DEAR EDUCATORS,

It is with great pride that we present this Teacher Guide for Through Their Eyes: Major Causes and Events of the American Revolution. Since we opened our doors on April 19, 2017, more than 100,000 school children have experienced the Revolution through our flagship field trip program Through Their Eyes. Along the way, we’ve come to know thousands of educators who face the same challenge: how to help young people make the leap through time and space, from our world today to a time long ago, and come back with valuable lessons about how we as a nation came to be and why that matters today.

Here at the Museum, the past comes to life through powerful stories and a selection of objects that evoke a vibrant 18th-century world. They connect us all, past and present, through the drama of human experience. Importantly, the world that is revealed is one that is diverse, dynamic and interconnected by the exchange of goods, money and ideas, much like our world is today. In our Museum’s telling, the American Revolution is a sweeping transformation that captured the imaginations and impacted the lives of men, women and children from all walks of life. This transformation was not inevitable, and its promise was not shared equally. Yet, in this telling, the American Revolution is inclusive in how it was effected by the many, not the few; it is made richer by diverse historical perspectives; and it is ongoing, as its promise lives on in our continued efforts to define and ensure equality, the rights to life, liberty and the pursuit of happiness for all, and a government whose powers come from the consent of the governed.

Our aim is to inspire people of all ages with stories from the past and empower them with the skills they need to be lifelong learners and good historians. We do this because we firmly believe in the power of the past to impact the present and shape the future. We also believe that historians practice vital skills that are essential to good citizenship: critical thinking, active listening and empathy among them.

These materials were designed to support you and your students in making the most of your visit, and to ensure that you can carry on the conversations you have here at the Museum in your own classrooms. Recognizing that our responsibility is to all students and educators, these materials have been designed to be used independent of a visit to the Museum, as well. We wish you well in using them and hope you will share your experiences, suggestions and comments via our website and social media.

Thank you and best wishes,

Elizabeth Grant, PhD  Adrienne G. Whaley, MS Ed
Director of Education  Manager of School Programs

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Please visit our website to view this guide and educational standards online.

TELL US!

How did you use the activities and resources in our guide? Send us an email at education@amrevmuseum.org or connect with us on social media (@amrevmuseum) to share photos of activities in action or examples of students’ work!
HOW TO USE THIS RESOURCE

This Through Their Eyes Teacher Guide supports educators in helping their students to prepare for or reflect upon our core student tour of the Museum, Through Their Eyes: Major Causes and Events of the American Revolution.

Through seven thematic units, this pack presents suggested activities as well as supplemental resources – including a timeline of the American Revolution, thematic overviews (background information), primary sources and high-quality images, links for further research, and a glossary – to assist you in carrying out your lessons. The suggested activities in these units are modular, designed to allow you to mix and match or pick and choose which activities will fit best in your classroom based on your needs and time. Each unit includes activities suggested for student engagement, idea development, and culmination.

Content is targeted at the middle school level, with suggestions and/or extensions to make many activities suitable for upper elementary and high school classes. All units are aligned to national standards as well as standards for Pennsylvania, New Jersey, and Delaware.

While this Teacher Guide is specifically provided in support of the Through Their Eyes experience – described below – the material in it can also be used to prepare students for other experiences in the Museum. If activities are best suited for either pre- or post-visit use, this will be noted in the introduction to each unit. If you are not planning a trip to the museum, these materials are also appropriate for use independent of a visit.

We also encourage teachers to explore and/or share with students the following additional resources:

Interactive Timeline of the American Revolution
(Please note this resource requires Flash)
www.amrevmuseum.org/timeline/

Through zoomable images and engaging videos highlighting artwork, weapons, clothing, objects and documents, students and educators are invited to explore the American Revolution and its ongoing impact in this interactive timeline. Use this resource online, or download it from the iTunes App Store.

Virtual Field Trip
www.amrevmuseum.org/education-museum/students-and-teachers/virtual-field-trip

Take your class on a behind-the-scenes field trip of the Museum with host Lauren Tarshis, author of the I Survived series of children’s historical fiction novels. Along the way, students will see real artifacts and documents from the American Revolution, see the tent that George Washington lived in as he traveled with soldiers, and learn the stories of two teenagers who actually served in the Revolutionary War.
THROUGH THEIR EYES: MAJOR CAUSES AND EVENTS OF THE AMERICAN REVOLUTION

In this facilitated exploration of the core galleries of the Museum of the American Revolution, students examine artifacts, analyze images, move through immersive environments and engage in conversation as they explore four big questions of about the American Revolution:

Who were the people of the American Revolution?
What caused the Revolution?
What was it like to live during the Revolutionary War?
What kind of a nation did the Revolution create?

Throughout, students are encouraged to try to place themselves into the shoes of the common men, women, and children who lived during this dramatic moment in history. At the start of their tour, each student receives a Character Card featuring one of eighteen real individuals – of different ages, backgrounds, and life experience – and featuring tantalizing information about their Revolutionary experiences. Trained museum educators weave the stories of these historical figures into their discussions with students throughout the galleries, leading to a surprising revelation at the end.

This tour experience is suitable for students in grades 4 – 12. To learn more, visit our website: www.amrevmuseum.org.
WHAT IS A MUSEUM?

Museums can be intimidating or overwhelming spaces for people who have little experience with them. The purpose of this unit is to introduce students to museums in general and to the Museum of the American Revolution (MoAR) in particular, including discussing the history of such spaces, their purposes, and the work that people do within them. The activities described below are particularly appropriate for use before a visit to the Museum, but can also be used to encourage students to reflect on their experience.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

- Analyze the role and responsibilities of museums in society
- Examine, analyze, and critique historical and contemporary material culture
- Develop expectations in preparation for a visit to the Museum of the American Revolution

Materials

Thematic Overview: What is a Museum?

