

## ***“Come all you gallant heroes”:*** **American Revolutionary War Living History Immersion**

**Introduction:** America’s Revolutionary War marked the beginning of our country. Although the leaders are rightly remembered, the burden of the fighting during the eight long years of the conflict was borne by everyday people. Their lives in the army were frequently marked by hardship, but their endurance and sacrifice brought about Independence.

During this program at Saratoga National Historical Park, your students have a unique opportunity to experience firsthand much of the life of a soldier during the Revolutionary War. They will march, drill, stand guard and live as Continental Soldiers fighting for their liberties during the campaign of 1777.

**Correlation to NYS Grades 7/8 Social Studies Core Curriculum:** Unit 3 Section 4 Military and Political Aspects of the Revolutionary War, Objectives 1 and 3:

- *To understand how the colonists were able to unite against British power to win a major military and political victory.*
- *To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups.*

**Suggested timeframe:** This program can be experienced in several ways. Day-long: the program is conducted from mid morning through mid afternoon (depending upon the group’s transportation situation). Overnight: the program commences in mid morning and continues through the evening until the following morning. Owing to staff limitations the overnight version can only be presented on a limited basis. ***Please note: The overnight version begins mid-morning. The teacher needs to make contingency transportation arrangements in case inclement weather causes cancellation of the overnight stay (Alternatively: In case of inclement weather during event, the group will sleep in the Visitor Center).*** Both programs can accommodate up to 30 participants.

For those who cannot come to the park feel free to use any of the attached resource documents to develop your own modified version of the program to be conducted in your home school.

### **Materials and Resources:**

***Document #1*** Station One: Math and War

***Documents #2A-E*** Station Two: A Soldier’s Life

***Documents #3A-B*** Station Three: Neighbor vs. Neighbor

***Document #4*** Station Four: The Art of War

***Document #5*** Saratoga Living History Immersion Field Journal (attached separately)

***Document #6*** Merits and Demerits Instructions

***Document #7*** Overnight Immersion Agenda

***Document #8*** Day Long Immersion Agenda

***Document #9*** Pension Claim Form

**Document #10** Replica Continental Dollars

**Document # 11** Ship's Bread Recipe

**Document # 12** Simple Beef Stew Recipe

**Document # 13** Student and Teacher Checklists

**Document # 14** Food Checklist

**Document #15** Teacher Survey Form

### **Student Objectives:**

1. Students will be able to analyze primary source materials.
2. Students will be able to formulate a mathematical word problem and draw appropriate conclusions.
3. Students will be able to create a descriptive scaled map.
4. Students will be able to draw comparisons and contrasts between loyalist and patriotic views.
5. Students will be able to describe the hardships faced by soldiers during the American Revolution.

### **Teaching Strategies, Procedures, Methodologies:**

#### **Pre-Visit Activities:**

1. Several weeks before your trip:
  - a. Introduce to your class the unique opportunity they have to experience the life of a Continental soldier at a historic location. This should be done during your unit on the American Revolution.
  - b. The park provides a wonderful pre-visit lesson entitled "*The Traveling Haversack*". This activity provides primary readings and artifacts for your students to explore and learn about life of a Continental soldier. It can be found on the park's website at: <http://www.nps.gov/sara/forteachers/travellingtrunks.htm> or by calling Multimedia Services (Washington/Saratoga/Warren/Hamilton/Essex) BOCES at (518) 581-3730 or (518) 746-3730. The item number is American revolution Traveling Haversack #051776.5
  - c. Students might also create a regimental color to carry and display during the program. While it is certainly desirable that the flag reflect actual colors, students might incorporate their school mascot and use their school's motto in an original design. (If a school repeats the program, a "service streamer" may be added with the date of participation and names of the students involved. Schools might see fit to display the colors on a long-term basis.
  - d. Explain the merit and demerit system that will be in place (**Document # 6**). It should last 4-5 weeks prior to your visit. Include an explanation of assigned role rewards (corporal, armorer, miners/sappers and commissary).
  - e. Keep track of merit/ demerits on a classroom chart. Make sure to announce special merits earned to encourage other students.
  - f. Make logistical arrangements such as busing, permission slips, food preparation and possible fund raising. Involve other teachers and parents. One suggestion is to recruit parents as chaperones or ask if some parents will prepare stew and freeze in freezer bags for the trip. These can then be warmed over the fire to give an authentic meal with little fuss. Another option is to incorporate your Home and Careers teacher and have the students prepare a simple stew and ship's bread as a class activity (see **Documents 11-12**). Feel free to email the rangers with any questions or concerns.
2. One week prior to the trip:

- a. You should finalize the merits and assign students to their platoons. Each should contain 4-6 students. Award one corporal, 1 armorer, 1-2 miners/sappers, 1-2 commissaries. Teachers and or parents will serve as Provosts (camp cops). Your job is to keep order, discipline if needed and carry a camera to take many photos of the experience to share with the school in the future.
- b. Collect all permission slips, finalize busing arrangements, make several announcements to remind students what to bring and what not to bring (see *Document 13*).

### **Immersion Activities:**

1. Follow attached agenda (*Document #7 or #8*).
2. Arrive at the Visitor's Center to begin your Immersion.
  - a. Form platoons.
  - b. Issue uniforms.
  - c. Muster troop into the army. The ranger has a formal activity for this.
  - d. Pay the troops in replica Continental dollars (*Document # 10*) to be redeemed later with the sutler. A Corporal should receive three Continentals, armorers get two and miners/sappers and commissaries each get one.
  - e. Introduce platoons to basic drill. The ranger has a formal activity for this.
  - f. Begin the march to the Neilson House (camp destination approximately 2 miles).
3. Set up camp. The ranger will show each platoon how to set up an 18<sup>th</sup> Century tent, lay down hay as bedding, gather firewood, etc.
4. Begin Station Activities.
  - a. Assign each student a Field Journal (*Document #5*).
    - i. Directions for creating Field Journals:
      1. Print the four page document.
      2. Lay each face down in the following order: Page one, page two on top, page three on top of that and page four on top of pile.
      3. Fold in half with the bottom document becoming the cover and end of the journal.
      4. Staple in the middle.
      5. If done correctly the cover should be the title page, station's one through four should be in order with the center of the booklet being two blank pages to draw the map.
  - b. Four tents will be transformed into field stations. Each will contain one laminated station card (*Documents #1-4*).
  - c. Assign one platoon to each station and have them complete the assigned task in their field journals. Give them approximately 15 minutes to complete then have each platoon rotate to a new station. Continue this until all platoons have completed all four stations.
  - d. Have the corporals from each platoon submit the results to the camp provosts (teachers) who should reward correct work with more continental dollars to be split among the members of each platoon.
5. Serve dinner.
  - a. While station work is completed, dinner should be prepared over an open fire and served to the commissaries who, in turn, serve their platoon mates. Some possible suggestions are; pre-made stew, apples, hardtack or bread, bottled water (*Document #14*).
  - b. After dinner, a teacher or parent can serve as a local *sutler*. A *sutler* is a civilian merchant who sells provisions to an army in camp. The *sutler* sold wares from the back of a wagon or a temporary tent, allowing them to travel along with an army.
  - c. The *sutler* will sell "goodies" to the troops (*Document #14*).

- d. The *sutler* will accept continental dollars that the troops have been paid with (*Document #10*).
6. After dinner.
  - a. Some soldier's will be assigned guard duty while others will sit down by the fire for camp stories led by the ranger. The soldier's will rotate often to give everyone the experience.
  - b. At a pre-determined time the ranger will call "**lights out!**" and all will report to their assigned tents.
7. Troops will awake at sunrise to the sound of drums.
  - a. Breakfast will be served (*Document #14*).
  - b. Some additional drill will be preformed.
  - c. The rangers will give a black powder firing demonstration.
  - d. The rangers will conduct specific programs geared toward their expertise such as; 18<sup>th</sup> Century medicines and medical practices, tinsmithing, roles of musicians, military dress, etc.
8. Break camp and clean up. Troops will take down tents and store them away, clean up loose hay and pick up any garbage left around.
9. Return to the Visitor's Center.
  - a. Troops will march back to the Visitor's Center.
  - b. Upon arrival, troops will return all borrowed gear to the rangers.
  - c. They will be given a Pension form (*Document #9*) to complete.
  - d. When they complete it, they can hand it in and receive a coupon for one free visit to the park and a slice of pizza (optional provided by the school) as a reward for serving.
  - e. Students should have some time to look at the displays, interactive map, the movie and gift shop.
  - f. Finally, the students will board the bus with great memories and an appreciation for what our forefathers endured

