

Responsibilities of Collection Managers

Collection managers have a lot of responsibilities. Here are a few examples!

- Research the background of historic objects to make sure they are authentic. For example, a desk used by Thomas Jefferson would have to be documented. This means that the collections manager must use different resources to show that the desk either belonged to Jefferson or not.



<http://museumblog.winterthur.org/files/2012/04/10MatthewStiles.jpg>

- Decide what items in a collection are made available to the public and which are restricted or not as readily available. For example, some items might only be accessible to people with special permission such as someone working on a book or a documentary.



<http://museumblog.winterthur.org/files/2012/04/12textilestorage.jpg>

- Train others on how to properly care for and preserve artifacts and documents in a collection.



https://americanhistory.si.edu/sites/all/themes/nmah2018/images/ssb_conservation.jpg

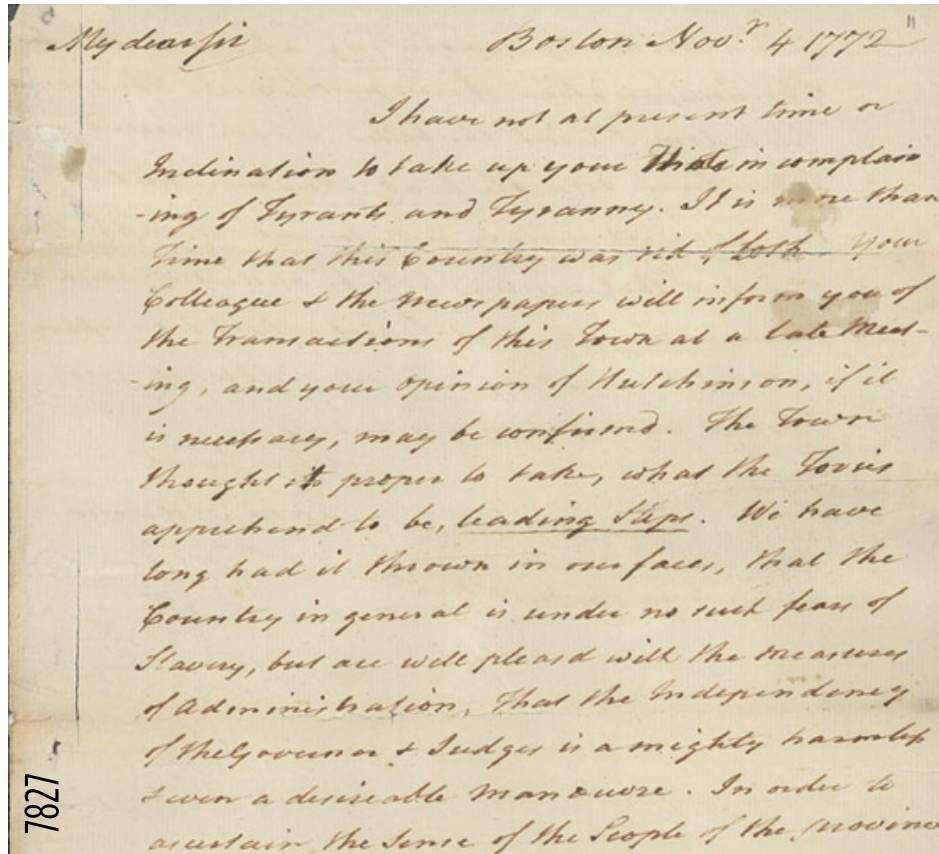
- Maintain an inventory, or listing of items in a collection. For example, a collections manager will check and see how many items are available on the Revolutionary War. Sometimes items wear out or are damaged. The collections manager then makes sure they are removed from the inventory.



<http://museumblog.winterthur.org/files/2012/04/05MaryJim.jpg>

Using Databases

Databases are large collections of information that are searchable. There are databases that include information on artifacts owned by a museum, fingerprints of criminals, and even fingerprints of known criminals! Collections managers enter as much information about an object as they can. Take a look at the example source and data entry below:



<https://www.bostonteapartyship.com/wp-content/themes/btps/images/samuel-adams-letter-to-warren.jpg>

Database Entry Form

Identification Code:

7827

Type of Artifact: Letter

Author of Artifact: Samuel Adams

Date of Artifact: November 4, 1772

Brief description of information contained in artifact:

Adams is writing to James Warren to discuss gathering support against the currency act that had been imposed on the colonies by Britain.

Search Terms for the Artifact:

#AmericanRevolution #SamuelAdams #JamesWarren #Letter

Creating a Primary Source

Follow the steps below to create your primary source!

Step 1: Choose Your Perspective

People who lived during the American Revolution had different opinions about whether it was a good idea for colonists to break away from England. Loyalists were not in favor leaving Great Britain. They wanted to remain loyal to the British government. Colonists who wanted independence from Britain were called Patriots. This is because they wanted to establish their own country.

