at Easton in 1777 had not been broken. How might the lives of the members of these nations have been different? Students can present their findings in a written research paper, video, PowerPoint, Canva, Prezi, tri-fold poster, or other creative means.

People of African Descent

PHILLIS WHEATLEY’S WORDS
Engagement, 10-15 minutes, Pride and Protest

Project or display the Phillis Wheatley Poetry Book or allow students time to examine and read its description on their personal devices. Then, show the video. Afterwards, engage students in conversation around the following questions:

• Why did the Wheatley family choose the name Phillis? How do you think this affected her throughout her life?
• Why do you think she signed the book of poems?
• How might different groups of people have viewed her poems in the years before the Revolutionary War?

ONA JUDGE’S DECISION
Development, 40-45 minutes, A New Nation

Project or display the Chamber Door Handle or allow students time to examine and read its description on their personal devices.

Afterwards, engage students in conversation around the following questions:

• Who are some of the people or types of people who would have engaged with this object?
• What sorts of events and everyday activities might have taken place inside the house where this door handle was used?

Afterwards, explain to students that among the nine enslaved people living and working in the President’s House was a young woman by the name of Ona, referred to by the Washington family as “Oney,” who worked as Martha Washington’s housemaid. Then, project or display the following primary source, a runaway ad for Ona Judge placed by an agent working for George Washington. https://www.whitehousehistory.org/photos/ona-judge-photo-1

Engage students in conversation around the following questions:

• What type of document is this?
• Who would have placed this ad and why?
• What risks and rewards do you think Ona Judge considered when she made her decision to seek her freedom?
• What feelings and emotions do you think Ona Judge experienced when she escaped from the President’s House?
• How do you think Ona Judge might have interacted with the Chamber Door Handle on the day that she left?

End the activity by asking students to write a diary entry from the point of view of the door handle witnessing Ona’s escape.

EXTEND: Show students the following virtual walking tour video to learn more about Ona Judge and her escape from the President’s House. Engage them in discussion around the accompanying questions. https://www.amrevmuseum.org/ona-judge-virtual-walking-tour
RAPPAHANNOCK FORGE MUSKET AND THE WAR EFFORT

Engage students in conversation around the following questions:

- What does a country need in order to fight in a war?
- How can people who are not directly involved in fighting contribute to the war effort?
- What groups of people besides soldiers would have contributed to the war effort during the Revolutionary War?

Then, project or display the Rappahannock Forge Musket or allow students time to examine and read its description on their personal devices. Ask them who they think made the musket, since it was not made in a mechanized factory. Then, show them the video.

Engage students in conversation around the following questions:

- What group of people made the musket?
- How do you think an enslaved person felt about making the musket since they most often had no choice?
- Some enslaved people supported the Revolutionary cause and others did not. How might this have affected their work in producing muskets like the Rappahannock Forge Musket?
- What are other ways enslaved people might have contributed to the war effort?

EXTEND: Allow students to explore the Museum’s Sergeant John Hawkins’ Lost Pack Discovery Cart and Camp Followers Discovery Cart to see examples of what men and women carried with them as part of the army.

A SIMILAR SOLDIER’S TIMELINE

Break the class into 2 groups: Continental Soldier and British Soldier. Using the Timeline, have students create a timeline with only objects that their soldier would have used. Have students present their timeline to the other group.

Afterwards, engage students in conversation around the following questions:

- How similar were the objects between the two groups?
- What experiences might these soldiers have had in common?
- Does thinking about the experiences of soldiers on the opposing side shape how you view them? Should it? Why or why not?

HESSIAN HEADGEAR DISCOVERY

Project or display the Hessian Headgear or allow students time to examine it on their own devices. Tell them this is an example of a type of headgear (a cap, hat, or other head covering) worn by a group of soldiers during the Revolutionary War. Using the zoom in function, show students the symbols found on the headgear.

Engage students in a conversation around the following questions and prompts:

- Describe the headgear (shape, size, material, texture)
- Why might a soldier have worn this on his head?
- What do you think the symbols on the hat stood for?
- What group of soldiers do you think wore this hat?
- Does this seem like a sensible piece of clothing for a soldier to wear? Why or why not?