Primary Sources:
- Photograph: Triphena Bowl (Museum of the American Revolution)
- Photograph: Washington’s Headquarters Tent (Museum of the American Revolution)

Other Resources:
- Worksheet: Object Analysis Guidelines (Included)

PROCEDURES

Engagement 10 minutes

THE BIG PICTURE

Ask students to name as many museums as they can, paying special attention to ones they’ve visited themselves. Have students identify the purpose of each museum, as well as similarities and differences between the museums they’ve named. (For students who have never been to a museum, have them draw or describe what they imagine a museum does and looks like.) Discuss with students:

- How, and why, do you think museums are founded?
- What sorts of things get put in museums?
- Who gets to decide what goes in a museum?

Development, Part 1 20 – 30 minutes

ARTIFACT ANALYSIS

Teacher preparation: Distribute or project the images of the Triphena Bowl and Washington’s Headquarters Tent. Make copies of the Object Analysis Guidelines worksheet.

Using the Object Analysis Guidelines worksheet, have students work in pairs to first analyze the Triphena Bowl. As a group, discuss the object and compare to similar objects today. Discuss why students think the object was put into the collection. What sorts of stories might this object tell?

Next, have students read Thematic Overview 1. Then have students analyze Washington’s Headquarters Tent. Discuss with students the moniker “First Oval Office.” In what ways does this seem like an appropriate nickname for the tent? Have students read the description of the tent on the back of the
Primary Source Card. Are there other ways to interpret the significance of the tent or the stories it could tell?

**Discuss:**

- What other sorts of objects might you expect to see at the Museum of the American Revolution?
- What kinds of stories do you think the Museum tells?

**Development, Part 2 20 – 30 minutes**

**POP UP MUSEUM**

Ask students as a group to choose a total of 20 objects in their classroom. Place these objects in a location where all students can see them. Divide students into smaller groups and ask each group to propose their own museum, using at least 5 of the objects the class selected. Each group’s museum should have a theme and each group should make an argument for why they chose each object and the story it tells within the larger theme of their museum. Ask groups to present their museum to the rest of the class. Afterwards, ask students to reflect on the following questions, as a group or in writing:

- How were your museums similar to and different from each other’s?
- Were you surprised by the stories other groups selected their objects to tell?
- What did this process tell you about the decisions curators in museums make?

**Culmination 20 minutes**

**KEEPING HISTORY ALIVE**

Ask students to think about why people create museums. What do museums help us to do? What is the role of museums in society today? Next, ask students to think about what it takes to run a museum. For example, what staff does a museum need in order to function? To keep something like Washington’s Headquarters Tent safe? What and who does a museum need to serve its guests? What might a museum need money for, and where might that money come from?

With all of this in mind, ask students to make an argument – in writing or out loud – for whether the value of museums is greater than the logistical challenges they present.

**MORE EXTENSIONS AND ADAPTATIONS**

**A TENT WITH THE TROOPS?**

Before sharing information about Washington’s Headquarters Tent with students, distribute drawing materials and ask students to imagine and then draw where they think the Commander of the Continental Army slept when he traveled during the Revolutionary War. Have students present their drawing in pairs, small groups or to the class, explaining their reasoning. Next, share with students information about Washington’s Headquarters Tent. How does this new information align with their guesses? Do they find this information surprising? Why or why not? What do they think this tent says about George Washington?

**PREPARING FOR YOUR VISIT**

Using a Smart board, view the MoAR website for things they may see and do at the museum. Review museum etiquette and expectations: respectful listening, being mindful of voices and bodies in museum spaces, no food or beverages in the galleries, etc. Ask students to record questions they have about the American Revolution on one side of a note card and to write what they expect to see at the Museum on the other side. Collect and bring with you to the Museum.

**MUSEUMS FOR THE FUTURE – ART AND RESEARCH PROJECT**

Individually or in small groups, have students make an argument for and create a prototype of a museum they believe their community (school, neighborhood, city, nation, etc.) needs today. Students should gather evidence for the importance of their museum from peers, trusted adults, and other sources, such as newspapers and research organizations. Findings – including objects or types of objects to be included, examples of programming and educational resources – should be presented creatively, through collage, digital media, etc. If students have particular thoughts on museum staffing, these should be included as well.
WHAT IS A REVOLUTION?

The purpose of this unit is to introduce students to the concepts of political and social revolutions, while placing these in the context of other types of societal change. The activities described below can be used with students before, after, or independent of a visit to the Museum.

Aims/Objectives
The modular activities and extensions in this unit provide opportunities for students to:

- Define and debate meanings of the words “revolution” and “rebellion”
- Identify and analyze different types of revolutions
- Begin to evaluate the nature and timeline of the American Revolution

Materials

Thematic Overview: What is a Revolution?

Primary Sources:
Photograph: William Waller Powder Horn (Museum of the American Revolution)

Other Resources:
Worksheet: Dueling Definitions (Included)

PROCEDURES

Engagement 5 – 10 minutes

PURPOSE ON A POWDER HORN?
Teacher preparation: Review Thematic Overview and William Waller Powder Horn primary source card. Project or make copies of card to distribute.

Have students examine the photograph of the William Waller powder horn, noticing imagery and inscriptions, and solicit volunteers to share what they’ve observed. Discuss with students the function of a powder horn and its relationship to both hunting and fighting. Referencing informational text on the Primary Source Card, discuss with students:

- What do the visible words on the powder horn mean? Are they familiar to anyone?
- Do “liberty,” “freedom,” and “independence” mean the same thing?
- What, if any, conclusions can we draw from the engravings on Waller’s powder horn about the reasons he chose to fight and what he hoped the War would accomplish?

