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ABSTRACT

This resource guide describes sourcebooks, filmstrips, periodicals, games, classroom activities, national programs, and school-community projects appropriate to the teaching of bicentennial themes. Twenty-four planning guides are listed which suggest activities for various grade levels. Bibliographies covering the revolutionary period, a partial listing of publishers of bicentennial books, and periodicals with special features on bicentennial topics are given as resources. Audiovisual resources include tapes and films covering life in colonial times and the development of America. Information on crafts and project materials, such as colonial cooking and costume design, is provided. Seventy-six classroom teaching ideas emphasize the differences between modern life-style and that of 1776. Town records, buildings, wills, diaries, and maps are suggested as resources for classes to study the history of their own communities. Among national and school-community projects are traveling multimedia productions and identification of local objects of historical significance. Some items are free; others must be purchased from the sources mentioned. (AV)

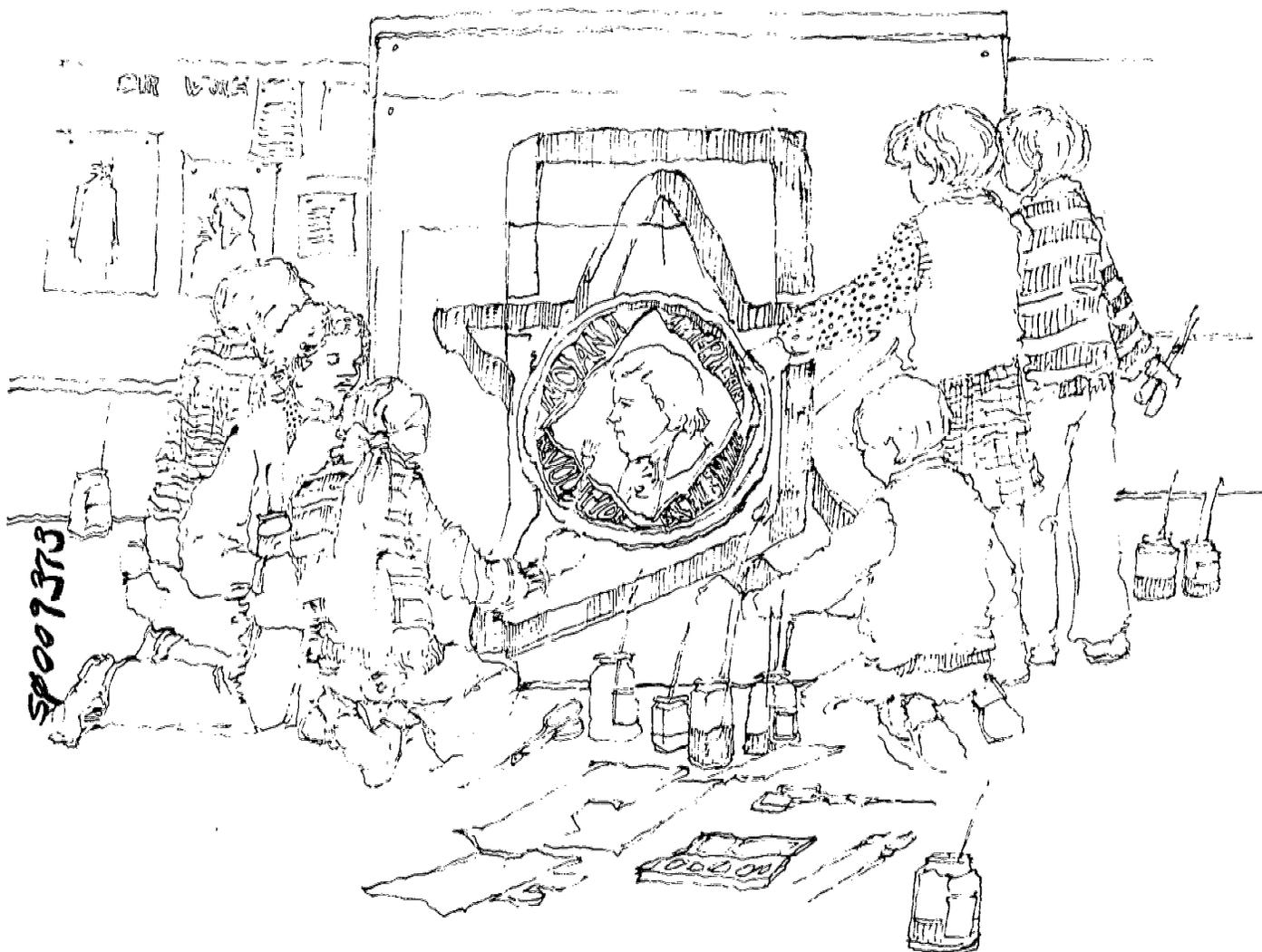
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# Indiana Bicentennial Classroom Resource Guide



# Indiana Bicentennial Classroom Resource Guide

EDITED BY

CHANNA BETH KIRSCH

*INDIANA AMERICAN REVOLUTION BICENTENNIAL COMMISSION*

WITH ASSISTANCE FROM

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

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INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

INDIANA AMERICAN REVOLUTION BICENTENNIAL COMMISSION/1975

## PREFACE

The Indiana American Revolution Bicentennial Commission has published this guide to aid you, as teachers, as you prepare to celebrate the nation's two hundredth anniversary in your classrooms. We realize that no such publication can be comprehensive and all inclusive, but we hope this manual will help to stimulate your interests and imaginations. As you develop many more exciting ideas, we hope that you will share them with us. In planning your activities, do not lose sight of the fact that the Bicentennial celebration is not only an observance of past experiences but a guide to be used as we search for a better life in the future. This is why it is so important for you, as educators of tomorrow's citizens, to encourage celebrations and discussions in your classrooms during this Bicentennial year.

Because of the expense only one copy is being sent to all schools; however, other copies may be available upon request.

Michele A. White  
*Executive Director*

Indiana American Revolution  
Bicentennial Commission

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## THE AMERICAN BICENTENNIAL

Our country will commemorate its 200th anniversary in 1976. To celebrate this auspicious occasion, a national Bicentennial celebration is planned as well as state and local activities. The Bicentennial will be everywhere, in every city, town and village across the United States. It will be a time for review and reaffirmation of the basic principles on which our Nation was founded.

### THE BICENTENNIAL HAS THREE THEMATIC COMPONENTS.

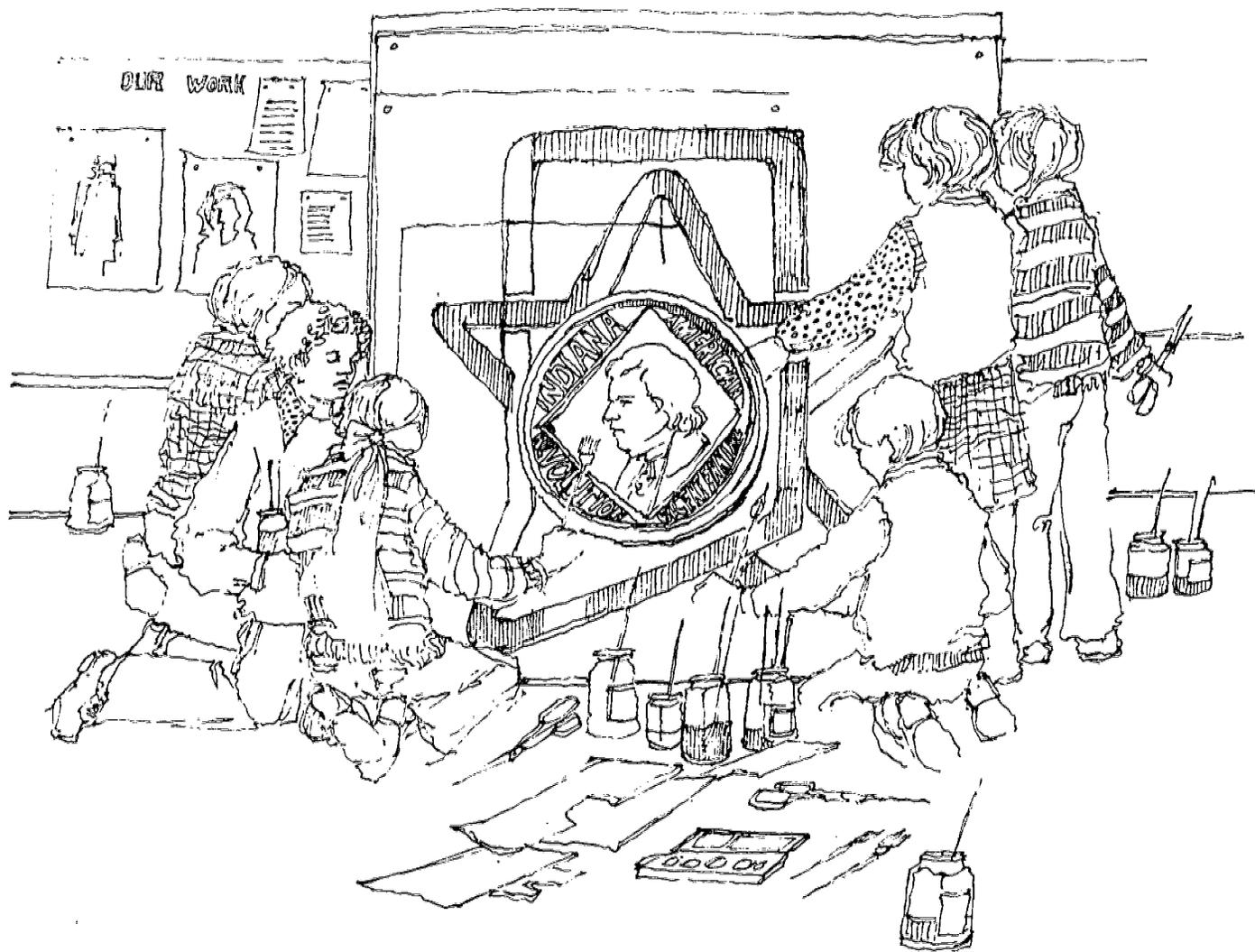
**HERITAGE '76** — A nationwide summons to recall our heritage through historic events, traditions, and personalities. All groups within society are urged to re-examine their origins, values, and the meaning of America, to take pride in their accomplishments, and to dramatize their developments.

**FESTIVAL U.S.A.** — An outward expression of pride in what we are. This is an opportunity for all citizens to participate in activities and events, to travel, to expand their knowledge of our country, and to extend a welcome to visitors.

**HORIZONS '76** — A nationwide challenge to every American, acting individually or with others, to improve the quality of life for all mankind. Citizens are urged to undertake at least one major project which manifests the priorities and the hopes of their country.

The challenge of coordinating the Bicentennial commemoration for all Americans is impossible without individual involvement. If the once-in-a-lifetime opportunity of the Bicentennial to make a better America is to be realized, it is the people, you, who must do it.

# Planning Bicentennial Projects For The Classroom



## BICENTENNIAL PLANNING GUIDES

Several publications are available which contain materials to assist you in celebrating and understanding the Bicentennial in your classroom. These manuals usually contain items such as suggested activities for the various grade levels, stories, songs, poems, pictures, charts, and bibliographies.

*A Guide to the Celebration of the National Bicentennial, 1975-6.* Metropolitan Public Schools, Nashville, Tennessee. Contains articles on Colonial America as well as suggested activities and materials. Copies may be limited for out-of-state residents.

*America's Birthday: A Planning Activity Guide for Citizens Participation During the Bicentennial Years.* New York: Simon and Schuster. Suitable for high school level. Usually available at local bookstores for \$3.95. It should be noted that some ideas in this publication have been declared inflammatory.

*Bicentennial Handbook for Educators.* Available from New Jersey American Revolution Celebration Committee, 279 W. State Street, Trenton, New Jersey, 08618. Materials may be limited for out-of-state residents.

*Bicentennial Ideas.* A booklet containing 200 ideas for Bicentennial projects and activities suitable for classrooms or an entire school. The publication is available for \$1.50 by writing:

Marquette Public Schools  
1201 W. Fair Street  
Marquette, Michigan 49855

*Bicentennial U.S.A.: Pathways to Celebration.* Robert G. Hartje: Nashville, Tennessee. The American Association for State and Local History. 1973.

*Festival 200 — Heritage, Horizons, Bicentennial Guide.* Published by the Indianapolis Public School System; includes activities, historical information, films, books, etc. Supplies are limited for out-of-city residents.

*Happy Birthday to U.S.* Contains over 115 classroom activities. Available for \$2.97 from:

Duane Houston  
152 Keith Court  
Zionsville, Indiana  
Phone: (317) 873-2042

*How to Plan and Conduct A Bicentennial Celebration.* Adele Gutman Nathan. Harrisburg, Pennsylvania. Stackpole Books. 1971.

*Illinois Teacher's Bicentennial Resource Guide.* Illinois Bicentennial Commission. Contains teaching strategies, Bicentennial activities, bibliographies. Copies are limited for out-of-state residents.

*Like It Was — Bicentennial Games 'N Fun Handbook.* Pageantry, crafts, music, games, recipes, and pastimes of the Colonial era; suitable for all ages. Published as a Bicentennial project by the National Recreation and Park Association. Available from:

Acropolis Books Ltd.  
2400 17th Street, N.W.  
Washington, D.C. 20009

*National Education Association Bicentennial Idea Book.* Lists ideas, programs, and resources for teachers; available from the NEA, 1201 16th Street N.W., Washington, D.C. 20036.