You will imagine you lived during this time period and create a primary source that talks about your feelings about the American Revolution. Circle which point of view you want to take:

Loyalist

Patriot

Step 2: Choose Your Source Type

Choose which type of primary source you want to make. Circle your choice below:

Diary Entry

Cartoon

Illustration

**Other (ask teacher for approval if you
have another idea)**

Step 3: Read About Perspectives on American Revolution

Before you create your primary source, you will look at other sources that talk about people's perspectives on the American Revolution. Read through the sources on the handout: Sources on American Revolution.

Take notes below about which sources you want to use as background information for the source you are creating.

Step 4: Create Primary Source

Get a piece of paper and a pen with permanent ink from your teacher. Use the information you have gathered to write out your primary source on the paper. Be creative! Add in details to make your primary source as authentic as possible. Here are some ideas of items to include:

- A date during the American Revolution time period.
- Discussion of events that you witnessed.
- Description of a place you lived. For example, a person living in Boston will have a different experience than someone living on a plantation in Virginia.

Step 5: Age Artifact

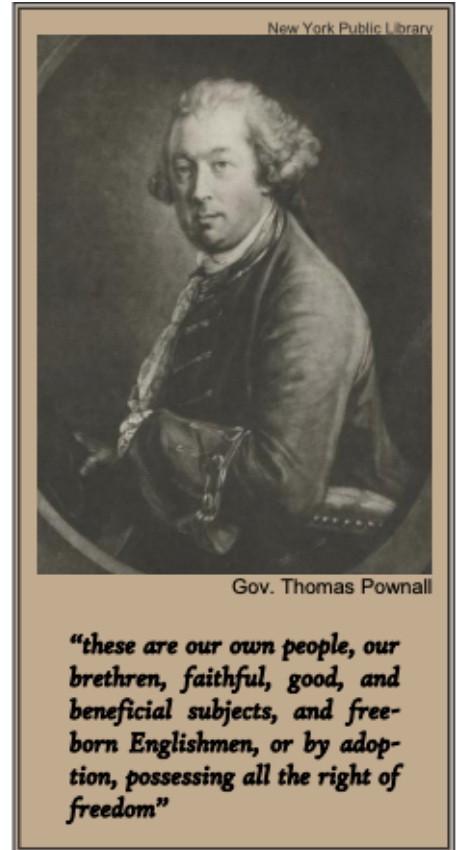
You will now make your primary source look like it was created during the American Revolution. Follow the steps below to age your artifact and make it look like it was created hundreds of years below.

- Collect the following supplies from your teacher:
 - Tray or pan large enough to fit your piece of paper
 - Warm coffee
 - Dixie cup (or other small paper cup)
 - Sponge brush
 - Instant coffee grounds
 - Paper towels
- Crumple up your paper. Then smooth it out as best you can and lay it flat in your tray.
 - You may also choose to put a couple of small rips or tears in your paper.
- Fill your small cup up about 1/2 to 3/4 of the way with warm coffee. Carefully pour the coffee over your document.
 - Note: Your document should be damp all over. There should NOT be pools of coffee in your tray.
 - You can use a sponge brush to spread your coffee out over the entire document, if needed.
- Sprinkle a small handful of instant coffee ground over the top of your document.
- Allow the coffee grounds to sit for 3-5 minutes.
- Use a paper towel to wipe away coffee grounds and soak up any extra coffee.
- Lay out a couple of paper towels on a flat surface.
- Take your document out of your tray and lay it on the paper towels to dry overnight.