Development 20 – 40 minutes

DUELING DEFINITIONS

Read, or have students read, the Benjamin Rush quote on the Dueling Definitions worksheet. Ask students to make notes on and then discuss what Rush was saying in this quote. What is the difference between a war and a revolution? Ask students to discuss whether every war is a revolution. Why or why not?

Next, have students read Thematic Overview 2. Then read, or have students read, the John Adams quote, using the Dueling Definitions worksheet to organize their reflections. Ask students to use their worksheet responses to discuss the following prompts: What is Adams saying about the Revolution? What is a revolution? When did he believe it began? How does this compare to Benjamin Rush’s belief? Who do you agree with?
**Culmination** 20 – 25 minutes

**CHANGE IN OUR TIME**
Divide students into small groups and have each group brainstorm a list of significant changes they’ve seen in the world during their lifetime. Have them choose one or more from their list and determine whether they believe it is a rebellion, a revolution, or something else. Have groups present to the class, articulating their opinion and rationale. Allow and encourage students to question and debate each other.

**Extend:** This project can be extended to include student research from news articles and other sources to support their views.

**MORE EXTENSIONS AND ADAPTATIONS**

**SIGNS OF SUCCESS?**
Ask students to write a response to these two questions: What does a successful revolution look like? How might we measure the success of the American Revolution? Depending on the size of the class, move desks into 2 circles, an inner circle and outer circle. Have students who would like to debate their point first sit in the inner circle, while students on the outside circle take notes on points with which they do or do not agree. After 10 minutes, switch groups, allowing students who were in the outer circle to have time to debate.

**REVOLUTION OR CIVIL WAR?**
Remind students that when American colonists began rebelling against the British empire, they were subjects of the King of England. Ask: Was the American Revolution a revolution or a civil war? Can it have been both? Take a class vote and discuss the different opinions.
LIFE IN THE LATE 18TH CENTURY

In this unit, students will explore life in the late 18th century, particularly the 1760s-1770s, in order to better understand the world in which the men, women and children of the Revolution lived. The activities that follow can be completed before, after or independent of a Museum visit, but are particularly useful in preparing students for their experience.

Aims/Objectives
The modular activities and extensions in this unit provide opportunities for students to:
Place the American Revolution in historical context
Explore life in colonial 18th-century America
Compare and contrast life in the 18th century with life in the 21st century
Describe how life differed for people in the 18th century based on factors such as age, economic status, gender, race, and religion

Materials
Thematic Overview: Life in the Late 18th Century

Primary Sources:
Print: The Fond Parents, artist unknown, 1776
(Courtesy of The Lewis Walpole Library, Yale University)

Painting: Untitled, by John S.C. Schaak, 1762
(Wikimedia Commons)

Other Resources:
archive.org/details/b2876190x/page/n4

PROCEDURES

Engagement 10 – 15 minutes

A THOUSAND WORDS
Teacher preparation: Review Thematic Overview 3 and both Primary Source Cards. Project or make copies each.

Ask students to think about life in the 1700s, what we refer to as the 18th century. Have students quickly write down at least one thing that they believe is different between then and today. Share out answers.

Next, project or distribute one or both primary source cards. Have students examine them, noticing what objects they see, what people they see, what those people are wearing, what they are doing, and where they are doing it. Ask students how these images support or challenge their ideas about life in the 18th century.

Development, Part 1 15 – 20 minutes

HUMAN TIMELINE
Teacher preparation: On individual sheets of 8.5” x 11” or larger paper, write out the starting years for the current and past centuries, going as far back as you would like (e.g. 2000, 1900, 1800, 1700, 1600, 1500, 1000, 500, 200). Be prepared to discuss major events in history along this timeline.

Ask students what century we are currently in. Have them share out some big things – locally, nationally, or internationally – that have happened in this century. Next, distribute the century cards to students and have them stand in order at the front of the room. Have students who are still in their seats call out major events in history. As you receive suggestions, write each event on a blank card, hand it to a student and have them stand in their correct location in the timeline. Discuss and correct each suggestion. Repeat until at least half the class is standing. Be sure that the Revolutionary War appears in the timeline. Emphasize with students how recent the Revolutionary War is, in the span of human history.
Development, Part 2  20 – 30 minutes

18TH CENTURY LINGO
Teacher preparation: Review and select desired page(s) in A Classical Dictionary of the Vulgar Tongue, then make copies or project for students.

Ask students if they believe that language changes over time. 
Discuss: What words or phrases do they use today that might not have been used in the past? What words do they think of as old or old-fashioned?

Next, have students read a page or pages from “A Classical Dictionary of the Vulgar Tongue.” Have students highlight, note, or call out things that they find interesting, paying attention to things like spelling, pronunciation, and meaning. In pairs, have students select at least 5 words and then put together a skit that uses each word appropriately. Afterwards, have students reflect on what these words tell them about life in the 18th century. Similarly, what do the words they use today say about life in the 21st century?

Review or have students read Thematic Overview 3, then discuss how this information helps them better understand the language they have been playing with.

Note: This activity can be extended by having students create a thesaurus or 18th to 21st Century dictionary, one that would allow a time traveler from the past to understand conversation in the 21st century, or vice versa.

Culmination  15 – 20 minutes

A DAY IN THE LIFE
Ask students to imagine they are living in one of the towns or cities, or on a small farm, somewhere in the British North American colonies. Have them write a “Day in the Life” journal, using descriptive language to explain what their day looks like, who they encounter, and what they do, hear, see, taste and touch.