*North Carolina Bicentennial Ballast.* North Carolina Bicentennial, Department of Cultural Resources, Raleigh, North Carolina 27611. Copies may be limited for out-of-state residents. Contains several teaching lessons, implementation tools, audio-visual resources and a bibliography.

*People's Bicentennial Commission School Kit.* Available from People's Bicentennial Commission, 1346 Connecticut Avenue N.W., Washington D.C. 20005. It should be noted that some materials from this Commission have been declared inflammatory.

*Plan Your Own Bicentennial.* Scholastic's Newsletter of Bicentennial Ideas and Materials, Volume I, Number 1, November 1974. Scholastic Magazines and Book Services, Inc. South West 44th Street, New York, New York 10036.

*Project 1776. A Resource Book for the Bicentennial.* Contains plays, blueprints, games and other activities for students modeled after the Colonial period. Available from Chester County Historical Society, 225 N. High Street, West Chester, Pennsylvania. \$5.30.

*1776-1976. More Than Just Two Hundred Years. A Primer for the Bicentennial.* Prepared and distributed by Birch Bayh, U.S. Senator. Available from Senator's Bayh's office 416 Federal Building, 46 East Ohio Street, Indianapolis, Indiana 46204.

*Starting Points Teaching Units. The Bicentennial.* Order from Starting Points, 530 University Avenue, Palo Alto, California 94301. \$1.25.

*Suggested Activities for the Bicentennial Celebration.* Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310. Supplies are limited for out-of-state teachers.

*Suggested Bicentennial Commemorative Activities for Public Schools in Virginia.* State Department of Education, Richmond, Virginia 23216.

*Teacher's Bicentennial Resource Manual.* Massachusetts Bicentennial Commission. Contains written materials, audio-visual sources, and other teaching aids.

*The American Bicentennial Monthly.* Suite 1008, 110 East 59th Street, N.Y., N.Y. 10022.

*Two Hundred Years Young.* American Revolution Bicentennial Administration, 736 Jackson Place N.W., Washington D.C. 20276.

*Your Classroom and the Bicentennial.* Montana Bicentennial Administration. Contains suggestions for projects for the various areas of learning, bibliographies, a Bicentennial calendar. Copies may be limited for out-of-state residents.

*The Bicentennial Almanac.* Although not a Bicentennial activity planning guide, the Almanac is a useful reference, particularly when discussing a historical fact of the day. It is a compilation of historical events by month and may be purchased from local bookstores or from the T. N. Nelson Co., Nashville, Tennessee and New York.

# BIBLIOGRAPHIC SOURCES FOR STUDYING THE REVOLUTIONARY PERIOD

Listed below are several sources who will furnish bibliographies covering the Revolutionary period as well as publishers who will furnish special Bicentennial catalogs upon request. This is by no means an exhaustive list of publishers but is representative of the existing companies.

*American Revolution Bicentennial Bibliographies.* Free distribution of bibliographies of source materials and secondary materials on the Revolution to elementary and secondary schools. Available upon request from:

Alvin Illig  
American Library and Educational Services Company  
404 Sette Drive  
Paramers, New Jersey 07652

*Bibliography of The American Revolution.* Available from:

Library of Congress  
Children's Book Section  
Washington D.C. 20540

*Bicentennial Materials, K-12.* An annotated bibliography from ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302. It contains brief reviews of texts, games, multimedia kits, newspapers, ERIC documents and journal articles. Free.

*Bicentennial Reading, Viewing, Listening.* A program for the American Issues Forum, published by the American Library Association. Lists reading for young Americans. Copies are available free of charge from the IARBC office.

*Creating Independence 1763-1789.* An inventory and catalogue of children's literature on the American Revolution for elementary and high school students. Available from:

Dr. James Hudson  
Bicentennial Coordinator  
Library of Congress  
10 1st Street S.E.  
Washington D.C. 20540

*Curriculum Product Review.* A McGraw-Hill publication which reviews approximately 40 different pieces of media of interest for use in studying the Bicentennial. Free.

A partial listing of publishers who have Bicentennial booklists includes:

Arno Press  
New York Times  
330 Madison Avenue  
New York, New York 10017

Children's Press  
1224 W. Van Buren St.  
Chicago, Illinois 60607

Bantam Books, Inc.  
666 5th Avenue  
New York, New York 10019

Bobbs-Merrill Co.  
4300 W. 62nd Street  
Indianapolis, Indiana 46268

Dover Publications, Inc.  
180 Vorick Street  
New York, New York 10014

Four Winds Press  
Scholastic Magazines, Inc.  
50 W. 44th Street  
New York, New York 10036

Hastings House  
1400 Cambridge Avenue  
Cambridge, Massachusetts 02038

Houghton Mifflin Co.  
1900 S. Batavia Avenue  
Geneva, Illinois 60134

Kennikat Press  
90 S. Bayles Street  
Port Washington, New York 11050

Pride Publications  
Box 13  
Wakefield, Massachusetts 01880

Random House/Singer Co.  
201 E. 50th Street  
New York, New York 10022

Sundance Paperback Distributors  
Newton Road  
Littleton, Massachusetts 01460

## PERIODICALS CONTAINING BICENTENNIAL ARTICLES

Listed below are a few periodicals which have devoted entire issues to the Bicentennial or are running special articles throughout the year pertaining to Bicentennial topics.

*American Education*. Each issue from July 1974 to the present includes a special article on the Bicentennial.

*American Heritage*. American Association for State and Local History, Society of American Historians, 383 W. Center Street, Marion, Ohio.

*American History Illustrated*. Almost every issue has an article concerning some aspect of the Revolution. July 1969 and April 1972 are especially useful.

"Bicentennial Bits," *Senior Scholastic* (Teacher's Edition) April 19, 1975. Also, March 13, 1975 Teacher's Edition contains "10 Best Bicentennial Projects."

*Early American Life*. Early American Society, Inc., P.O. Box 1831, Harrisburg, Pennsylvania 17015.

*Ebony*. Special issue "The Bicentennial: 200 Years of Black Trials and Triumphs." September 1975.

*History News*. American Association for State and Local History, 1315 Eighth Avenue S., Nashville, Tennessee 37203.

*Hoosier Schoolmaster of the Seventies*. Vol. 15, No. 1, September 1975. Bicentennial issue.

*Indiana Social Studies Quarterly*. Vol. XXVIII, No. 1, Spring 1975, entitled "American Independence 1776 and the Bicentennial 1976." Devoted to articles on the Revolution and on planning Bicentennial activities for the classroom.

*Instructor*. The April 1975 edition has a list of Bicentennial multimedia materials.

*Media & Methods: Exploration in Education*. November 1975 issue contains articles on the Revolution as well as selected Bicentennial resources and activities.

*National Elementary Principal*. "Guess Who's Having a Birthday?" December 1974. Lists materials available to schools, ideas, booklets and suggestions.

*National Geographic*. July 1974, "Firebrands of the Revolution." Interesting incidents in the lives of some of the radicals who influenced the struggle with Britain. (GR 9-12).

*Social Education*. National Council for the Social Studies, 1201 Sixteenth Street N.W., Washington D.C. 20036. The February 1974 issue is entirely devoted to suggesting ways for students and teachers to explore the nation's past. The November/December 1975 issue also contains a Bicentennial feature.

*The Social Studies*. December 1973. "Bicentennial Era: Three Years To Go." Presents a time capsule and a brief description of those events and people.

*Time*. Special 1776 Issue with reduced rates to schools for bulk orders. Call toll free 800-621-8200 for information.

*Travel and Leisure Magazine*. July 1974. "The Birth of a Nation" by Arthur Schlesinger, Jr. presents a survey of the Revolutionary period for teachers.

It should also be noted that the various teacher's journals for particular subject areas have special issues with Bicentennial bibliographies of resource materials geared to that subject area.

## AUDIO/VISUAL RESOURCES

A complete list of audio/visual resources on the Revolutionary period and the Bicentennial would be as large as this publication itself. The IARBC has put together a separate listing of films which is available upon request. Therefore, we have chosen to bring to your attention a representative selection of documentaries, filmstrips, and tapes suitable for use in your classroom. In addition, most of the educational film distributors have published special Bicentennial catalogues which should be available to your school. For your convenience, at the end of this section we have listed several of these film distributors and their addresses.

Three films are available directly from our office and may be scheduled by contacting Mr. Paul Headdy.

*A Film Documentary of the American Issues Forum*. A 20-minute color and sound film that documents the origin, development, and implementation of the American Issues Forum as a national Bicentennial program.

*Bicentennial U.S.A.* A 13-minute film to encourage citizen participation in the celebration of our nation's birthday. It explains the themes and goals of the Bicentennial, offers glimpses of activities taking place across the country, and suggests project ideas from the performing arts to Reconstruction.

*The Third Lantern for the Third Century*. A filming of the church service heralding the beginning of the Bicentennial. Held in Boston's Old North Church, it features an opening speech by President Ford and a retelling of Paul Revere's ride as read from a letter he wrote to a friend.

The National Project Center for Film and the Humanities has four films on the Uses of the Past which are available from the Center, 11 West 42nd Street, N.Y., N.Y. 10036.

*How The West Was Won . . . and Honor Lost*. The triumph of American westward expansion and the tragedy of the American Indian. Narrated by Marlon Brando, the 25-minute film illustrates the clash of cultures on the North American continent.

*Black History: Lost, Stolen, or Strayed*. Bill Cosby traces the image of the black man in America as seen in books, films and television. The impact of the past on contemporary racial attitudes is also evaluated in this 40-minute production.

*All The Kings Men*. A 109-minute film of modern American politics and a man who used the system ruthlessly for his own purposes.

*All Quiet on the Western Front*. The timeless tragedy of war is portrayed in this historic American film as the fate of a group of young men sent into World War I is traced. 103-minutes.

The National Humanities Series: Midwestern Center has just released a series of ten, one-half hour Bicentennial Ethnic Lectures covering the impact of ethnic groups in the Midwest on American civilization. Examples of the ethnic groups featured are the Plains Indians in North Dakota, the blacks in Illinois, Appalachian Folk Culture in Ohio, The Old Order Amish in Iowa, and the Bicentennial Ethnic Racial Council in Indiana. These tapes are available from our office free of charge and are suitable for use in the high schools.

The following is a selection of educational films and filmstrips for use in the classroom. These are only examples of what the film distributors have to offer and in no way is meant to be a comprehensive list.

*American Patriots.* Encyclopedia Britannica Films. Includes lives of Nathan Hale, George Rogers Clark, Patrick Henry, Betsy Ross, Frances Scott Key. (GR 7-12)

*A Nation Conceived and Dedicated.* Englewood Cliffs, N.J.: Scholastic Social Studies Center. Four filmstrips and cassettes plus a 40 page teaching guide on the Revolution. (GR 7-12)

*Bicentennial: Our Government.* Englewood Cliffs, N.J.: Scholastic Book Services. Filmstrip, activity cards, two board games. (GR 4-6)

*Declaration of Independence: June 1776-January 1777.* Kansas City: RMI Educational Films. Filmstrip focuses on Second Continental Congress, debate over separation from Britain, story of the five men who drafted the Declaration, and the final stages of the war. (GR 7-12)

*Image of America.* Washington, D.C.: U.S. Postal Service Unit comes with a filmstrip, activity cards, and a teacher's guide. Produced in cooperation with the Smithsonian. (GR 6-9)

*Life in Colonial Times Series.* N.Y.: McGraw-Hill Co. Eight filmstrips on colonial life. (GR K-3)

*Revolution.* N.Y.: Guidance Associates. Two filmstrips and records which compare the French, Russian, Cuban, and American Revolutions. (GR 9-12)

*Songs of the American Revolution.* Chicago: Society for Visual Education, Inc. A blend of well-known melodies such as "Yankee Doodle Dandy." (GR 7-12)

*The Angry Colonies, 1763-1774.* Kansas City: RMI. Discusses Colonists demands for political separation and the issues involved. (GR 7-12)

*The History of Dissent.* N.Y.: N.Y. Times. Comparison of dissent during the Revolution and as it exists today. (GR 9-12)

Indianapolis Public School's publication, *Festival 200*, already referenced in the planning guide section, lists over 800 films of the above nature that are owned by IPS.

