



# Revolutionary War Lesson — Personal Side of War

Lesson written by Tina Lyons

## STANDARDS:

*Era 3 – Revolution and the New Nation (1754-1820s)*

- Standard 1C – The student understands the factors affecting the course of the war and contributing to the American victory.

## LESSON:

1. Have students choose a soldier from the Revolutionary War. Students may want to research an ancestor's service, a veteran from the community, or a soldier with a similar name as the student.

There are a number of sources to find information on Revolutionary War soldiers. Students may find the name of a Revolutionary War soldier within Ancestry.com databases, local histories, cemetery records, or historical newspapers. The 1840 US census also included a list of veterans and widows receiving Revolutionary War pensions.

2. Students should seek out additional information about the soldier. Students will not be able to find every detail about every soldier's service, but they should explore as many records available for the soldier they are researching.

Information to look for includes:

- a. Enlistment dates and places
- b. Units joined, commanding officers
- c. Wartime activities – movement, battles
- d. Any injuries or illnesses during the war
- e. War conditions
- f. Memorable parts of the war
- g. Life after the war (occupation, pension, family, etc.)

Students may find this information by using the following records:

- a. Revolutionary War service record
- b. Revolutionary War pension file
- c. Local Histories
- d. Family Histories
- e. Census Records
- f. Historical Newspapers (obituaries, stories about the past)
- g. Cemetery Records

- 3.** Students should use the information they have found to create a timeline and map of the soldier's service. They may also want to include what they found about the soldier's life before and after the war.
- 4.** Revolutionary War service records rarely detail the activities an individual soldier engaged in during their military service. Instead, students will need to research the unit the soldier served to find this information. After discovering what battles the unit fought in and the time the soldier was a member of the unit, students can then research battles that the soldier may have fought in. This information should be added to the soldier's timeline and map.
- 5.** Students will present their soldier to the class as a written report, visual presentation or oral presentation. Their timeline and map should be a part of their final report.