Soldiers on Both Sides

MUG MEMORIES: JOSHUA WARREN’S REDWARE MUG

Ask students what objects people commonly carry with them when they go on a trip. Then ask them what they think Continental Army soldiers carried with them in their knapsack while on campaign. Write the list on the board. Then project or display Joshua Warren’s Redware Mug or allow students time to examine and read its description on their personal devices. Engage students in conversation around the following questions:

- What is this object? How do you know?
- Why do some objects change drastically over time while others stay the same?
- How would the items in your backpack compare to items found in Joshua Warren’s? Why might some be similar? Why might others be different?

EXTEND: Allow students to explore the Museum’s Sergeant John Hawkins’ Lost Pack Discovery Cart and Camp Followers Discovery Cart to see examples of what men and women carried with them as part of the army.
Then have students watch the video on the Hessian Headgear within its Object Detail Page. Afterwards, engage students in conversation around the following questions:

- How close were your observations?
- How do you think a Hessian soldier felt when he put on the headgear?
- How might the headgear have differentiated soldiers on the battlefield?
- Does the idea of a soldier wearing this object make more sense after watching the video? Did it make more sense during the Revolutionary era than it does now?
- Why is it important to withhold judgment about decisions people made in historical eras until we’ve gathered information about what their lives were like?

More activities on Hessian Soldiers can be found in the Liberty: Don Troiani’s Paintings of the Revolutionary War Teacher Resource Guide. [https://www.amrevmuseum.org/unit-3-soldiers-of-the-revolutionary-war](https://www.amrevmuseum.org/unit-3-soldiers-of-the-revolutionary-war)

**EXTEND:** Have your students make their own Hessian cap or headgear using this craft activity below. [https://www.amrevmuseum.org/learn-and-explore/for-kids-and-families/at-home-crafts-activities/make-your-own-hessian-cap-craft](https://www.amrevmuseum.org/learn-and-explore/for-kids-and-families/at-home-crafts-activities/make-your-own-hessian-cap-craft)

### Women

**WOMEN AND THE WAR EFFORT: REBECCA FLOWER YOUNG AD**

*Engagement, 5-10 minutes, War and Independence*

Project or display the Rebecca Flower Young Ad or allow students time to examine and read its description on their personal devices. Engage students in conversation around the following questions:

- What is Rebecca Flower Young selling?
  *The word colors refers to flags*
- Why were these items she produced important to the war effort?
- Is this ad surprising? Why or why not? What does it tell us about women’s involvement in the war effort?

**REMEMBER THE LADIES**

*Development, 40-45 minutes, entire Timeline*

Using the filter function, have students create a timeline on the participation of women in the war using at least 10 objects/documents that women likely used or documents that they may have been affected by.

Then, have students individually, or in a group, pick two of the objects to focus on and answer the following question: What did your objects/documents tell you about the role of women during the war? Have each student or group present their findings to the class. Then engage students in conversation around the following questions:

- What conclusions can you draw about the role and experiences of women during the American Revolution?
- What other objects and documents might reveal more about the experiences and involvement of women in the American Revolution?
- Are there similar objects/documents that we use today?

**EXTEND:** Have students use the Museum of the American Revolution’s virtual tour to find more objects and documents that reveal the story of women during the American Revolution.

More activities on women and the American Revolution can be found in the Liberty: Don Troiani’s Paintings of the Revolutionary War Teacher Resource Guide [https://www.amrevmuseum.org/unit-4-a-womens-war](https://www.amrevmuseum.org/unit-4-a-womens-war)

**A FEMALE SOLDIER: DEBORAH Sampson AND THE FEMALE REVIEW**

*Development, 40-45 minutes, War and Independence*

Ask students if they think women were allowed to become soldiers during the Revolutionary War and have them explain their reasoning. If they think women were not allowed to serve as soldiers, what options would they have had if they still wanted to become one.

Project or display the book, The Female Review, or have students examine it on their personal devices. Have them examine the visible pages, read the description and details, and then watch the video together as a class.

Afterwards, engage them in conversation around the following questions:

- Why would Herman Mann choose to overemphasize and make up some parts of Sampson’s story?
• If you were Herman Mann, what stories about Deborah Sampson’s wartime experiences would you choose to include in the book?
• How might these stories have helped Deborah Sampson obtain a pension?
• Why do you think this book became popular?
• Are there similar stories today that spark the public’s attention?
• If you could ask Deborah Sampson three questions about her experiences, what would they be?