Extend: Have students visit the websites of this and other museums, looking for objects and images from the 18th Century. Encourage students to incorporate stories about these materials into their journals.

MORE EXTENSIONS AND ADAPTATIONS

HOMETOWN HISTORY
Have students research the history of their own community or region during the late-18th century. What people(s) were living there? What work did they do? How and what did they cook and eat? What, if any, religions did they practice? What tools and technology did they have? How did they stay healthy? Have students create a short film, a brief skit, or a newspaper or magazine article explaining their hometown history.

MEN’S WORK, WOMEN’S WORK
After reading Thematic Overview 3, ask students to discuss gender roles in the mid-late 18th century. What were the responsibilities of men? Of women? What was socially acceptable for men? Was this different for women? Did these roles differ by economic or social class? Have students create a Venn Diagram of roles for men and women, then discuss as a group. Ask: How are these roles and expectations similar to and different from roles and expectations for men and women today?

FUN AND GAMES
Using resources referenced below, discuss leisure time for children in the 1700s. What did they do? Where did they go? Who did they play with? Have students play the coffee bean solitaire game. (See link to make a copy of a board.) After playing, have students think and write about the difference of games and fun for students today in comparison with fun and games in the 1700s.

Coffee Bean Solitaire Game: 
www.history.org/media/coffeesolitaire/

18th Century Toys: www.larsdatter.com/18c/toys.html

DISCUSSION QUESTIONS
How was life different for people your age in the mid-late 1700s? Were there differences among 18th Century children’s experiences depending on things like race, class, religion or gender?

Should children be treated as miniature adults or young people evolving into adulthood? Why or why not?

If you could bring anything from the 18th Century into the present world, what would it be? Why?
WHAT CAUSED THE REVOLUTION?

It is easy for students to believe that the only reason for colonial rebellion was “taxation without representation.” In this unit, students will discover other significant causes of the American Revolution while considering the diverse perspectives held by both colonists and the British as conflicts arose. These modular activities can be used before, after or independent of a visit to the Museum, but are particularly useful as preparation for a visit.

Aims/Objectives
The modular activities and extensions in this unit provide opportunities for students to:

Analyze primary sources to identify causes of American colonial protest against Britain
Identify and analyze significant moments on the road to independence
Identify differing views on the Revolution and analyze reasons people held these beliefs

Materials
Thematic Overview: What Caused the Revolution?

Primary Sources:
Print: The Horse America, Throwing His Master published by William White, 1779 (Library of Congress)
Print: The Reconciliation Between Britain and Her Daughter America by Thomas Colley, 1782 (Library of Congress)
Text: Charleston Non-Importation Agreement, July 22, 1769: avalon.law.yale.edu/18th_century/charleston_non_impotation_1769.asp
Text: Declaration of Independence: www.archives.gov/founding-docs/declaration-transcript

Other Resources:
Timeline of the American Revolution (Included)
Excerpt: The Crisis, by Thomas Paine (Included)

PROCEDURES

Engagement, Part 1 10 – 15 minutes

IN THEIR OWN WORDS
Teacher preparation: Review the print The Horse America, Throwing His Master and the text of the Charleston Non-Importation Agreement. Make copies for distribution, if desired.

Ask students why they believe the American Revolution started. What were colonists upset about? Display or distribute for students the print The Horse America, Throwing His Rider. Have them look closely, then make observations about what they see. Who is pictured? What is happening? What message do they think this image is sending? How does this fit with their understanding of why colonists were upset?

Now, read with students the text of the Charleston Non-Importation Agreement, stopping to define words and clarify meanings. Ask students to describe the reasons this document gives for colonists’ frustration and anger towards Britain. How does this fit with their previous understanding of why colonists were upset? Note that this document was written 10 years before the political cartoon they viewed was drawn. In what ways do they seem similar? Different?
Engagement, Part 2 10 – 15 minutes

WHAT TIPS THE SCALES?
Teacher preparation: Acquire a balancing scale and material that can be used as weights (a bag of rice, pebbles, coffee beans, etc.). Review Thematic Overview and Timeline of the American Revolution.

Have students read the Thematic Overview. Place the scale in a location visible by all students. Assign 1-2 students to place the weights on the scale. Tell students that one side of the scale represents the benefits of the American colonial relationship with Britain and the other side represents the negatives of the arrangement, both from the perspective of the American colonists. First have the students brainstorm benefits of the colonial relationship. For each benefit that they come up with, have them decide how much of a benefit it is, and thus how many weights (scoops of rice, individual pebbles, etc.) should represent it. Next, have the students list the negatives, again determining how much weight each challenge is worth. Encourage students to watch for when the scale begins to tip from one side to the other. Once they’ve finished both sides, ask them if they agree with where the scale landed. Ask them if they believe the British would have agreed.

Development, Part 1 20 – 30 minutes

DISSECTING THE DECLARATION
Teacher preparation: Review and make copies of the Declaration of Independence.

Divide students into small groups and distribute copies of the Declaration of Independence to each. Ask students to choose one of the “injuries and usurpations” listed. Have them write the accusation down and then summarize it in today’s language. Then ask students to write down how this action by the British affected colonists and why it would have made the list as a grievance. Discuss as a group.

Development, Part 2 15 – 30 minutes

BRITISH PERSPECTIVES ON THE CONFLICT
Teacher preparation: Review Thematic Overview. Review and project or make copies of primary source card, The Reconciliation Between Britania and Her Daughter America.

Ask students to look closely at the political cartoon and have them make observations about what they see. Who is pictured? What is happening? Share that this cartoon was made by a British artist named Thomas Colley and was published in 1782, about 6 months after the British surrender at Yorktown, but more than a year before the British signed a peace treaty with the United States of America. What British hopes and beliefs do students believe this image was meant to portray?

