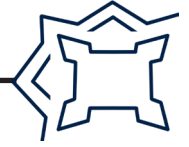


# A SOLDIER'S LIFE - VIRTUAL CLASSROOM PROGRAM



GRADES 3-8

## OVERVIEW

*A Soldier's Life* uses an interdisciplinary approach to teach students about the lives of American soldiers on America's northern frontier in the early years of the Revolutionary War. This engaging 45-minute program incorporates history, geography, and math to provide context to the daily experience of American soldiers during the Revolutionary War. Students will explore the equipment and food of soldiers and discuss the challenges of transporting and supplying the Continental Army, keeping in mind Fort Ticonderoga's strategic location.

## PROGRAM GOALS

- \* To educate students about the daily lives of soldiers at Fort Ticonderoga at the onset of the American Revolution. By comparing the hardships that soldiers endured to a modern day camping trip, students can relate to the lives of soldiers on campaign.
- \* To excite students about the larger concepts of the American Revolution. Using high-quality reproductions of 18th century objects, students can virtually experience the personal items, equipment, and foods soldiers carried with them.
- \* To actively engage students in an inquiry-based learning process. This interactive program gives students the opportunity to provide input, ask questions, view objects, and examine the various layers of a soldier's clothing and accoutrements.

## STUDENT STANDARDS

### COMMON CORE:

#### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

#### CCSS.MATH.CONTENT.4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

#### CCSS.MATH.CONTENT.4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.



## DIGITAL PLATFORMS

We provide a virtual classroom space on Zoom or Google Meet. To access this live program, we will send you a unique URL to distribute to your students or use on your classroom computer. A staff member will serve as program moderator during the program to assist with communication via chat and any technical issues.

## PROGRAM OUTLINE

### ***Introduction:***

Costumed presenters explain the group of soldiers they represent, their connection to the school's location, and begin a brief discussion with students on the events leading up to the American Revolution. Program moderators display a map of the northeastern colonies and identify significant waterways to provide geographic context to the region.

### ***Items Soldiers Carried:***

Presenters prime students to compare soldiers' enlistments to a multi-month camping trip. Students construct a list of personal items they would pack for a camping trip or sleepover. Students determine whether the various items existed at the time and presenters show and discuss the 18th century equivalents.

### ***Carrying Everything:***

Presenters discuss the individual military accoutrements (bayonet belt, cartridge pouch, powder horn, etc.) soldiers would carry with them. In addition to these items, soldiers also carried a knapsack filled with all their personal items, highlighted in the previous inquiry. This gives students an understanding of the weight soldiers carried as they marched tens of miles a day.

## STUDENT STANDARDS

### C3 FRAMEWORK:

**D2.Geo.2.3-5.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

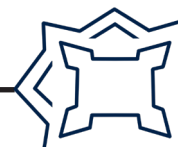
**D2.Geo.6.3-5.** Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

**D2.Geo.7.3-5.** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**D2.Geo.8.3-5.** Explain how human settlements and movements relate to the locations and use of various natural resources.

**D2.His.2.3-5.** Compare life in specific historical time periods to life today.

**D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.



---

## PROGRAM OUTLINE CONTINUED

### ***Feeding and Supplying an Army:***

Students examine three different soldiers' foodstuffs. After guessing each of these foods, presenters discuss the commonality of these foods being dry or salted due to the lack of refrigeration to prevent food from spoiling. Presenters and moderators then guide students through illustrated mathematical equations to calculate the weight of food for an entire regiment over a term of enlistment. Students determine the optimal method for transporting that amount of food, underscoring the geography surrounding Ticonderoga.

### ***Conclusion:***

Students have time to ask questions and presenters provide a brief overview of the exciting events and demonstrations taking place on site and online at Fort Ticonderoga.

**Additional Resources** from Fort Ticonderoga can be found here:

<https://www.fortticonderoga.org/learn-and-explore/educators/>