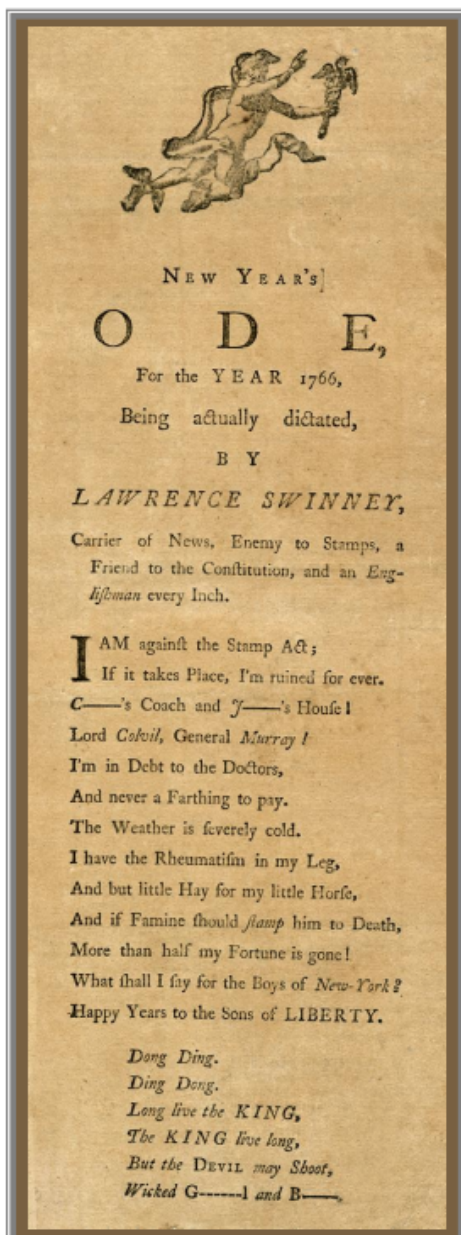


Sources on American Revolution

This is a picture of Thomas Pownall. He was a royal governor in Massachusetts Bay and South Carolina. In 1764, Pownall published a pamphlet called *The Administration of the Colonies*. A pamphlet is like a small booklet. In the pamphlet, Pownall wrote that colonists were unhappy with the way they were being treated by the British government. This pamphlet was important because it was one of the first books to explain that colonists weren't happy with the British.



<http://americainclass.org/sources/makingrevolution/crisis/text2/pownall1764.pdf>



<http://americainclass.org/sources/makingrevolution/crisis/text3/stampactresponse1765.pdf>

This is a poem written by a colonist in New York. The poem shows how one person protested against the Stamp Act. To protest is to show disapproval over something. In the poem, the author writes, "I am against the Stamp Act; If it takes place, I'm ruined for ever." The author explains that it would be very hard for him to pay extra money for taxes. The author says that he is already in debt, which means he doesn't have money. He does not have enough money to feed his horses. Like the author, many colonists were angry that they would have to pay additional taxes to the British government.

Sources on American Revolution

This is a picture of colonists in Massachusetts protesting the Stamp Act. The Stamp Act was a tax put on all printed materials such as contracts, newspapers, magazines and legal documents. When the tax was paid, a special stamp was put on the documents. Colonists were not happy about the tax because the British government passed the tax without asking the colonists what they thought about the tax. The only way they could make their opinions heard was by protesting. This protest took place in Boston. No one was hurt.



<https://allthingsliberty.com/2013/02/the-pine-tree-riot/>

This is a picture of the Boston Massacre, drawn by Paul Revere, a supporter of American independence. On March 7, 1770 a fight began with some colonists started arguing with a British soldier. As the crowd grew, more soldiers arrived. One of the soldiers fired into the crowd. Five colonists were killed. This event was called the Boston Massacre. A massacre is the killing of many people. Patriots used this event to build support for independence.



<https://www.britannica.com/event/Boston-Massacre/media/1/74914/159351>

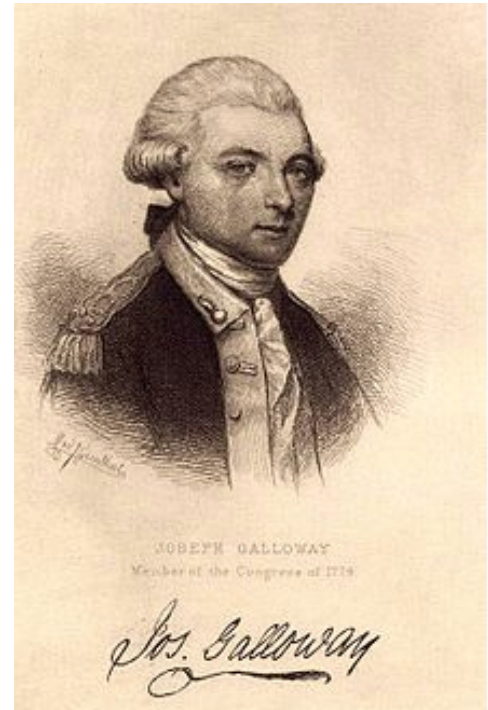
This is a picture of the Boston Tea Party. By 1773, protests against the British grew more destructive. On December 16, 1773, several members of the group the Sons of Liberty dressed up as Mohawk Indians and boarded a British ship. The Sons of Liberty supported breaking away from the British government. The group threw over 342 chests of tea into the harbor. The Boston Tea Party made the British government very angry so they passed even more laws to punish the colonists.



https://en.wikipedia.org/wiki/Boston_Tea_Party#/media/File:Boston_Tea_Party_w.jpg

Sources on American Revolution

This is Joseph Galloway, a member of the Continental Congress. Galloway did not support American independence. Instead, he created a plan in which the colonies and the British government would establish a legislature made up of both British and colonial representatives. Congress rejected Galloway's plan because they believed that the British government still would not treat colonists as equals.



https://en.wikipedia.org/wiki/Joseph_Galloway#/media/File:Joseph_Galloway.jpg

In your famous pamphlet entitled *Common Sense*, by which I am convinced of the necessity of Independence, to which I was before averse, you have given liberty to every individual to contribute materials for that great building, the grand charter of American Liberty. I shall therefore venture to lay before you and the public a few hints, as they may occur to my mind . . .

