

National Park Service

U.S. Department of the Interior

Morristown National Historical Park

**“A Soldiers Life”**

**Morristown National Historical Park - Educational Program**

http://www.nps.gov/morr/forteachers/classrooms/fieldtrips.htm

**Curricular Standards that this program will help meet:**

**New Jersey Core Curriculum State Standards:**

 **Social Studies- grade 6**

 **English Language Arts Standards:**

 **Speaking and Listening: Grades 4-6**

 **CCSS:ELA- Literacy. SL.4.4; 5.4; 6.4**

 **History/Social Studies: Grades 6-8**

 **CCSS.ELA-Literacy. RH.6.-8**

**National Center for History in the Schools** [**http://nchs.ucla.edu/**](http://nchs.ucla.edu/)

**United States History Content Standards for Grades 5-12**

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

 **Standard 2 – The impact of the American Revolution on politics, economy, and society.**

**C- The Student understands the Revolution’s effects on different social groups.**

**Historical Analysis and Interpretation- Historical Thinking Standard 3**

**The student engages in historical analysis and interpretation:** *Therefore, the student is able to:*

* **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
* **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
* **Challenge arguments of historical inevitability** by formulating examples of historical contingency, of how different choices could have led to different consequences.
* **Hypothesize the influence of the past**, including both the limitations and opportunities made possible by past decisions.

**Morris School District Standards -- from the MSD Curriculum Map**

**What were the events and actions that determined the course of the war?**

Military and political aspects of the Revolution**--How did military and political experiences affect the revolution?**

**What role did New Jersey play in the Revolution?**

Economic, political, and social changes brought about by the American Revolution--

**How did the revolution change people’s lives?**

**Program Outline**

**Introduction** (BRIEF--no more that 6-7 minutes)

Students sit on the bench (and if necessary, on the floor) near the Encampment mural

Ranger asks the students questions to see if the class has a basic idea of the importance of Jockey Hollow.

Instruct the group regarding the format to the program. There are two main parts--activities in the Visitor Center and an activity in the Wick House.

\*Divide the group if over 25 students total—as close to an even division as possible/confer with teacher(s).

**Visitor Center Program** (one hour or less, including travel time)

**…. Becoming a Soldier**

***Question to consider: Would you join the Continental Army? Why/Why not?***

***Summary:*** *Ranger leads group in discussion of why/why not someone might join the Continental Army*

*Ranger leads activity helping students understand the unfulfilled promises of clothing, equipment and pay.*

**Activity/discussion: Soldier Recruitment**

The ranger/leader of the activity asks the group “If you lived during the revolution, you owned, worked on or lived on a farm. What kinds of things might the army offer you that would make you leave your farm and family and enlist for three years (or more) in the Continental Army? Students provide examples.

**Activity—“Promises, Promises”**

Instructions: Ranger tells the group that she/he will scatter cards on the floor with pictures of the items promised to those who enlist in the Continental Army—blue cards represent clothing, yellow cards: food, white cards: equipment and tan: money. Students are to gather no more than ten cards with no duplication of items (no pairs of cards) but some of each color. The ranger should stress that they are to do this safely and carefully.

Ranger scatters cards all over the floor in front of the mural and tells students to gather the cards. After the students gather the cards, they are to go back to the bench, or on the floor in front of the bench and organize their cards, making sure they Have followed the rules. When the students are ready, the ranger reviews the various promises made to new recruits (see recruiting speech below.) The students are to raise their hands if they “received” that item. (that is, if they have the card with the picture of that item.) If they do not have that card, they are to consider what it would be like for them not to have that item.

*Here are the promises made to the soldiers.*

When you join your regiment, you will be given all the equipment necessary to be a gentleman soldier:

A Soldier is to receive each year a UNIFORM:

One hat

One wool regimental coat

One linen hunting frock

Four shirts

Two waistcoats (linen for summer, wool for winter)

Two pairs of either knee breeches, overalls or trousers (linen for summer, wool for winter)

Four pairs of stockings

Two pairs of shoes

A soldier will also be provided the following equipment:

A musket with bayonet

A cartridge box with ammunition

A haversack for holding your food

A canteen for water

A knapsack to hold your clothes and personal items

FOOD A private is to receive

One pound of beef per day (or three-quarter pounds of pork, or one pound of salt fish

One pound of bread or flour per day

Three pints of peas, beans or vegetables per week

One pint of milk per day

One half pint of rice or corn meal per week

One quart of cider per day

MONEY AND LAND: A private is paid six dollars and sixty-seven cents per month.

The State of New Jersey is paying a bounty of ONE THOUSAND DOLLARS to each man who enlists. In addition, the Continental Congress will give each soldier ONE HUNDRED ACRES OF LAND when the war is over, for those who serve for the duration (that is, until the end of the war.)

The ranger will ask the students if they “received” everything promised (no student will) and they will be reminded that the soldiers did not receive everything. They should be reminded of the problems regarding their pay--lack of hard money (gold/silver) and the inflation of the Continental currency.

Ranger asks the students if they would have stayed in the army if they were soldiers, even though most of the promises made to the recruits were not kept. Most soldiers stayed….so why? This can lead to a discussion, depending on time.