Extend: Have students read selected entries from the journal of Nicholas Cresswell, an Englishman traveling in the colonies as conflict grew.

Discuss: What does Cresswell believe is causing unrest among colonists? What is his experience like in Virginia as a loyal Englishman?

Excerpts from the Diary of Nicholas Cresswell
(National Humanities Center)
americainclass.org/sources/makingrevolution/rebellion/text3/vacresswell.pdf

Culmination

THOMAS PAINE’S CRISIS
Teacher preparation: Review excerpted text from The Crisis and make copies or display for class.

Read or have students read selected text from The Crisis. As students are reading, have them jot down words that stand out as significant, important or unusual. Discuss with students the timing of the essay. Ask: What is Paine saying here about the purpose of the Revolution? About British treatment of American colonists? Ask students to imagine themselves in the shoes of people living in Revolutionary America – a land that included free men and women, but also indentured servants and enslaved people of African descent. What would the words in this excerpt mean to them? Would they be motivated to side with the American rebels? With the British? Or perhaps with neither side?
MORE EXTENSIONS AND ADAPTATIONS

CREATE A POLITICAL CARTOON
Have students draw their own political cartoon, from either an American or British perspective, showing their thoughts on the other side’s actions as conflict breaks out, or their hopes for what will happen next, once the conflict has begun.

THE ROLE OF TAXATION
Discuss with students the role of taxes in society. Why do governments levy taxes against citizens and businesses? Assign students individually or in small groups to research one of the tax acts passed by Britain between 1764 and 1774, to answer the following questions:

- Why was this act passed by Parliament?
- How did it affect the colonists?
- How did the colonists react? (Encourage students to recognize that not all colonists behaved or thought alike.)
- Was the act repealed? Why or why not?

WRITING AND/OR DISCUSSION PROMPTS
Who do you think was correct, the British or the American protesters? Neither? Both?
Do you think the British could have prevented the Revolution? If so, how? If not, why not?
Do you think countries should be ruled by a monarch? Why or why not?
What is the difference between a monarch and a president?
How do people feel about taxes today?
**WHO WERE THE PEOPLE OF THE AMERICAN REVOLUTION?**

The purpose of this unit is to introduce students to 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 in the Revolution. The activities in this unit are appropriate for use before, after, or independent of a Museum visit.

**Aims/Objectives**

The modular activities and extensions in this unit provide opportunities for students to:

- Identify the diverse peoples living in British North America in the 1760s – 1790s
- Compare and contrast the needs and concerns of British North America’s diverse populations
- Identify and describe the impact of factors that might influence individuals’ perspective on the conflict with Britain

**Materials**

**Thematic Overview:** Who Were the People of the Revolution?

**Primary Sources:**

- Painting: *George Washington* by Charles Wilson Peale, 1776 (Brooklyn Museum, Dick S. Ramsay Fund)
- Painting: *King George III* by Allan Ramsay, ca. 1762-1766 (Courtesy of the Indianapolis Museum of Art at Newfields)
- Photograph: *Poems on Various Subjects, Religious and Moral* by Phillis Wheatley, 1773 (Museum of the American Revolution)
- Photograph: Hessian Headgear (Museum of the American Revolution)

**Other Resources:**

- Object Analysis Worksheet (Included)
- Excerpt: Theophilus Lillie letter (Included)

**PROCEDURES**

**Engagement** 10 minutes

**GEORGE VS. GEORGE**

Teacher preparation: Read Thematic Overview 5 and the primary source cards for portraits of George Washington and King George III.

Project or display both the portraits of George Washington and King George III. Ask students to examine both closely. Explain that portraits often contain clues to the identity of the person being painted. Starting with one portrait and then moving to the other, ask students who they believe is featured in each portrait. What details provide clues?

Next, ask students what similarities and differences they notice between the two portraits. What might these say about the men portrayed? Use information on the Primary Source Cards to briefly highlight similarities and differences in these men’s lives leading up to the Revolutionary War.

Finally, ask students what these men might have in common with other members of the British empire? Who else do they think was a part of the British empire? Involved in the American Revolution?
Development, Part 1 15 – 20 minutes

PERSPECTIVE IS EVERYTHING

Teacher Preparation: Gather drawing materials, or be sure students have pens/pencils and paper. Select a three-dimensional object that has a distinctly different front and back.

Place your chosen object in a location where half of your students can see only the front and half of your students can only see the back. Tell the students to quietly draw what they see, emphasizing that all of the students are drawing the same object. Then ask students to share out. As they realize that the details of what they were drawing are different, though the object is the same, bring out the idea of perspective. How might this relate to the American Revolution?

Note: This activity can also be done with younger students through literature, using a book like The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith to illustrate the importance of recognizing that every situation has multiple perspectives. Students of any age can also do a version of this activity using an image of a “Rubin vase,” an optical illusion that shows both a vase and two faces, depending on what the eye focus upon.

Development, Part 2 20 – 25 minutes

OBJECTS AND STORIES

Teacher Preparation: Make copies of and distribute the Object Analysis Worksheet and the Phillis Wheatley and Hessian Headgear primary source cards to students or groups.

Have students analyze both the Hessian Headgear and the frontpiece of Phillis Wheatley’s book of poetry. Ask students to guess what they believe each of these objects’ connection to the American Revolution is. Share out. Then have students read, or share with them, information from the reverse of the primary source cards. Discuss: Is this information surprising? What new information does this give you about people living in British North America during the late 18th Century?