## FILM DISTRIBUTORS

AIMS — P.O. Box 1010, Hollywood California 90028

AOI Productions — 35 West 46th Street, N.Y., N.Y. 10036

American Educational Films — 132 Lackey Drive, Beverly Hills, California 90212

Atlantis Films, Inc. — Thousand Oaks, California 91360

BARR — P. O. 5667, Pasadena, California 91107

BFA — 221 Michigan Avenue Santa Monica, California 90404

Bel-Morrt Films — 619 ICO Building, 520 S.W. 6th Avenue, Portland, Oregon 97204

Buchanan Films — 1415 Scarbrough Rd., Briarcliff Manor, New York 10510

Bowmar Company — 12 Cleveland Street, Valhalla, New York 10595

Centron Educational Films — 1621 W. 9th Street, Lawrence, Kansas 66044

Churchill Films — 662 North Robertson Blvd., Los Angeles, California 90069

**Civic Education Service** — 1725 K Street N.W., Suite 1009, Washington D.C. 20006  
**Colonial Films** — 71 Walton Street, N.W., Atlanta, Georgia 30303  
**Colonial Williamsburg** — AV Distribution Section, Box C., Williamsburg, Virginia 23185  
**Contemporary Films** — 267 W. 25th Street, New York, New York 10001  
**Coronet Films** — 65 E. South Street, Chicago, Illinois 60601  
**Learning Corp of America** — 711 Fifth Avenue, New York, New York 10022  
**Don Bosco Filmstrips** — 148 Main Street, New Rochelle, New York 10850  
**Doubleday** — School Library Division, Garden City, New Jersey 60601  
**Educational Services** — 1730 Eye Street N.W., Washington D.C. 20006  
**Educational Productions** — 3070 Lake Terrace, Glenview, Illinois 60025  
**Encyclopedia Britannica Films** — 1150 Wilmette Avenue, Wilmette, Illinois 60091  
**Enrichment Teaching Materials** — 246 Fifth Avenue, New York, New York 10001  
**Films Inc.** — 1144 Wilmette Ave., Wilmette, Illinois 60091  
**Filmfair Communications** — 10900 Ventura Blvd., Studio City, California 91604  
**Filmstrip House** — 432 Park Avenue South, New York, New York 10016  
**Guidance Associates** — 737 Third Avenue, New York, New York 10017  
**Hanson Films** — 10555 Mason Avenue, Chatsworth, California 91311  
**Handel Film Co.** — 8730 Sunset Blvd. W., Hollywood, California 90069  
**Ideal Pictures** — 1010 Church Street, Evanston, Illinois 60201  
**Indiana University** — A.V. Center, Bloomington, Indiana 47406  
**International Film Foundations** — 475 Fifth Avenue, New York, New York 10017  
**Life Magazine Filmstrips** — Time and Life Building, Avenue of the Americas and 50th Street, New York, New York 10020  
**Marsh Film Corp.** — P.O. Box 8082, Shawnee Mission, Kansas 66208  
**McGraw-Hill Films** — 330 West 42nd Street, New York, New York 10036  
**Media Plus** — 60 Riverside Drive, New York, New York 10024  
**Modern Talking Picture Service** — 3 East 54th Street, New York, New York 10022  
**Miller Brody** — 342 Madison Ave., New York, New York 10017  
**National Educational Television** — Net Film Service, I.U. Bloomington, Indiana 47405  
**Modern Learning Aids** — 1212 Avenue of the Americas, New York, New York 10036  
**National Geographic Society** — School Service Division, Sixteenth and S.W., Washington D.C.  
**SRA** — 259 East Erie Street, Chicago, Illinois 60611  
**Scholastic** — 904 Sylvan Avenue, Englewood, New Jersey 07632  
**Scott Educational** — Lower Westfield Road, Chicago, Illinois 60611  
**Stanton Films** — 7934 Santa Monica, West Hollywood, California 90069  
**Stephen Bosustow Productions**, 1649 11th Street, Santa Monica, California 90404  
**Time Life** — 43 W. 16th Street, New York, New York 10007  
**The Graphic Curriculum** — P.O. Box 565, Lenox Hill Station, New York, New York 10007  
**Universal** — 425 N. Michigan Avenue, Chicago, Illinois 60611  
**Walt Disney Educational Media** — 800 Sonora Avenue, Glendale, California 91201

The Audio-Visual Center, Indiana University, Bloomington, Indiana 47401 has films which they loan and/or rent to schools. For information on what is available, request the *1975 Catalog of Educational Motion Pictures*.

The National Information Center for Education Media (NICEM) has an index to educational films, filmstrips, and records. Please contact:

NICEM  
 University of Southern California  
 University Park  
 Los Angeles, California 90007

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# OTHER AIDS AND SERVICES FOR COMMEMORATION OF THE BICENTENNIAL IN THE CLASSROOM

## BULLETIN BOARD IDEAS

*Ye Old Book of Bicentennial Bulletin Board Ideas*. Available for \$1.25 from:

P.S. Associates  
4501 Worrington  
Flint, Michigan 48504

## CALENDARS

Houghton-Mifflin Book Company has put together *The Great Celebration Calendar, 1976*. It lists historical events for each date and is available for classroom use.

## CLOTHING — COSTUMES

The following Butterick patterns are for Colonial/Bicentennial costumes:

#4335, 4205, 4206, 4260 (Women and Girls)  
#4207, 4208, (Men's/Boy's military costumes)  
#4209, 4210, (Men's/Boy's shirt, belt, knickers)  
#4262 (Bicentennial sampler)

## CRAFTS/COOKING

Ad Rosko, Rita, *Natural Dyes and Home Dyeing*, Dover Publishers: New York, \$2.00.

*American Denim: A New Folk Art*, Peter Begles, Harry N. Horams, \$15.00.

*American Heritage Cookbook*, New York: American Heritage Publishing Co., 1969. Over 500 recipes, each preceded by a brief history of its origin.

*American Home*, July 1975, Bicentennial guide to the 13 Colonies.

Colby, C.B., *Early American Crafts*; Howard-McCann Press: New York, 1967. Definitive information on colonial crafts and craftsmen. Has a colonial living unit and project.

*Corn Husk Crafts*, Sterling Publishers: New York, \$3.00.

*Creative Crafts*, P.O. Drawer 700, Newton, New Jersey, (August '74, October '74, Annual '74, February '75, June '75, August '75).

D'Amato, Janet and Alex, *Colonial Crafts for You to Make*, Messne, New Jersey, \$6.29.

*Quillwork*, M. Evans & Company: New York, \$4.98.

Davidson, Mary Francis, *The Dye Pot*, Mary Francis Davidson, R.R. #1, Gatlinburg, Tennessee, \$1.50.

*Decorating Craft Ideas*, Tandy Corp. May be purchased at American Handicrafts Stores.

*Early American Life-Early American Society*, 3300 Walnut Street, Boulder, Colorado, (June '74, October '74, December '74, April, '75).

Fisher, Leonard, *Colonial American Craftsmen Series*, N.Y.: Franklin Watts Co. An in-depth study of craftsmen of early America and a study of the apprentice system.

Glubok, Shirley, *The Art of Colonial America*, N.Y.: MacMillan Publishing Co., 1970. Resource book on the art of Colonial America.

Kinney, Ole and Jean, *Twenty One Kinds of American Folk Art and How to Make Each One*, Atheneum, 1972.

*Lady's Circle Homecrafts*, Bicentennial Crafting Issue.

*McCall's Nature Crafts*.

*McCall's Needlework and Crafts*.

Metcalf, Harlan, *Whittling, Whistles, Thirgama Jigs*, Stackpole Books: Harrisburg, Pennsylvania, \$10.00.

*Making Cornshuck Dolls*, Volumes 1 and 2, Heritage Craft Series, Helen Pearson Publishers. (found at most craft stores).

Petit, Florence, *How to Make Whirligigs and Whimpy Diddies and Other American Folkcraft Objects*, N.Y.: Thomas Crowell Company.

*Williamsburg Cookbook*, Williamsburg, Virginia: The Williamsburg Foundation, 1971.

Tunis Edwen, *Colonial Craftsmen and the Beginnings of the American Industry*, N.Y.: World Publishing Company. Explains how colonists earned a living and shows importance of craftsmen in colonial America.

The Indiana Arts Commission is in the process of developing a *Crafts Directory* which will list craftsmen in Indiana who are willing to demonstrate their trade. Please contact Mr. Ron Batman, IAC, 155 E. Market Street, Suite 614, Indianapolis, Indiana 46204.

The Indianapolis Department of Parks and Recreation has an Arts and Crafts Consultant, Mr. Bill Taylor, who is available to assist groups in setting up craft projects. He can be reached at Eagle Creek Park, Crafts Center, Indianapolis, 46254. Phone: 293-4821.

## PLAYS

*PLAYS: The Drama Magazine for Young People*. Suitable for grades 5-8. Boston Plays Inc.

*1776: A Musical Play*. Suitable for grades 7-12. New York: Viking Press.

*A Bicentennial Operetta—The Tea Party That Shook the World*. Available from Youth Publications, Saturday Evening Post, 1100 Waterway Blvd., Indianapolis, Indiana 46206.

## POSTER, MAPS, PICTURES

The following is a partial list of companies that have Bicentennial posters, maps, pictures or symbols available. Catalogs are usually forwarded upon request.

Bicentennial & Patriotic Posters  
Giant Photos, Inc.

Suitable for elementary and high school students.

Franklin Watts Bicentennial Posters  
Franklin Watts, Inc.  
730 Fifth Avenue  
New York, New York 10019

Official Symbols of the American  
Revolution Bicentennial  
Teagle & Little, Inc.  
1048 W. 27th Street  
Norfolk, Virginia 23517  
or  
Madison White Corp.  
120 East 56th Street  
New York, New York 10022

People's Bicentennial Commission  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20005  
8 posters plus a syllabus & study  
guide are available.

Symbols of America  
Instructor Publications  
Doorsville, New York

The American Experience-Pictorial  
History of America  
Scholastic Book Services  
904 Sylvan Avenue  
Englewood Cliffs, New Jersey 07632

### REPRODUCTION OF HISTORICAL DOCUMENTS

Copies of historical documents, such as the Declaration of Independence, the Constitution, the Bill of Rights, George Washington's Inaugural Address and others, are available by writing:

Documents from America's Past  
General Services Administration  
National Archives Building  
Washington, D.C. 20408

Upon request, a catalogue, giving a brief description of each document, will be furnished.

Three Documents of Democracy — the Declaration of Independence, the Constitution, and the Bill of Rights — are published in one pamphlet and available from:

American Revolution Bicentennial Administration  
2401 "E" Street, N.W.  
Washington D.C. 20276

### SIMULATION GAMES

*1787 — A Simulation Game* Involves students in role playing and decision making relative to the formation of a new government. Suitable for grades 7-12. Available from Olcott Forward, Inc. Hartsdale, New York.

### OTHER ITEMS AND SERVICES

The Indiana American Revolution Bicentennial Commission has compiled a listing of "Some Services and Items Available for the Celebration of the American Revolution Bicentennial" which will be furnished upon request. It contains address for companies selling Bicentennial medallions, flags, publications, etc.

The Indiana Historical Bureau provides a 4th and 8th grade leaflet series on Indiana history. These series are shipped in class quantities, and the only charge is for postage. For additional information, please contact:

Indiana Historical Bureau  
140 N. Senate  
Indianapolis, Indiana 46204

J.C. Penney Co. has contributed *The Bicentennial Musical Celebration* for our country's birthday. The *Celebration* consists of some 70 minutes of historic American music chosen not only for musical value and historic significance but as music which would not otherwise be available. The music is in the form of band sets, orchestra sets, and choral books and is being offered as a gift to all schools. It can be requested through any local J.C. Penney Store if your school has not received a set.

# CLASSROOM IDEAS

Several school systems throughout the state have published Bicentennial idea books for distribution in their own schools.

The following classroom teaching ideas are reprinted with permission from *A Bicentennial Primer* published "In the Spirit of '76" by the School City of Mishawaka Bicentennial Committee. The Primer also describes other Bicentennial projects; however, quantities are limited to out-of-city residents.

## 76 CLASSROOM TEACHING IDEAS

The following list of suggested projects and activities are here included to help teachers commemorate the Bicentennial in the classroom.

1. Create a lasting work of art such as a mural, a sculpture or a stained glass window. Design the piece for a specified location in the building and install it. Perhaps an unvailing ceremony could be held.
2. Arrange national symbols into collage-like designs. Contact community merchants and propose window painting projects based on the designs.
3. Develop a special unit on sculpture, monuments, murals or paintings which commemorates or expresses ethnic groups in our American heritage.
4. Research art — Study works created by American Artists during the last 200 years. Make an innovative report of the findings.
5. Indian Slide Presentation — Develop a slide presentation which indicates how American artists have reflected the saga of the American Indian.
6. Redesign the American flag and develop an explanation for the new design. Compare and contrast the new flag with the present flag. This activity will build a better understanding of and appreciation for the American flag.
7. Create "found" or concrete poems about the American Revolutionary Period or the Bicentennial celebration.
8. Make an 8mm film on some aspect of the Bicentennial celebration.
9. Prepare a slide presentation on the American Revolution by using the visual maker. Add appropriate music and narration.
10. Compile a school-wide portfolio of student essays, poems, comments and art which relate to the Bicentennial.
11. Research and report on "The Woman's Role in the Revolutionary Period" or a prominent woman who was living in 1776.
12. Write and role play skits dealing with typical episodes of the Revolutionary period. The skits might deal with family life, political activities or confrontations between citizens with opposing viewpoints.
13. Video or audio tape a "You Are There" type report on historical events of the Revolutionary Period.
14. Assign reporters to cover events of the Revolutionary Period and the modern style news stories or scripts for television newscasts.
15. Research and report, either in writing or through a multimedia presentation, the role and contributions of an ethnic group to the Revolutionary movement.