**…A Soldier’s items - “What’s in your haversack?”**

***Question to consider: What kind of equipment would a Continental Soldier carry?***

Ranger asks the students what personal items they would carry if they were a soldier (in addition to the musket and bayonet.) The students should understand that soldiers (who marched long distances) had to carry all their own personal belongings, so they couldn't be burdened by excessive, unnecessary equipment. During the times of the year when weather allowed, they were constantly on the move. The Brown Bess musket alone weighs approximately 10 pounds. Today hikers and climbers measure their gear and supplies in ounces – 16 oz. to a pound.

The class is given instructions by the ranger about their role in the activity.

Afterwards, the teacher divides the class into three groups, each sitting in separate circles on the floor. The Ranger distributes haversacks to each group, with a worksheet on a clipboard and pencil. A notebook with information about the objects is handed to the adult supervising that group so that he/she may facilitate discovery. The students will examine the items in their haversack and try to determine their identity and function. After examining the contents and having a few moments to think about the objects, the adults (using the information in the notebook) will make sure that the students will discover the actual name and function of the individual items.

Each group of students will then complete the worksheet, answering all the questions listed. The key question on the worksheet requires the group to decide what two objects in their sack would be the most important to a soldier. They should prepare to display the objects to the other students, and tell how they answered the questions on the worksheet. If absolutely necessary, the adult with them can assist the students to make sure the group is ready in the limited time available.

After their preparations, each group of students, in turn, will then stand in front of the rest of the class, show them the objects in their haversack and tell them how they answered the questions on their worksheet, providing information about the object to the other students, especially why they selected this object as most important to a soldier.

**…A Soldier’s Shelter**

***Question to consider: What would you live in during a winter camp and how was it made?***

Question to discuss: What was it like for twelve soldiers to build and share a log hut?

The ranger will instruct the group about this activity (including safety instructions such as no touching of objects, no sitting in the hut, be careful on the stairs leading the hut) during the instructions for the Haversack activity since it will take place while the students work on their haversack worksheets.

Each group working on their haversack worksheet will take a turn visiting the Soldier Hut Exhibit inside the Visitor Center, accompanied by the ranger and a chaperone. Led by an adult, they will descend to the hut level and enter the exhibit. Rules about how to behave in this exhibit (be safe, no touching of objects, etc.) will be discussed as part of the preparation.

As the students look inside the hut, the ranger can ask the students a couple of questions about its contents, size and appearance (i.e. what materials needed to be found/gathered to create it? How would twelve soldiers share this space, particularly for sleeping? Would you like to live in it? If you were a soldier, where else could you live?) The ranger should allow some time for the students to ask a few questions.

**Wick House Activity (approx. 60 min. or less)**

***Questions to consider: What were the sacrifices made by civilians such as the Wick family during the American Revolution?***

 ***How did the lives of the officers and civilians change because of the war?***

1. WELCOME/INTRODUCTION: The ranger (or volunteer, if there is no ranger) welcomes the group and (if this has not been done already at the Visitor Center) gives a BRIEF introduction (no more than five minutes) to the Wick House, setting the stage for the activity--the home was shared by the Wicks and certain officers during the winter of 1779-80. Then the ranger introduces the activity.

2. STUDENTS ARE INSTRUCTED AS TO THEIR TASK. The group will be instructed as to their role and task: Each student is to receive a card with a picture and brief description of an object in the house. They are to find that object—after they have done so, they are to stay in the section of the house where they saw the object.

While they are locating their objects, the ranger (or if no ranger, the volunteer) and any adult supervision will be available to assist the students and help them to use their limited time effectively, as they have a limited time to do so. Adults will be stationed in the three sections of the house with notebooks that have pictures and descriptions of the objects to assist the students, only if absolutely needed. The students should be allowed to work as independently as possible.

4. STUDENTS INVESTIGATE THE HOUSE AND LOCATE THE OBJECTS THEY ARE TO FIND.

5. THE STUDENTS IN EACH SECTION OF THE HOUSE DECIDE WHAT THREE OBJECTS THEY WILL TELL THE REST OF THE STUDENTS ABOUT. The students that have all found their objects in a particular section of the house, (i.e. the kitchen) then decide as a group what three items they wish to instruct the rest of the class about.

5. EACH THIRD OF THE CLASS TELLS ABOUT THE THREE OBJECTS.

 After the groups have entered their area of the house (Officer’s quarters, Wick Family quarters, kitchen) and it has been determined by the chaperone and ranger that the groups are ready, then all the groups will gather in one area of the house, either the Officer’s quarters or the Wick Family quarters. The students that have located their objects in that area of the house stand in front of the rest and then identify each object they have chosen to tell about (the ranger can assist in pointing it out/showing it) and tell what they have learned about it. After they have told the rest of the class about the three objects they have chosen, the ranger can ask (as time allows) further exploratory questions (for example, *What do the objects tell us about the people who used them—who they were/what they did?)*

6. CONCLUSION/SUMMARY. After the students have done this in the two areas of the house serving as “quarters,” the final stop should be in the kitchen. After the students in the kitchen have told the class about the three objects they chose, the activity can conclude with some final summary questions, such as

*What were the sacrifices made by the Wick family during this winter of 1779-80?*

*Were the Wicks compensated for what they did for the army—and in what way?*

*How did the lives of the officers and civilians change because of the war?*

The ranger then should answer any questions by the students/chaperones as time allows.