In pairs or small groups, have students read Thematic Overview 5. Ask each pair or group to select two groups of people from the overview and create a Venn Diagram showing similarities and differences in needs and concerns for these groups in the Revolutionary period. What might they have needed and wanted after the French and Indian War? During the Revolutionary War? While a new American government was being created? Discuss as a class.

Culmination 40 minutes

THE GREAT DEBATE

Teacher Preparation: Read excerpt of the Theophilus Lillie letter. Make copies or prepare to display for class.

Introduce students to the letter excerpt they are about to read, noting that Lillie was a merchant living in Boston, making his money on importing goods from overseas and selling them. Divide students into groups and have each group read one paragraph of the letter and put it into their own words. Ask students to answer the following questions:

- What is happening in this section of the letter? How do you know?
- What are the feelings Lillie is expressing in this section?
- Do you agree or disagree with Lillie’s perspective? Why or why not?

Once all groups have finished, share out summaries in order of the letter, clarifying as necessary. Ask students for their initial reflections: Who is in the right here? Who is in the wrong? Set up a debate between the students, with all those who agree with Lillie on one side and those who agree with the colonists enforcing the Articles of Association. Allow students to change sides or stand in the middle of the room if they are persuaded to change their minds. At the conclusion, ask students what this tells them about the challenges of choosing sides during the Revolution.
MORE EXTENSIONS AND ADAPTATIONS

PICTURING REVOLUTIONARY AMERICA
Ask students to conduct further research into the diverse peoples of Revolutionary America, then have them create a visual representation – drawing, collage, conceptual map or other work – illustrating the many types of people on the land.

THE CANADA AND CARIBBEAN QUESTIONS
Remind students that Canada and several Caribbean islands were also a part of the British North America on the eve of the Revolution. Have students research who occupied these lands and why these lands ultimately did not join with the revolutionaries in rebelling. Be sure to ask: Whose perspectives are important to consider in analyzing this? What factors may have influenced individuals and groups?

DUNMORE’S DILEMMA
In 1775, Virginia’s royal governor, John Murray, Lord Dunmore, issued a proclamation in response to information that rebellious colonists had begun forming armies and attacking British troops. This announcement, known as Dunmore’s Proclamation, offered freedom to any person enslaved by rebels who could bear arms for the King. Though the Proclamation was a call to arms, women and children as well as men flocked to Dunmore’s location. Ask students to imagine what an enslaved person would have needed to consider before deciding to go fight for the king. How might things like family connections, distance to Dunmore’s meeting point, age, etc., have impacted his or her decision? Ask students to share out their responses. What might they do in that situation?

WRITING AND/OR DISCUSSION PROMPTS
How does religion impact how people see political issues today? Social issues?
Do you think it was easier or harder for certain groups of people to choose a side? Or was the decision equally difficult for everyone in British North America? Why?
What might happen if you sided against your neighbors? Your family? Have you ever had a different opinion from your family, friends, or neighbors on an important issue? What was that like?
In this unit, students will explore the aftermath of the Revolutionary War, the challenges and opportunities present in the mid-late 1780s, and the ways in which newly-independent Americans worked both with and against each other to forge a path forward. The activities presented here are appropriate for use before, after, or independent of a Museum visit, but are particularly useful as post-visit material.

Aims/Objectives
The modular activities and extensions in this unit provide opportunities for students to:
- Identify and analyze challenges faced by Americans at the end of the Revolutionary War and steps that were taken to address them
- Explore the defining features of a nation or country
- Discuss the role of political agreements and constitutions in the functioning of a nation

Materials
Thematic Overview: How Do You Found A Nation?

Primary Sources:
Print: Plate IV: A View of the South Part of Lexington by Amos Doolittle, 1775
(The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library)

Other Resources:
Timeline of the American Revolution (Included)

PROCEDURES

Engagement 10 – 15 minutes

IMPACTS OF WAR
Teacher preparation: Review Thematic Overview 6 and the Timeline of the American Revolution. Note that this activity may bring up difficult emotions for students who have experienced war or similar violence either personally or in their extended families.

Project or display Plate IV: A View of the South Part of Lexington for students. Ask them to silently examine the image, noting as many details as they can, then ask them to describe what they see happening. Explain that the image was created by artist Amos Doolittle several months after the Battles of Lexington and Concord, after both visiting the sites and interviewing survivors.

Next, keeping this image up for reference, ask students to brainstorm a list of primary and secondary challenges they believe a country, region or people face after a war. For example, what happens when a large number of a community’s men die due to injury or illness? When buildings have been burned down? When a country must borrow money to purchase weapons and supplies? When some of the people you fought against still live in your community? Have students share out their lists, using events on the Timeline of the American Revolution as a reference for further building the list, and weave their responses into a discussion about the challenges the United States of America faced at the close of the war.

Development, Part 1 20 – 30 minutes

UNDERSTANDING THE ARTICLES OF CONFEDERATION
Teacher preparation: Review thematic overview and Teachers Reference to Articles of Confederation Worksheet. Make copies of the Articles of Confederation Worksheet for students.

Ask students to define what a constitution is. Discuss with students the creation of state constitutions as well as the writing of an agreement between the states – the Articles of
Confederation and Perpetual Union – after the states declared their independence from Britain. Why were these documents necessary?

Distribute copies of the Articles of Confederation Worksheet to small groups. Read, or have students read, each of the excerpts from the Articles of Confederation, then have them summarize that section in their own words. Review with students why these statements were necessary at the time the Articles were written. Discuss: What does this tell us about the states and the relationships between them during the war? Why might the states have decided to create a new agreement after the war?

If time allows, or as a home work or research assignment, have students compare and contrast provisions in the Articles of Confederation with the Constitution of 1787.