George Washington

PUT A PRESIDENT ON IT!
Engagement, 10-15 Minutes, A New Nation

Begin by asking students where they do and don’t expect to find political symbols in their day-to-day life. After a brief discussion, project the George Washington Toby Jug or allow students time to examine and read its description on their personal devices. Engage them in conversation around the following questions:
• How is this object celebrating George Washington? Have you ever seen anything like it before?
• Why would this object have been created when it was? Why would someone choose to own one?
• Do you decorate your property with images or pictures of people or groups of people that you like or respect?
• Who would you create a replica jug to celebrate? (Have students vote on the class favorite!)

ARTS CONNECTION: Have students work with modeling clay or other material to create a jug of a historical or contemporary figure that they would want to celebrate, then display around the classroom and conduct an “art walk” so that students can discuss their creations with one another.

WASHINGTON INAUGURAL BUTTON
Engagement, 10-15 Minutes, A New Nation

Project or display the Washington Inaugural Button or allow students time to examine and read its description on their personal devices. Engage students in conversation around the following questions:
• What symbols and phrases do you see? What do they mean and why do you think the artist included them?
• What are the two people in the painting doing? Why do you think they were included in the scene?
• How does this image show the mood of the country after Washington’s death in 1799? Do you think that everybody felt this way? Why or why not?
• Why do people mourn political leaders?

Have students find other images of the country mourning presidents upon their death in the 20th and 21st century. Assign students to write about:
• How these images compare to the mourning picture of George Washington.
• What these images tell us about the national mood at the time and/or the time period in which they were produced.

MOURNING PRESIDENT WASHINGTON
Development, 40-45 minutes, A New Nation

Project or display the Mourning President Washington painting or allow students time to examine and read its description on their personal devices.

Engage students in conversation around the following questions:
• What message does this button send about George Washington? About the new nation?
• What message does this button send about the wearer?
• Why did people commemorate Washington’s inauguration then? Why do we commemorate certain events today?
• How do we choose these people/events that are honored or remembered?

EXTEND: Have students pick their favorite president or other political figure and create an inaugural button for them.
An International War

BEYOND THE BRITISH EMPIRE: AN INTERNATIONAL WAR
Engagement, 10-15 minutes, entire Timeline

Have students browse the Timeline using the filter Beyond the British Empire. Have them find 5 objects and place them on the timeline using the My Timeline feature. Engage students in conversation around the following questions:

• What nations does this object have connections to? What are those connections?
• Does this object serve as evidence that the Revolutionary War was an international war? Why or why not?

EXTEND: Have students mark locations on a map, or create a map of their own, illustrating international connections to the American Revolution.

THE FRENCH INVOLVEMENT
Engagement, 5-10 minutes, War and Independence

Project or display the French Gorget or allow students time to examine and read its description on their personal devices. Engage students in conversation around the following questions and prompts, revealing answers to the questions based on its description after allowing students the opportunity to discuss:

• Make observations about the object (size, shape, material(s), weight, color, symbols, etc.)
• What might this object have been used for? What do you see that makes you say that?
• Who may have worn this object and why might they have worn it? Do the symbols on the object and/or the material it’s made from provide any clues?
• How does this object help prove that the Revolutionary War was an international war?

EXTEND: Have students research the role of France in the Revolutionary War and afterwards, form them into opposing teams to engage in a debate over the following statement:

The French played a significant role in the United States’ victory in the Revolutionary War

Students can begin their exploration using the Museum’s Revolution Around the World post featuring France.

LAFAYETTE RETURNS
Development, 40-45 minutes, An Ongoing Revolution

After learning about the Marquis de Lafayette, explain to students that 2024 is the 200th anniversary of the Marquis de Lafayette’s return to the United States which was welcomed with parades and celebrations. Ask students why they think the return of Lafayette in 1824 was so important to the new nation.

Then, project or display the Lafayette Parade Banner or allow students time to examine and read its description on their personal devices before watching the accompanying video. Engage students in conversation around the following questions:

• What are 2-5 details that you found interesting on the parade banner?
• What symbols were featured on the parade banner?
• What was the importance of the Liberty Cap?
• Why do you think Lafayette was so celebrated in 1824?
• How did these celebrations highlight the importance of the French involvement in the Revolutionary War?

