



www.nysed.gov

# 250th Anniversary of the American Revolution

## New York State Resource Guide



# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

LESTER W. YOUNG, JR., <i>Chancellor</i> , B.S., M.S., Ed.D. ....	Beechhurst
JUDITH CHIN, <i>Vice Chancellor</i> B.S., M.S. in Ed. ....	Little Neck
ROGER TILLES, B.A., J.D. ....	Manhasset
CHRISTINE D. CEA, B.A., M.A., Ph.D. ....	Staten Island
WADE S. NORWOOD, B.A. ....	Rochester
SUSAN W. MITTLER, B.S., M.S. ....	Ithaca
FRANCES G. WILLS, B.A., M.A., M.Ed., C.A.S., Ph.D. ....	Ossining
ARAMINA VEGA FERRER, B.A., M.S. in Ed., Ph.D. ....	Bronx
SHINO TANIKAWA, B.A., M.S. ....	Manhattan
ROGER P. CATANIA, B.A., M.A., M.S., C.A.S., Ph.D. ....	Saranac Lake
ADRIAN I. HALE, A.S., B.A. ....	Rochester
HASONI L. PRATTS, B.S., M.P.A. ....	Brooklyn
PATRICK A. MANNION, B.A., M.B.A. ....	Fayetteville
SEEMA RIVERA, B.A., M.S., Ph.D. ....	Slingerlands
BRIAN KRIST, B.A., M.A., J.D. ....	New York
KEITH B. WILEY, B.A., M.B.A. ....	Buffalo
FELICIA THOMAS-WILLIAMS, B.A., M.S. ....	Wheatley Heights

**COMMISSIONER OF EDUCATION AND PRESIDENT OF THE UNIVERSITY**  
BETTY A. ROSA, B.A., M.S. IN ED., M.S. IN ED., M.ED., ED.D.

**SENIOR DEPUTY COMMISSIONER FOR EDUCATION POLICY**  
JEFFREY MATTESON, Ph.D.

**P-12 DEPUTY COMMISSIONER FOR INSTRUCTIONAL SUPPORT**  
ANGELIQUE JOHNSON-DINGLE

**ASSISTANT COMMISSIONER OFFICE OF STANDARDS AND INSTRUCTIONAL PROGRAMS**  
SANTOSHA OLIVER, Ph.D.

THE STATE EDUCATION DEPARTMENT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, RELIGION, AGE, SEX, MILITARY, MARITAL STATUS, FAMILIAL STATUS, DOMESTIC VIOLENCE VICTIM STATUS, CARRIER STATUS, DISABILITY, GENETIC PREDISPOSITION, SEXUAL ORIENTATION AND CRIMINAL RECORD IN ITS RECRUITMENT, EDUCATIONAL PROGRAMS, SERVICES, AND ACTIVITIES. NYSED HAS ADOPTED A WEB ACCESSIBILITY POLICY, AND PUBLICATIONS DESIGNED FOR DISTRIBUTION CAN BE MADE AVAILABLE IN AN ACCESSIBLE FORMAT UPON REQUEST. INQUIRIES REGARDING THIS POLICY OF NONDISCRIMINATION SHOULD BE DIRECTED TO THE OFFICE OF HUMAN RESOURCES MANAGEMENT, ROOM 528 EB, EDUCATION BUILDING, ALBANY, NEW YORK 12234.

# Themes

3

## 01 Indigenous History is New York's History

Authentic Indigenous perspectives and history are pivotal to an accurate telling of the history of the Revolution and the 250 years that have followed.

## 02 Choose your Side

The American Revolution is considered by some to be the country's first civil war. Families, friends, and neighbors, found themselves on opposing sides of a violent conflict while also experiencing incredible change and loss.

## 03 Power of Place

Political boundaries, geographic boundaries, and the natural world have changed over time and were in flux through the Revolution and the years following. Powerful reminders of New York's revolutionary past proliferate the landscape.

## 04 We the People

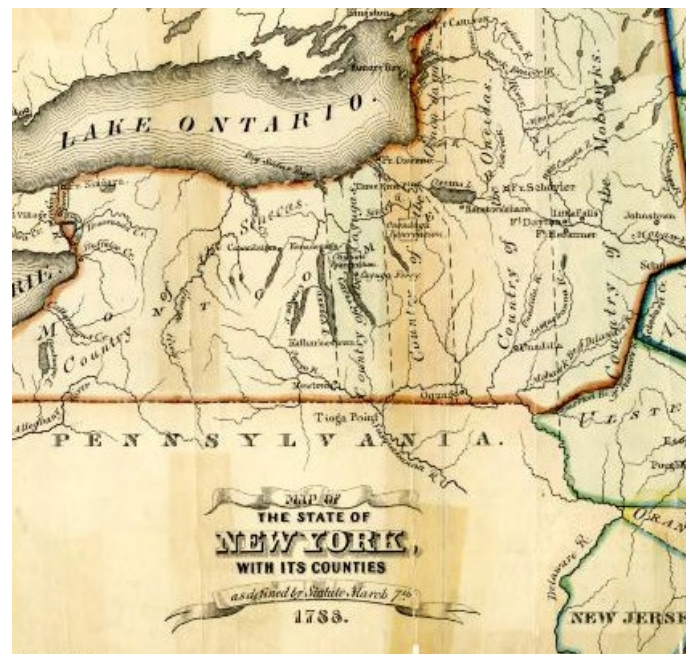
"We the People of the United States..." So opens the preamble of the United States Constitution, written in 1787 and ratified in 1789, establishing a new republican government based upon the ideals of the Revolutionary generation.

## 05 Unfinished Revolutions

The Founders wrote, "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 along these are Life, Liberty, and the Pursuit of Happiness," as the guiding values of a new nation.

## 06 Changing Interpretations of the Revolution

The 250th is an opportunity for local government historians, academic historians, historical sites, museums, and social studies teachers to renew public engagement in the field and practice of history.



Section of Historical [Map of New York with its Counties as defined by statute, March 7, 1788](#), NYS Archives, Images made available in collaboration with [ConsidertheSourceNY.org](#)

On front cover:

William L. Champney, [Boston Massacre](#), March 5th, 1770, New York Public Library.

Oneida Community Mansion House, [Oneida Nation Women](#), 1873, New York State Archives

Images made available in collaboration with [ConsidertheSourceNY.org](#)





E. Percy Moran, [Washington at Valley Forge](#), 1911, Library of Congress, images made available in collaboration with [ConsidertheSourceNY.org](#)

# Introduction

In celebration of the upcoming 250th anniversary of the Declaration of Independence and subsequent American Revolution, the New York State Education Department's (NYSED) Office of Standards and Instruction (OSI) has developed this interdisciplinary resource guide. The 250th anniversary marks a pivotal moment in the history of our nation and the state of New York. It presents a unique opportunity to examine lessons from our past, while also looking towards building

a future where the ideals of the Revolution are extended to all Americans. In accordance with Chapter 732 of the Laws of 2021, Governor Hochul established the New York State 250th Commemoration Commission to promote public engagement and education around the upcoming commemoration. The law seeks to create opportunities to educate and inspire New Yorkers by deepening recognition of the state's pivotal role in the American Revolution, the ongoing



**Statue of Liberty, 1936, New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](https://www.considerthesource.org)**

struggle for civil rights, and the complex history of liberty and freedom in both the state and the nation.