**Post-Visit Activity:**

1. When students return to school, teachers should require that they complete a post-visit activity. Some possible suggestions include; writing a descriptive piece explaining the immersion to students who may attend in the future, writing thank you letters to the staff at Saratoga National Historical Park, putting together a power point presentation explaining the difficulties of life as a continental soldier using pictures from your visit, etc.
2. At the end of your Immersion please complete the Teacher Survey (*Document #15*) with any suggestions or comments that you feel would make this an even greater experience for students.

**About The Authors:** Created by Joseph Crocetta from Catskill Middle School (Catskill, New York). Mr. Crocetta has taught social studies, primarily American history since 1992.

# Document#1

## Station One: Math and War

Building fortifications required a great deal of time, intense labor and math. Before an army decided to build these walls of protection they needed to calculate its size, shape and amount of materials needed. Using your math skills and the cooperation of your platoon, complete the following word problem to calculate the number of trees necessary to build the American defensive fortifications at Saratoga.

The most common unit of measurement used during the Revolution was in “rods”.

**One rod= 16.5 feet.**

The average height of a mature tree found on the “Summit” at Saratoga was approximately **3 rods**.

The Americans built a “L” shaped fortified wall approximately **400 rods** in length.

Each section of the wall was approximately one rod in length. Each section required 5 logs stack on top of one another. Therefore each section required **5 rods** worth of lumber.

Using your knowledge of math and the help of your platoon mates, determine the approximate number of mature trees cut down to build this massive fortification. Complete this task in your Field Journals and show all work.



**Assault on Balcarres Redoubt, Battle of Saratoga October 7, 1777**

By Andy Thomas

Courtesy of Maze Creek Studio

## Document #2A

### Station Two: A Soldier's Life

Read the following to see what life was like for an ordinary soldier/civilian. Each member should read one excerpt independently then share the information with your platoon. Then answer the questions found in your Field Journals based on all these readings.

#### **New York, 1776:**

It now began to be cool weather, especially the nights. To have to lie as I did almost every night (for our duty required it) on the cold and often wet ground without a blanket and with nothing but a thin summer clothing was tedious. I have often while upon guard lain on one side until the 'upper side smarted with cold, then turned that side down to the place warmed by my body and let the other take its turn at smarting, while the one on the ground warmed, thus, alternately turning for four or six hours till called upon to go on sentry .. and when relieved from a tour of two long hours at that business' and returned to the guard again, I have had to go through the operation of freezing and thawing for four or six hours more.

From the diary of Joseph Plum Martin, a Continental soldier from Connecticut who served from 1776 to 1783.

## Document #2B

### Station Two: A Soldier's Life

Read the following to see what life was like for an ordinary soldier/civilian. Each member should read one excerpt independently then share the information with your platoon. Then answer the questions found in your Field Journals based on all these readings.

#### **New York, 1776:**

When I arrived at the baggage which was not more than a mile or two, I had the canopy of heaven for my hospital and the ground for my hammock (bed) I found a spot where the dry leaves had collected between the knolls. I made the bed of these' and nestled in it, having no other friend present but the sun to smile upon me. I had nothing to eat or drink, not even water, and was unable to go after any myself, for I was sick indeed. In the evening, one of my messmates found and soon after brought me some boiled hog's flesh and turnips, without either bread or salt. I could not eat it, but I felt obliged to him notwithstanding.

From the diary of Joseph Plum Martin, a Continental soldier from Connecticut who served from 1776 to 1783.

## Document #2C

### Station Two: A Soldier's Life

Read the following to see what life was like for an ordinary soldier/civilian. Each member should read one excerpt independently then share the information with your platoon. Then answer the questions found in your Field Journals based on all these readings.

