Lesson/Activity inspired by *Paul Revere: Beyond Midnight*

**Title of Activity:** “Curious Curator”

**Level:** These activities can be adapted for elementary, middle, and high school levels

**Essential Questions:**
- How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? How do social, political, and cultural interactions support the development of identity? (National Curriculum for Social Studies (Theme 2): Time, Continuity, and Change)
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? (National Core Arts Standards Responding)
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (National Core Arts Standards: Responding)
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? (National Core Arts Standards: Responding)
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? (National Core Arts Standards: Responding)

**Connections to Frameworks:**

**National Core Arts Standards:**

**RESPONDING:**
- Anchor Standard 7: Perceive and analyze artistic work.
  - Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
  - Enduring Understanding: Visual imagery influences understanding of and responses to the world.

- Anchor Standard 8: Interpret intent and meaning in artistic work.
  - Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

**National Core History/Social Studies Standards:**

**Key Ideas and Details:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (Grades 6-12). Determine the central ideas or information of a primary or
Craft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts (Grades 9-10). Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence (Grades 11-12).

Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts (Grades 6-12). Compare and contrast treatments of the same topic in several primary and secondary sources (Grades 9-12). Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (Grades 11-12).

National Curriculum Social Studies Standards:

Culture (Theme 1): Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place/Acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

Time, Continuity, and Change (Theme 2): Studying the past makes it possible for us to understand the human story across time/Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place/Knowing how to read, reconstruct and interpret the past allows us to answer questions/Through a more formal study of history, students expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry.

Materials:
A Sampling of Objects/Documents from Beyond Midnight:
- “A View of the Obelisk,” engraving by Paul Revere of an obelisk that stood on Boston Common in celebration of the repeal of the Stamp Act (1766)
- “A Warm Place Hell,” engraving by Paul Revere (1768)
- “The Bloody Massacre Perpetrated in King-Street Boston,” engraving by Paul Revere depicting the Boston Massacre (1770)
- “Book Plate for Paul Revere,” engraved by Paul Revere
- “Paine Tea Service,” made by Paul Revere, 1773 (Courtesy of Worcester Art Museum)
- “Paul Revere & Son,” advertisement in the Columbian Centinel, March 20, 1805
- “Mortar,” possibly used to test gunpowder, ca. 1799 (Courtesy of the Paul Revere Memorial Association / The Paul Revere House)
- “The Hon.ble John Hancock, Esq.” engraved by Paul Revere for the Royal American Magazine (March 1774)
- “Trade Card for William Jackson,” engraved by Paul Revere (1769)
- “Medical Lecture Certificate,” engraved by Paul Revere (ca. 1785)
- “Paul Revere,” painting by N. C. Wyeth, 1922 (Courtesy of The Hill School)
- “Paul Revere’s Ride,” Poem by Henry Wadsworth Longfellow (1860)
- “Walt Disney’s Paul Revere,” cover of Little Golden Book (1957)
Activity:
Give students a selection of the pieces from the *Beyond Midnight* exhibit (see “Materials” section above).

In groups, have them group and arrange the pieces in a way that makes sense to them and they can articulate based on what they see as shared themes, concepts, and/or styles between the objects/documents. Students will justify their groupings with a brief written description for each of their categories. (Descriptions should address topics such as style of piece, techniques used, content of piece, etc.)

Have students create a name for the overall exhibit based on all their groupings.

Ask each group to move about the room and guess what groupings the students have created and possible titles for other exhibits.

Then reveal the four categories created by the curators of the *Beyond Midnight* exhibition (Revere as “The Revolutionary,” “The Maker,” “The Networker,” “The Legend”). Ask students to compare their connections with the connections made by curators.

Resources/Links:
- American Antiquarian Society: https://www.americanantiquarian.org/revere
- The AAS Collection of Paul Revere: https://www.americanantiquarian.org/Inventories/Revere/
- Concord Museum: https://concordmuseum.org/events/revere-show/
- Worcester Art Museum: https://www.worcesterart.org/exhibitions/paul-revere/
- National Arts Standards: https://www.nationalartsstandards.org/
- National Core History/Social Studies Standards: http://www.corestandards.org/ELA-Literacy/RH/6-8/
- National Curriculum Social Studies Standards: https://www.socialstudies.org/standards/strands#1

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