In support of the initiative, the OSI has created this guide to support educators as they explore the complex and inspiring history of the Revolution, the founding of the nation, and the foundational role played by New York State throughout that struggle. While this guide offers a range of ideas, resources, and activity prompts to support educators in teaching about the American Revolution, it does not include specific, pre-written lessons. As a state education agency, NYSED provides broad guidance and support for high-quality instruction, but does not endorse or mandate particular lessons or curricular materials. Instead, this guide is designed to inspire interdisciplinary learning, encouraging educators to explore connections across disciplines, including history, literature, the arts, science, mathematics, technology,

and civics, while reflecting New York's rich and diverse history. Interdisciplinary learning enriches students' education by helping them make meaningful connections across subjects, deepening their understanding and promoting critical thinking, creativity, and real-world problem-solving skills. These attributes align with the New York State Portrait of a Graduate, as the skills most often identified by parents, students, institutions of higher education, and businesses as essential for future success.

Organized using the [New York State Commemorative Field Guide's](#) Interpretive Themes of the Revolution, these learning experiences are built around big ideas for students to engage with at the elementary, middle, and high school levels. These concepts connect students with New York's essential role in the founding of our nation, as well as the continuing work necessary to create a democracy where the sentiments of the Declaration of Independence are fully realized by all Americans. Each prompt is also paired with an experiential learning opportunity that encourages students to explore and engage with some of New York's remarkable and well-preserved historical sites. This approach aims to empower educators to create meaningful, standards-aligned learning experiences that reflect their students' needs, interests, and local contexts.

As we approach the 250th anniversary of our nation's founding, this resource guide invites educators to help students not only understand the profound legacy of the American Revolution but see how the ideals of the American Revolution still matter and how they can be part of shaping what comes next. By fostering inquiry, interdisciplinary connections, and civic engagement, this guide supports schools in preparing students to be informed, thoughtful, and active participants in our democracy. In doing so, we honor the past, understand the present, and help shape a future worthy of the Revolution's enduring promise.



# Interdisciplinary Learning Experiences



This guide outlines interdisciplinary projects, activities, and experiential learning ideas incorporating the six official themes of the NY250 Revolution Commemoration. Each optional idea is designed to be flexible for multiple grade levels, integrate multiple subject areas, and align with the NYS Learning Standards, including the Social Studies Framework, Arts, English Language Arts, Physical Education, Science, and Mathematics. All activities are framed as high-impact, big-picture learning experiences and include connections to New York State Parks and historic sites where applicable. Capstone extensions support the NYS Seal of Civic Readiness. By engaging with the themes and concepts presented, students will be able to explore the foundational role played by the state of New York in the shaping of the nation during the Revolutionary era and beyond. To enrich

relevancy for students, each “Big Idea” is paired with an element of experiential learning that connects to inspiring historical sites throughout the state. The High School learning experiences support civic engagement and the Seal of Civic Readiness capstone projects. This approach equips educators with flexible tools and ideas to design impactful, standards-aligned learning experiences for their students.

- > Arts
- > Physical Education
- > English Language Arts
- > Mathematics
- > Science
- > Social Studies

## Elementary

# Theme 1: Indigenous History is New York's History



## Three Sister's Community Garden

**Big Idea:** Through planting and growing a traditional Haudenosaunee “Three Sisters” (corn, beans, and squash) garden, students explore the enduring legacy of Indigenous knowledge and how culture, sustainability, and science intersect.

Students watch this [New York State Museum Video](#) as an introduction to the Haudenosaunee people. They begin collaboratively designing and planting a garden, researching the amount of growing space each type of plant needs and using measurement and geometry to calculate and display the total yield of different combinations of crops within a given field ([Math: NY-3.MD.3,](#)

[5-7; NY-4.MD.3](#)). Students also explore how different crops benefit each other through natural systems of support ([Sci: 4-LS1-1](#)). They engage with picture books that deepen their understanding of the natural world and human relationships to it, maintaining daily logs and reflective writing that help build explanatory writing skills ([ELA: W.4.2](#)). Throughout the project, students explore the Haudenosaunee worldview, considering themes of taking care of the environment, reciprocity, and responsibility to the land ([SS: 4.3a](#)). Movement and play reflect traditional practices that encourages teamwork and honors Indigenous knowledge systems through physical activity ([PE: 4.1](#)). Students also create meaningful symbols to mark their plantings, drawing on Indigenous visual traditions to communicate respect and identity ([Arts: VA:Cr2.1.4](#)). The project culminates in a community harvest celebration, where students share their learning, express gratitude, and offer a proposal for [a land acknowledgment](#), practicing civic engagement and cultural respect.



### Experiential Component

Visit to [Ganondagan State Historic Site](#) or virtual experience with Haudenosaunee educators.

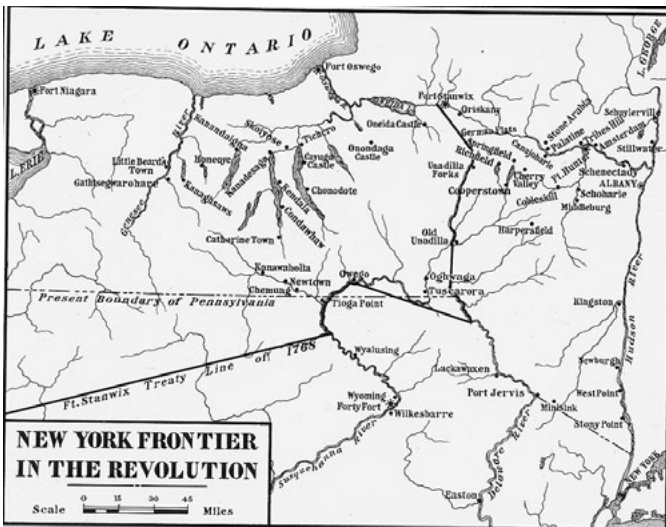


## Middle Level

# Theme 1: Indigenous History is New York's History

## Lost Lands

**Big Idea:** Students explore how land ownership changed in New York before and after the American Revolution, with a focus on Indigenous displacement and resilience.