16. Read, write scripts and dramatize scenes from novels or children's literature set in the American Revolutionary Period.
17. General Washington's army; a mother whose son has just joined the army; a young man who is opposed to the Revolution; a young woman whose boyfriend is with General Washington's army at Valley Forge.
18. Write about life in 2076 (Tricentennial of the American Revolution). Consider family living, transportation, education, race relations, rights of individuals, modes of dress, entertainment, etc.
19. Construct a graph showing the change in the area of the United States from 1776 to 1976.
20. Construct a time line indicating the major events in the development of our educational system or any other system which has undergone change, such as the Constitution.
21. Construct scale models of homes, wagons, towns, etc. that existed in 1776.
22. Write important historical dates since 1776 in Base Two.
23. Determine the prime factorization of 1776 and 1976.
24. Determine the greatest common factor and least common factor in 1776 and 1976.
25. Determine the divisors of 1776 and 1976.
26. Report on the common units of measure use in 1776 and 1976 instruments available.
27. Do research on the money system used in the colonies in 1776.
28. Construct a graph showing the change in population from 1776 to 1976.
29. Find out about the kinds of energy sources that were being used in 1776.
30. Study some important methods used to treat diseases in 1776.
31. Do a report comparing and contrasting the contributions to science and math of Benjamin Franklin and Benjamin Banneker.
32. Explain why iron was used extensively in 1776, but aluminum was almost unheard of. (Iron and aluminum are the two most common metals of the earth's crust.)
33. Find out how pewter, a common metal alloy used during the Revolutionary days, was made, and how it was used.
34. Investigate the history of rocketry. Rockets are often thought of as being a space age device. However, our national anthem, written many years ago, contains the phrase, "by the rockets' red glare." Find out if there were rockets in 1776, and if so, how they were fueled and constructed.
35. Compare modern jet travel with methods of transportation used in 1776. Was any form of air travel used?
36. Find out how many planets had been discovered by 1776. Name them.
37. Determine what kinds of activities you might be doing if you were in a science class in 1776. What "science subjects" might you be taking?
38. List the names of animals that have become extinct since 1776.
39. Conduct a campaign and mock election where students choose candidates of each party who are possible contenders, campaign within the school, and vote on candidates. This activity may

be used independently or prior to a student mock political convention in which candidates in school presidential primary elections vie for the party nomination.

40. Designate your school as a collection point for recyclable materials. Conduct a clean-up campaign or some other ecological project.
41. Organize and sponsor a forum of candidates in the primary or general election.
42. Collect and Organize photographs of historical significance which may be available in the school or community. Perhaps a photography contest could be organized which would portray the Bicentennial efforts of the school.
43. Famous Graduates of Mishawaka Schools — Do research on famous graduates of Mishawaka schools, write biographies, and publish in a booklet or display in the local building.
44. Choose a "Patriot of the Week" to study. A presentation over the PA system might be made on this person.
45. Select several black people from the Revolutionary era, such as Benjamin Banneker, Richard Allen, Phillip Wheatley, Peter Salem, Paul Cuffe, Prince Hall, James Armistead, Crispus Attucks, etc. and write a report on their role and contributions during this period.
46. Write a report on women in American politics. Invite a woman who has been active in local politics to speak with the class.
47. Develop a biographical dictionary of Indian trailblazers and pathfinders.
48. Organize a military demonstration unit which could demonstrate such things as the clothing of the Revolutionary War soldier, the use of period weapons and tools, or the actual battles of the Revolutionary war.
49. Melting Pot concept — Trace the location of student family names to probable beginning locations. Using both child's last name and maiden names of mothers, the concept of America as a melting pot becomes very clear . . . A world map, stick pins, and some library references should support this activity.
50. Early American Shops — With some manipulation of space, a classroom can become a street of early American shops. Candle making, tin work, weaving, etc. Shops can consist of display items, craft projects in each area for students, and a mural background. Each shop can be identified with a "trade sign." Shops can be developed in many ways, one way being to have various groups responsible for one shop, and later sharing in each other's shop.
51. Make Horn Books — A simple pattern can be made from chip board. Light brown paper can be attached to each side. Usually the "ABC's" in some lyrical fashion are then placed on one side, and the "Lord's Prayer" or some old moral saying on the other side. These little paddle shaped texts were among the first teaching materials in the New England Schools. Their history and a picture can be found in most encyclopedias. They can be decorated with flower drawings on edges.
52. Play Games "Kids Used to Play" — Have a hoop rolling contest. Using old barrel hoops, or substitute the modern hula-hoop; having children select a stick and have races using the stick and hoop idea.
53. Famous American Characters — Each child can be responsible for one famous American character, maybe selected from a host of suggestions. Research on his/her person could be done over a period of time, a costume to wear planned, and some skit or characterization presented to the class or school. A classroom full of these "characters" might be a really exciting experience. Visitations throughout the year to other classrooms might also be an alternative approach to the same idea.

54. Freedom Train — Using a long bulletin board, or series of bulletin boards or wall space, duplicate the freedom train theme — engine, cars, etc. by placing historically important events in pictorial fashion. Each train section might contain a theme — sports, cultural heritage, etc. Each section might represent a period of time.
55. Have the kids write a 1st person description of an important Revolutionary War figure (omitting name). Then each child would read this to the class and class would guess character.
56. Do a spelling/vocabulary lesson from the Preamble to the Constitution.
57. Do a "You Are There" kind of radio program about the Boston Tea Party, and signing of the Declaration of Independence, etc.
58. Have the kids draw a time line from the beginning of the Revolutionary War to the signing of the Constitution.
59. Use a flag to keep track of a behavioral program or academic progress putting in the stars for increments of achievement.
60. Students can study early transportation and make models depicting modes of travel in our country from 1776 to 1976.
61. Students could study progress in all areas during the past 200 years — medical discoveries, machinery, equality of all people, and communication. They could show this on murals, charts, film, etc.
62. Research what people did for recreation 200 years ago.
63. Write diaries for American Revolutionary soldier or his wife for one crucial week during the war.
64. Plan a 1776 Continental Congress and play it out — or write a new constitution — who should be there? What issues are still at issue? What kind of representation? One man one vote, or number of votes ratio, etc.
65. By consensus in classroom decision making, compose kids' bill of rights.
66. Research and list five female historical figures *besides* Betsy Ross and women who *did something*, not just married to *someone*!
67. With construction paper re-construct American flag from 13 star flag to present 50 star flag.
68. Have a "roasting" for famous American people from 1776-1976. Students would have to research the famous people.
69. Biological Science — Schedule a biological unit relative to contributions of Americans to the field of biological science, Salk, Reed, Miller, Burbank, Carver, etc.  
Achievements in the field of biological science that have been the result of largely American enterprise — Poliomyelitis; Yellow fever; Plant and animal husbandry; Large scale agriculture.
70. Physical Science — Biographical unit relative to the contributions of Americans to Physical Science: Wright Brothers; Astronauts; Openheimer; Rickover; Franklin; Ford; Edison; Whitney.  
Achievements in the field of physical science that have been the result of largely American enterprise: Atomic energy; Space exploration; Polar exploration; Electronics.
71. Stage debates with bicentennial theme.
72. Microfilm town's records, documents and historic memorabilia as a part of an elective course investigating local heritage.

73. Recreate front pages for historical news events.
74. Make a cyclorama in an empty classroom and display it to the community.
75. Recreate famous scientific breakthroughs through the use of film, slides, video tape, etc.
76. Do scientific experiments with "old" equipment and methods. (When available)

The Evansville-Vanderburgh School Corporation has published *The American Bicentennial* which lists Bicentennial activities for grades K-12. The following is reprinted with permission as suggested ideas for grades K-3. The publication is available upon request.

### **TOMBSTONE STORIES**

**PURPOSE:** To learn something of local history through information from tombstones.

**ACTIVITY:** Find an old cemetery nearby. After obtaining permission, pupils may make rubbings of interesting tombstones or just copy what is seen. Information such as the following may be found: ethnic background of citizens, length of lifespan in earlier days, which epidemics, catastrophes, and wars affected the town.

To make a rubbing, tape tissue paper to the top and bottom of the tombstone. Use a wax crayon without the paper wrapping. Rub the crayon against small sections of the paper at a time.

### **WRITE WITH A QUILL**

**PURPOSE:** To provide an opportunity to experience an early method of writing.

**ACTIVITY:** Inexpensive ready-made quill pens may frequently be purchased in souvenir shops. Quill pens may also be made from feathers with a little experimenting. The general idea is to cut the nib end diagonally.

After practicing with the pens, the children may choose a specimen of colonial writing to copy. Examples might include stories, recipes, and historical documents.

### **COLONIAL DUST CAPS**

**PURPOSE:** To acquaint pupils with an article of colonial clothing.

**ACTIVITY:** Martha Washington and other colonial women and girls wore dust caps during their everyday activities.

Dust caps may be made from crepe paper. Cut crepe paper circles 20" in diameter. Use a paper punch to make holes about 1" from the circumference of the circle. Lace with heavy yarn and draw up. Tie to fit the pupil's head. Adjust the gathers so that they are evenly dispersed around the cap.

Hats may be used in play acting.

"The real difference between men is energy. A strong will, a settled purpose, determination can accomplish anything, and in this lies the distinction between great and little men."

### **MACHINES OF THE FUTURE**

**PURPOSE:** To create futuristic machines.

**ACTIVITY:** After studying or reading of the development of some of our present machines, such as the bicycle or automobile, pupils may wish to make drawings of machines we may be using in the future. Dr. Suess' drawings of machines may be used to stimulate imagination.

## **BEAUTIFY YOUR SCHOOL**

**PURPOSE:** To guide children in preserving and enhancing our surroundings.

**ACTIVITY:** Children may discuss, study, and locate ways of preserving and enhancing the beauty of their school. Students may want to earn money to carry out one or more of the following activities at the school:

- Plant crocus bulbs
- Purchase and hang a painting
- Paint playground litter containers

## **OUR FREEDOM**

**PURPOSE:** To develop an awareness of freedom in our everyday life.

**ACTIVITY:** Guarantees of the Bill of Rights may be told to the pupils. After discussing what we are able to do each day as a result of these guarantees, students may wish to make a mobile of scenes or objects depicting these freedoms.

## **PRESENT A PUPPET PLAY**

**PURPOSE:** To enable students to empathize with children of earlier United States.

**ACTIVITY:** Pupils may make puppets of famous revolutionary patriots and people of the period. These puppets may be used to enact famous scenes such as the Boston Tea Party or signing of the Declaration of Independence.

Pupils may wish to prepare an original puppet play or enact stories such as *Sam the Minuteman* or *Six Silver Spoons*.

"To achieve anything, a man should be willing to work."

**MATERIALS:** Lowrey, Janette Sebring, *Six Silver Spoons*, Harper and Row Publishers, New York, 1971.

## **JACK JOUETT'S RIDE**

**PURPOSE:** To acquaint students with an historical incident through the use of a game.

**ACTIVITY:** Read *Jack Jouett's Ride* by Gail E. Haley in which a young man takes a ride to save some of our famous revolutionaries.

Review with the children the sequence of events in this story and list them on the chalkboard. Have children paint or color an illustration of each event listed.

The illustrations may be used on a bulletin board with each one numbered in sequence. Each pupil may make his own horse and ride with Jack Jouett.

In order for a child to advance from one numbered event to another, the child may be asked to accomplish some task such as recognize ten particular sight words.

A similar activity may be used to create a gameboard rather than a bulletin board.

**MATERIALS:** Haley, Gail E., *Jack Jouett's Ride*, Viking Press, New York, 1973.

## **OUR COUNTRY'S PART THROUGH ART**

**PURPOSE:** To acquaint students with our country's past through reproductions of paintings and illustrations.

**ACTIVITY:** Collect reproductions of famous paintings and illustrations from magazines, ads, postcards, stamps, etc. Display these around the classroom. Ask each student to select one and find answers to such questions as: Who is the painter? When was it painted? What is being shown? Ask students to think about what might have happened next (for example, in five or ten minutes) in the scene depicted. Have the students develop their ideas on paper with paint, crayons, etc.

**MATERIALS:** Inexpensive reproductions of famous paintings may be obtained from Grant Photos, Box 406, Rockford, Illinois 61105.

"Achievement also depends upon the ability to do a good job."

### **SYMBOL PLAQUES**

**PURPOSE:** To develop awareness of patriotic symbols.

**ACTIVITY:** Secure several wallpaper sample books. Have children find symbols associated with the American Revolution (e.g., eagles, flags, drums, colonial soldiers). These sample motifs may be applied to scrap boards and treated with Mod-Podge. Display these in the classroom before children take them home.

### **I HAVE A DREAM**

**PURPOSE:** To help pupils understand that each person has an opportunity to shape our country's future.

**ACTIVITY:** Pupils may listen to a recording of Martin Luther King's speech in which he said: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Ask children: what is your dream for this country? After discussion, answers to this question may be provided through dramatization, art media, or writing.

### **COLONIAL GAMES**

**PURPOSE:** To help pupils understand that children have always enjoyed games as a form of recreation.

**ACTIVITY:** Pupils may participate in any of these games enjoyed by colonial children: hopscotch, leapfrog, London Bridge, hide and seek, prisoners' base, blindman's bluff, marbles, rolling hoops (an old barrel hoop may be used), and jump rope.

A Colonial Game Day may be planned to coincide with Health Day.

"Every man has the right to a fair share of the results of his work and his ability."

The Richmond Community Schools have assigned to each month of the school year a specific Bicentennial theme and provided suggested activities for teachers to follow in keeping with the monthly theme. The following have been reprinted with permission from the Richmond Community Schools American Revolution Bicentennial 1776-1976 *Idea Book*.