#### **Fort Mifflin, New Jersey, 1777:**

We had a thirty-two point cannon in the fort, but had not a single shot for it. The British also had one in their battery ...which raked the fort...The artillery officers offered a gill of rum for each shot fired from that piece, which the soldiers would procure, I have seen from twenty to fifty men standing on the parade (field) waiting with impatience the coming of the shot, which would often be seized before its motion had fully ceased and conveyed off to our gun to be sent back again to its former owners. When the lucky fellow who had caught it had swallowed-his rum, he would return to wait for another, exulting that he had been more lucky than his fellows.

From the diary of Joseph Plum Martin, a Continental soldier from Connecticut who served from 1776 to 1783.

# Document #2D

## Station Two: A Soldier's Life

Read the following to see what life was like for an ordinary soldier/civilian. Each member should read one excerpt independently then share the information with your platoon. Then answer the questions found in your Field Journals based on all these readings.

### **Philadelphia, 1781:**

And here, or soon after, we each of us-received a MONTH'S PAY, in specie (gold coin) borrowed, as I was informed, by our French officers from the officers in the French army. This was the first that could be called money, which we had received as wages since the year 1776 or that we ever did receive till the close of the war, or indeed, even after, as wages.

From the diary of Joseph Plum Martin, a Continental soldier from Connecticut who served from 1776 to 1783.

# Document #2E

## Station Two: A Soldier's Life

Read the following to see what life was like for an ordinary soldier/civilian. Each member should read one excerpt independently then share the information with your platoon. Then answer the questions found in your Field Journals based on all these readings.

### **Saratoga, 1777:**

“...We were deprived of all our comforts of life, and did not dare to kindle a fire for fear we should be observed from the other side of the [Hudson] river, and they [the Rebel Americans] may fire on us, which they did several times. Being about the middle of October [1777], we suffered cold and hunger; many a day I had nothing but a piece of raw salt pork, a biscuit, and the drink of water....”

*Memoir of Elizabeth Fisher (1810), woman camp follower general Burgoyne's Army.*

# Document #3A

## Station Three: Neighbor vs. Neighbor

The American Revolution was a clash between different political ideas often pitting neighbor against one another. This was apparent here at Saratoga. Three neighbors each with different ideas about the conflict chose very different paths in 1777. John Neilson was a patriot. He agreed with the decision to break away from the king. He served in the local militia and participated in the battles as a teamster, driving wagons full of supplies to the American army encamped on his farmland. John Freeman was a loyalist who supported the British king and his policies. He and his son, Thomas, enlisted in the loyalist militia and marched with the British to Saratoga where they both participated in the first battle on their own property. Jotham Bemus was neutral. He was neither in favor of the king nor of revolution. Each man had his own reasons for his decisions.

**Activity:** Read the following and decide which statements each man would have agreed with. In your Field Journal, fill out the chart by copying each statement under the name of the man whose ideas best support it.

### Who Said What?

1. "No one should have to pay taxes unless they choose the representative who helps determine that tax."
2. "England does not have the right to tax us and they do not have the right to make other laws that affect us."
3. "The King is doing the best he can during these difficult times. He is not cruel or unjust."
4. "The King and his government are corrupt!"
5. "England has denied us our God-given rights."
6. "We need the protection that England can give us. They are the most powerful country in the world."
7. "We should pay our fair share of taxes. We have wealth, religious freedom, and opportunity for all. We are far better off than other countries."
8. "We are all Englishmen. A war against England is like having a war against our own family."
9. "I would rather be ruled by one tyrant three thousand miles away than by three thousand tyrants one mile away".
10. "I have a farm to tend to and a business to run. I don't have time for this nonsense".

### Document #3B

## (Background information of local families for teacher's use).

### Neilson Family in 1777:

- Lydia (19 years of age) and John (24 years of age)
- No children in 1777
  
- Occupation: Farmer

The Neilson's were a young married couple living in their new home, built in 1776, next to the Quaker Springs road. John supported the cause of American Independence and served as a sergeant in the 13<sup>th</sup> Regiment of Albany County Militia. As their home stood next to a possible invasion route they abandoned their home.