Historical map, [map of the New York Frontier in the Revolution](#), 1912, NYS Archives, images made available in collaboration with [ConsiderTheSourceNY.org](#)

Utilizing [historical maps](#) and primary sources from the [New York State Archives](#) and [Consider the Source New York](#), students investigate the territorial changes ([Native Land Digital Map](#)) experienced by Native nations during and after the American Revolution as well as research on the [roles of Native Americans throughout the war](#) for historical context ([SS: 7.2](#)). Using digital tools, they calculate land area and use ratios and

percentages to track the shifting boundaries and changes in ownership percentages over time ([Math: NY-6.RP.3, NY-7.G.1](#)). Students may construct annotated timelines that connect key treaties with their cultural and societal impacts. Close readings of treaty excerpts, such as the [Treaty of Fort Stanwix](#), support analysis of central ideas and historical significance ([ELA: RH.6-8.2](#)), while creative journal entries allow students to empathize with those whose lives were disrupted. As students explore the environmental consequences of dispossession, such as deforestation and loss of water access, they examine the broader impact of land loss on both ecosystems and communities ([Sci: MS-ESS3-3](#)). Through a collaborative strategy game, students simulate negotiations, alliances, and resistance efforts, deepening their understanding of the complex dynamics at play ([PE: 7.1](#)). They also contribute to a visual timeline project, using [Haudenosaunee symbolism](#) and references to ongoing tribal land reclamation movements to connect past to present ([Arts: VA:Cr2.1.7](#)).

### Experiential Component

Classroom partnership with a tribal educator; mapping project presented at a school or district Indigenous Peoples' Day event.





High School

# Theme 1: Indigenous History is New York's History

## Enduring Through Loss

**Big Idea:** Students examine how the Revolution fractured Indigenous alliances, leading to centuries-long consequences for sovereignty and land rights.

Students analyze primary sources like Joseph Brant's speeches, the [Sullivan-Clinton Campaign orders](#) (see also: [Sullivan Campaign of 1779](#)) and secondary interactive [Native Land Digital Map](#) ([Lit: RST1](#)). Using historical treaty maps and exponential decay graphs ([Math: AI-F.LE.1](#)), they model Indigenous land loss over time. Students investigate environmental justice issues on current-day reservations ([Sci: HS-ESS3-4](#)). They script and produce a podcast or short documentary ([Arts: MA:Pr5.1.HSI](#)) that integrates interviews, research, and cultural perspectives. Lacrosse is explored not just as a sport but as a form of diplomacy and social unity ([PE: 4.2.L2](#)). Students explore Indigenous traditions, specifically the

Haudenosaunee Confederacy's creation and stewardship of the "medicine game" lacrosse (Dewa'ë:ö'). Students can see how well before 1776, Indigenous nations shaped New York's cultural, political, and social landscape, and continue to do so today. The project incorporates aspects of civic engagement by designing and [proposing a public land acknowledgment](#) or museum exhibit.



### Experiential Component

Students visit [Ganondagan State Historic Site](#), the former Seneca town and center of Haudenosaunee culture. Through guided tours and conversations with Haudenosaunee educators, they explore how the Revolution impacted Indigenous sovereignty, land loss, and cultural resilience. The experience deepens understanding of treaty history and connects past struggles to ongoing efforts for Indigenous rights today. Alternatively, students could visit the [New York State Museum's Mohawk Haudenosaunee Longhouse](#) and meet with state historians to further immerse themselves in Indigenous culture.



### Seal of Civic Readiness Capstone Tie-in

Students utilize this project as part of their capstone combining civic knowledge, participation, and reflection. They can then meet the civic experiences requirements by creating a public-facing product such as a speech, podcast, documentary or other form of presentation.



[Kanonhsesne](#) (longhouse), New York State Museum

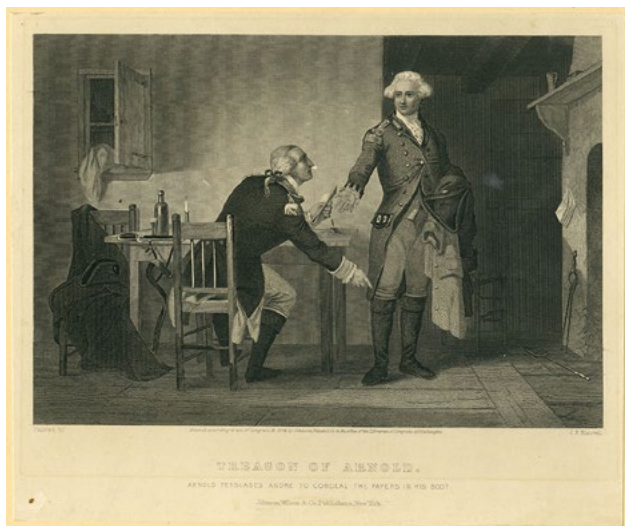
## Elementary

# Theme 2: Choose your side

## Revolution at the Door

**Big Idea: Students take on the roles of young colonists and explore multiple perspectives during the American Revolution by simulating community debates and decisions.**

Students explore the core positions of Patriots and Loyalists by examining scaffolded primary sources ([Patriot's Letter to Loyalist Father](#)) and teacher-guided summaries, gaining insight into the diverse perspectives of colonists. These range from merchants and farmers, to enslaved people, and Indigenous allies. They analyze real historical quotes to deepen their understanding of these differing viewpoints and write opinion pieces where they express their own stance, supported by historical evidence ([ELA: W.4.1](#)). The students could use this



C.F. Blauvelt, [Treason of Arnold](#), 1874, Library of Congress, Images made available in collaboration with [ConsidertheSourceNY.org](#)

analysis to divide a town into factions expressed by combinations of fractions, such as  $\frac{1}{5}$  of a town are farmers, and  $\frac{2}{5}$  of farmers identify as patriots ([Math: NY-4.NF.3c, 4c; NY-5.NF.6](#)). The class tracks and compares their individual allegiances over time, graphing shifts in perspective and reflecting on the impact of new information. In their exploration of natural resources (tea, timber, and farmland) students investigate how these factors influenced political beliefs, drawing connections between human-environment interactions and the causes of conflict ([Sci: 4-ESS3-1](#)). They express their findings creatively by designing persuasive posters or flags that symbolize the values and slogans of their chosen side ([Arts: VA:Cr2.1.4](#)). To simulate the challenges of wartime communication, students engage in a relay game where they pass critical "intel" under time pressure and stealth conditions, encouraging teamwork while gaining an understanding of 18th-century communication strategies ([PE: 4.1](#)).



### Experiential Component

Create a classroom "Colonial Town Hall" where students present their stance to peers acting as community members. Students may also virtually tour a Revolutionary-era site or the [New York State Capitol's War Room](#). Another option can be to engage with local reenactors through digital programs or guest visits.



Middle Level

# Theme 2: Choose your side

## A line in the Sand

**Big Idea:** Students simulate life in a Revolutionary-era town divided by Patriots and Loyalists and explore the social, economic, and emotional impacts of political conflict.

Students build character profiles for Patriot and Loyalist citizens, write journal entries from each perspective ([ELA: 7W3](#)), and simulate factions within a fictional town using a probability model ([Math: NY-6.SP.7.8; NT-7.SP.8](#)). They create visual family trees showing divided households ([Arts: VA:Cr2.1.7](#)), analyze how military blockades affected food and supplies ([Sci: MS-ESS3-3](#)), and develop cooperative games that simulate community negotiations ([PE: 4.2.4](#)). This activity could also be adapted to explore how Indigenous nations navigated colonial conflicts, drawing parallels to modern choices about cultural advocacy and self-determination, such as Olympic participation under their own national flag ([Haudenosaunee Nationals](#)).