Have students create a banner to celebrate the 2024 return of Marquis de Lafayette focusing on the relationship between the United States and France in 1824 and today.

GLOBAL TRADE: PAST AND PRESENT
Development, 40-45 minutes, entire Timeline

Either individually or in small groups, have students choose one object or document from each of the 4 Timeline themes that was produced or published in another country. For each object, have students answer the following:

• Where was this object produced?
• How do you think it got to North America?
• What does this object tell us about life in North America?
• What clues does it give us about the culture where it was produced?

After answering the above, select several students to share some of their findings. Then, engage the class in a discussion around the following questions:

• How can trade between different nations and cultures be helpful? What challenges might trade between different nations create? For whom and why?
• How is global trade during the Revolutionary Era and today the same? How is it different?

EXTEND: Have students place their object on a world map.
Weapons/Firearms

FIREARMS, THEN AND NOW
Development, 40-45 minutes, entire Timeline
Teacher preparation: Prepare copies of the Firearms, Then and Now worksheet to distribute individually or in groups.

Have students locate the following weapons on the Timeline of the American Revolution in order to complete the worksheet:
• New Jersey Musket (Pride and Protest)
• John Christian Oerter Rifle (War and Independence)
• French Musket (War and Independence)
• Rappahannock Forge Muskets (War and Independence)

Once students have completed the worksheet, engage students in conversation around the following questions:
• What similarities did you find between the weapons? Differences?
• How did examining the symbols on each weapon help in understanding its use?
• Who owned the weapons? What were they designed to be used for?
• How have weapons changed since the Revolutionary era? How have they remained the same?
• How can these observations about weapons in the past and present inform our conversations about weapons today?
OBJECT OBSERVATION: PURPOSE ON A POWDER HORN?

Many people fought in the Revolutionary War or found other ways to support the Revolutionary cause, for a variety of reasons. One of the ways historians learn about people during the Revolutionary Era is by closely examining primary sources they created. This often includes documents like letters and journals, as well as objects like William Waller’s Powder Horn in the Museum’s collection.

This lesson introduces students to the skills of object analysis and interpretation while asking them to consider one man’s motivation for supporting the Revolutionary cause.

HISTORICAL ANALYSIS: OBJECTS TELL STORIES

Museum curators are responsible for choosing historical objects to display that help them tell stories about people and events from long ago. They conduct careful observations and analysis of these objects to learn more about them and to help others understand them through contemporary connections.

This lesson introduces students to the skills of object observation and analysis while considering how historical objects tell stories about people and events from the past.

PEOPLE OF THE REVOLUTION

British North America contained people with many cultures, from many places, who spoke different languages, and with varying systems of belief. To best understand the American Revolution, historians must try to learn as much as possible about all the peoples of British North America, as well as others who participated in the War. One way that they do this is by studying objects and documents from the era.

This lesson introduces students to some of the diverse peoples living in British North America as the Revolution unfolded. Students will see how this diversity — categorized in many different ways — impacted the ideals and/or experiences of all those who were involved.

DISSECTING THE DECLARATION

The Declaration of Independence is commonly remembered for its philosophical arguments on the basic rights of men, but it also includes a list of grievances that led Revolutionaries to separate from Great Britain. These grievances may not encompass all of the reasons the colonies broke from Great Britain, but examining them, and the events to which they correlate, helps us gain a better understanding of the context in which independence was approved and then declared.

This lesson introduces students to significant causes of the American Revolution as outlined by the Declaration of Independence.

REVOLUTION AROUND THE WORLD

Have your students choose a country featured in the Revolution Around the World short essay series on the Museum’s website. This resource explores the impact of the American Revolution on nations around the world and the influence of people from other countries on the American Revolution. Have students select a featured nation and then answer the following questions in a PowerPoint, Prezi, poster, Canva, written report, or other creative medium:

- What was happening in your selected country during the Revolutionary Era (1763-1788)?
- Did this nation become involved in the Revolutionary War? Why or why not?
- What was the impact of the American Revolution on this country?

View the Museum’s Revolution Around the World resource here: https://www.amrevmuseum.org/revolution-around-the-world