#### **September: History of Community, School and Richmond Community**

1. Check into family background.
  - How they came
  - Why they came
  - When they came
  - From where they came

2. Your grandparents were pioneers in a sense. What was their life like?
3. Have a play of immigrants coming to Richmond and the difficulties they would have.
4. Put up on bulletin board pictures of your community in past and ones of today. Invite children to write differences on bulletin board. Unusual stationery to write on catches attention. These can also be done as posters.
5. Find history and background of individual school. Why is our school in this exact spot? (J. D. Wickersham, resource)
6. Find someone in community to tell about life in a one room school. What furniture used? How drinking water provided? How classes were scheduled? Did different grades study together?
7. Discuss advantages and disadvantages of one room school.
8. Make diorama of one room school.
9. When did one room schools begin to disappear?
10. Make an old-fashioned schoolroom in your building or visit one at museum.
11. What might schools be like in year 2000.
12. Have photographs brought in of neighborhood.
13. Make map of neighborhood, long ago and now.
14. Take walking tour of neighborhood.
15. Gather data about neighborhood.
  - How old the homes are
  - Type of homes — frame, brick, stone
  - Businesses in school district
16. Make peephole scenes showing
  - Occupations
  - Recreations
  - School
  - Other things your school community has to offer

#### **April: Transportation, Food, and Toys**

1. Explore different kinds of roads, waterways and transportation through the years such as conestoga wagon, flatboats, stagecoach, pony express, steamboat, canal boats, railroad, car, airplane and bicycles.
2. Who was the inventor of each mode of transportation.
3. Make models of different kinds of transportation.
4. Explore transportation for pleasure: Hay rides, wagon pulls, hiking, bicycling.
5. Write what it would be like riding on or in one of the vehicles.
6. Tom Wright (Wayne County Museum) could talk about the covered wagons that went right down National Road. (40)
7. Work with food service as to the possibility of one or more pioneer meals during the month.
8. Learn how food was preserved before refrigeration and freezers. Try drying some foods.
9. Have a colonial meal in class.

10. Have children taste unusual food from past and make assumptions that can turn into lesson on inquiry.
11. Prepare some foods from past such as cornbread, apple butter, bread and butter. Butter can be made by having children shake in glass jar one pint of whipping cream at *room* temperature until butter forms. Drain and salt.
12. Set up food fair.
13. What were some popular toys of past?
14. Make some of old-fashioned toys, such as: cornhusks dolls, appledolls, clothes-pin dolls, spinning tops. (American Folk Toys — resource)

**January: Colonial Arts, Crafts and Craftsmen**

1. Trace American artists and their contributions.
2. Have a Bicentennial poster contest.
3. Explore colonial craftsmen — Edwin Tunis' *Colonial Craftsman* as resource.
 

Blacksmith	Miller	Letterpress printer
Wainwright	Housewright	Papermaker
Coachmaker	Cabinetmaker	Printer
Wheelwright	Jointer	Blackprinter
Iron Master	Sawyer	Silversmith
Cooper	Shipwright	Goldsmith
Chandler	Shoemaker	Potter
Barber-wigmaker	Cobbler	Glass blower
Baker	Tanner	Clockmaker
Apothecary	Currier	Plumber
Eyeglass sel	Hatter	Tobacconist
Cutler	Bookbinder	Hornsmith
Tinker	Weaver	Fuller
Tailor		
4. Closed circuit T.V. programs on craftsmen.
5. Find pictures of different craftsmen. Divide class into group to make observation about their craftsman. Share information with rest of class.
6. Have different classes within a school study a particular craftsman and set up a shop in their classroom.
7. Experiment with crafts of past:
 

Quilting	Printing
Carding, Spinning, Dyeing and Weaving	Making soap
Candlemaking	Quill pens
Leather work (Mrs. Scott — helper at 7th St. park-resource.)	Make Maple syrup
Basketry	
8. Plan a craft workshop at school giving children choice of craft.
9. Have a craft fair and include only pioneer or colonial crafts.
10. Contact museum about loaning kits or as a center for specified subjects.
11. Be a member of a 1770 family for a day learning pioneer skills and crafts.

# TEACHING THE REVOLUTION

The following two articles are reprinted with permission from *Social Education*, November/December, 1975. The first article approaches the Revolution from an ethnic viewpoint and the second discusses where to go for resources in researching a community history.



## TEACHING THE AMERICAN REVOLUTION: A MULTIETHNIC APPROACH

by Geneva Gay and James A. Banks

*Geneva Gay is Associate Director, Association for Supervision and Curriculum Development; and James A. Banks is Professor of Education at the University of Washington, Seattle.*

### **Limited Views of the Revolution**

The American Revolution represents a watershed in the development of American political philosophy and the creation of the United States as an autonomous entity in the family of nations. Seldom, however, do elementary and secondary students learn much about this landmark event other than the military campaigns, the courageous revolutionary leaders, and the bravery of the colonists in challenging the strongest nation of the eighteenth century for the right of self-determination. The revolution is often treated as an exercise in unquestionable patriotism. It is frequently taught as if the war were fought by homogeneous groups of Americans who were moved by the same desires, and professed unanimity in their patriotism and loyalty to the cause of liberty and equality. With the exception of recognizing that there were revolutionaries and loyalists, little attention is usually given to divergent opinions and dissident groups concerning the legality and feasibility of waging war against Great Britain. These groups are often dismissed with the simplistic notion that there were colonists who wished to remain loyal to the British Crown, and those more courageous, daring ones who wanted to fight for liberty and self-determination. The impression is

often given that the British loyalists were misguided souls, far fewer in number than the revolutionaries, and an insignificant force.

Because of these kinds of interpretations of the American Revolution, students frequently view it as a somewhat mystical event that was destined to be victorious for the Americans. Myths about the "founding fathers" are also perpetuated. Moreover, these approaches to the study of the American Revolution ignore some of the broader ramifications of the event, and fail to consider how the diversified colonial populations influenced and were affected by the philosophies, the events, and the results of the Revolutionary War.

As we begin to celebrate the 200th anniversary of the birth of our nation, we need to reassess what we know about our history and identify ways of gaining new perspectives, insights and interpretations of our past. The views and interpretations of the American Revolution that are dominant in the schools and in textbooks primarily reflect those of the Anglo-American revolutionaries and of sympathetic historians who accept and perpetuate their interpretations of the conflict. These interpretations may be characterized as Anglo-American Centric<sup>1</sup>, since interpretations of the war from other ethnic groups' perspectives are largely ignored or receive scant attention in most social studies textbooks and classrooms. The pervasive school interpretations of the American Revolution are not only Anglo-American Centric but may be called Anglo-American *Revolutionary Centric*, since the views of Anglo-American groups other than the revolutionaries, such as the Anglo loyalists, are rarely fully and sympathetically presented in American history books and courses.

### **Insider and Outsider Perspectives on the Revolution**

We do not mean to suggest that Anglo-American revolutionary interpretations of the revolution should be excluded from the schools or from textbooks. However, we feel strongly that students can gain a sophisticated understanding of the complex events which culminated in the revolution and which followed it only by looking at the events related to it from the diverse perspectives of the various ethnic, interest, and national groups which participated in and were affected by the revolution. In a brilliant and illuminating essay on the sociology of knowledge, Robert K. Merton introduces the concepts of the "insiders" and the "outsiders."<sup>2</sup> He discusses their varying views of social phenomena and their various claims about the legitimacy of their perspectives and points of view. The insider claims that only a member of his or her group can really *know* and consequently validly describe the experiences of his or her group. The outsider, who attempts to describe a group to which he or she does not belong, claims that he or she can give a more objective account of the social experiences of other groups because he or she can observe with the least subjectivity. Merton concludes that neither the insider nor the outsider has an exclusive claim on valid knowledge and that the perspectives of both are needed to give us a more total view of social reality. Merton's perceptive analysis is as applicable to historical events and the writing of history as it is to contemporary society. In order to gain a more complete understanding of the events and the consequences of the American Revolution, we need to view it from the various insider and outsider perspectives of the many different groups that were affected by the war. We need to study the Anglo-American revolutionaries from their own perspectives as well as from the perspectives of the Afro-Americans and Indians who were involved in the war.

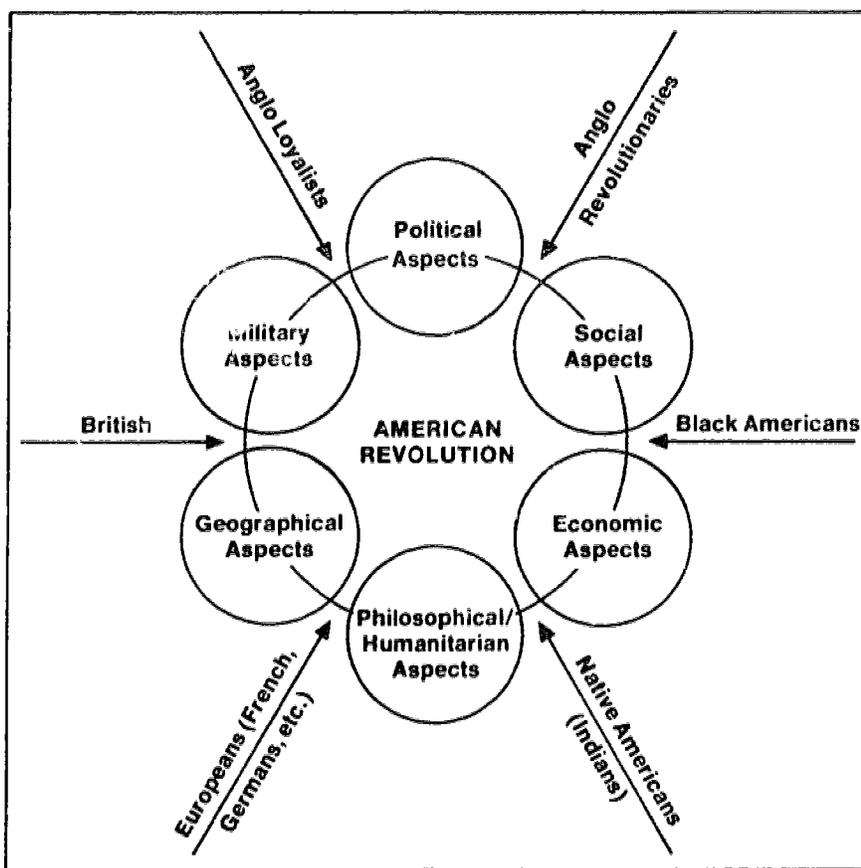
The roles and views of the groups that participated in the American Revolution, except those of the Anglo-American revolutionaries, have been presented primarily from outsider perspectives or largely omitted from the American school curriculum. When included in the curriculum, the roles of groups such as the Anglo-American loyalists, American Indians and Afro-Americans have been interpreted and taught largely from the outside perspectives of historians and writers who endorse Anglo-American revolutionary perspectives and points of view. Consequently, most students in

<sup>1</sup>James A. Banks, "Ethnic Studies as a Process of Curriculum Reform," a Paper presented at the "Pluralism in a Democratic Society" Conference, held in New York City, April 4-7, 1975, and sponsored by the Anti-Defamation League of G'nai B'rith.

<sup>2</sup>Robert K. Merton, "Insiders and Outsiders: A Chapter in the Sociology of Knowledge," *The American Journal of Sociology*, Vol. 78 (July, 1972), pp. 9-47.

American schools have not acquired the more total kind of understanding of the American Revolution which they can attain from studying the war from the points of view of many different groups and by studying both insider and outsider perspectives on the conflict. We are proposing that the social studies curriculum be broadened so that students will study both insider and outsider views of the American Revolution and acquire more complete perceptions of the events and social consequences related to this significant historical conflict. More complete and valid perceptions of the historical events in our nation, we believe, will help students to become more respectful and consequently more adept at making decisions about our past and present.

Figure 1  
A Multiethnic Interdisciplinary Model for Teaching the American Revolution



### Multiethnic Interdisciplinary Model For Studying the Revolution

To fully understand the events and historical significance of the American Revolution, students must not only study it from diverse ethnic perspectives, but should also study it from an interdisciplinary perspective. The American Revolution was far more complex and extensive than a series of military encounters between the Colonies and England which ended in 1783. Figure 1 suggests that a unidisciplinary or single focus analysis of the American Revolution is inadequate. Rather, it suggests that the military, economic, social, political, and philosophical aspects of the war should be studied as well as the impact of these factors on the different groups which participated in the war.

Figure 1 also indicates how we can replace the pervasive monoethnic perspective of the American Revolution with multiethnic perspectives. Instead of the Anglo-American revolutionary perspective dominating all other interpretations or being the only interpretation studied, it becomes only one of

the many examined in a multiethnic interdisciplinary study of the American Revolution. Using the model presented in Figure 1, students can view the American Revolution from the perspectives of many different ethnic, racial, social class, national and cultural groups, including the Anglo-American revolutionaries, the Anglo-American loyalists, European national groups such as the French and the Germans, and from the perspectives of other colonial groups such as Afro-Americans and American Indians.