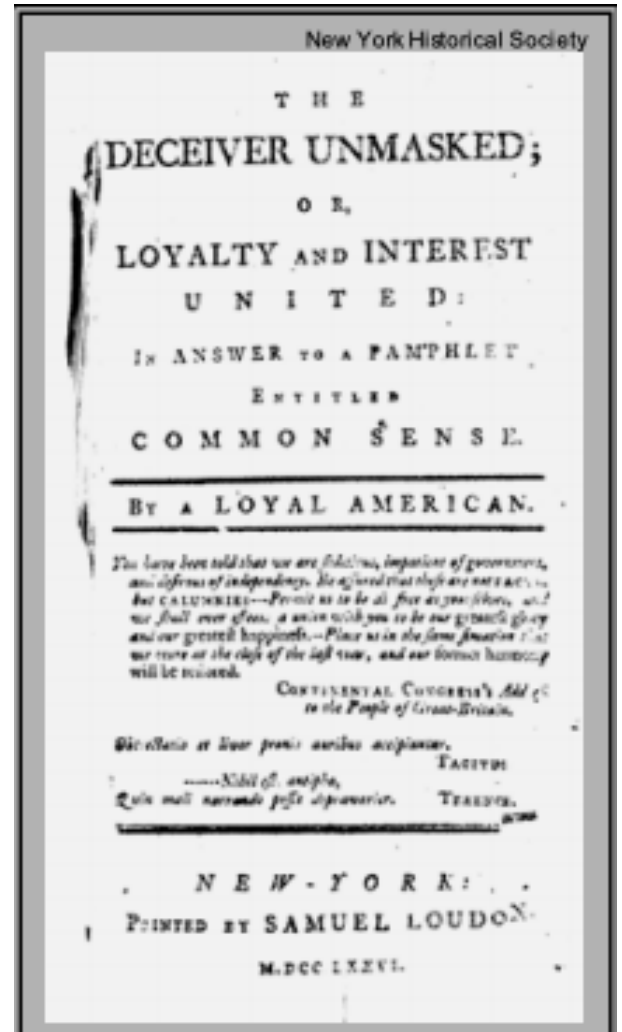
— "ESSEX," *The New-York Journal; or, The General Advertiser*, 17 March 1776

<http://americainclass.org/sources/makingrevolution/rebellion/text7/commonsensenevpraise.pdf>

This is part of a letter written to Thomas Paine after his pamphlet *Common Sense* was published in 1776. This person clearly supported Paine's argument for independence. The author even states that before reading Paine's pamphlet, he believed it was best to stay with England. Instead Paine's argument influenced his decision to support colonial independence. Paine's argument for freedom changed the minds of many colonists who thought that the colonies should stay with Britain.

Sources on American Revolution

This is the front cover of a pamphlet written in response to Common Sense. Not everyone thought Common Sense was correct or liked Paine's ideas. This was written by a New York City minister, the Reverend Charles Inglis. Inglis was a loyalist and thought it foolish that the colonists would even consider leaving Britain. At one point, Inglis wrote, "I find no Common Sense in this pamphlet, but much uncommon frenzy (or anger)." Inglis' ideas found many supporters throughout the colonies, who believed the colonies could not survive without British protection and economic markets.



http://americainclass.org/sources/makingrevolution/rebellion/text7/inglis_sdeceiverunmasked.pdf



In this picture, a group of people in New York City are pulling down a statue of George III in 1776. Actions like these were done by colonists who wanted independence. By destroying symbols of the British Crown like this statue, the colonists were showing their dislike of royal authority. Loyalists were angry at these shows of disrespect towards the King. But, there was often little they could do to fight back.

Steps to Create a Database Entry

Step 1: Read your primary source artifact.

- Read through the artifact at least once get a basic understanding of the type of artifact you will be cataloging.

Step 2: Fill in Database Entry

- Use the the information you gathered from reading your source to fill in the database entry below:
- Note: Do not fill in the box labeled “identification code” until step 3.

Database Entry Form

Identification Code:

Type of Artifact: (Diary entry, Cartoon, Illustration, Other)

Author of Artifact: _____

Date of artifact (if no date is included, leave simply as American Revolution): _____

Brief description of information contained in artifact:

At least 3 hashtags that could be used to search for the artifact (ex. #americanrevolution #letter):

Step 3: Code Your Database Entry

- Create a 4 digit code that will identify your artifact in the database. The code can contain both letters and numbers.
- Write your 4 digit code in the “identification code” on your database entry form.
- Write your 4 digit code somewhere on the document.
 - Be sure not to hurt the readability of the document! Try to put your code in a corner or on the back!