Development, Part 2 15 minutes

WHAT MAKES A NATION?

Teacher preparation: Review Thematic Overview. Review and project or make copies of primary source card, The Reconciliation Between Britania and Her Daughter America.

In small groups, ask students to brainstorm what makes a nation a nation. Are there any defining characteristics of a nation? Shared language? Shared values or religion? Physical boundaries or borders? Size? A shared government? Ask groups to share out and record thoughts on the board. Discuss:

- Can you think of nations today that don’t fit your requirements? What makes them a nation?
- What happens if the characteristics of a nation change over time?
- Does the United States of America fit your definition of a nation?
- Did the United States of America become a nation at one specific moment in time? If so, when? If not, how did it happen?

Culmination

PLAN OF ACTION

Have students imagine that it is October of 1783. The Treaty of Paris, formally ending the war, has just been signed the month before. They are representatives of the 13 states that have successfully won their independence from Britain. Their job now is to determine what their priorities are for moving ahead. Assign students to be members of state delegations so that each state is represented. Ask them to debate these and other questions:

- Will they move ahead together or independently, now that the war is over?
- If together, what will that look like? Will they keep the Articles of Confederation or structure something completely different?
- If they move forward together, what are the first 3 things they want to work on to recover from the war? What are the first 3 things they want to work on to prepare themselves for the future?
MORE EXTENSIONS AND ADAPTATIONS

STATE CONSTITUTIONS – WHAT DO THEY REVEAL?
Between 1776 and 1780, each of the new 13 states wrote and approved a constitution, marking their transition from British colonies to independent and self-governing entities. Using the links below, have students select one state constitution each and outline its key points. As a class, examine their similarities and difference. Discuss: What does this state constitution say about this state’s understanding of the Revolution? Of the rights and responsibilities of its citizens, and who is considered a citizen? Students can dig deeper to research the authors of these constitutions and the roles they played in the larger Revolution.

The American Constitution: A Documentary Record
(The Avalon Project, Yale Law School)
avalon.law.yale.edu/subject_menus/constpap.asp

The Massachusetts Constitution, with Amendments
(Commonwealth of Massachusetts)
malegislature.gov/Laws/Constitution

SYMBOLS OF THE UNITED STATES
The Great Seal of the United States was approved by Congress in 1782. Project or copy the image of the Great Seal so all students can see both the front and back. In small groups, have students work together to discern what each image in the Seal (front and back) stands for and why it was added to the Seal. Share out answers. Then, ask students to pretend they have been given the assignment to create a new Great Seal to symbolize the United States today. Create a design together and write what symbols you included and why. Share out with the class.

The Great Seal of the United States
(U.S. Department of State)
www.state.gov/documents/organization/27807.pdf

WE, THE PEOPLE
Distribute to students copies of the Preamble to the United States Constitution. Ask students to circle, highlight or underline the words that they believe are most important, or that stand out to them. Discuss their selections as a group. Ask students to create an art project showing who “We, the People” were in 1787 and/or today.

U.S. Constitution:
www.archives.gov/founding-docs/constitution-transcript

WRITING AND/OR DISCUSSION PROMPTS
What factors do you think individual states, through their legislatures, had to consider when deciding if they wanted to continue to be in a political union with all of the others? Which factors do you think were the most important?

What do you think was the impact of images like the “Join, or Die” cartoon or the “Chain of States” on convincing the average person that unity among states was better than independence from each other?

Chain of States (National Park Service)
www.nps.gov/parkhistory/online_books/inde/anderson/chap5b.htm

Join, Or Die (Library of Congress)
www.loc.gov/pictures/item/2002695523/

Women, children, enslaved people of African descent, and Native Americans who did not pay taxes were not included as political actors in the Constitution. If you could speak to the signers of this document before they signed it – or speak to state legislatures before they approved it – what would you say to them?

What were the benefits and dangers of compromise when working on a new constitution in 1787?

What, if anything, would you change about the U.S. Constitution today?
IS THE REVOLUTION OVER?

The purpose of this unit is to encourage students to consider the legacy and ongoing relevance of the American Revolution. The following modular activities can be used before or independent of a visit to the Museum, but are most appropriate as post-visit experiences.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

- Identify or debate the critical ideas of the American Revolution
- Connect ideals of the Revolution to other moments in U.S. history
- Identify or debate ways in which the Revolution may still be in progress
- Examine the impact of the Revolution on other nations and peoples

Materials

Thematic Overview: Is the Revolution Over?

Primary Sources:
- Photograph: William Waller Powder Horn (Museum of the American Revolution)
- Text: Declaration of Independence: www.archives.gov/founding-docs/declaration-transcript
- Text: Charleston Non-Importation Agreement, July 22, 1769 avalon.law.yale.edu/18th_century/charleston_non_impotation_1769.asp

Other Resources:
- Cards: Who Claims the Revolution? (Included)

PROCEDURES

Engagement 10 – 15 minutes

UNDERSTANDING IDEALS OF THE REVOLUTION

Teacher preparation: Make copies of the primary sources noted above.

Divide students into small groups and distribute the primary sources listed above. Ask students to examine each source and discuss among themselves what each says about the ideals and hopes of the Revolution. As a class, discuss which ideals they believe were the most important ones to Americans who were rebelling against Britain and why they believe those are most important.

Development, Part 1 20 minutes

BRAINSTORMING THE BIG IDEAS

Teacher preparation: Acquire copies of recent local, regional and/or national newspapers.

