

GRADES 3-8

OVERVIEW

A Soldier's Life uses an interdisciplinary approach to teach students about the daily lives of American soldiers on America's northern frontier in the early years of the Revolutionary War. This engaging one-hour program incorporates history, geography, and math to provide context to the personal 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, understanding Fort Ticonderoga's strategic location.

PROGRAM GOALS

- * To educate students about the daily lives of soldiers at Fort Ticonderoga at the outset of the Revolutionary War. 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 Revolutionary War. Using reproductions of 18th century objects, students can experience firsthand the types of supplies and necessities 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, handle objects, and dress like a soldier!

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

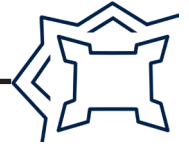
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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.



WHAT WE NEED

1. A whiteboard with markers and an eraser, or chalkboard with chalk and an eraser
2. A table at the front of the room for equipment
3. A map of New York showing the eastern New York border, including Lake Champlain and the Hudson River

PROGRAM OUTLINE

Introduction:

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. Students locate Ticonderoga on a map 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 collectively create a list of modern personal items they would pack for a camping trip or sleepover. Students determine whether the various items existed during the Revolutionary War and presenters show and discuss their period equivalents and the materials available at the time.

Carrying Everything:

A student volunteer tries on each piece of a soldier's military equipment and a soldier's knapsack filled with their personal items, highlighted in the previous inquiry. Students get a visual understanding of the weight soldiers carried during routine marches of tens of miles!

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.

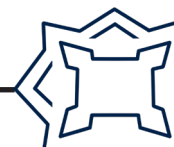
D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

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

A Soldier's Dress:

Another student volunteer dresses up like a soldier as presenters explain each article of clothing. Presenters guide students in a discussion of this clothing.

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 then guide students through 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/>