### Freeman Family in 1777:

- Effelina and John
- Thomas (12 years of age)
- Mary
- Dorcas
- Six other children
  
- Occupation: Farmer

The Freeman's were an established farm family having leased about 150 acres of land from Philip Schuyler around 1766. The farm had 50-60 acres cleared by 1777. Loyal to the King of England, John removed his family from their home and livelihood in the summer of 1777 to be under the protection of General John Burgoyne's British Army. John served as a guide; his son Thomas enlisted with the King's Loyal Rangers. Their farm was in the middle of both battles of Saratoga.

### Bemus Family in 1777

- Hannah (?) and Jotham (age 39)
- Jotham (17 years of age)
- William (15 years of age)
- John (14 years of age)
- Sally (9 years of age)
  
- Occupation: farmer, public house (tavern) keeper

### (Page One)

Bemus was a farmer and businessman, running a public house or tavern located along the Albany to Skenesborough [Whitehall, NY] road that hugged the Hudson River. Bemus

apparently was a justice of the peace, [a minor judge] in 1774. Bemus's loyalty is uncertain: in February 1777, he was fined for not appearing for militia duty. His neighbor Sergeant John Neilson collected the fine of twenty pounds Sterling (roughly \$1000).

### **The Families after the battles of Saratoga:**

#### **Neilson's:**

John and Lydia had to abandon their home during the battles, and returned to find a good deal of impact on their property from the Army of the United States' stay. John continued to serve in the militia, eventually rising to the rank of Lieutenant. Lydia and John had 8 children by 1790, and owned several farms near their original one on the Summit, near Bemus Heights.

#### **Freeman's:**

Their home was in the middle of the two battles, and received at least one canon shot through it. The house was destroyed when Burgoyne's army retreated from the battlefield. Thomas was listed as unfit for further service following the battle on 19 September 1777. When Burgoyne surrendered, Loyalists like Freeman were permitted to leave to Canada. In February 1778 John, Effelina, and six of their children died of smallpox near St. John's, Canada.

#### **Bemuses:**

Following the battles, Jotham Bemus found himself in difficulty with the Commission for Detecting and Defeating Conspiracies. Arrested under suspicion for corresponding with the British, Bemus posted bail of 500 pounds Sterling (roughly \$25,000). Later on, he would be arrested again and posted bail at 100 pounds (about \$5000). His wife, Hannah, was also arrested in 1781 on similar charges but refused to answer any questions put to her.

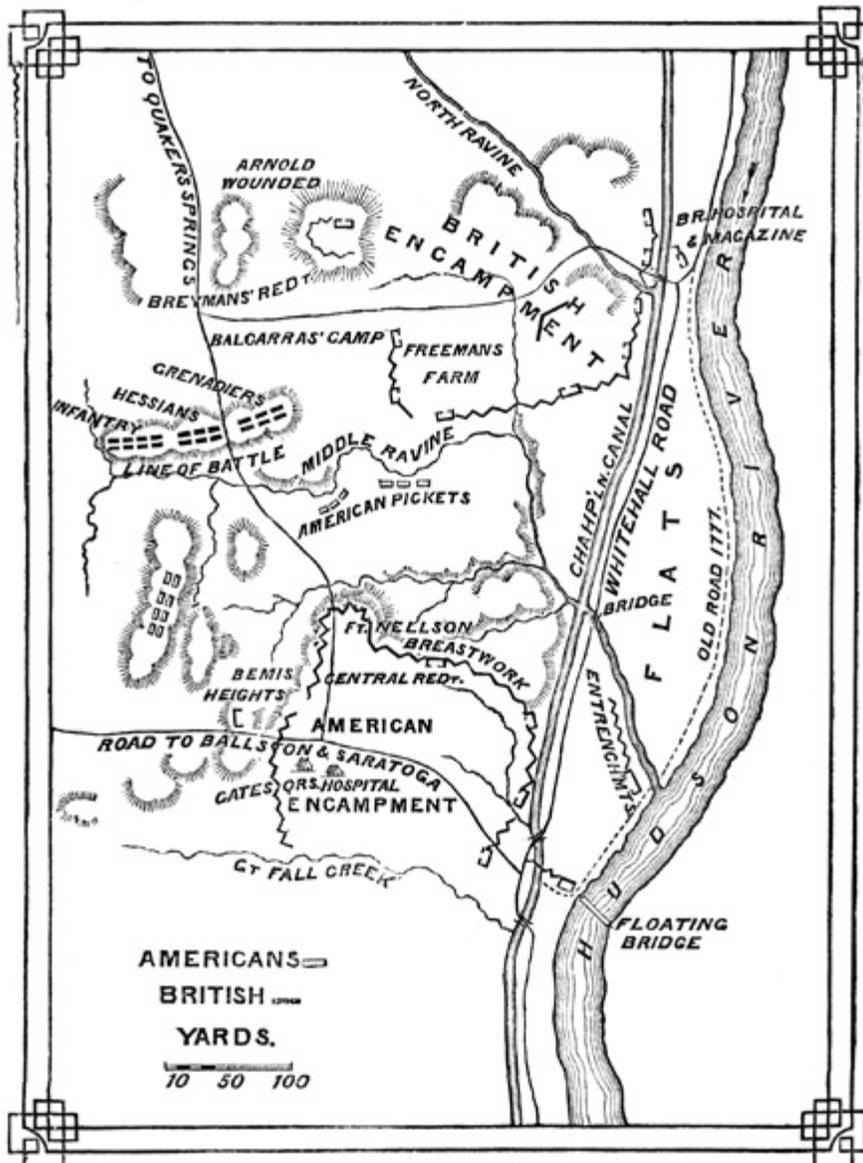
Much of the testimony that brought about their arrests was lost when the State Archive of New York were destroyed in a disastrous fire in 1911.