[George Washington in British Uniform](#). 1930. New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)



Currier & Ives, [Destruction of tea at Boston Harbor](#), 1846, Library of Congress, images made available in collaboration with [ConsidertheSourceNY.org](#)



### Experiential Component

Use local historical reenactments or virtual tours of Revolutionary New York ([Crown Point State Historic Site](#) or [Saratoga Battlefield Virtual Tour from the National Park Service](#)) to see how occupation shaped everyday life.

High School

# Theme 2: Choose your side

## Trial of a Loyalist

**Big Idea:** Students stage a trial of a Loyalist exploring the limits of dissent as well as the complexity of Revolutionary ideals like liberty and justice through a modern lens.

Using primary source pamphlets and accounts ([NYS Archives Primary Sources](#)), students craft arguments and script a courtroom drama ([ELA: 8W1](#)). They analyze regional loyalty trends with data mapping and rates of change ([Math: AI-F.IF.6, AI-S.ID.5, 6](#)), examine how natural resources impacted allegiance ([Sci: HS-ESS3-2](#)), design courtroom visuals and costumes ([Arts: VA:Cr2.1.III](#)), and simulate escape routes based on real Loyalist journeys ([PE: 2.2.L2](#)). This project may culminate in a filmed mock trial documentary.



[Minute Man Statue, Concord, Massachusetts, Dedicated in 1875, 1911](#), NYS Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)



[Burning of Stamp Act, Boston, 1903](#), Library of Congress, Images made available in collaboration with [ConsidertheSourceNY.org](#)



### Experiential Component

Students visit a local historic courthouse or Revolutionary War site with Loyalist connections, such as [Philipse Manor Hall](#). There, they may engage with historians to better understand the legal, social, and political tensions of the time. This immersive experience informs their mock trial, helping students ground their performances in real-world context and deepen their understanding of justice and dissent during the Revolution.



### Seal of Civic Readiness Capstone Tie-in

Mock trial video and research can serve as the capstone public product and civic skills demonstration.



## Elementary

# Theme 3: Power of Place

## Postcards from the Past

**Big Idea: Communities are shaped by both the past and the present. By examining the lives of people during the Revolutionary era and reflecting on their own lived experiences, students can better understand how identity, place, and history intersect across time.**



Memorial to Soldiers at Saratoga Battlefield, 1934, [New York State Archives](#), images made available in collaboration with [ConsidertheSourceNY.org](#)

Students investigate the lives of historically underrepresented groups during the Revolutionary era, such as Indigenous nations, enslaved people, women, and immigrants using historical narratives and personal reflection to explore how these communities contributed to early America and how they continue to exist and thrive today. They collect stories from both the past and present, then collaboratively

design large-scale map murals that visually connect and compare communities within the Revolutionary War era to today. Students create a coordinate system to place locations on a map and visualize their distances from each other ([Math: NY-5.G.1.2](#)). Students then write reflective artist statements that explain the symbols, scenes, and personal or cultural connections in their work ([ELA: 4W2](#)). Throughout the process, they explore visual storytelling strategies to express themes of continuity, change, and belonging ([Arts: VA:Cr2.1.4](#)). The project concludes with a public gallery walk, where students guide visitors through their murals and maps to share insights into how history shapes the communities around them.



### Experiential Component

Students visit a local historical site, museum, or cultural center connected to Revolutionary-era communities (forts, Indigenous homelands, preserved colonial settlements). During the visit, they explore exhibits, study historical artifacts, and participate in guided storytelling or mapping activities that highlight the experiences of groups often excluded from dominant narratives. Back in the classroom, they apply insights from the field experience to collaboratively design large-scale murals that visually connect the lives of those 18th-century communities with those of people in their neighborhoods today.

## Middle Level

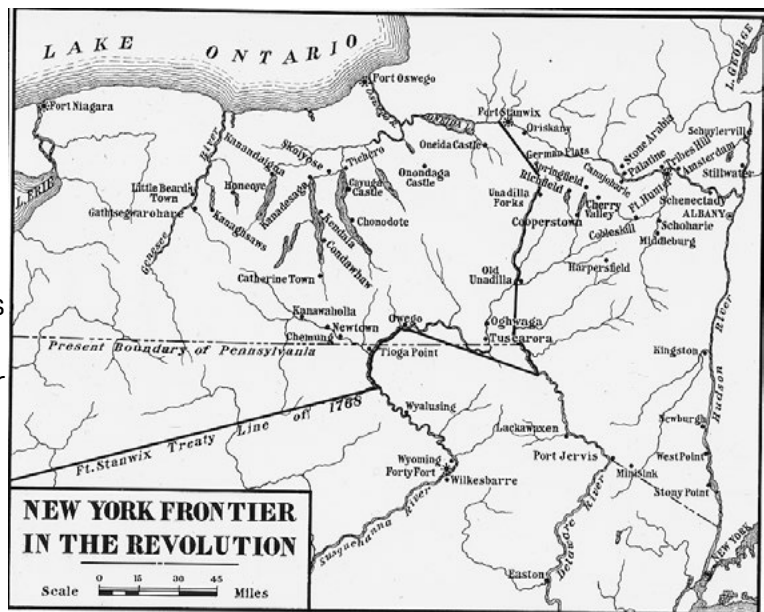
# Theme 3: Power of Place

## Armchair Generals

**Big Idea:** Students revise Revolutionary battle strategies using [animated battle maps](#), data, and environmental/geographic knowledge to understand how place shaped war outcomes.

Students use historical maps and Geographic Information System overlays to plot key points on a battlefield using a coordinate system, use the Pythagorean theorem to calculate distances between those points, and calculate movement speeds/times for moving armies during the battle ([Math: NY-8.G.8, NY-8.EE.5](#)). Battles like [Saratoga](#) may be reassessed ([SS: 7.G.1](#)), narratives from the perspective of soldiers encountering difficult terrain are composed ([ELA: 6.SL1.d](#)), and students explore how weather and geography influenced events ([Sci: MS-ESS2-5](#)). They design physical battlefield challenge courses mirroring researched geographic obstacles ([PE: 2.2.7](#)) and murals that map out revised troop movements ([Arts: VA:Cr2.1.7](#)).

Note: Calculating travel times could be extended to other moments of NY history such as participants at the Seneca Falls Convention traveling from their home to Seneca Falls or comparing travel times within NYC at the time of the 1969 Stonewall Riots to today.



[Map of the New York Frontier in the Revolution](#), 1912, New York State Archives. Images made available in collaboration with [ConsidertheSourceNY.org](#)



[The Bloody Massacre Perpetrated in King Street Boston on March 5th 1770 by a Party of the 29th Regiment](#), 1770, Library of Congress, images made available in collaboration with [ConsidertheSourceNY.org](#)



## Experiential Component

Field trips to preserved battlefields or utilize [Google Earth](#) to recreate battlefield strategies.