Figure 2  
Multiethnic Data Retrieval Chart on the American Revolution

KEY QUESTIONS	Black Americans	Indians	Anglo Revolutionaries	Anglo Loyalists	British	Europeans (French, Germans, etc.)
What were their military roles in the American Revolution?						
Why did they participate in the Revolution?						
Who were the outstanding Revolutionary personalities?						
What attitudes toward self and others did they have about their participation in the Revolution?						
What political effects did the American Revolution have on them?						
What social effects did the American Revolution have on them?						
What economic effects did the American Revolution have on them?						
What overall changes did the American Revolution cause in their group status?						

When teaching the American Revolution from multiethnic and multinational perspectives, the teacher can emphasize comparative analyses and help the students to compare and contrast the experiences of the various ethnic, interest and national groups that participated in the war. Attention should be given to the effects of the revolution on the lives of these groups. Data retrieval charts can be used to classify the data which the students collect.<sup>3</sup> This device is simple, easy to construct, and easy for students to use. Students will find it useful when formulating comparisons and deriving generalizations about the involvement of various groups in the American Revolution. Figure 2 presents a data retrieval chart for studying the roles of different groups that were involved, in various ways, in the Revolutionary War. In this article, however, we focus primarily on the participation and perspectives of American Indians and Afro-Americans because they were the two largest nonwhite minority groups in Colonial America during the Revolutionary period.

### A Revolution of Many Meanings

The American Revolution meant many things to different peoples in Colonial America as it does to different peoples today. The assessments and reactions of the different groups to the revolution reflected their social and political conditions, and the particular concerns, aspirations and desires they brought to the event. Blacks, Anglo-American revolutionaries, British patriots, and American Indians reacted quite differently to the events of the Revolutionary War. Political and social leaders and the masses of people also responded differently to the war as did merchants and farmers. To

<sup>3</sup>Hilda Taba, Mary C. Durkin, Jack R. Fraenkel, and Anthony H. McNaughton, *A Teacher's Handbook to Elementary Social Studies: An Inductive Approach*, second edition. (Reading, Mass.: Addison-Wesley, 1971).

each the American Revolution symbolized a chance for a markedly different future, but these futures stemmed from highly diverse perspectives. While the Anglo-American revolutionaries fought for freedom from imperial rule and for the right of self-determination, Black Americans saw the revolution as a chance to achieve freedom from human bondage. Whereas the revolutionaries challenged England's right to levy unreasonable taxation and for their right to non-interference with the ownership of private property, Indians were concerned about the colonists' invasion of their lands and trading routes. Many loyalists felt impelled to fight with the British out of loyalty to the British Crown. The American revolutionaries considered the revolution a war for financial and political independence; the British considered it an act of rebellion and a violation of the laws of the Empire.

### **Pre-War Controversies over Blacks and Indians**

Blacks and Indians were actively involved in the American Revolution from beginning to end. Prior to 1776, both Blacks and Indians had been drawn into the growing tensions between England and the Colonies. The Boston Massacre and the Battles of Lexington and Concord and Bunker Hill are notable examples of Black participation on colonial protests against British governing policies. After the end of the French and Indian War, England had established a practice of sending superintendents and commissionaires into Indian territories to develop trade relations and keep peace with the different tribes. They entered into agreements on territorial and trading rights with the Indians, and arbitrated disputes between them and the frontier settlers over land ownership. By the onset of the American Revolution, the British, for the most part, had established good relations with many of the Indian tribes. As England's relations with the Colonies worsened, the Colonies viewed England's friendship with the Indians with impending dread, for they feared that the Indians would align themselves with England in the event of war.

Many colonists were also convinced that the British were planning to enlist Blacks in their armies and to encourage them to revolt against their masters. As the war progressed, these beliefs were used by colonial legislatures and the Continental Congress in their arguments for enlisting Blacks in the military. These groups felt that, if for no other reason, they should enlist Blacks to prevent them from going over to the side of the British.

Similar arguments were made concerning British use of American Indians. The colonists were convinced that the British were instigating Indians to attack frontier settlers and to massacre unsuspecting, defenseless women and children. To counterbalance the British influence, the colonists sought to enter into treaties of neutrality and alliance with Indian tribes, and even to enlist units of Indian soldiers commanded by white military officers.

### **Indians Participate in the War**

The Massachusetts Bay Colony set the precedent for Indian enlistment in the war against England. By mid-1775, Indians of Stockbridge were already enlisted as Minutemen in Massachusetts, and additional efforts were undertaken to get the Six Nations and the Indians of Nova Scotia to fight with the colonists or to pledge neutrality.<sup>4</sup> The British also formed alliances with the Indians. They had an initial advantage over the colonists in soliciting their help. The British had had superintendents working with the Indians for several years and were in a better position to supply necessities and munitions. The Indians resented white settlers encroaching on their lands, and the British commissionaires had arbitrated land controversies between the settlers and Indians.<sup>5</sup>

Indian alliances with England, and the attacks on colonists' settlements which resulted from these alliances, prompted the colonists into adopting an aggressive war policy against them. On March 6,

<sup>4</sup>A. M. Davis, "The Indians and the Border Warfare of the Revolution," *Narrative and Critical History of America*, J. Winsor, ed., (New York: Houghton Mifflin and Company, 1887), Vol. 6, Part 2, 1887, pp. 605-647.

<sup>5</sup>J. M. Sosin, "The Use of Indians in the War of the American Revolution: A Pre-Assessment of Responsibility," *The American Indian Past and Present*, R. I. Nichols, ed., (Waltham, Mass. Xerox College Publishing, 1971), pp. 96-110.

1779, Washington was ordered to take whatever steps necessary to protect frontier settlers, and to chastise the Indians for their attacks. He detached General Gates to carry out these orders. On October 20, he reported to Congress that the campaigns had been successfully completed. The villages of the Six Nations were destroyed, and the Indians were forced to move farther West. These campaigns led to retaliations from the Indians. Throughout most of the remaining years of the war, Indians raided the destruction of their villages.

The Indians were active participants in the American Revolution and were directly affected by the fighting. They served on both sides of the war as fighting men and auxiliaries. They were used as ploys by the British and the colonists against each other, and were caught in the middle of these two conflicting camps. They were courted by the colonists to pledge neutrality. They found themselves the object of colonial military attacks when they tried to honor their alliance with England. And, out of a desire to retaliate against the colonists for attacking them, many Indian tribes found themselves at war with the Anglo-Americans. When the American Revolution had ended, many Indians had lost their lives in defense of their homes and in support of their allies. Many others found themselves far removed from territories they had once claimed as their own. This marked the beginning of the systematic removal of the Indians to the West.

### **Blacks Participate in the War**

As was the case with the Indians, the role of Blacks in the American Revolution became a debatable issue for both the British and the colonists before the war was officially declared. The British sought to enlist Blacks in their cause against the rebellious Colonies, and the Colonies felt it expedient to enlist their aid and insure the loyalty of Blacks to prevent them from joining the ranks of the British. However, the initial policy of the Colonies and the Continental Congress regarding Black enlistments was exclusion. But the pressures of war, the shortage of manpower, and the British enlistment of Blacks soon caused the colonists to reconsider their position. In January, 1776, Congress reversed its position and allowed free Blacks to enlist. Shortly thereafter, several Colonies began to revise their laws, and by 1778, Connecticut, New York, Rhode Island, Massachusetts, and New Hampshire were enlisting Blacks, both free and slave.<sup>6</sup> They were promised freedom for their service and their masters were compensated for their losses. The Southern Colonies were strongly opposed to Black enlistments. They feared uprisings if slaves were armed and wondered what would happen to their crops if this labor force went off to war. Some individuals, however, felt it was essential that Blacks be enlisted if the South were to wage a sustained resistance to the British.

Although Congress failed to enact official policy sanctioning the enlistment of Blacks in the national armies, this did not prevent them from participating. When the manpower shortages became acute, and the Colonies found it virtually impossible to meet their quotas, they ignored the laws and used Blacks. Even South Carolina and Georgia employed Blacks as auxiliaries. Blacks served as both soldiers and seamen throughout the duration of the war, from the Boston Massacre to Yorktown. Many of them volunteered their services; some accompanied their masters to the battlefields; still others were employed as substitutes. But, however they came and wherever they served, the greatest motivation for doing so was the promise of freedom.<sup>7</sup>

When the American Revolution ended some 5000 Blacks had served with the colonists and perhaps several thousands with the British, although the exact number is not known. Many had martyred themselves for the cause of freedom; others had been exchanged for provisions and used as payment for soldiers' salaries; over 14,000 had been evacuated when the British withdrew their troops, and still others had gained their much desired freedom. They had proven themselves worthy of battle, and caused many Americans, among them Washington and Jefferson, to reflect seriously upon the impropriety of slavery and its inherent contradictions with the principles in whose name the revolution had been fought.

<sup>6</sup>E. Ginzberg and A. S. Eichner, *The Troublesome Presence: American Democracy and The Negro* (New York: The Free Press, 1964).

<sup>7</sup>Benjamin Quarles, *The Negro in the American Revolution* (Chapel Hill: The University of North Carolina Press, 1961).

## Conclusion

It may be that students often do not know about the contributions of Blacks and Indians to the struggle for independence because of the conditions of their participation. Black soldiers participated in the Revolutionary War as soldiers, spies, couriers, guides, foragers, and servants to officers. Initially, Blacks were limited in their service as armed soldiers. The colonists feared arming Blacks. They were also concerned about depriving masters of their Black apprentices and slaves. However, by the third year of the war, manpower shortages forced the colonists to permit more Blacks to bear arms. The British used the Indians to scare the colonists and the colonists used them to scare the British. The Indians' alleged "tendencies toward violent war" were used to intimidate and frighten frontier settlers.

These circumstances make it rather difficult to find adequate data on the participation of individual Blacks and Indians in the American Revolution. Teachers tend to concentrate on individual personalities and the military aspects of the American Revolution. This may explain in part why Blacks and Indians have received so little visibility when the revolution is studied in school. This practice should be changed so that when students study the American Revolution, group participation rather than individual involvement is emphasized. More emphasis should be placed on the social, ethnic and national groups which were involved in the war and on the ways in which they affected and were influenced by the economic, political, social and military aspects of the conflict. Using the type of multiethnic interdisciplinary approach to the study of the revolution which we have described in this article will help students to gain new perspectives, interpretations and meanings of the American Revolution. Such new perspectives and insights can help them to better understand both the historical and contemporary significance of the birth of our nation.

## Recommended Books For Teachers

James A. Banks, *Teaching Strategies for Ethnic Studies* (Boston: Allyn and Bacon, 1975).

John Hope Franklin, *From Slavery to Freedom: A History of Negro Americans* (New York: Vintage, 1969).

Robert Ewell Greene, *Black Defenders of America 1775-1973: A Reference and Pictorial History* (Chicago: Johnson Publishing Co., 1974).

Alvin M. Josephy, Jr., *The Indian Heritage of America* (New York: Bantam Books, 1968).

August Meier and Elliott Rudwick, *From Plantation to Ghetto*, rev. ed. (New York: Hill and Wang, 1970).

Benjamin Quarles, *The Negro in the American Revolution* (Chapel Hill: The University of North Carolina Press, 1961).

Benjamin Quarles, *The Negro in the Making of America*, rev. ed. (New York: Collier, 1969).

Edward H. Spicer, *A Short History of the Indians of the United States* (New York: Van Nostrand Reinhold, 1969).



From Aaron Maynard's *Farmer's Almanac*, 1851. Photo by Donald F. Eaton.

## A PRIMER OF COMMUNITY RESOURCES

by Joan Seidl

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Teaching about the American past is an important but tough task. Students are concerned with their own immediate lives and futures and often find what happened in "America" a very long time ago both intellectually and emotionally remote. Studying local communities focuses the attention of students on how social issues and historical change have shaped their own lives, and uses the knowledge they already have about contemporary family life, architecture and street patterns, and community institutions. The smaller and more comprehensible scale of local studies invites students to move to conceptual understandings through the rich detail and human experience that characterize everyday life in any community at any time. Evidence about individual lives and community life that is local and particular, put together with learning objectives, powerful questions and appropriate teaching strategies, can engage students in looking at important social issues.

But getting the evidence and resources for local studies can be a difficult chore for teachers who seldom have long periods of time for research but do not want to simply walk into the local historical society and ask "What do you have?" The following is a short and by no means complete guide to some sources for the study of local communities in the past and the likely locations of these sources. Sometimes local resources are scarce or inaccessible, so this guide includes some general sources which can be put together with local information to help explore the past. Just as American communities are diverse and eccentric, so too are their sources. You may find old district school records in the historical society or you may find them in the attic of a person who once taught in the one-room district school. And then you've located two resources.

### **Advice Books**

In the early nineteenth century, many Americans began to study manuals which advised housewives how to cook and organize their week's cleaning, mothers how to raise their children, sons how to select wives, and the new professionals, such as clergymen, how to refrain from offending those they served. These books, which were available even in villages, provide a solid glimpse into the daily

habits, values and aspirations of America's new reading "middle class." William Alcott's books and those of Catharine Beecher are particularly helpful for considering changes in family life in the mid-nineteenth century. You may find advice books in local or state public libraries or historical societies or in a college library. Some are also available in reprints such as Lydia Maria Child's *The American Frugal Housewife* (Ohio State University Libraries, 1971), or Alcott's *The Young Wife* or *The Young Husband* (Arno Press, 1972).