# Document #4

## Station Four: The Art of War

During the Revolution map making was not only extremely important but was also a work of art. Most of what we know about the battles at Saratoga we gathered from maps made by cartographers who participated in the events.

Your task is to design a creative map of your encampment in your Field Journals. Include a key with specific symbols to represent important landmarks such as; hills, woods, streams, roads, tents, fortifications, cannons, buildings, your army and the enemies positions. Using the provided compass include compass coordinates (north, south, east and west), title, date and scale. The more precise your map is the more useful it will be for the commanders.



# *Document #6*

## *Merits and Demerits*

These are rewards and punishments given to each student prior to your visit. This should begin several weeks before your visit. These are tallied to determine which rank each student will receive in the army.

**Merits:** Possible examples are listed below.

1. Earn a special award from one of your teachers= **1 Merit**
2. Earn a special Award in one of your classes= **1 Merit**
3. Make the Merit List= **1 Merit**
4. Make the Honor Roll= **2 Merits**
5. Make Superior Honor Roll= **3 Merits**
6. Help disabled students (crutches, cast)= **1 Merit**
7. Perfect attendance to school each marking period= **1 Merit**
8. Student of the Month award= **1 Merit**

**Demerits:** These are subtracted from merits to determine grand total for each student. Possible examples are listed below.

1. Referral= **3 Demerits**
2. Receive a failing grade in ANY class at the end of a marking period- **2 Demerit**
3. Receive a detention from a teacher- **1 Demerit**
4. Unacceptable behavior in a classroom= **1 Demerit**
5. Unacceptable behavior at a school function= **1 Demerit**

Prior to arrival students should be placed into four platoons (groups).

**Platoon-** Consists of 4-6 students. Each will have one of the roles:

**Corporal-** A student with the most merits. He/she is responsible for the platoon. They will be given orders by their commanding officer and relay this to their troops. Any issues with the platoon will be dealt with by the corporal. They are paid more than the enlisted men.

**Armorer-** A student with the second most merits. This student will be responsible for the muskets. They will be assigned the muskets for the platoon. They will be responsible for the stacking of the weapons in camp and they must make sure they are clean and used properly by the men. They will also return them at the end of the immersion.

**Miners/Sappers-** A student with the third most merits. This student is in charge of setting up camp. They will conduct tent set up and take down. They may be asked to stack firewood or gather sticks for defensive fortifications.

**Commissary-** The student with the least merits. This student is responsible for helping prepare meals; serving troops in his/her platoon, cleaning up after meals, etc. They will serve corporals first then armor then sapper then themselves.