High School

# Theme 3: Power of Place

## What Gets Remembered?

**Big Idea:** Students research which Revolutionary places are preserved (and which aren't), then propose a new monument for a forgotten site or story.

Students build financial literacy skills as they research public funding and collective memory ([SS: 11.2b](#)), write fact based persuasive proposals for new public monuments ([Lit: WHST1a](#)), create modeling equations for budgets, material costs and timelines ([Math: AI-A.CED.2.3](#)), and design monuments digitally or by hand ([Arts: VA:Cr2.1.III](#)). Students design and complete school/class walking tours or history hikes of underrepresented sites ([PE: 2.2.L2](#)).



[The Thirteen Original Colonies in 1774, 1919](#), Library of Congress, images made available in collaboration with [ConsidertheSourceNY.org](#)



## Experiential Component

Submit proposals to local historical commissions or partner with [Consider the Source NY](#) to publish student work.



## Seal of Civic Readiness Capstone Tie-in

Students working towards the Seal of Civic Readiness may present their monument proposal to local legislators or historical commissions through a public-facing presentation. These could include speeches, presentations, a bill proposal, documentary, podcast, or artwork. Students will develop and implement a detailed plan of action to address the issue. They may also compile a portfolio documenting research, action, reflections, and project artifact.



[The Battle of Lexington April 1775, 1940](#), Library of Congress, images made available in collaboration with [ConsidertheSourceNY.org](#)

## Elementary

# Theme 4: We the People



[Children Play Baseball in Central Park, 1900](#), New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)

[Ludington, James Armistead Lafayette, Joseph Brant](#)) using pre-selected resources from [Consider the Source NY](#). They research and write bios ([ELA: 4W2](#)), then use fractions to compare the relative sizes of underrepresented groups within the voting population ([NY-3.NF.3, NY-4.NF.2](#)). Students explore inventions by marginalized individuals ([Sci: 4-PS3-4](#)). The project may also lead to the creation of inclusive colonial games ([PE: 4.2.3](#)) and art posters honoring community members or heroes ([Arts: VA:Cr2.1.4](#)), culminating in a gallery walk and student-led presentation.

## Forgotten Heros

**Big Idea: Learn about underrepresented figures from the Revolution and honor their contributions through writing, visual arts, data literacy, and performance.**

Early Elementary students ask the question “Who is in Our Community?” in the context of sorting, counting, and grouping people based on characteristics (age, roles, gender, jobs, etc.). Students create simple tallies or pictographs to show what their classroom or community looks like ([Math: NY-K.MD.3, NY-1.MD.4, NY-2.MD.10](#)). They may begin to compare and contrast these figures to those living in a similar community during revolutionary times. Upper Elementary students read about women, Indigenous leaders, and African Americans who played crucial roles in the Revolution ([Sybil](#)



### Experiential Component

Collaboration with a local museum exhibit such as the [NYS Museum's Women of the Revolution](#) or other local historical society with Revolutionary War artifacts. Students may participate in an interactive tour or scavenger hunt focused on lesser-known heroes, followed by a hands-on workshop where they create portraits, bios, or symbolic objects representing the figures they learned about. After returning to school, students curate their own “Forgotten Heroes” exhibit to share with their school, families, and community.



Middle Level

# Theme 4: We the People

## Stories of US

**Big Idea:** Create a multimedia zine tracing the evolving definition of citizenship and civic belonging from the Revolution to the present day.

Students build a timeline of major expansions in civic inclusion (15th, 19th Amendments, Indian Citizenship Act) aligned to [SS: 8.4b](#). Each page combines persuasive writing ([ELA: W.7.1](#)), use of proportions to compare equitable access ([NY-7.RP.2](#)), and infographics about modern STEM inequity ([Sci: MS-ETS1-1](#)). Students explore accessibility through adaptive games ([PE: 7.1](#)), and student art showcases evolving civic identity ([Arts: VA:Cr1.1.7](#)). Students publish and distribute the zine at school, in the community, or digitally.



[American Women's Voluntary Services Poster, World War II, 1940-1944](#), Montauk Library Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)



[For Every Fighter a Woman](#), 1918, New York State Museum, Images made available in collaboration with [ConsidertheSourceNY.org](#)



### Experiential Component

Tour of a local civil rights landmark or a learning session with a speaker from [New York State Equal Rights Heritage Center](#).



High School

# Theme 4: We the People

## Today's Preamble

**Big Idea: Redesign the Preamble of the U.S. Constitution to align with a contemporary vision of inclusion, incorporating historical context, civic data, and principles of design thinking.**

Students analyze the original Preamble and modern constitutional documents ([SS: 11.2](#)). They write updated versions supported by trends in categorical or quantitative census data ([Math: AI-S.ID.5.6](#)), research health and environmental disparities ([Sci: HS-ESS3-4](#)), and design visual presentations of their version ([Arts: VA:Cr2.1.III](#)). The unit includes symbolic group movement sequences that represent civic evolution ([PE:1.2.L2](#)).



Graphic for [New York Pride: The Fight for Marriage Equality exhibition](#), New York State Museum



### Experiential Component

Students visit the site of George Washington's inauguration at [New York States's Federal Hall National Memorial](#). Each student or group performs or presents their re-imagined Preamble aloud on the steps or in the rotunda. This civic performance invites public engagement to showcase student's ideas for a more inclusive Constitution.



### Seal of Civic Readiness Capstone Tie-in

Each student or team presents their "Modern Preamble" as a public artifact at a community showcase, in class, at a school board meeting, or to the Seal of Civic Readiness Committee.



[Amsterdam's 175th Anniversary Celebration Parade](#), Amsterdam, NY 1979, Tina Camacho Private Collection, images made available in collaboration with [ConsidertheSourceNY.org](#)

## Elementary

# Theme 5: Unfinished Revolutions



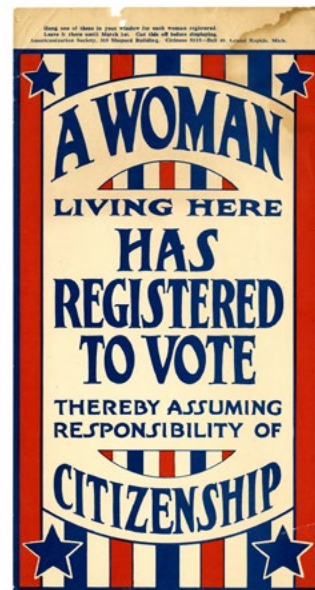
Sheila Healy [Greeting Card with Photograph](#). 1994, University at Albany Libraries, images made available in collaboration with [ConsidertheSourceNY.org](#)

## We Have a Voice

**Big Idea:** Students connect Revolutionary ideals to modern social movements (anti-bullying, food insecurity, homelessness, access to music/arts) by designing signs, chants, and a symbolic march that represents a cause they care about. This recreates the spirit of unfinished civic revolutions through movement, art, and advocacy.