### **Births, Deaths and Marriages**

Taking the point of view of local individuals who lived in the past can help students focus on historical change in their community. Information on the births, marriages, deaths and family sizes of individuals can set a context for considering how those people might have reacted to the Civil War or to a new turnpike through their town. National and state censuses, particularly those after 1850, give information on who lived in a household at a given point in time. Family genealogies in town histories, town directories, and published volumes of vital records can supplement census information to show changes over time. If few published records exist, church records, gravestones, tax lists, and "family trocs" kept by townspeople can often fill in the picture. State census manuscripts are usually in the state archives; published records are generally in the local or state historical society or library.

### **Gazetteers and Travelers' Accounts**

Nineteenth-century Americans, eager to learn about the thousands of communities which made up the new nation, might consult a gazetteer or read a traveler's account. Gazetteers summarized the important facts about each town and city in a particular state and can still be useful introductions to a community's past. Occasionally, as in the case of John Warner Barber's *Historical Collections* for several states, such publications provided pictorial views of community centers. Both foreign and American travelers often took note of the communities they passed through and published accounts of their journeys. Local and state libraries and historical societies and local colleges are likely to collect gazetteers and travelers' accounts for their area.

### **Deeds, Wills and Inventories**

County court houses preserve deeds, wills and probate inventories. Deeds, which sometimes specify the occupations of the parties to the transactions, can be used to trace land ownership and use. Wills can help pinpoint an individual's property and, occasionally, the division of the property can reveal much about the joys and conflicts of family life in the past. Some wills include detailed probate inventories of household furnishings, linens, tools, and farm animals and crops at the time of death.

### **People**

Given that "local history" is anything which happened in a particular community before this moment, any member of the community with a set of memories and a willingness to talk is a potential resource. Students can explore the more recent past by analyzing their experiences in their community or interviewing their parents, relatives, old-timers and other community members. Some schools "inventory" the human resources in their area by posting questionnaires in the local newspaper. Staff and volunteers at the historical society, town hall, planning office and public library can be invaluable friends of community study.

### **Broadsides**

In the nineteenth century, advertisements and announcements often took the form of broadsides, posters tacked in a well-frequented place. Broadsides announced the coming of the circus, graduation exercises at the local school, or a new patented plow for sale, and were often illustrated with engravings or woodcuts. Local and state historical societies and libraries generally collect broadsides from their area.

### **Diaries, Letters and Autobiographies**

Books of advice and moral instruction can tell us what people were being urged to do, but what did they really do and feel and how did they think about their lives? Local residents and the local and state historical societies often preserve the diaries and letters of earlier townspeople. Published memoirs, which often include portions of diaries and letters, and reminiscences can be excerpted to provide rich detail about people in the past as they sought out their vocations, courted and married, found God, paid the bills and visited their friends. An experienced librarian may be able to give the names of individuals in your area who published reminiscences.

### **Town and County Histories**

From the early nineteenth century local antiquarians in most parts of the United States have kept busy writing town and county histories. These histories frequently consider the early years of settlement in detail, oftentimes reprinting early town records, and surveying the area's progress until the "present" in topical chapters on schools, industries, religion and local involvement in major wars. Histories published in the late nineteenth century and early twentieth century frequently include genealogies of prominent residents. Local and state libraries and historical societies generally have these histories as well as possibly sermons delivered at local Fourth of July celebrations or programs from the Centennial celebration in 1876.

### **Novels**

Excerpts from novels can bring to life the values of people in the past and the day-to-day situations which revealed these values. In the nineteenth century, many minor regional novelists specialized in tales rich in "local color" if somewhat top-heavy with sentimentality and moral earnestness. English teachers might be able to recommend some for your area and time period.

### **Newspapers**

Area newspapers are rich sources for studying the economic life, communications pattern, and social life of a region and for considering the impact of national and state events on a particular community. However, a survey of newspapers over an extended period is a time-consuming and tedious task. You may wish to focus on "special editions" which marked the 25th anniversary of the newspaper or the Centennial of the town's incorporation. The local newspaper office or the library or historical society in the town where the paper was published is likely to have the newspaper in bound volumes or on microfilm.

### **Maps**

Community maps can help students understand the physical setting of townspeople's lives and suggest in broad terms how and sometimes why a particular community changed. State archives are likely to have maps of communities from their early settlement, and frequently make copies available at cost. The earliest maps may show large tracts of land owned by the original "proprietors" and provide an exciting base to trace land-use and ownership change. Other early maps often record changes in town boundaries, proposed routes for railroad spurs, or are more general maps produced by towns at the state's mandate. Wall-mounted county maps from the 1850s include detailed maps of towns and villages showing land ownership and frequently lithographs of important buildings. Late nineteenth-century county atlases, the most well-known of which are the Beers' *Atlases* from the 1870s, contain detailed maps of towns and center villages, and splendid lithographs of the homes and farms of important residents. Local and state libraries and historical societies generally have copies of county wall maps and atlases for their area.

Local zoning boards and regional planning commissions are excellent sources for maps of communities in the more recent past. In addition to publishing land-use maps, regional planning commissions often publish studies which contain maps of specific information, such as transportation flow or newspaper circulation.

### **Landscapes, Buildings and Things**

The concrete, visible manifestations of a community's past can engage students' interest and raise significant historical questions. Students can study land-use along a river bank and make proposals for its future, visit a historic house museum and their own houses and consider how family life has changed, or evaluate a factory as a work environment. Objects, historical and contemporary chairs, tools, clothing, can be traced from producer to consumer, analyzed for their use of materials, or considered in terms of changing fashion and taste.

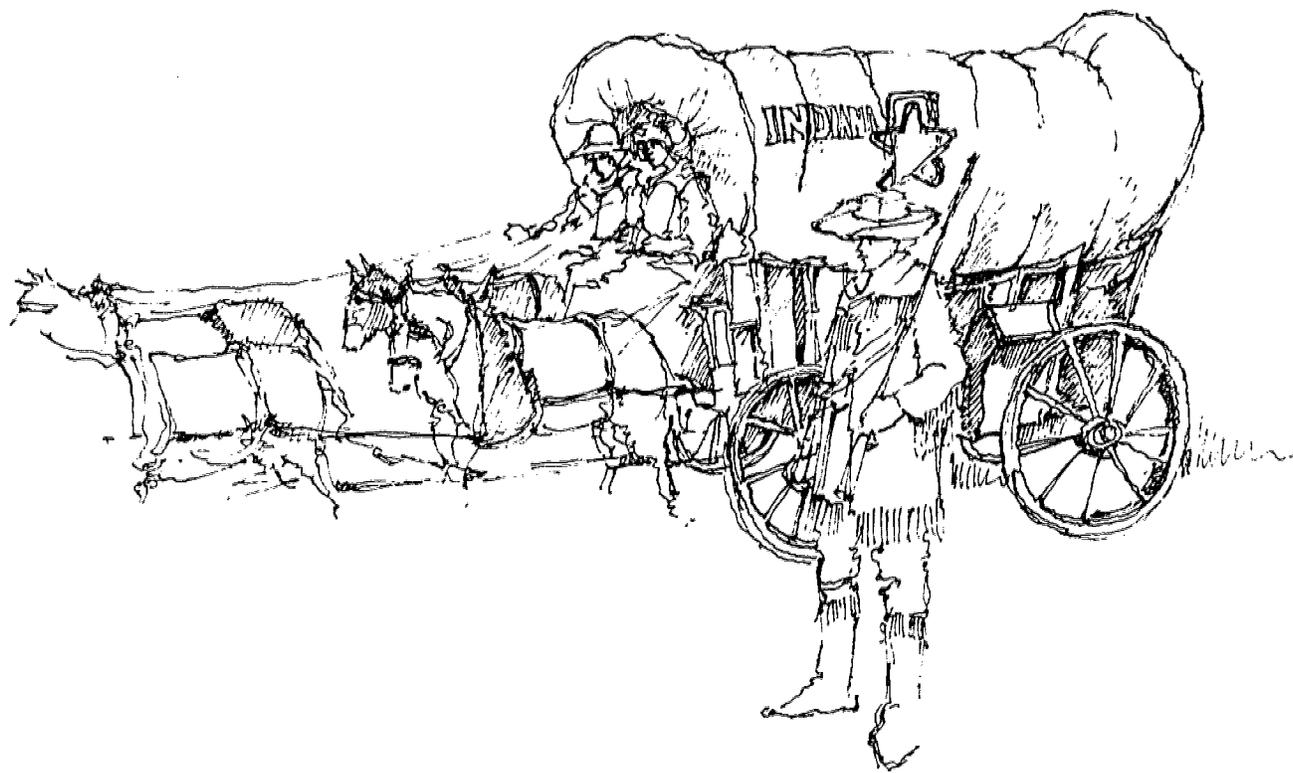
### **Town and City Records**

Town or city halls or county buildings often preserve early records related to local government: tax lists; warrants, minutes, and town orders for town meetings; records of selectmen, the city council or town or county supervisors. You may also find records for local churches and school districts in the town hall, in the historical society, or in the keeping of the church or school itself if it survives.

### **Visuals**

Students can recover what their community looked like in the past by studying illustrations published with maps, local histories, or gazetteers. Long-time residents, the library or the historical society may have collections of "views" of the community in postcards or photographs. Teachers can supplement these specifically local sources with more general sources: portraits of individuals and families from towns in their region, early almanac engravings of work processes, or regional *genre* paintings. Regional museums frequently sell slides or paintings in their collections. With permission from the publisher and an ektagaphic kit, teachers can easily make their own slides from postcards, photographs in town histories, reproductions in exhibit catalogs, and books of photographs and paintings.

# National and State Bicentennial Projects



# NATIONAL BICENTENNIAL PROGRAMS

Several programs are underway nationwide which could be incorporated into an all-school project or into individual classroom efforts. Listed below is a brief description of some of the programs and an address where to obtain complete information.

## ABOVE GROUND ARCHAEOLOGY

A program designed to conduct organized searches of communities to preserve a part of the past for the future. To obtain a copy of "Above Ground Archaeology," write to:

Superintendent of Government Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

## AMERICA THE BEAUTIFUL FUND

A National project to aid innovative community projects for protecting the natural, historical, and human environment. For information, write to:

Executive Director  
America the Beautiful Fund  
219 Shoreham Building  
Washington, D.C. 20005

## BICENTENNIAL JUNIOR COMMITTEES OF CORRESPONDENCE

Objective of the program is to unite elementary school children across America in spirit and dedication to the Bicentennial. By exchanging letters with other students in different areas of the country, students can share thoughts on the Bicentennial and describe their participation in activities. Principals may obtain classroom teacher packets free of charge by writing:

Bicentennial Junior Committees of Correspondence  
R. 5821  
U.S. Postal Service  
Washington, D.C. 20260

## BICENTENNIAL YOUTH DEBATES

Official debate program beginning in September, 1975. For further information, please write:

Mr. Lannie Katzman  
Bicentennial Youth Debates, Regional Director  
Toledo Stuart High School  
2061 Farragut Street  
Toledo, Ohio 43613

## COUNT ME IN — NATIONAL HIGH SCHOOL ASSEMBLY PROGRAM

Contemporary multimedia production touring to high schools to stimulate students via assemblies to work in their schools and communities on activities to commemorate the Bicentennial. To obtain further information, contact:

ARBA,  
Director, Program Review and Evaluation  
2401 "E" Street  
Washington, D.C. 20276

### **FOXFIRE PROJECT**

High school students interview older Americans and write articles on their heritage, crafts, arts, and folklore for publication in magazines. Please contact:

Brian O'Beun  
1783 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

### **GREEN SURVIVAL FOR THE THIRD CENTURY**

A project to encourage the planting of trees, shrubs, and other plants in an effort to purify the air and beautify the land. For information write to:

Green Survival for the Third Century  
Project Director  
American Association of Nurserymen, Inc.  
230 Southern Building  
Washington, D.C. 20005

### **JOHNNY HORIZONS '76**

"Let's Clean Up America for its 200th Birthday." — A complete program designed to encourage citizens in clean-up, beautification, recycling, conservation projects, and other environmental efforts. For further information, write to:

Johnny Horizons '76  
Department of the Interior  
Washington, D.C. 20240

### **LIBERTY PLANTREE**

A program designed to reforest America, especially in the urban areas, and to rededicate the Liberty Tree throughout America. To obtain further information write to:

Liberty Plantree  
Boston Parks and Recreation Dept.  
City Hall  
Boston, Massachusetts 02201

### **NATIONAL COMPETITION ON THE THEME "MY AMERICA 1776-1976"**

Nationwide contest for primary school children; state-by-state competition for entries in any creative media. For regulations and entry blanks, write to:

Mr. George Ebner  
Executive Director  
Pennsylvania Bicentennial Commission  
William Penn Museum  
Harrisburg, Pennsylvania

### **ORAL HISTORY PROGRAM**

The collection and preservation of America's community cultural heritage by recording the recollections of our senior citizens. Information on this program may be obtained from:

Institutional Development and Economic  
Affairs, Inc.  
1783 Massachusetts, N.W.  
Washington, D.C. 20036

### **TREES FROM OUR NATION'S HISTORY**

An environmental program designed to collect and distribute seeds from four trees which have played a part in America's history. Seeds are sold at cost, and are accompanied by planting instructions, historical information on the species, and a forest heritage publication. For further information, write to:

Coordinator, Special Audience  
American Forest Institute  
1619 Massachusetts Avenue, S.W.  
Washington, D.C. 20036

### **WATERSHED HERITAGE PROJECT**

A National model to train and support students and teachers to monitor water quality and provide data to the Environmental Protection Agency. To implement this program in your community, write to:

Project Director  
Institute for Environmental Education  
8911 Euclid Avenue  
Cleveland, Ohio 44106

### **WOODSY OWL ANTI-POLLUTION CAMPAIGN**

A program dedicated to combating pollution and promoting clean air, water, beauty and quiet. For information, write to:

Woodsy Owl Anti-Pollution Campaign  
Head of Special Projects  
Department of Agriculture  
Forest Service  
12th and Independence Ave., S.W.  
Washington, D.C. 20250

### **WRITE-ON AMERICA — BE A BICENTENNIAL COURIER IN A FOREIGN LAND**

Essay contest in which 184 students between the ages of 15 and 18 will be selected to spend June-August 1976 abroad as a Youth for Understanding Bicentennial Courier. For further information, write to:

Youth for Understanding  
Ann Arbor,  
Michigan 48104

### **YOUTH CONSERVATION CORPORATION BICENTENNIAL ENVIRONMENTAL PROJECT**

Numerous construction and rehabilitation projects concerning national forests stressing heritage and horizons. To obtain further information, write to:

Mr. Glenn A. Kovar  
Chief of Special Projects  
Department of Agriculture  
Forestry Service  
12th and Independence Ave.  
Washington, D.C. 20250

## **STATEWIDE PROJECTS**

There are many Bicentennial projects, statewide in scope, that will be occurring during 1976. Tentative plans are underway for several activities, including a traveling dramatic presentation on Afro-American history, a special Bicentennial theme for the Indianapolis 500, and a statewide conference involving state and local officials, private citizens and organizations to discuss needs, opportunities, and constraints for Indiana. Listed below are four statewide projects that either are completed or soon will be.

### **BEDFORD BICENTENNIAL CELEBRATION**

A full-sized carving made of Indiana limestone depicting Leutze's famous painting, "Washington Crossing The Delaware," will be placed on site at Washington Crossing, Pennsylvania, during 1976. This statuary is being carved in the Bedford stone area by several retired stone masons who are training apprentices to carry on the trade. It is expected that this will be a monumental gift to the national Bicentennial celebration.

### **BICENTENNIAL WAGON TRAIN PILGRIMAGE TO PENNSYLVANIA**

The Bicentennial Wagon Train Pilgrimage is a program geared to reach all people in the Nation. A train of covered wagons — one wagon for each state — will cross the country from West to East terminating on July 4, 1976, at Valley Forge Park in Pennsylvania. Initiated by the State of Pennsylvania's Bicentennial Commission and supported by Aero Mayflower Transit Company, the project is launching 60 wagons — replicas of Conestogas and Prairie Schooners with 5 chuck wagons and 5 supply wagons. In Indiana's traditional role as crossroads of America, we will host 2 major national routes, one south running along the Ohio River and another route across northwestern Indiana. Our Prairie Schooner wagon, pulled by a mini-mule hitch, is now available to serve all Indiana citizens. If you would like to schedule the wagon as part of your school Bicentennial celebrations, please contact Ms. Gayle Meyer in our office.

### **GEORGE ROGERS CLARK — AN INDIANA BICENTENNIAL EXHIBIT**

The Indiana State Museum Society is sponsoring a major exhibit concerning George Rogers Clark. This free exhibit will occupy the entire second floor of the Indiana State Museum. Cushioned floors and a background of silk-screened trees, illuminated by a soft green light, provide a wilderness setting for the multi-media displays. Exhibit cases built into typical 18th Century structures heighten the "you are there" effect. Various areas deal with periods in Clark's life — the first area with his life in Virginia and Kentucky and the second with the military campaign. The climax of the exhibit is an environmental theatre where changing scenes of the campaigning are projected above a large topographical map of translucent plastic, while pinpoints of light trace Clark's progress on the map. To arrange a tour of this exhibit, please contact:

Indiana State Museum Society, Inc.  
202 North Alabama Street  
Indianapolis, Indiana 46204

### **GEORGE ROGERS CLARK TRAIL**

One of the lesser known chapters of the American Revolution is the story of the campaigns west of the Allegheny Mountains and of one of the most remarkable leaders in military history — George Rogers Clark. The marking of the George Rogers Clark trail in Indiana is a result of the cooperative efforts of the IARBC and the Indiana Highway Commission. The Highway Commission erected nearly 600 signs, provided by IARBC, to designate Clark's route as it conforms to today's network of Indiana roads.

# SCHOOL-COMMUNITY COOPERATIVE ACTIVITIES

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## INTRODUCTION

Each activity suggested is totally dependent upon complete cooperation between the school and community. For this reason, school authorities as well as community leaders must cooperate with all participating students and adults when they need special services and understanding from them. For example, occasionally students as well as faculty members will need released time. Additional materials and supplies will be required and building space will be needed because of the many activities to be scheduled.

The success of the ventures outlined herein will absolutely depend upon the degree to which students, faculty, administration, civic leaders, and the body politic follow the true spirit of '76.

## COOPERATIVE ACTIVITIES

1. Organize a Bicentennial Club within the individual school. All United States history teachers should take a day to explain to their classes the rationale of the Bicentennial and the functions of a local club in the school. Student input is a necessity. After this initial exposure teachers should compile a list of all interested students who then will comprise a steering committee which will get the club officially chartered and approved by the administration and school board. Soon thereafter enlist membership of all interested students. Officers should be elected and regular meeting times established. This club will act as the channel through which all specific Bicentennial activities should be planned and enacted.  
  
A delegation of students from the school club could serve as permanent voting members of the community and/or county Bicentennial Commission.
2. All interested students can do library research on community roots. It is desirable, but certainly not absolutely necessary, that these roots be traced back to the Revolutionary Era. The products of this research could appear in one or all of the following:
  - (a) in local newspapers, perhaps in a regular column with the name of the student who contributes the article appearing in a byline; all of the newspaper articles, columns, and other student written material could be bound and sold and/or placed in libraries, historical societies, and museums;
  - (b) on taped transcriptions to be played on local radio stations;
  - (c) in promotional newsletters that are published by banks, shopping centers, public utilities, etc.
3. The school could sponsor a community "attic-cleaning" through which discarded and forgotten articles of historical interest might be collected and placed in a prominent community location for display purposes, such as in the public library, at a special festival, at an art fair, or in store windows.
4. The school could sponsor an art fair using the Bicentennial themes: *Heritage, Festival, Horizons*. At such a fair the following things might be on display: drawings, paintings, weaving, spinning, candle making, glass blowing, cider making, cooking and baking, and all other handicrafts that were common during Revolutionary times. The activities pursued at

Williamsburg, Virginia; Greenfield Village in Dearborn, Michigan; and the festival at Clayville in Illinois could serve as models.

5. The school could sponsor a Bicentennial seminar in which interested and knowledgeable local people could serve as panelists, lecturers, respondents, debators, and/or presenters. The topics for presentation should be related directly to the themes of the Bicentennial. These seminars could be presented during the evening at local community centers, senior citizen centers, and during the school day at assemblies and history classes.
6. Students could serve as hosts and hostesses at local museums, historical societies, and any function that relates to the Bicentennial; an alternative to these capacities is for students to serve as maintenance people in positions like leaf raking, painting, general clean-up, lawn mowing, and restoration at locations of historical interest.
7. The school's industrial arts department could build and erect markers within the regulations of community and state ordinances to bring to the public's attention places and buildings of local historical interest. This activity would complement the already established Illinois State Historical Society practice of marking places of state and national importance.
8. In cooperation with local architects, building contractors, and/or urban planners creative students could build and display models of their community as it looked during the Revolution and/or their vision of what it will look like in the future. In addition, they could also build a replica of a community using the lines of federal architecture and other existing styles popular in the Eighteenth Century.
9. Students could participate in giving presentations at local churches and temples which emphasize the religious traditions in American history, culminating on Sunday, July 4, 1976. Religious diversity, separation of church and state, and the relationship between religion and the national spirit could serve as themes.
10. All history students could trace their genealogy in an attempt to give them a personal, immediate identification with their nation's past. Foreign-born students could, as an option, research their culture's contributions to the history of the United States.
11. The school music and drama departments could, either by themselves or in cooperation with the local drama and music organizations, stage a production of *1776*.
12. The school could initiate an oral history project, culminating in a tape bank which would give students a unique, personal view into their community's past, even though it might not extend back to the Revolution. For example, interviews could be arranged with retired miners, farmers, soldiers, teachers, railroad workers, government employees, politicians, and anyone else who has personal memories of events in the past.
13. Students can plan and implement a film festival open to the entire community, utilizing both commercial, educational, and student-made films in conjunction with a film club. The themes can be related to the Bicentennial.
14. Students can enter floats and other things appropriate to parades, community festivals, and celebrations. Such floats could center on a Bicentennial theme regardless of the time when the parade or festival takes place.
15. Students can organize a local book drive in conjunction with the local and/or school library. Such books would be donated to the cooperating libraries and arranged there in colorful displays.
16. Students could organize a period dinner to which invited guests would wear costumes of the Eighteenth Century and eat food cooked according to authentic recipes of that period to the accompaniment of appropriate music. Such a banquet would involve cooperation among home

economics, music, and social studies departments. These departments would act as a resource for participants specifically in providing patterns for clothing, recipes (many of which can be ordered from the Colonial Williamsburg Foundation, Williamsburg, Va.), and also aspects of room decor. The music department would be responsible for performance of the music, while the social studies department could act as facilitators. The guests could represent a cross-section of the community, and the banquet could be financed by the school Bicentennial club and/or interested sponsors who would contribute donations. Another option is for the club to place a prominent article in the local newspaper describing the event in detail. Accompanying this article would be a dinner reservation blank which interested persons could clip from the newspaper and send in to the school along with a check for the cost of the meal. It is absolutely essential that the club know exactly how many people will be in attendance regardless of how the club decides on who should participate.

17. Students could conduct a recipe drive featuring authentic early American recipes. These recipes would appear in the foods section of the local newspaper in a regular column. They could also be bound and placed in libraries and/or sold to raise money for the club.
18. Students could prepare multi-media presentations to show to schools, community centers, civic groups, and other interested parties. Local history and community problems could serve as appropriate topics along with the Revolution. The school's audio-visual expert could render technical assistance.
19. Students could compile a list of community and area people who are experts in any area that relates to the themes of the Bicentennial as well as local history. Concrete examples might be area professors of history and local history "buffs" who may be self-taught experts in such things as colonial weaponry, uniforms, or tactics. Such a list could then be distributed to anyone interested in the experts' services, and the club could act as a liaison between those making a request for a speaker and the speaker.
20. Students could prepare local radio spots similar to the Shell Oil one-minute television Bicentennial spots. If the school has a student operated radio station, this would be an appropriate place for these spots.
21. Students could commission and/or promote a contest for original drama, music, role-playing a la Hal Holbrook's portrayal of Mark Twain, speeches, paintings, etc. created by students and community people. All of these things could be displayed or performed at a festival.
22. Students could perform skits and/or musical numbers at half-time periods during athletic events. In addition to the local high school, college, and university level, even professional sporting events could be used if the possibility should arise.
23. If a school traditionally conducts a senior trip, that trip could be planned in the year of the Bicentennial with visitation to such prominent early American cities as Boston, Williamsburg, and Philadelphia. Participating students could compile a slide and film record of their trip which they could share with the school and community upon their return.
24. A summer travel program could be conducted under appropriate adult supervision (a "school-on-wheels" concept) which could involve specific subject matter tours: art, architecture, language study, politics, military history, Indian history, explorer routes, and others, all relating to early America. Participating students could compile a slide and film record of their trip which they could share with the school and community upon their return.
25. Students could go to other local junior high and elementary schools where they could present programs relating to the Bicentennial. (Any and all activities suggested on this list would be appropriate for this exchange.)

26. The 1976 school yearbook could be based on Bicentennial themes with appropriate pictures, quotations, cover, and colors.
27. A special commemorative publication which consists of highlights of all school-community Bicentennial activities which were carried out during the Bicentennial period would be appropriate. This publication should be professionally published on high quality paper and have a strong binding so that it can become a lasting tribute to the accomplishments of the school and community. A professional publisher should do this work, possibly the yearbook publisher.
28. Adapt the Illinois State Historical Society's Student Historian Program to the American Revolution. Students could make projects and do research on the American Revolution. Use the same categories as in the Illinois system: handicrafts, dioramas, art, models, and miscellaneous. Two students may work on an individual project. The projects must have attached data sheets telling how the project relates to the American Revolution.

The completed projects could be displayed for all students to see. They could be judged by members of the local historical society. Prizes (perhaps ribbons) could be awarded to the makers of the winning projects. Winning projects from each school could be put on display in the store windows of local merchants, and townspeople should be encouraged to view the work done by the students.

This type of activity is in keeping with the theme of the Bicentennial, especially that of festivals.

For any teacher not familiar with the Student Historian Program (Gr. 7-12), guidelines can be obtained by writing to the Illinois State Historical Society, School Services Division, Old State Capitol, Springfield, Illinois 62706. These materials are easily adaptable to the American Revolution themes.

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