***Document #7***  
***Saratoga National Park***  
***Overnight Immersion Field Trip***

***Agenda***

1. Arrive at Visitor's Center.
  2. Issue uniforms and form platoons.
  3. Muster in troops.
  4. Introduction to military drill.
  5. March to Nielson Farm (approximately 2 miles).
  6. Set up camp.
  7. Station activities (Field Journals- ***Document #5***).
    - a. Station One: Math Equation. (***Document #1***)
    - b. Station Two: Reading Comprehension. (***Document #2A-E***).
    - c. Station Three: Social Studies Compare/Contrast. (***Document #3A-B***)
    - d. Station Four: Art/Map Drawing. (***Document #4***)
  8. Have dinner.
    - a. Possible ideas: Pre-made stew warmed over fire (adult supervision), bread (hard tack), apples and bottled water (***Document #14***).
    - b. Sutler Visit (optional).
  9. Guard duty.
  10. Lights out.
  11. Awake with drum roll.
  12. Additional drill.
  13. Black powder musket firing and/or medical procedures demonstration.
  14. Break down camp.
  15. Return the march to Visitor Center
  16. Board bus.
- Park will provide 18<sup>th</sup> Century military tents, toy muskets, tricorne hats, hunting frocks, cooking spit, water, uniformed rangers, black powder demonstration and a lot of knowledge!!

***Document #8***  
***Saratoga National Park***  
***One Day Immersion Field Trip***

***Agenda***

1. Arrive at Visitor's Center.
  2. Issue uniforms and form platoons.
  3. Muster in troops.
  4. Introduction to military drill.
  5. March on the Wilkinson Trail to Freeman's Farm and return (approximately  $\frac{3}{4}$  mile).
  6. Set up camp at the VC.
  7. Station activities (Field Journals- ***Document #5***).
    - a. Station One: Math Equation. (***Document #1***)
    - b. Station Two: Reading Comprehension. (***Document #2A-E***).
    - c. Station Three: Social Studies Compare/Contrast. (***Document #3A-B***)
    - d. Station Four: Art/Map Drawing. (***Document #4***)
  8. Have lunch.
    - a. Possible ideas: Pre-made stew warmed over fire (adult supervision), bread (hard tack), apples and bottled water (***Document #14***)
    - b. Bagged lunch.
  9. Black powder musket firing and/or medical procedures demonstration.
  10. Break down camp.
  11. View exhibits in Visitor Center.
  12. Board bus.
- Park will provide 18<sup>th</sup> Century military tents, toy muskets, tricorne hats, hunting frocks, cooking spit, water, uniformed rangers, black powder demonstration, and a lot of knowledge!!

# *Document #9*

## Northern Campaign American Revolution Pension Claim

Name: \_\_\_\_\_

Date of Enlistment or Appointment:

\_\_\_\_\_

Length of Service:

\_\_\_\_\_

Rank:

\_\_\_\_\_

Officers under whom service was rendered:

\_\_\_\_\_

\_\_\_\_\_

State: \_\_\_\_\_

Notable events and occurrences that you experienced during your service:

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature:

Date:

# Document #10

## Reproductions Continental Dollars



# Document #11

## *Recipe for 18th century ship's bread or hardtack*

4 Cup flour (prefer stone ground, whole wheat)

4 Tsp. salt

Water (no more than 2 cups, usually quite a bit less)

1. Pre-heat oven to 375 degrees F.
2. Mix flour and salt together in bowl. Add just enough water to make the mixture stick together. This is very thick dough. Mix dough by hand. Roll out dough about 1/2" thick or so.
3. Cut out squares roughly 3X3 inches, or whatever you think is convenient.
4. After cutting, use a fork, nail, awl or similar implement to press a pattern of holes into your dough. The idea is similar in appearance to modern crackers or pilot bread. Turn each square over and repeat the punching process.
5. Place on an un-greased cookie tin and bake for 30 minutes or so, then flip each piece over the bake for another 30 minutes, or until they are slightly browned on both sides.