Students explore the idea of “unfinished revolutions” by learning about people who continued the fight for rights after 1776, such as Harriet Tubman, Elizabeth Cady Stanton, or Greta Thunberg, and compare their goals to those of the founding generation. Each student selects a rights-based issue (access to education, clean water, equal pay, voting) and writes a short persuasive speech or rallying chant advocating for that cause ([ELA: 4W1](#)). They design protest signs by partitioning an area and utilizing line symmetry or other properties of polygons, and use a number line to plan the timing of

their “march” route ([Math: NY-2.G.3, NY-3.MD.1, NY-3.G.1, NY-4.G.3](#)). Students analyze how their issue relates to human impact on the environment or society ([Sci: 4-ESS3-2](#)), and design advocacy signs or wearable artwork with strong colors, symbols, and slogans ([Arts: VA:Cr2.1.4](#)). Students prepare and lead a choreographed “march” route across the school campus or playground to energizing music, practicing endurance, movement coordination, and collaborative goal setting ([Arts: DA:Cr1.1.4](#)) ([PE: 4.1](#)).



[A Woman Living Here Has Registered to Vote](#), 1920, Smithsonian National Museum of American History, images made available in collaboration with [ConsidertheSourceNY.org](#)



## Experiential Component

Host a “Civic March for Justice Day” where students lead a peaceful march through the school, presenting their signs and chants, and sharing their causes in an assembly or exhibit. Invite local leaders, families, and community partners to participate.

Middle Level

# Theme 5: Unfinished Revolutions

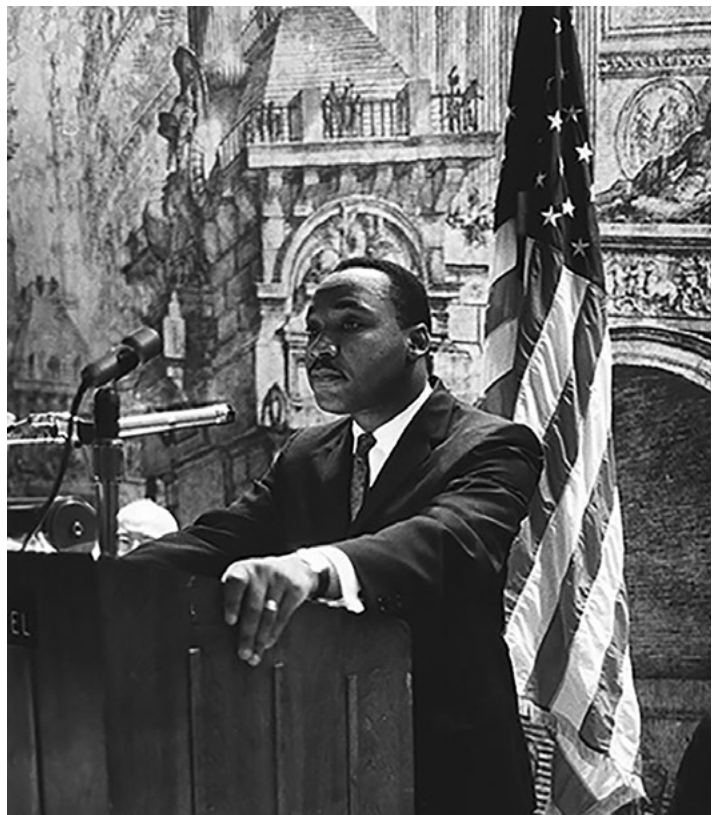
## Ongoing Revolutions

**Big Idea:** Students collaborate to create a multimedia timeline of U.S. revolutions in rights and representation.

Each student team contributes research on milestone moments for social movements ([Stonewall](#), [Americans with Disabilities Act](#)). Students utilize scientific notation to describe and compare sizes of groups involved ([Math: NY-8.EE.3](#)), narrative writing ([ELA: 7W2](#)), and interactive displays. Students explore how access to science and innovation impacts justice ([Sci: MS-ETS1-2](#)). The project may include a symbolic rights “walk” integrating timeline movement ([PE: 7.1](#)). Artwork uses mixed media to represent conflict, change, and continuity ([Arts: VA:Cr2.1.7](#)).



[Chatham Wide Awakes Political Campaign Sign](#), 1860, Columbia County Historical Society, images made available in collaboration with [ConsidertheSourceNY.org](#)



[Photograph of Martin Luther King Jr. Speaking](#), 1964, New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)



### Experiential Component

Create a traveling school exhibit or collaborate with [Human Rights Institute at Binghamton University](#). Plan a visit to the [Stonewall National Monument](#).



High School

# Theme 5: Unfinished Revolutions

## Modern Day Muckrakers

**Big Idea:** Students explore the legacy of the American Revolution and connect its unresolved ideals such as voting access, civil rights, gender equality, or representation with contemporary civic challenges. Students take on the role of “Modern Day Muckraking Journalists.” They design and implement a real-world civic action plan that continues the fight for “life, liberty, and the pursuit of happiness” in modern society.

Students begin by investigating the enduring impact of the American Revolution using primary sources from the [Daughters of the American Revolution \(DAR\) Education Resources](#). Using historical documents, and biographies of lesser-known patriots; they explore how revolutionary ideals like liberty, representation, and justice remain incomplete in modern society. Students research a modern societal area as a “Modern Day Muckraker” that they believe deserves increased exposure and reform.

After identifying an “unfinished revolution” such as racial equity, Indigenous rights, voting access, environmental justice, or gender equality; Students formulate a driving question and conduct original research using both primary and secondary sources. They collect and analyze public opinion through surveys or social media

engagement, applying statistical reasoning to interpret their findings, develop linear and non-linear models to predict future trends and inform their action strategy ([Math: AI-A.CED.2, AI/AII-S.ID.6, 7](#)) ([Sci: HS-ETS1-3](#)).

Next, students design and implement a civic action campaign rooted in persuasive communication ([ELA: 11-12W1](#)), critical media literacy, and public performance ([Arts: MA:Pr6.1.III](#)). Campaigns may include visual storytelling, documentary shorts, digital advocacy toolkits, or interactive social media content. Students work collaboratively to plan symbolic events (community walks, awareness drives, or art installations) that engage stakeholders and elevate their cause.



### Experiential Component

Students visit the [New York State Museum](#) in Albany to explore exhibits on civil rights, suffrage, labor reform, and press freedom. They may engage with primary source archives and museum educators to see how past reformers used media to impact change as a means to inform their own “Modern Day Muckraker” project.



### Seal of Civic Readiness Capstone Tie-in

Throughout the project, students reflect on the connections between historical struggles and current movements, examining how the promises of the American Revolution are still being pursued today. Their campaign becomes a real-world demonstration of civic participation, contributing to the public product component of the Seal of Civic Readiness Capstone.