Provide students with acquired newspapers. Ask students to cut out and tape around the classroom articles they believe have something to do with the American Revolution. Have students silently walk around the classroom, noticing which articles their classmates selected, and how many or how few articles were chosen. Once students are again seated, allow students to ask each other questions about why they chose the articles they did and what they think those articles have to do with the Revolution and its ideals.
Development, Part 2 20 minutes

IS THIS THE REVOLUTION?
Teacher preparation: Using masking tape on the floor, divide an open section of the classroom into two side. Print or copy and cut apart the Who Claims the Revolution ID Cards.

Divide students into pairs or small groups. Give each pair or group one of the ID cards and give them a moment to decide whether they believe the person or group on their card is or was continuing the ideals of the Revolution. Have all students stand on one side of the line and tell them that this side represents the answer “Yes” to the question “Was or is this person or organization continuing the ideals of the American Revolution?” Then, either one by one or all at once, have students move or keep their positions to show their answer to the question. Have students defend their views.

Extend: This project can be deepened by having students conduct research on their person either before or after this activity. If after, ask students to revisit their original answer and see if they now agree or disagree.

Culmination

WRITING AND/OR DISCUSSION PROMPTS
Is the Revolution ongoing? If so, where and how do you see it happening today? If not, when do you think it ended and why?

Compare the age of the United States of America to other nations. Revisit Dr. Benjamin Rush’s 1787 quote:

“There is nothing more common than to confound the terms of the American revolution with those of the late American war. The American war is over; but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of the great drama is closed.”

What do you think he would say about the American Revolution today?

Do you think the United States of America has lived up to its founding ideals? Why or why not? What role do you think you can play in helping the country either live up to its ideals, or help it continue to? What role can other people your age play?

How would you respond to this quote, from President Barack Obama’s Second Inaugural Address, delivered January 21, 2013?

“What makes us exceptional – what makes us American – is our allegiance to an idea articulated in a declaration made more than two centuries ago:

‘We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.’

Today we continue a never-ending journey to bridge the meaning of those words with the realities of our time.”

MORE EXTENSIONS AND ADAPTATIONS

THE DECLARATION, NEAR AND FAR
Ask students to research other nations that have declared independence from another political entity. Have each student research one nation, specifically locating and reading whatever document officially declares their intent to become, and rationale for becoming, independent. Have students create a project examining similarities and differences between this document and the Declaration of Independence. Do they believe the Declaration was a model for or inspiration of the document they have researched? Why or why not?

COMMUNITY INTERVIEWS – THE REVOLUTION TODAY
Invite members of your students’ community into the classroom, or ask students to seek out trusted community members to interview. Have your students interview them, looking for answers to the question “What is the importance of the American Revolution today?” Ask students to draw their own conclusion about the ongoing importance of the American Revolution and create a presentation to share with their class, based both on the responses they received and their own reflections on the question.
**GLOSSARY**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Act</td>
<td>A law.</td>
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<tr>
<td>Benign</td>
<td>Without a negative effect; harmless; gentle.</td>
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<tr>
<td>Bicameral</td>
<td>A government consisting of two legislative chambers.</td>
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<tr>
<td>Coercive</td>
<td>Meant to force desired behavior.</td>
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<tr>
<td>Frontier</td>
<td>The far edge of a nation’s boundaries, beyond which the land might be wilderness, undeveloped, or occupied by other groups.</td>
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<td>Grievance</td>
<td>A cause for complaint; a reason why someone is upset.</td>
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<tr>
<td>Hemp</td>
<td>A tall plant whose fibers can be used to make rope, fabric and other products.</td>
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<tr>
<td>Hierarchy</td>
<td>A system of ranking; a social system where some people are considered better or more important than others.</td>
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<tr>
<td>Homogeneous</td>
<td>Of the same kind.</td>
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<tr>
<td>Import</td>
<td>To bring goods meant for sale in from another country.</td>
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<tr>
<td>Intolerable</td>
<td>Impossible or unpleasant to tolerate, handle or experience.</td>
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<tr>
<td>Levy</td>
<td>To impose or collect a tax, fee or fine.</td>
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<tr>
<td>Liberty Pole / Liberty Tree</td>
<td>A tree or pole in a central location at which angry colonists gathered to plan or engage in protests against the King or Parliament.</td>
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<tr>
<td>Linen</td>
<td>A fabric made of fibers from the flax plant.</td>
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<tr>
<td>Loyalists</td>
<td>American colonists who remained loyal to Great Britain during the American Revolution.</td>
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<tr>
<td>Mercantilism</td>
<td>A system by which the British controlled goods bought and sold by their colonies in the 18th century. Colonies produced raw materials which were sold to the British, turned into their final products, and then sold back to the colonists (and others) at higher prices.</td>
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<tr>
<td>Monarchy</td>
<td>A nation or country that is ruled by a single person (a monarch).</td>
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<tr>
<td>Parliament</td>
<td>The legislative body of Great Britain, composed of an upper house, the House of Lords, and a lower house, the House of Commons.</td>
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<td>Privy</td>
<td>A toilet located in a small shed or building separate from the main house, consisting of a hole dug into the ground, often with a seat built above it.</td>
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<tr>
<td>Quarter</td>
<td>To house or provide housing.</td>
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<tr>
<td>Ratify</td>
<td>To give formal consent to, or to make official.</td>
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<tr>
<td>Repeal</td>
<td>To officially declare that a law is no longer valid.</td>
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<tr>
<td>Revolutionaries</td>
<td>People who bring about a sudden and sweeping change in government.</td>
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<tr>
<td>Salutary</td>
<td>Producing a good effect; healthy.</td>
</tr>
<tr>
<td>Sovereign</td>
<td>Freedom from outside control; possessing ultimate power.</td>
</tr>
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<td>Trade</td>
<td>A job that requires specialized skills and training.</td>
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<td>Unicameral</td>
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