# Document #12

## *Recipe for Simple Beef Stew*

### *4 Servings*

- 1 1/4 lbs sirloin tip roast, cubed
- 2 large potatoes, cubed
- 3 carrots, sliced
- 1 onion, chopped
- 1 teaspoon salt
- 1 teaspoon pepper
- 1 tablespoon Worcestershire sauce
- 1/2 cup flour
- 1 tablespoon olive oil
- 3 (14 ounce) cans beef broth
- salt and pepper

### *Directions:*

1. In a medium mixing bowl put flour and teaspoon each salt and pepper, mix.
2. Toss the beef cubes in the flour until coated.
3. In a soup pot heat the olive oil over medium high heat until the oil blooms.
4. Reserving the extra flour in the bowl, add the meat to the soup pot and cook until the meat is browned on all sides.
5. Add carrot, onion, and potatoes to pot sprinkling the remaining flour over the veggies to coat.
6. Mix the meat, veggies, and flour thoroughly and cook for 3-4 minutes, or until veggies start to soften.
7. Add all three tins of beef broth and bring to a boil.
8. Boil until veggies are tender, add the Worcestershire sauce, season to taste with salt and pepper.

# Document #13

## Student Checklist

### What to Bring

Sleeping bag or blanket

Camera

Flashlight

Money for gift shop (optional)

Good hiking boots or sneakers

Dark pants

Sweatshirt that can be worn under a hunting frock (provided by the park)

Toiletries: toothbrush, toothpaste, hair brush, soap, deodorant, etc.

### What Not to Bring

Electronic devices (Ipod/MP3, cell phones, etc)

Knives, tobacco or alcohol

Anything that cannot get wet. You will carry all your own personal items so less is better.

## Teacher/Parent Checklist

### What to Bring

Same list as students

Emergency contact information for each student

Enough food for your troops for the event (see *Document 14*)

Serving ware (paper cups/plates, paper towels, garbage bags and plastic utensils)

Cell phone for emergencies

First aid kit

Vehicle for emergencies

# **Document #14**

## **Food Checklist**

**(Try to keep it as 18<sup>th</sup> Century as possible)**

### **Dinner**

Pre-made beef stew in Ziplock bags  
Pre-made Ship's Bread or store bought rolls  
Apples  
Bottled water (enough for the whole Immersion)

### **Sutler's Visit**

Pre-made oatmeal or chocolate cookies (called cakes)  
Corn muffins  
Apple cider

### **Breakfast**

Pre-made hard boiled eggs  
Cheddar cheese chunks  
Rolls  
Oatmeal (optional)

### **21<sup>st</sup> Century Wrap up Treat**

At the end of the event some schools have purchased pizza and had it delivered to the Visitor's Center for the students. If you are interested contact the Park ahead of time and they can get you information from local pizzerias.

# Document #15

## Teacher Survey Form

Please complete the following form after your Immersion to help us provide the best program for future students.

Name:

School District:

Date of Visit:

Number of Students who participated:

Grade Level:

**Circle the descriptor that best describes our program.**

- |   |      |      |      |           |
|---|------|------|------|-----------|
| 1. The program was well organized (activities, flow, etc.)  | Poor | Fair | Good | Excellent |
| 2. Program included content relevant to my class curriculum | Poor | Fair | Good | Excellent |
| 3. Instruction was presented in a clear, concise manner     | Poor | Fair | Good | Excellent |
| 4. Program included appropriate interactive activities      | Poor | Fair | Good | Excellent |
| 5. Environment was positive                                 | Poor | Fair | Good | Excellent |
| 6. Station lessons were beneficial                          | Poor | Fair | Good | Excellent |
| 7. Hands on activities were beneficial                      | Poor | Fair | Good | Excellent |
| 8. Instructors demonstrated knowledge of content            | Poor | Fair | Good | Excellent |
| 9. Overall the program met the goals of the visit           | Poor | Fair | Good | Excellent |
| 10. I would recommend this program to others                |      | Yes  |      | No        |

**Please answer with as much detail as possible. Feel free to use the back or a separate sheet if needed.**

11. What do you think the students enjoyed the most?

12. What did **YOU** enjoy the most?

13. If you could change anything about the program, what would it be?

14. How could we improve your visit?