[Kanien'keha:ka \(Mohawk\) Haudenosaunee \(Iroquois\) Village Diorama](#), New York State Museum

## Elementary

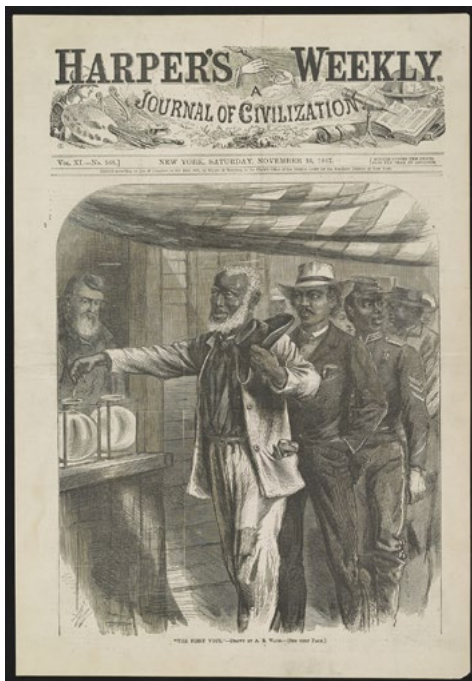
# Theme 6: Changing Interpretations

## Whose Story Gets Told?

**Big Idea: Students explore the Revolutionary theme of identity and belonging by sharing their own stories or those of family members, creating a class collection that honors voices from today and connects them to the ideals of the American Revolution.**

Students learn about the concept of “who gets remembered” by comparing textbook stories with images or short oral histories from diverse voices in history. They brainstorm and write a short personal narrative or illustrated biography of someone

in their family or community who helped others, spoke up, or made a change ([ELA: W.4.3](#)). Students study how land, weather, or health shaped the actions of people in their stories ([Sci: 4-ESS3-1](#)), and contribute to a class mural made of symbols, drawings, and key words that represent each story ([Arts: VA:Cr2.1.4](#)), using a coordinate system to plan their design ([Math: NY-5.G.1.2](#)). Students may participate in a symbolic “freedom walk,” where each student travels across stations that reflect their subject’s journey or civic value ([PE: 4.1](#)).



[The First Vote, 1867](#), Library of Congress Prints and Photographs Division. Images made available in collaboration with [ConsidertheSourceNY.org](#)



### Experiential Component

Students submit their work products to the [NYS Library's Personal History Initiative](#).



### Seal of Civic Readiness Capstone Tie-in (Early Exposure)

Students practice foundational civic skills by expressing identity, listening to peers’ present their stories, and reflecting on shared values like fairness, courage, and freedom which can help lay the foundation for civic readiness in later grades.

Middle Level

# Theme 6: Changing Interpretations

## My Revolution

**Big Idea:** Students connect the ideals of the American Revolution to their own lives and communities by researching and presenting a personal, family, or local story that reflects freedom, resistance, or civic identity and contribute their work to the [New York State Library's Personal History Initiative](#).



[Bostonians Paying the Excise-Man, or Tarring and Feathering, 1774](#), New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)

Students analyze multiple versions of historical events (textbook vs. article vs. museum exhibit) to see how interpretations change over time ([ELA: RH.6-8.8](#)). They choose a modern or historical figure from their life or community, conduct interviews or personal reflection, and write a narrative

biography or memoir segment ([ELA: W.7.3](#)). Students collect and represent relevant data such as community demographics, public opinion, or historical trends to support their stories with visuals ([Math: NY-8.SP.1](#)). They investigate the scientific or environmental context surrounding their story, such as public health or geography ([Sci: MS-ESS3-3](#)). Their final product is a creative artifact: a mini-podcast, illustrated storybook, or slide-based digital profile, integrating media and art skills ([Arts: VA:Cr2.1.7](#)). Students complete a symbolic walking path or timeline relay to represent the personal journey or civic issue featured in their story ([PE: 7.1](#)).



### Experiential Component

Students submit their work products to the [NYS Library's Personal History Initiative](#).



### Seal of Civic Readiness Capstone Tie-in

Students practice civic skills by interviewing, documenting, and presenting local voices. Final products serve as early models for capstone participation in high school.



High School

# Theme 6: Changing Interpretations

## Evolving History

**Big Idea:** Students explore how public memory evolves by uncovering and contributing personal or community stories that reflect Revolutionary ideals such as liberty, identity, and inclusion, submitting their work to the [New York State Library's Personal History Initiative](#).

Students compare traditional textbook portrayals of the Revolution with overlooked or marginalized narratives ([ELA: RI.11-12.9](#)), then write original narrative texts telling a personal, family, or community story connected to civic life or historical interpretation ([ELA: W.11-12.3](#)). They incorporate interview data or demographic patterns to contextualize their story and support claims using charts and graphs ([Math: AI-S.ID.1, 6](#)). Students examine environmental, health, or technological

themes within their stories using systems-based reasoning ([Sci: HS-ETS1-3](#)), and design a final product, such as a podcast, digital zine, or video essay through structured creative production ([Arts: MA:Pr5.1.HSI](#)). The project includes the creation of a symbolic route, march, or timeline mural to represent a journey of civic participation or identity ([PE:1.2.L2](#)).



### Experiential Component

Submit projects to the [NYS Library's Personal History Initiative](#). Collaborate with a local cultural center, library, or historical society to exhibit student work, or host a school "Community Voices Day" where students present their stories and performances live.



### Seal of Civic Readiness Capstone Tie-in

This project can serve as the full capstone by integrating:

- Civic Knowledge through analysis of exclusion in historical memory
- Civic Skills through oral history collection, interviewing, and documentation
- Civic Participation through sharing stories with the public and contributing to civic archives
- Civic Mindsets through reflecting on identity, belonging, and social justice



[Statue of Liberty by Moonlight](#), New York City 1900, New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)

# Educator Resources

## Theme 1: Indigenous History is New York History



[Replica Kanien'keha:ka \(Mohawk\) Haudenosaunee \(Iroquois\) Longhouse](#) at the New York State Museum



### [Ganondagan State Park](#)

Official website of Ganondagan State Park with educational and visiting information.



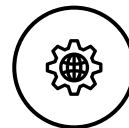
### [New York Archives Junior](#)

Designed for grades 4-8, NY Archives JR! Provides a short article and primary source-based learning activities for students.



### [New York State Museum: Represent](#)

The selected works of art reflect ideas, concepts, and topics that are appropriate for a diversity of ages, correlate to both the educational programs, People of the Longhouse and Native People of New York, and will work well using the Visual Thinking Strategies (VTS).



### [Consider the Source: Native American History Month](#)

This page links students and educators to the resources related to Indigenous History and Culture.



# Educator Resources

## Theme 2: Choose Your Side



Oneida Community Mansion House, [Oneida Nation Women](#), 1873, New York State Archives. Images made available in collaboration with [ConsidertheSourceNY.org](#)



[PBS Learning Media: 250th](#)

PBS Learning Media folder containing educational media to support P-12 learning around the 250th commemoration.



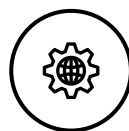
[Consider the Source: Black History](#)

Documents and learning activities related to the history, culture, and struggle for equality of African Americans in New York and the United States.



