**Lesson Plan: *Rabble In Arm*s**

**Grade Levels**: 5+

**Time**: 45 minutes + (can be stretched over several days, if desired)

**Materials**:

* Three outfits (+ militia coat)
* Accessories related to each person
* Local people biography cards
* John Sullivan’s “Regulations for the Order and Discipline of the Troops of New Hampshire” printed copy in binder & in digital form on flash drive (also contains troop formations)
* Worksheets & activities

**Questions**

Introduce questions for the conclusion of the lesson. Tell students to keep them in mind during the lesson so that they can answer them at the end.

* Who were the people who fought in the American Revolution, on the American side?
* What was life like for them? How did they live during this time?

**Handout/Reading Activity**

* **Hand out cards with information about various individuals of the Revolution**
  + Each card will represent a different person and will include facts about him/her.
  + Ask students to become familiar with the people on the cards.
  + In groups, students can read aloud information about their person.
* **Discussion**
  + How are the individuals different from one another?
  + How are they the same?
  + What unites them and what does that mean?

**Hands-On Activity**

By looking at the clothing and accessories included in the trunk, students can begin to learn more about the people who fought in the Revolutionary War.

* **Analyze & Decide**
* Working in groups, have students look over the clothing and accessories from the trunk and try to decide which clothing matches with the people on their cards.
* Once they figure out who they think goes with which articles of clothing, students can them try to put the items in order of how they were worn.
* Ask students if there any items missing that they think this person may have used in his/her daily life.
* **Clothing**
  + Militiaman
  + Continental soldier
  + Native American soldier
  + 18th century Woman
* **Ask**:
  + What role did this person play in the Revolution?
  + Compare and contrast what you know about the different people based solely on their clothing
  + Can you describe what this person’s life might be like?
  + How might the lives of all these people differed? How can you tell?
* **Order & Discipline**
* Read a passage from Regulations for the Order and Discipline of the Troops of New Hampshire by John Sullivan
  + Choose a few of the rules or marching orders and try to implement them
  + Think about how these rules were executed and how the local militias conformed to them
  + How did the men prepare for battle?
  + How was the army organized? How was a militia organized?

**Discussion**

* What made this effort of getting so many diverse peoples together towards a common cause - successful?

**ADDITIONAL ACTIVITIES**

* Try on the clothes!
  + Divide students into groups. Have them look over the clothes and try and figure out how to dress up one member of their group in the proper outfit, with the proper order or items.
* Object Analysis
  + Give each student one item from the trunk- either a piece of clothing or an accessory. Have each student analyze the item and complete the “Object Analysis” worksheet. Allow students to pick up and touch the items, if it better helps them understand what the item is.
* Matching
  + Hand out the names of clothing items and challenge students to match the names with the items. Then figure out what each item’s use may have been.
* Writing
  + Using the writing prompt, have students choose a role for themselves in the Revolution and write a few diary entries based on their personas.
* Reading
  + Read a passage from A Narrative of a Revolutionary Soldier: Some Adventures, Dangers, and Sufferings of Joseph Plumb Martin by Joseph Plumb Martin, to better understand the perspective of a soldier fighting in the war. WARNING - this is a real account of the war and some material may not be suitable for younger readers.