[New York Archives Junior](#)

This issue focuses on the betrayal of Benedict Arnold and the capture of John Andre. The article and learning activities allow students to imagine how and why certain individuals chose a particular side during the Revolution and the importance of the geographic location of New York and West Point in the battle for independence.



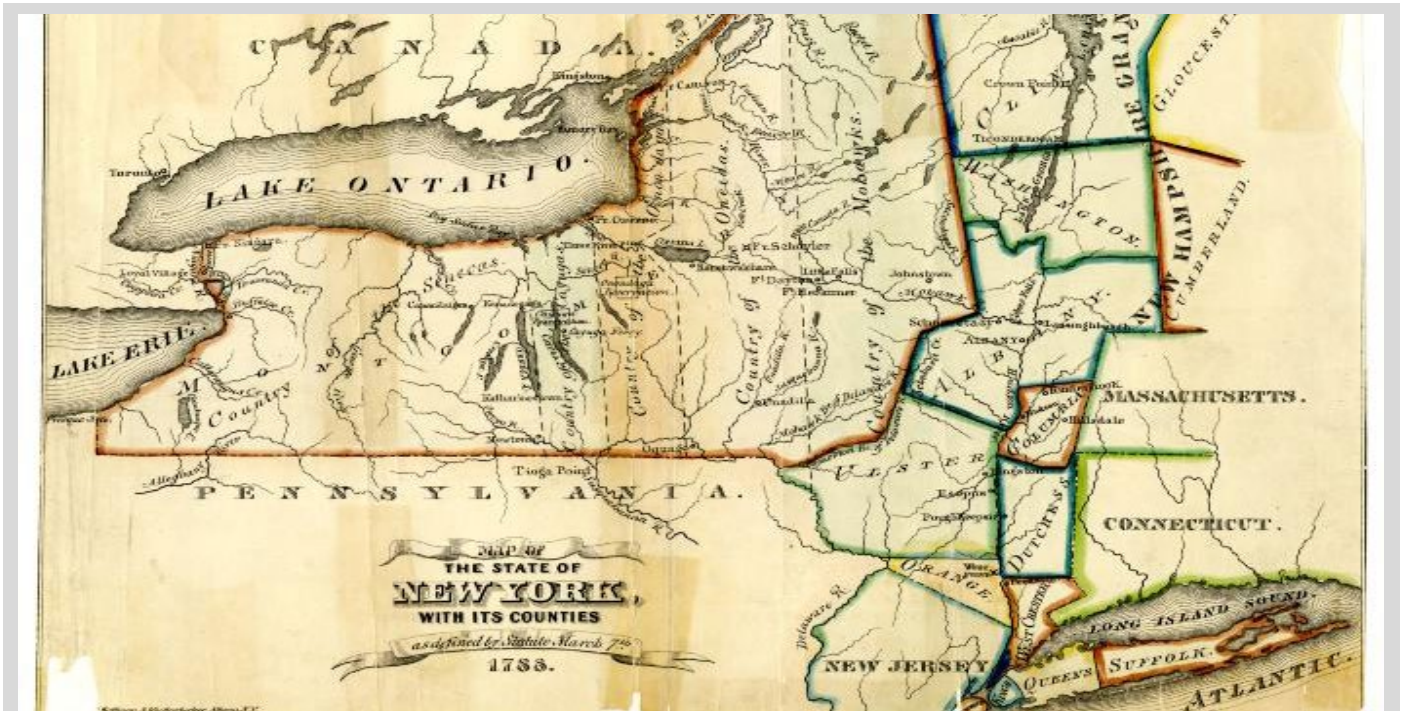
[New York State Archives- Treason of the Blackest Dye](#)

This video was created as a companion to the Fall 2024 NY Archives JR! And tells the story of the capture of John Andre and the area known as the Neutral Zone during the Revolution.



# Educator Resources

## Theme 3: Power of Place



[Map of the State of New York with its Counties as defined by statute, March 7, 1788](#), New York State Archives, images made available in collaboration with [ConsidertheSourceNY.org](#)



[New York State Museum: Fort Orange Guide](#)

**Fort Orange Educational guide created by the New York State Museum.**



[I love New York:](#)  
[Saratoga National Historic Park](#)  
[Fort Ontario State Historic Site](#)  
[George Washington Headquarters](#)



[I love NY: Path Through History](#)

**Link to the I Love NY Path Through History featuring numerous historical sites relevant to the six Themes of the Revolution.**

**I love NY websites for the Saratoga Battlefield National Park, Fort Ontario State Historic Site, and George Washington's Headquarters.**

# Educator Resources

## Theme 4: We the People



[Ballet Folklórico Santo Domingo de Ralph Florentino, Dominican Day Parade, New York City, 1982](#), Dominican Studies Institute, images made available in collaboration with [ConsidertheSourceNY.org](#)



[National Parks Service: Federal Hall](#)

NPS website of Federal Hall with educational and visiting information.



[NYSM Educator Guide: The Fifteenth Amendment](#)

The Fifteenth Amendment Educational Guide includes several object-inquiry activities, from which teachers can choose those that best suit their students and classroom needs. All can be done as individual, group, or full-class exercises. In each of these activities, students will be asked to consider the guiding questions and use graphic organizers to investigate primary source materials.



[NYSM Educator Guide: The First Step to Freedom](#)

The First Step to Freedom: The Preliminary Emancipation Proclamation Educator's Guide Was developed around President Abraham Lincoln's Preliminary Emancipation Proclamation of 1862, a draft of which is in the collections of the New York State Library in Albany, New York.

# Educator Resources

## Theme 5: Unfinished Revolutions



[Votes for Women: Celebrating New York's Suffrage Centennial](#), exhibition graphic, New York State Museum.



[I Love NY: Stonewall National Monument](#)

I Love NY website of the Stonewall Inn with educational and visiting information.



[I Love NY: Women's Rights National Historic Park](#)

I Love NY website for Seneca Falls with educational and visiting information.



[NYSM Women's Suffrage Centennial Educator's Guide](#)

**Votes for Women: Celebrating New York's Suffrage Centennial Educator's Guide** Centennial Educator's Guide is designed as a standards-compliant teaching aid for use with the New York State Museum's exhibition **Votes for Women: Celebrating New York's Suffrage Centennial**. Each lesson focuses on using primary resources, including artwork, archival material, and historical artifacts as evidence for students to use to make their own conclusions.



# Educator Resources

## Theme 6: Changing Interpretations of the Revolution



[American Revolution. Sons of Liberty in 1776 Pulling Down the Equestrian Statue of George III, 1912](#), New York State Archives. Images made available in collaboration with [ConsidertheSourceNY.org](#)



[New York State Library American Revolution Primary Sources](#)

**New York State Library**  
American Revolution primary source document resources.



[NYS Personal History Initiative](#)

The NYS Library's Personal History Initiative collects and preserves stories from New Yorkers and New York's communities.



[Fraunces Tavern Museum](#)

The Fraunces Tavern Museum website featuring educational resources focused on the taverns impact during the American Revolution and its' evolving legacy today.



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity