

# Saratoga

National Historical Park



## Teacher Resource Guide —elementary level—

ver. 1 (051117)



# United States Department of the Interior

## NATIONAL PARK SERVICE

Saratoga National Historical Park  
648 Route 32  
Stillwater, New York 12170

IN REPLY REFER TO:

17 October 2005  
228<sup>th</sup> Anniversary of the American Victory after the  
Battles of Saratoga

Dear Educator,

We are pleased to provide you with our Teacher Resource Guide. This collection of activities and materials represents the culmination of over six years of writing and development.

Here is a list of the activities presently available as downloadable PDF files:

- “Why Here?” and “The Crucial Hour” –map activities (**geography**)
- “Dear Diary” – journal selections from the Battles (**ELA**)
- “Soldier Fare” –foods of a Revolutionary War army (**SS, math**)
- “Building an Army” –structure of an 18<sup>th</sup> century army (**SS, math**)
- “Something More At Stake” –orientation film questions (**SS, ELA**)
- “Time Flies By” –chronologies and timelines (**SS**)
- “Virtual Scavenger Hunt” –activity sheet for virtual tour (**SS, ELA**)
- “On Hallowed Ground” –worksheet for battlefield road tour (**SS, ELA**)
- “Money, Money, Money!” –British money during Revolutionary War (**SS, math**)
- **Short Answer Questions** –reading for comprehension (**SS, ELA**)
- **Wilkinson Trail worksheet** (hiking trail)

Saratoga National Historical Park (NHP) is aware of the need most schools experience for stretching budget dollars and for finding quality materials at reasonable costs. We are also aware of the crucial role that the information superhighway, especially the Internet, can play in fulfilling that need.

The National Park Service has worked diligently since the early 1990s to make user-friendly, content-rich information and resources available on the Internet. Saratoga NHP has been a part of the process nearly since the beginning, and we are pleased to be able to provide these downloadable PDF files for educators like you. Wherever your class may be, you can have a personal encounter with the history and stories of the Battles of Saratoga.

We offer our thanks to the teachers and other individuals that have assisted us with this project and related component projects.

Cate Benardo ..... Tesago Elementary, Shenendahowa CSD  
Lisa Perkins..... Tesago Elementary, Shenendahowa CSD  
Judy Morley..... Tesago Elementary, Shenendahowa CSD  
Stephanie Buyce..... Stillwater Elementary School  
Ann Canavan-Baker..... Stillwater Elementary School  
George Hathaway..... Leadership Saratoga  
Jamie Parillo..... Saratoga Springs Historical Society  
WSWHE BOCES

Most of all, we thank you for your work as educators, and for your interest in sharing with your students the history and resources preserved and interpreted by Saratoga National Historical Park.

We wish you much success with the school year!

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

Date: \_\_\_\_\_

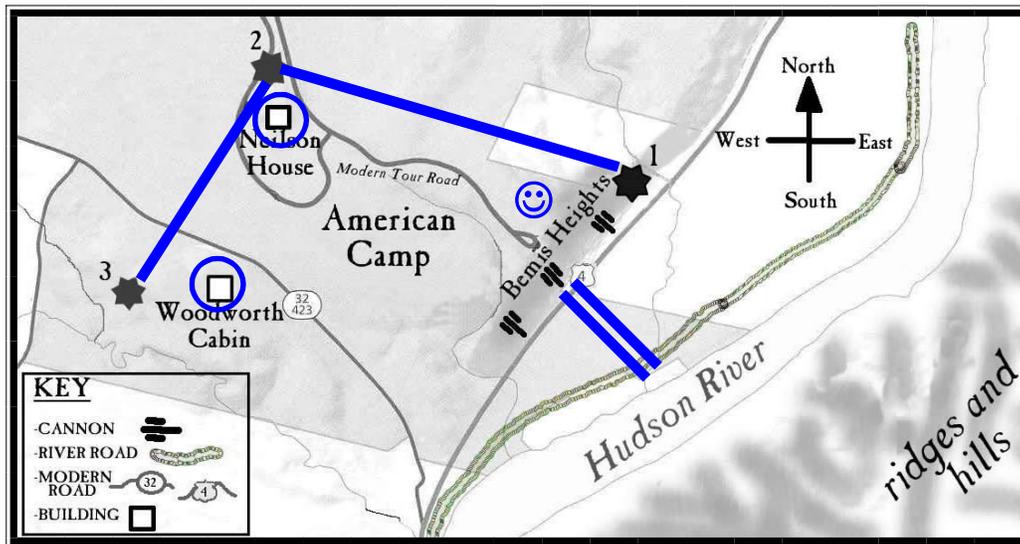
# Saratoga

National Historical Park



## Why Here? Answer Key

—a map activity—



The question often comes up, "Why did the fighting happen where it did?" The simplest answer is: the Americans planned it that way. Complete this activity to get a better understanding of what the Americans were up to.

1. After getting off your bus, you are standing on Bemis Heights. Draw a smiley face ☺ on Bemis Heights. **look for ☺**
2. American cannons on Bemis Heights could hit and even reach across the river. What is the name of that river? Hudson Draw a dotted line from each cannon to across the river.
3. The Americans also built a few fortified lines on the flood plain, so as to control the River Road. Draw a double line from the middle cannon to the River Road. **▬▬▬**
4. British soldiers would want to avoid this area by going around it. What rough-looking land feature EAST of the river would keep the British from going over there? ridges and hills
5. American soldiers built very strong fortifications, like those in this picture, to protect Bemis Heights. They also built an "L" shaped wall around their camp to protect it. Draw a line from star #1 on Bemis Heights to star #2. Then draw a line from star #2 to star #3. **└**
6. General Horatio Gates, the American commander, made his headquarters in a cabin owned by Ephraim Woodworth. John Neilson's house was used as a mid-level headquarters building. Circle the Woodworth Cabin and the Neilson House. **○**



The fighting never made it here, though. It happened about 1 ½ miles north of here. But the American fortifications did what they were supposed to: keep the British from invading any farther south toward Albany.

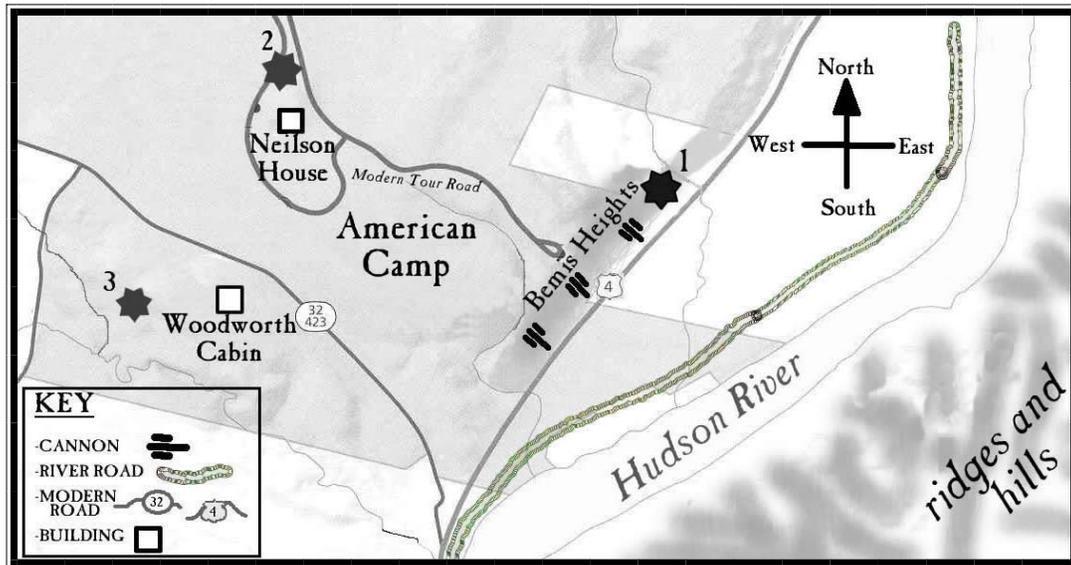
# Saratoga

National Historical Park



## Why Here?

—a map activity—



The question often comes up, "Why did the fighting happen where it did?" The simplest answer is: the Americans planned it that way. Complete this activity to get a better understanding of what the Americans were up to.

1. After getting off your bus, you are standing on Bemis Heights. Draw a smiley face ☺ on Bemis Heights.
2. American cannons on Bemis Heights could hit and even reach across the river. What is the name of that river? \_\_\_\_\_ Draw a dotted line from each cannon to across the river.

3. The Americans also built a few fortified lines on the flood plain, so as to control the River Road. Draw a double line from the middle cannon to the River Road.

4. British soldiers would want to avoid this area by going around it. What rough-looking land feature EAST of the river would keep the British from going over there?

\_\_\_\_\_

5. American soldiers built very strong fortifications, like those in this picture, to protect Bemis Heights. They also built an "L" shaped wall around their camp to protect it. Draw a line from star #1 on Bemis Heights to star #2. Then draw a line from star #2 to star #3.



6. General Horatio Gates, the American commander, made his headquarters in a cabin owned by Ephraim Woodworth. John Neilson's house was used as a mid-level headquarters building. Circle the Woodworth Cabin and the Neilson House.

The fighting never made it here, though. It happened about 1 ½ miles north of here. But the American fortifications did what they were supposed to: keep the British from invading any farther south toward Albany.

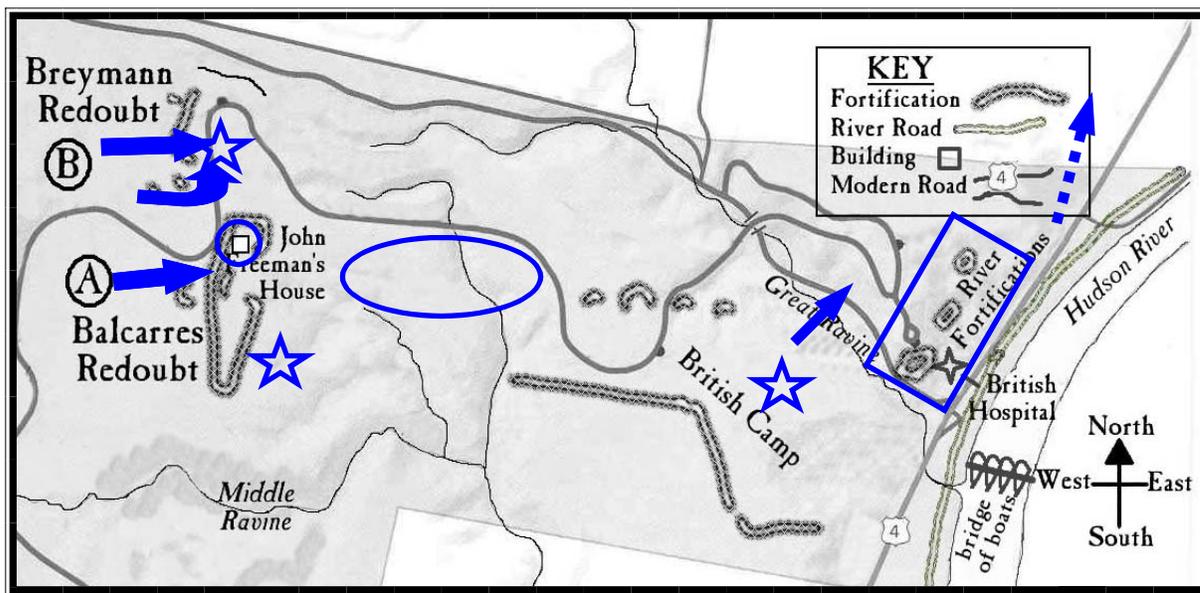
# Saratoga

## National Historical Park



### The Crucial Hour —ANSWER KEY

—a map activity—



"So, where DID the fighting happen?" That gets a little complicated, but if you "follow the numbers", it's easy to understand! Keep in mind that for the first day of fighting in the Battles of Saratoga, the British didn't have any fortified lines. **Read the descriptions below, and follow the directions in BOLD print.**

#### Activities for Balcarres Redoubt (Stop 6)

1. September 19th, 1777: almost all the fighting took place on John Freeman's farm, to the east of his house. **Find and circle John's house, and draw an oval in the open area east of it** ○
2. The British won that first day, as the Americans left the field and returned to their own lines, about 1 ½ miles south of Freeman's Farm. They built several positions for themselves:
  - British soldiers built a protective wall in front of their camp. **Find the British Camp, and draw a star in it.** ☆
  - They built fortifications overlooking the Hudson River. These protected a bridge of boats they made, their hospital, their additional artillery and many of their supplies. **Find the River Fortifications, and draw a single rectangle surrounding all three parts.** □
  - They also built two redoubts to protect their right flank (side). They expected the Americans would try attacking that side. These were the Balcarres ("Ball-car-eez") and the Breymann ("Bray-man"). **Draw a star at each of these redoubts.** ☆

**More on Back!**

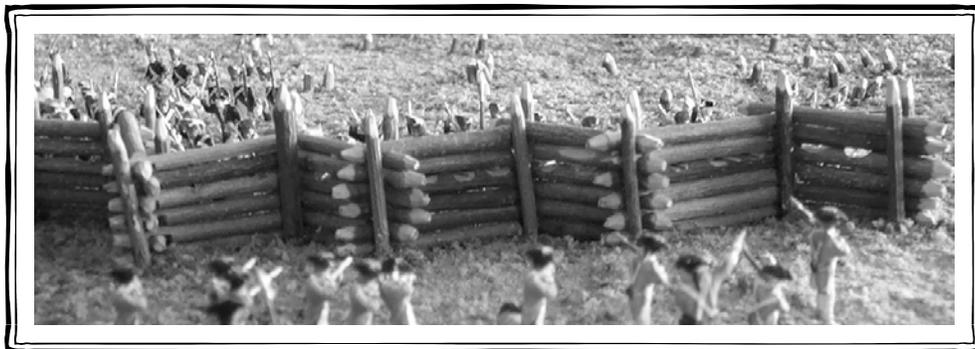
## Activities for Breymann Redoubt (Stop 7)

On October 7th, things got very busy. About 1400 British soldiers marched south from the Balcarres and Breymann Redoubts. They tried to find and attack the left end of the American fortifications. But the American soldiers saw them, attacked, and pushed them back into those two redoubts.

Here's what happened when the American soldiers pushed back the British.

1. American forces attacked the Balcarres Redoubt, but were unable to capture it. **Draw an arrow from the circle "A" to the front of the Balcarres Redoubt.** 
2. Over 1200 American soldiers attacked the less than 200 German soldiers defending the Breymann Redoubt. The Americans were able to get into that position and capture it. **Draw an arrow from the circle "B" around the south end of the Breymann Redoubt, then draw an arrow from "B" through the front of that redoubt.** 
3. When American soldiers got in behind the Breymann Redoubt, where else could they have gone?  
wherever they wanted; behind other British lines
4. The American capture of the Breymann Redoubt forced the British to abandon all the rest of their positions and go across the Great Ravine to their River Fortifications. **Draw a short arrow that goes between the words "Great" and "Ravine". Make the point of the arrow on the top of the line.** 
5. That was all on the 7th of October, 1777. By the next night, October 8th, the British were retreating north, off the battlefield. **Draw a dotted-line arrow going north from the River Fortifications.** 

About seven miles north, in the little village of Saratoga (now known as Schuylerville), the British had to stop. They could go no farther, as American militia soldiers halted their retreat. After a week behind hastily built fortified walls, the British surrendered, on October 17th, 1777. The Americans had won! 



American troops attacking Breymann Redoubt, October 7, 1777

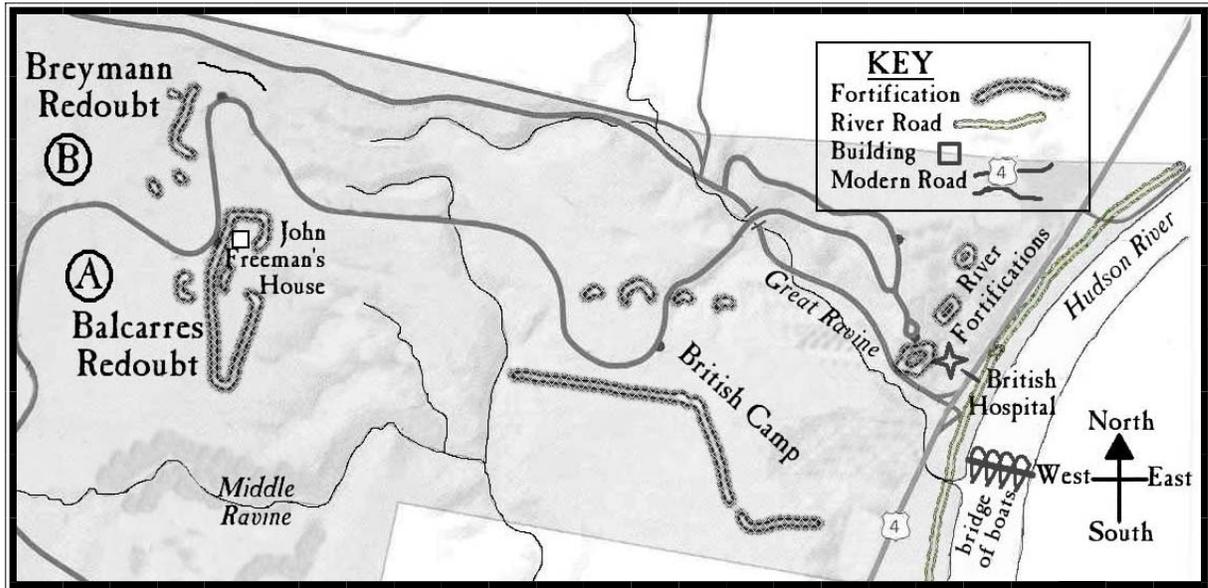
# Saratoga

## National Historical Park



### The Crucial Hour

—a map activity—



"So, where DID the fighting happen?" That gets a little complicated, but if you "follow the numbers", it's easy to understand! Keep in mind that for the first day of fighting in the Battles of Saratoga, the British didn't have any fortified lines. **Read the descriptions below, and follow the directions in BOLD print.**

#### Activities for Balcarres Redoubt (Stop 6)

1. September 19th, 1777: almost all the fighting took place on John Freeman's farm, to the east of his house. **Find and circle John's house, and draw an oval in the open area east of it**
2. The British won that first day, as the Americans left the field and returned to their own lines, about 1 ½ miles south of Freeman's Farm. They built several positions for themselves:
  - British soldiers built a protective wall in front of their camp. **Find the British Camp, and draw a star in it.**
  - They built fortifications overlooking the Hudson River. These protected a bridge of boats they made, their hospital, their additional artillery and many of their supplies. **Find the River Fortifications, and draw a single rectangle surrounding all three parts.**
  - They also built two redoubts to protect their right flank (side). They expected the Americans would try attacking that side. These were the Balcarres ("Ball-car-eez") and the Breymann ("Bray-man"). **Draw a stars at each of these redoubts.**

**More on Back!**

## Activities for Breymann Redoubt (Stop 7)

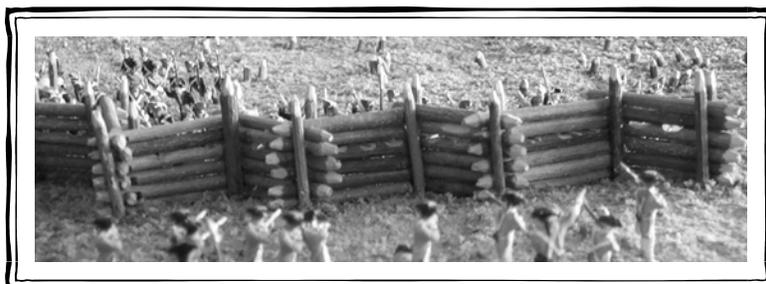
On October 7th, things got very busy. About 1400 British soldiers marched south from the Balcarres and Breymann Redoubts. They tried to find and attack the left end of the American fortifications. But the American soldiers saw them, attacked, and pushed them back into those two redoubts.

Here's what happened when the American soldiers pushed back the British.

1. American forces attacked the Balcarres Redoubt, but were unable to capture it. **Draw an arrow from the circled "A" to the front of the Balcarres Redoubt.**
2. Over 1000 American soldiers attacked the less than 200 German soldiers defending the Breymann Redoubt. The Americans were able to get into that position and capture it. **Draw an arrow from the circled "B" around the south end of the Breymann Redoubt, then draw an arrow from "B" through the front of that redoubt.**
3. When American soldiers got in behind the Breymann Redoubt, where else could they have gone?

- 
4. The American capture of the Breymann Redoubt forced the British to abandon all the rest of their positions and go across the Great Ravine to their River Fortifications. **Draw a short arrow that goes between the words "Great" and "Ravine". Make the point of the arrow on the top of the line.**
  5. That was all on the 7th of October, 1777. By the next night, October 8th, the British were retreating north, off the battlefield. **Draw a double-line arrow going north from the River Fortifications.**

About seven miles north, in the little village of Saratoga (now known as Schuylerville), the British had to stop. They could go no farther, as American militia soldiers halted their retreat. After a week behind hastily built fortified walls, the British surrendered, on October 17th, 1777. The Americans had won! 



American troops attacking Breymann Redoubt, October 7, 1777

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



### “Dear Diary” –ACTIVITY KEY —Journal entries from the Battles of Saratoga—

---

#### Goals, Themes, Objectives

##### Goals:

This activity gives students the opportunity to use primary sources to learn about the Battles of Saratoga. It also gives insights into how the battles affected some of those involved.

##### Themes:

The Battles of Saratoga not only had significant effects on national and world history, but also had deep impacts in the lives of those involved.

##### Objectives:

1. Students will be able to analyze passages from journal entries and obtain factual data from those passages.
2. Students will also be able to analyze these passages to ascertain some of the effects that the Battles of Saratoga had on those involved in them.

#### Supplies

- photocopies
- pencils

#### Summary

Use of primary source documents (journals, letters, diaries, drawings or sketches, etc.) is an excellent way of learning about events. Participants may not only record factual details of a particular event; they may also share details of how they personally felt and were affected by those events. Even people who were not direct participants can be greatly affected, as their lives are impacted by the effects on those around them.

#### Introduction

How many of us keep a diary or journal? At one time or another, many of us have. Others have at least thought of doing so. These documents, though we don't usually think of them as documents, give us a place to write about things that happened in our lives. They also give us a place to write about how we felt about those events. Were we happy about an event? Were we sad about it? Did we feel surprised? Scared? Confused?

Journals and diaries from long ago can tell us about things that happened at the time they were written. They can also tell us about the people who wrote them.

## **Answer Key**

### **Passage #1**

1. age 16
2. wounded in the leg or thigh, shot through the body
3. General Gates
4. sad, depressed, scared, angry –answers may vary, but the key is to have the students attempt to put themselves in the place of General Gates, to empathize
5. a kind man, evidenced by his taking care of this young wounded officer –words to describe that will vary

### **Passage #2**

1. September 19<sup>th</sup>
2. about 12 o'clock
3. about 2 miles
4. answers will vary –main issue was the lack of a standardized dictionary, so people spelled words as they sounded
5. answers may vary –main idea is that the American soldiers weren't fighting just for their pay, but also for independence

### **Passage #3**

1. Friday, September 19<sup>th</sup>
2. 12 o'clock
3. yes (the two accounts agree)
4. bad; “rebel” was the word Hadden used to describe / label Colonel Morgan

### **Passage #4**

1. no (she did not perceive a problem)
2. the soldiers often went on reconnaissance (scouting) missions
3. the Native American troops (she used the term “savages” as that is how Natives were generally perceived at that time)
4. sad, depressed, scared, angry –answers may vary, but the key is to have the students attempt to put themselves in the place of the Baroness, to empathize

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



### “Dear Diary...”

#### —Journal entries from the Battles of Saratoga—

The following are journal entries of soldiers and officers from both the American and British sides in the Battles of Saratoga. Read the accounts, and answer the questions about each passage.

#### PASSAGE #1

The morning after the action [of 19 September], I visited the wounded [British] prisoners who had not been dressed [bandaged], and discovered a charming youth not more than 16 years old, lying among them ....I found he was an Ensign Phillips [ensign --lowest rank of officer]; he told me he had fallen by a wound in his leg or thigh, and as he lay on the ground was shot through the body by an army follower .... the moans of this hapless youth affected me to tears, I raised him from the straw on which he lay, took him in my arms and removed him to a tent, where every comfort was provided and every attention paid to him, but his wounds were mortal [he would soon die], and he expired on the 21st; when his name was first mentioned to General Gates, he exclaimed “just Heaven! he may be the nephew of my wife," but the fact was otherwise.

-American Lieutenant Colonel James Wilkinson,  
Deputy Adjutant General  
Northern Department of the Continental Army

1. The term “officer” doesn’t refer to a police officer, but to someone who is in charge over a group of soldiers. The higher an officer’s rank, the more men he commanded. About how old was this wounded officer? \_\_\_\_\_
2. What happened to this officer; how was he wounded?  
\_\_\_\_\_  
\_\_\_\_\_
3. Lieutenant Colonel Wilkinson says that the young wounded British officer might be related to an American general. Who was that general? \_\_\_\_\_
4. How might that general have felt when he learned that the young man was mortally wounded? \_\_\_\_\_
5. Does Wilkinson sound like a kind, caring man or an unkind, uncaring one? What evidence does he give for it? \_\_\_\_\_  
\_\_\_\_\_

**PASSAGE #2**

19<sup>th</sup> [September] hereing this morning that the Enimy ware advancing, the Rifle & Light Infantry Corps turnd out to meet the Enimy & about 2 miles from our Camp we fell in with their advanced Guard & attacted them about 12 O Clock, after fighting about half an hour Being over Powerd with Numbers we ware obliged to Retire to A height, about 50 rods & there weare Reinforc'd With Col<sup>o</sup>. Cilley's [1<sup>st</sup> New Hampshire] Regiment, who attacted a Body of the Enimy with a great Deal of Spirit, I Ran to his assistance with the Light Infantry, But he was Obliged to Retreet Before I Came up....

...The Enimy Brought almost their whole force against us, together with 8 Pieces of Artillery. But we who had Something more at Stake than fighting for six Pence P<sup>r</sup> Day kept our ground til Night, Closed the scene, & then Both Parties Retire'd.

**Journal of Major Henry Dearborn,  
3<sup>d</sup> New Hampshire Regiment**

1. According to this journal entry, on what date did the fighting begin? \_\_\_\_\_
2. At what time did fighting begin? \_\_\_\_\_
3. How far away from the American camp did Major Dearborn say the fighting took place? \_\_\_\_\_
4. This passage contains many spelling errors. This was typical for much writing from the 18<sup>th</sup> century, even for very intelligent and well-educated people. Why do you think people's spelling was so bad? \_\_\_\_\_

5. Dearborn says, "We who had something more at stake than six pence per day kept our ground until night". What do you think he meant? \_\_\_\_\_

**PASSAGE #3**

Friday Sep'r 19th—Between 9 & 10 o'clock in the forenoon the Army advanced in three Columns agreeable to former Orders.

About a mile from our last ground (the center column) *we* came to a deep Ravine with a run of water sufficient to work a Saw-mill in the middle; here the enemy having neglected to destroy a small Bridge we passed the Ravine and creek without opposition.

The whole of this column and Baggage having gained the opposing height, the army halted at 12 o'clock for near an hour, during which time several shots were fired & returned by our advanced Sentries.

Nearly a quarter of an hour before we resumed our march the Picquets of the British line (100 Rank & File) advanced under Major Forbes (9th Regt.) and were repulsed with loss by a corps of Rifle-men commanded by the Rebel Colonel Morgan.

**Journal of 2<sup>ND</sup> Lieutenant James Murray Hadden,  
3<sup>RD</sup> Battalion Royal Regiment of Artillery,  
serving with Captain Jones' Royal Artillery detachment,  
British center column**

1. What date does Lieutenant Hadden give as the start of fighting? \_\_\_\_\_
2. What time does he say fighting began? \_\_\_\_\_
3. Does his account agree with Major Dearborn's account in Passage #2? \_\_\_\_\_
4. Does Hadden perceive Morgan to be good or bad? \_\_\_\_\_ What word does he use to describe Morgan that tells you so? \_\_\_\_\_

**PASSAGE #4**

[Oct. 7] I noticed a great deal of commotion among the soldiers. My husband told me that they were to go out on a reconnaissance, of which I thought nothing, as this often happened. On my way back the house I met a number of savages [Native Americans] in war dress, carrying guns. When I asked them whither they were bound, they replied, “War! War!”—which meant that they were going into battle. I was completely overwhelmed and had hardly returned to the house, when I heard firing which grew heavier and heavier until the noise was frightful. It was a terrible bombardment, and I was more dead than alive! ...Toward three o’clock in the afternoon, instead of my dinner guests arriving as expected, poor General Fraser, who was to have been one of them, was brought to me on a stretcher, mortally wounded.

**Memoir of Baroness Frederika Charlotte Louise von Riedesel,  
wife of Baron Friedrich Adolph von Riedesel,  
commander of all German forces with the British Army**

1. Did the Baroness think at first that there was a problem when she learned that the soldiers were going on a reconnaissance (scouting) mission? \_\_\_\_\_
2. Why did she think so? \_\_\_\_\_  
\_\_\_\_\_
3. Who indicated to her what was actually happening? \_\_\_\_\_
4. How do you think the Baroness felt during the bombardment (attack using cannons and mortars)? \_\_\_\_\_
5. What words or phrases does she use to say that? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## “Soldier Fare” —ACTIVITY KEY

—Soldiers’ food in the American Revolution—

### Goals, Themes, Objectives

#### Goals:

For students to become familiar with foods common to 18<sup>th</sup> century soldiers and the quantities needed to sustain an army of the time.

#### Themes:

Soldiers in the 18<sup>th</sup> century received rations of minimal quality, and often in minimal quantity.

#### Objectives:

1. Students will be able to list four foods generally eaten by American Revolutionary War soldiers.
2. Students will be able to calculate amounts of food and water needed for soldiers of that time period.
3. Students will develop an understanding of the hardships of life for an 18<sup>th</sup> century soldier, and of the supply struggles for an army of that time.

### Supplies Needed

- photocopies of worksheets
- scrap paper for calculations
- pencils

### Summary

Soldiers in the 18<sup>th</sup> century received a daily ration of food. This was usually of low quality, and many times minimal in amount. These meager amounts, though, added up, creating a major logistical challenge for the army. How did they manage to take care of all those men?

Such challenges as supplying food and water for an army were just a part of the total picture of what life was like for a soldier in the American Revolution. Then, as now, a soldier’s life is very difficult. Few of us will ever experience such extremes, but we can begin to develop an understanding of, and perhaps a respect for, what those soldiers endured.

## Introduction

Vocabulary words:

**ration** [pronounced “ray-shun”] –a general term for the amount of food a soldier was given each day

**pint** [“pynt”] –a unit of liquid measure, equal to 16 ounces (twice the average school milk carton), or a little less than a 20-ounce beverage bottle

**salt pork** –pork (think of a pork chop or thick piece of ham) preserved by immersion in salt water, or packed in raw salt, for weeks or months at a time

Revolutionary War soldiers were given a certain amount of food each day. This was their daily ration. A regular soldier’s ration was made up of:

- 1 pound of beef –or  $\frac{2}{3}$  pound of pork or fish, OR about  $\frac{1}{2}$  pound of salt pork or dried, salted fish
- 1 pound of bread –or 1 pound of flour to make their own bread
- salt
- butter
- 1 pint of peas –or a pint of cornmeal or oatmeal

Baking one’s own bread with that flour took the form of “fire cake”, a mixture of flour, salt, and water. The ingredients were mixed to form a stiff dough, which was shaped into small, flat loaves and baked on hot rocks. Not very tasty, but it’s better than having nothing to eat at all!

**Scenario to read to your students:**

You are in charge of feeding a number of American soldiers who have just fought in the first day of the Battles of Saratoga, September 19, 1777. They are very hungry. Calculate how much food you will need to provide them with their daily rations.

## ANSWER KEY

Remember:

A regular soldier's ration was supposed to be:

- 1 pound of beef –or  $\frac{2}{3}$  pound of pork or fish, OR about  $\frac{1}{2}$  pound of salt pork or dried, salted fish
- 1 pound of bread –or 1 pound of flour to make their own bread
- some salt
- some butter
- 1 pint of peas –or a pint of cornmeal or oatmeal

1. Ten soldiers would need how many pounds of beef for one day? 10
2. Those ten soldiers would need how many pounds of bread for one day? 10
3. Twenty soldiers need how many pints of peas for two days? 20
4. Fifty soldiers would need how many pounds of salt pork for one day? 25

Doctors tell us that an average adult should be drinking about one gallon of water per day. Applying that to the soldiers, how many gallons of water would be needed for:

1. Ten soldiers for one day? 10
2. Twenty soldiers for five days? 100
3. One hundred soldiers for 30 days? 3000
4. Fifty soldiers for 20 days? 1000

But water is heavy, weighing about eight pounds per gallon. So, how much weight would the army need to transport in the four water questions above?

1. 80 pounds
2. 800 pounds
3. 24000 pounds
4. 8000 pounds

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## “Soldier Fare”

— Soldiers’ food in the American Revolution —

Vocabulary words:

**ration** [pronounced “ray-shun”] –a general term for the amount of food a soldier was given each day

**pint** [“pynt”] –a unit of liquid measure, equal to 16 ounces (twice the average school milk carton), or a little less than a 20-ounce beverage bottle

**salt pork** –pork (think of a pork chop or thick piece of ham) preserved by immersion in salt water, or packed in raw salt, for weeks or months at a time

What kinds of food do you like? Pizza? Hamburgers? French fries or chicken wings? We have a lot of variety available to us today.

Soldiers during the American Revolution were not nearly so fortunate.

These soldiers were supposed to receive a certain amount of food each day. This was their daily food ration. A regular soldier’s ration was supposed to be:

- 1 pound of beef –or 2/3 pound of pork or fish, OR about ½ pound of salt pork or dried, salted fish
- 1 pound of bread –or 1 pound of flour to make their own bread
- some salt
- some butter
- 1 pint of peas –or a pint of cornmeal or oatmeal

Baking one’s own bread with that flour took the form of “fire cake”, a mixture of flour, salt, and water. The ingredients were mixed to form a stiff dough, which was shaped into small, flat loaves and baked on hot rocks. Not very tasty, but it’s better than having nothing to eat at all!

**Now, imagine:**

You are in charge of feeding a number of American soldiers who have just fought in the first day of the Battles of Saratoga, September 19, 1777. They are very hungry. On the next page, calculate how much food you will need to provide them with their daily rations.

Remember:

A regular soldier's ration was supposed to be:

- 1 pound of beef –or  $\frac{2}{3}$  pound of pork or fish, OR about  $\frac{1}{2}$  pound of salt pork or dried, salted fish
- 1 pound of bread –or 1 pound of flour to make their own bread
- some salt
- some butter
- 1 pint of peas –or a pint of cornmeal or oatmeal

1. Ten soldiers would need how many pounds of beef for one day? \_\_\_\_\_
2. Those ten soldiers would need how many pounds of bread for one day? \_\_\_\_\_
3. Twenty soldiers need how many pints of peas for two days? \_\_\_\_\_
4. Fifty soldiers would need how many pounds of salt pork for one day? \_\_\_\_\_

Doctors tell us that an average adult should be drinking about one gallon of water per day. Applying that to the soldiers, how many gallons of water would be needed for:

1. Ten soldiers for one day? \_\_\_\_\_
2. Twenty soldiers for five days? \_\_\_\_\_
3. One hundred soldiers for 10 days? \_\_\_\_\_
4. Fifty soldiers for 20 days? \_\_\_\_\_

But water is heavy, weighing about eight pounds per gallon. So, how much weight would the army need to transport in the four water questions above?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## “Building an Army” –ACTIVITY KEY

—The structure of an 18<sup>th</sup> century army—

---

### Goals, Themes, Objectives

#### Goals:

This activity will enable students to better understand the makeup of an army in the American Revolution, and thus begin to have an appreciation for the human cost of war.

#### Themes:

18<sup>th</sup> century armies were structured organizations with many individuals in several roles.

#### Objectives:

1. Students will be able to name the three basic organizational levels of an 18<sup>th</sup> century army.
2. Students will be able to calculate the numbers of soldiers one would have encountered in a Revolutionary War army.
3. Students will begin to develop an appreciation for the vast numbers of soldiers that helped secure American independence.

### Supplies

- photocopies
- pencils
- scrap paper for calculations

### Summary

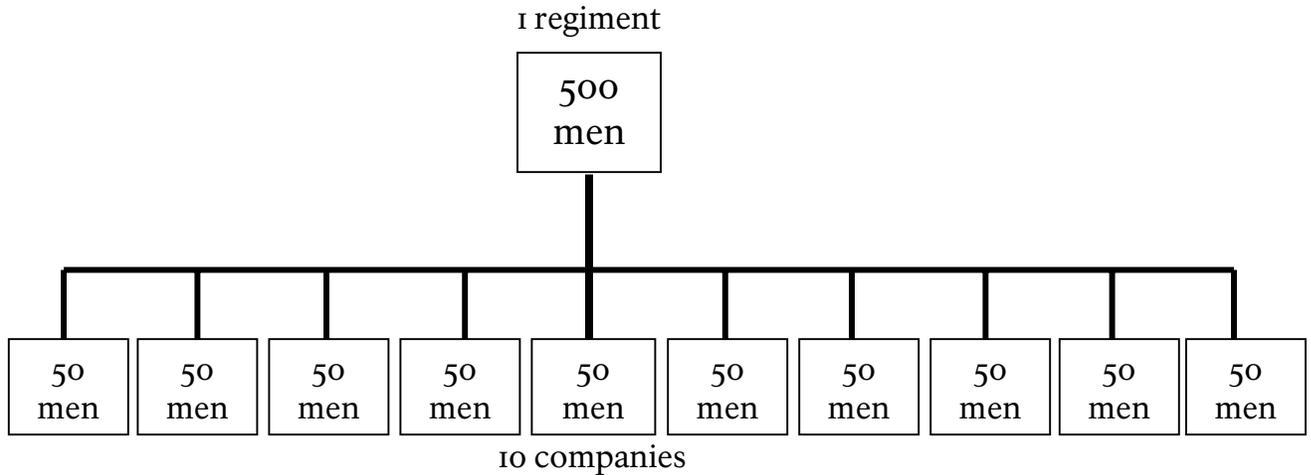
Armies during the American Revolution were more structured and organized than we often give them credit for. Far from being unruly mobs or scattered groups of disorganized and poorly trained farmers with rifles and pitchforks, the United States did have well trained and disciplined soldiers. These men, Continental soldiers, were generally as skilled as their British opponents. In some cases, they had even more experienced than the British troops they faced.

### Introduction

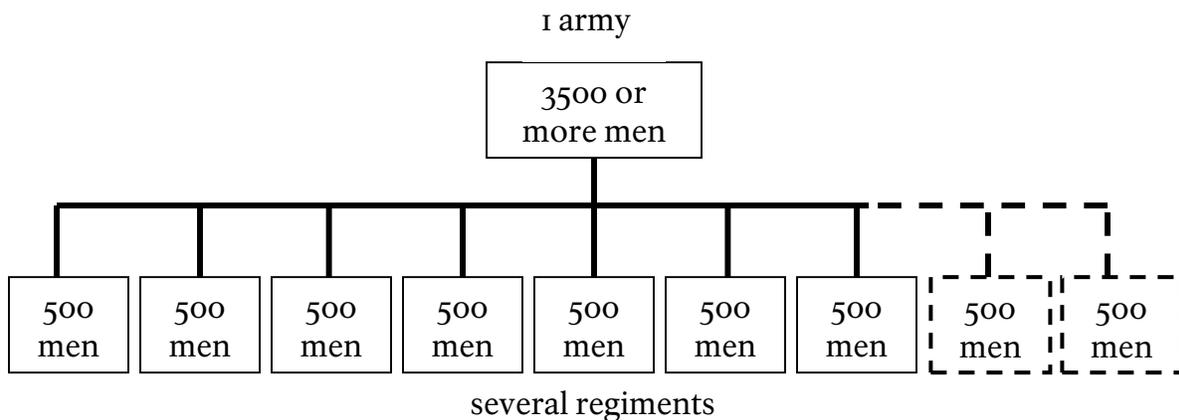
In talking about the American Revolution, we very quickly have to start talking about armies. Each side, American and British, didn't have just one army, but in fact had several. Different armies could be fighting in different places at the same time.

The basic “building block” of an army was the regiment (pronounced “red-ji-ment”). Each regiment had about 500 men. To better organize them, they were divided into small groups, called companies. Each company had about 50 men, so each regiment had 10 companies.

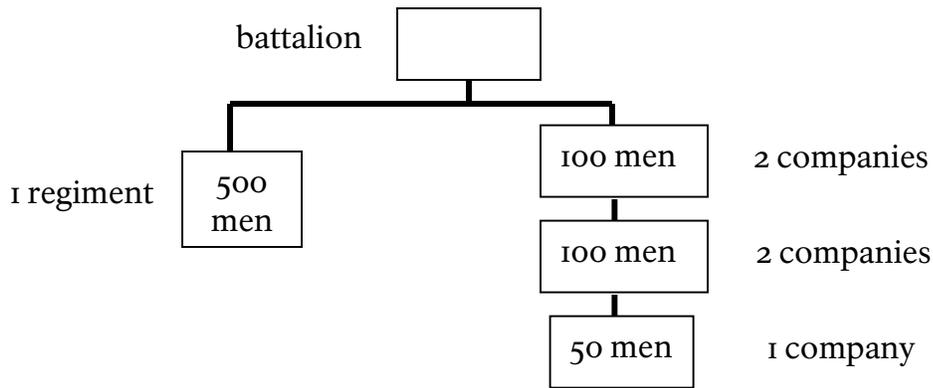
In picture form, it looked like this:



Armies would contain several full regiments. So:



Armies could also have parts of regiments (several companies) put together with a full regiment. Or, they could simply put together several companies from a few regiments. This grouping was called a battalion (“buh-tal-leon”).



**Scenario to read to your students:**

You are assisting the American commander at the Battles of Saratoga, General Horatio Gates. He is reorganizing his troops shortly after the first day of the battles.

Calculate the answers for the following problems to help General Gates with this work.

**Answer Key**

1. Given 100 men, how many companies can you create? 2
2. Given 300 men, how many companies can you make? 6
3. Given 500 men, how many companies can you make? 10
4. Given 1000 men, how many regiments can you make? 2
5. Given two full regiments, how many companies would you have? 20
6. Given one regiment, how many soldiers would you have? 500
7. Given three regiments, how many soldiers would you have? 1500
8. If the army has five regiments guarding the Hudson River, how many companies are located there? 50
9. Gates plans to send out a scouting force, one battalion with five full companies from two regiments. How many soldiers will he be sending out? 250

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

National Historical Park



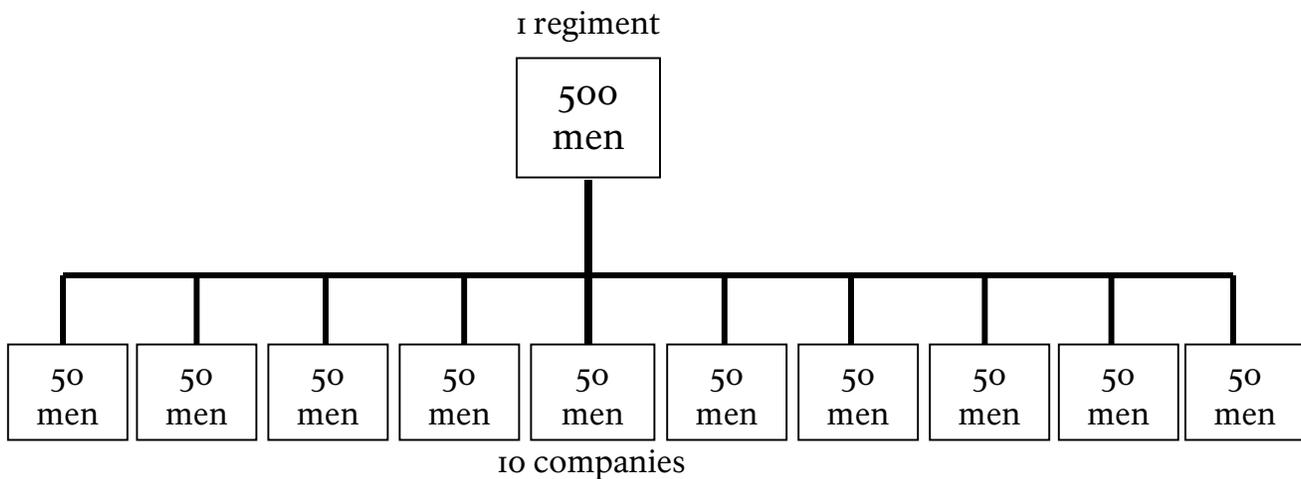
## “Building an Army”

—The structure of an 18<sup>th</sup> century army—

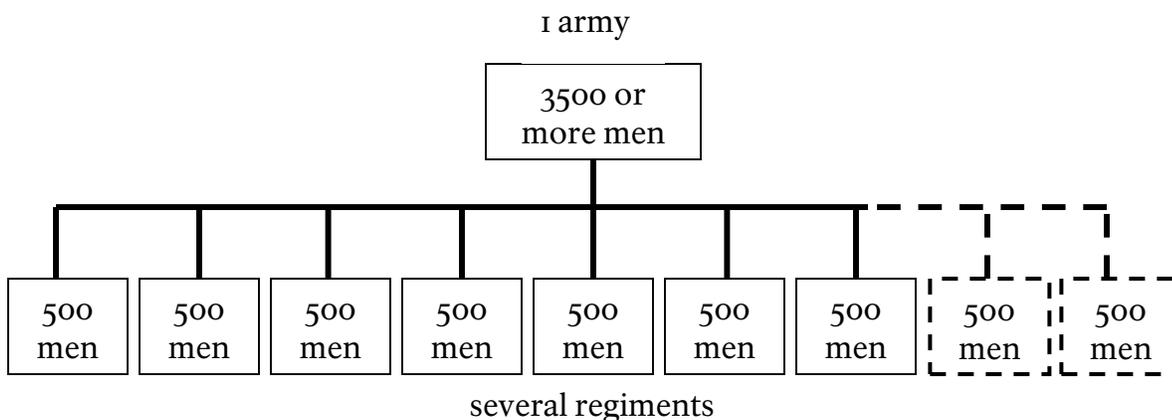
In talking about the American Revolution, we very quickly have to start talking about armies. Each side, American and British, didn’t have just one army, but in fact had several. Different armies could be fighting in different places at the same time.

The basic “building block” of an army was the regiment (pronounced “red-ji-ment”). Each regiment had about 500 men. To better organize them, they were divided into small groups, called companies. Each company had about 50 men, so each regiment had 10 companies.

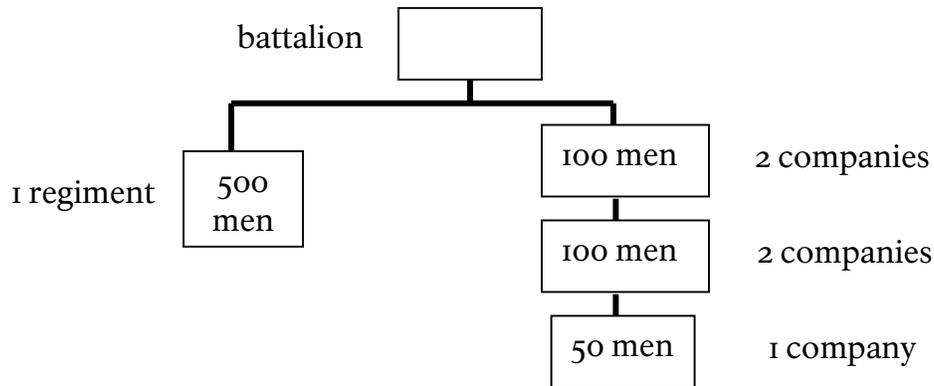
In picture form, it looked like this:



Armies would contain several full regiments. So that would look like:



Armies could also have parts of regiments (several companies) put together with a full regiment. Or, they could simply put together several companies from a few regiments. This grouping was called a battalion (“buh-tal-leon”).



**Your task:**

You are assisting the American commander at the Battles of Saratoga, General Horatio Gates. He is reorganizing his troops shortly after the first day of the battles.

Calculate the answers for the following problems to help General Gates with this work.

1. Given 100 men, how many companies can you create? \_\_\_\_\_
2. Given 300 men, how many companies can you make? \_\_\_\_\_
3. Given 500 men, how many companies can you make? \_\_\_\_\_
4. Given 1000 men, how many regiments can you make? \_\_\_\_\_
5. Given two full regiments, how many companies would you have? \_\_\_\_\_
6. Given one regiment, how many soldiers would you have? \_\_\_\_\_
7. Given three regiments, how many soldiers would you have? \_\_\_\_\_
8. If the army has five regiments guarding the Hudson River, how many companies are located there? \_\_\_\_\_
9. Gates plans to send out a scouting force, one battalion with five full companies from two regiments. How many soldiers will he be sending out? \_\_\_\_\_



## “Something More at Stake” -- ANSWER KEY

—park orientation film questions—

---

**Note for Teachers:** The park’s orientation film, “Something More at Stake,” is available for purchase through the park bookstore, run by Eastern National. It is available in DVD or VHS format, and can be ordered either on-line at “www.eParks.com” or by calling the bookstore at 518-664-9821 ext. 224

**Directions:** Carefully read the following questions. Keep them in mind as you watch “Something More at Stake”, about the Battles of Saratoga, and use the movie to help you answer these questions.

1. In what year did the Battles of Saratoga take place? 1777
2. What did the British hope to do to the Colonies by invading into New York? divide the colonies
3. Who was the general in charge of the British army moving south from Canada? John Burgoyne
4. Who was the general in charge of the American army at the Battles of Saratoga? Horatio Gates
5. What was the important area on which the Americans built their defenses? Bemis Heights
6. Why was the location in question #5 important? What geographic feature did it overlook? Hudson River
7. Why did the British army split up into three columns (groups) just prior to the Battles of Saratoga? to try going around the Americans
8. When the Americans won the battles, what country joined the war on the side of the United States? France

# Saratoga

National Historical Park



## “Something More at Stake”

—park orientation film questions—

**Directions:** Carefully read the following questions. Keep them in mind as you watch “Something More at Stake”, about the Battles of Saratoga, and use the movie to help you answer these questions.

1. In what year did the Battles of Saratoga take place? \_\_\_\_\_
2. What did the British hope to do to the Colonies by invading into New York? \_\_\_\_\_
3. Who was the general in charge of the British army moving south from Canada? \_\_\_\_\_
4. Who was the general in charge of the American army at the Battles of Saratoga? \_\_\_\_\_
5. What was the important area on which the Americans built their defenses? \_\_\_\_\_
6. Why was the location in question #5 important? What geographic feature did it overlook? \_\_\_\_\_
7. Why did the British army split up into three columns (groups) just prior to the Battles of Saratoga? \_\_\_\_\_  
\_\_\_\_\_
8. When the Americans won the battles, what country joined the war on the side of the United States? \_\_\_\_\_



## “Time Flies By” –ACTIVITY KEY

—chronologies and timelines—

### Goals, Themes, Objectives

#### Goals:

Students will learn how to set up and read a chronology and a timeline

#### Themes:

Events can be plotted on a timeline to show chronological order. This can aid in developing an understanding the sequence of a series of events and in seeing relationships between events.

#### Objectives:

1. Students will be able to construct and read a timeline of events in their own lives.
2. Students will be able to construct and read a timeline of events for the British Campaign of 1777 (American Revolution).

### Supplies Needed

- student worksheets
- student copies of 1777 chronology
- pencils
- chalkboard / white board

### Summary

Events in time are often easier to understand when they are chronologically listed. Comprehension of progression of events, as well as cause and effect, can be enhanced by placing events on a timeline.

This activity has students construct a timeline of events in their own lives –something inherently relevant and meaningful. Students then move on to construct a timeline of historical events from the British Campaign of 1777 and its culmination in the American victory following the Battles of Saratoga.

## Introduction

The activity can be introduced by simply reading the brief description at the top of the activity page. Writing the key terms on the board for students to see may also aid in their comprehension.

After reading the introduction, read the instructions for the class, or have a few students read the instructions. You can model each of the initial steps in the activities by writing your own answers on the board after reading the instructions.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



### “Time Flies By”

—chronologies and timelines—

**PART #1 Chronology** (pronounced “kruh-nol-uh-je”) looks like a big word. It’s actually not so difficult. The word comes from two Greek words, “chronos” (“kro-nos”), which means “time”, and “logos” (“log-os”), meaning “word”. Put them together, chronos+logos, and you get “words about time”.

A chronology is a list of events, written in the order in which they happened. You can make a chronology of your own. It’s easy to do!

Follow the steps below to make a chronology.

A. Write down your birth date (day, month, year) \_\_\_\_\_

B. Next, write down today’s date (day, month, year) \_\_\_\_\_

C. Now, make a list of five events in your life and when they happened. If it helps, write down how old you were when each happened. Example: “got my first bicycle (age 8)”, December 25, 1978

EVENT (AGE)	DATE
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

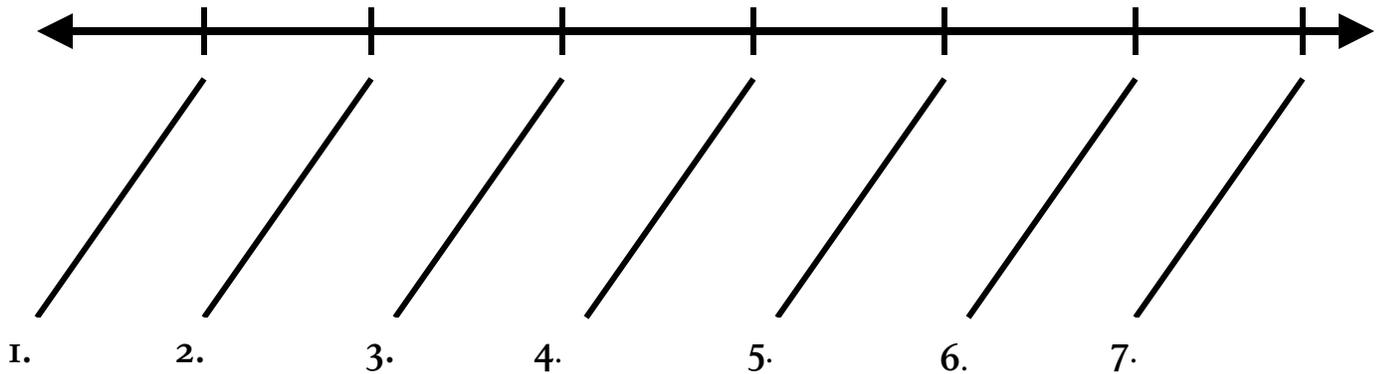
D. Having done that, use all these dates to list the events in the order in which they happened.

1. \_\_\_\_\_ My Birth Date
2. \_\_\_\_\_ Event #1
3. \_\_\_\_\_ Event #2
4. \_\_\_\_\_ Event #3
5. \_\_\_\_\_ Event #4

- 6. \_\_\_\_\_ Event #5
- 7. \_\_\_\_\_ Today's Date

**PART #2** A **timeline** is very similar to a chronology. In fact, it's basically a chronology in picture form. It's a long line that shows how events follow or precede (come before) each other in time, how they exist in relation to each other.

To construct your own timeline, copy your list of chronological events from the bottom of the previous page (Activity D) onto the line below. Copy each date onto the space with its number.



**PART III** Construct your own timeline for seven events from the Chronology of the British Invasion of 1777, on the handout your teacher provides. The starting line is provided below.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



### “Time Flies By” —Chronology of the British Campaign of 1777—

---

Here is the chronology of the British invasion into New York in 1777. Use this list to help you with your timeline exercise.

There are some vocabulary words with which you might not be familiar. They are:

advance corps (“core”) –a group of soldiers going ahead of the main part of an army  
bateaux (“ba-tow”) –a small boat, able to move through shallow water, and able to hold  
between 10 and 25 men

capitulation (“ka-pit-you-lay-shun”) –a surrender with agreed upon terms

column –a large group of soldiers, sometimes moving along a road or pathway, partly  
independent from the rest of an army

continentals –American soldiers who are part of the regular army

division –a grouping of soldiers, made up of several regiments or parts of regiments

fortifying –strengthening a structure or area by building defenses on or around it  
(like wooden walls, dirt piled up against or around it, trenches, etc.)

garrison –the group of soldiers assigned to defend a fort

loyalists –Americans who supported King George III and remained loyal to England

militia –American soldiers who are not part of the regular army. They often served for  
only a certain length of time per year.

rear-guard –group of soldiers assigned to defend an army’s back

reconnaissance in force (“re-kon-a-sance”) –a group of soldiers assigned to go out  
ahead of the army to gather information about the enemy

redoubt (“re-dowt”) –a temporary fortification built to protect one side or another  
of an army’s camp

regiment –a group of soldiers, about 500 total; the basic unit of an army

siege (“seej”) –a lengthy attack on a fort, town, or city with the intent of capturing it

---

**17 June 1777:** Burgoyne and his force leave St. John, Canada. His total force is nearly 9,000 men and 2,000 women.

**1-5 July:** Fort Ticonderoga is attacked for four days by the British Forces

**5-6 July:** Ticonderoga is abandoned by the Americans during the night. The American troops escape across a bridge to the Vermont side of Lake Champlain.

**6 July:** The British Advance Corps and the American rear-guard collide at Hubbardton in Vermont. The Americans are forced back, but not until after they have put up strong resistance.

**Late July:** Burgoyne at this point decides to follow a route southward from Skeenesboro.

Retreating Americans make the terrible wilderness roads even worse by cutting trees down to block roads and blocking streams so they flood roads. Burgoyne takes 20 days to cover 22 miles. His army reaches Fort Edward on 29 July. Burgoyne's army is already having supply problems.

**26 July:** Lt. Colonel Barry St. Leger departs with his small army from Oswego.

**2 Aug.:** St Leger's forces arrive at Fort Schuyler (Stanwix).

**6 Aug.:** Loyalists and Native Americans from St. Leger's Army ambush a relief column of militia at Oriskany. The battle proves to be a bloody draw, but the American garrison of Fort Schuyler uses it as a distraction to attack St. Leger's camp. The attackers seize much of the belongings and equipment of the Indians, leaving them short of necessities.

**16 Aug.:** An 800-man group of German troops detached from Burgoyne's army is overrun near Hoosic, New York while trying to forage for supplies. This is usually called the "Battle of Bennington".

**17 Aug.:** The majority of Indians in Burgoyne's army leave. Unable to get the vast quantities of valuables, prisoners and scalps they'd hoped, most of the "savages" (as they were called) return to Canada.

**7-22 Aug.:** St Leger's forces conduct a formal siege of Fort Schuyler. The British, Loyalists and Germans are put to work digging trenches, attempting to get their small artillery pieces close enough to damage the fort.

- The siege is lifted when word arrives in St. Leger's camp that a large force of American troops is on their way to the fort. (This report is a fabrication created by Benedict Arnold, who has been sent with only a small reinforcement.) St. Leger's army retreats to Oswego. [Burgoyne learns of this on 28 August.]

**19 Aug.:** Horatio Gates, having been named Commander of the Northern Department, arrives in Albany to replace Philip Schuyler.

**8 Sept.:** Gates' army, reinforced with New York Continentals, Daniel Morgan's command of Continental Riflemen and Arnold's column, advances northward from the Albany area.

**12 Sept.:** Gates' Army begins fortifying Bemis Heights to block the advance of Burgoyne's Army. Most of the work is concentrated on the eastern end, overlooking the Hudson River. Strong points are built on the western end, near John Neilson's farm.

**13 Sept.:** Having accumulated a reserve of supplies, Burgoyne's Army begins crossing the Hudson River on a bridge of boats at Saratoga (Schuylerville).

**18 Sept.:** About 500 militia led by Colonel John Brown raids the fortification complex at Ticonderoga and the supply base at Diamond Island, Lake George.

- Although the fort itself is too strongly manned, the attackers at Ticonderoga capture prisoners, bateaux, and seize some of the outer defenses. The raid at Diamond Island is unsuccessful, as the small garrison had been alerted. Although the British still hold these posts, the attack demonstrated the difficult position of Burgoyne's Army.

**19 Sept.: First day in the Battles of Saratoga**

Burgoyne tried to engage the American Army. He divided his army into three columns and advanced toward the American fortified lines. Realizing that the western defenses were not completed, the American Army assigns General Arnold's division to advance toward the British and try to fight them away from the defensive lines on Bemis Heights.

- The fighting began around noon at the farm of John Freeman. In a long afternoon's battle, the British managed to hold the field—due to the toughness of their troops and

timely reinforcements late in the day. Because the British held the battlefield, Burgoyne regarded it as a victory. However, his army lost over 500 casualties (the Americans, some 400) and had not opened a way to Albany.

- 20 Sept.-6 Oct.:** Burgoyne's Army encamped and fortified its position. Burgoyne had decided to wait for assistance from the British forces near New York City. The American Army was reinforced with militia from New York and New England. Both armies spent the time patrolling and raiding the other's outposts. (The Americans seem to have won more of these encounters than the British and their allies.)
- 26 Sept.:** Gates and Arnold argue: Arnold was relieved of his command. Although Arnold was intending to travel to personally petition Congress for redress, some staff officers, hostile to Gates, convince Arnold to remain.
- 3 Oct.:** General Sir Henry Clinton ascended the Hudson River from New York City with some 3000 troops.
- 6 Oct.:** Part of Clinton's forces attacked and captured two forts near Bear Mountain: Forts Clinton and Montgomery.
- 7 Oct.: Second day in the Battles of Saratoga**  
Burgoyne decided to send a reconnaissance in force to probe the American lines. If successful, a general assault would be ordered for the following day. Some 1700 troops with eight cannon and two howitzers advanced around mid-day.
- The Americans noted the movement and attacked the British column deployed near Simeon Barber's Wheatfield. In a fierce fight, the British were driven from the field in considerable disorder. Pursuing American troops managed to overrun a German-held redoubt, whose capture threatened Burgoyne's entire Army. Nightfall ended the action, and the British withdrew to the protection of their river fortifications.
- 8 Oct.:** Burgoyne's Army begins to retreat toward Ticonderoga—some 60 miles north. This retreat did not begin until after nightfall and was hampered by bad weather, appalling roads and exhausted draft animals.
- 9-10 Oct.:** Gates' Army began a slow pursuit of Burgoyne's. Burgoyne managed to move his army a mere nine miles in this period and only reached Saratoga (Schuylerville). When advance elements of Gates' Army approached, Burgoyne put his troops into defensive positions in Saratoga. Burgoyne ordered General Philip Schuyler's country estate burned to make it easier for the British forces to defend their position.
- 11-15 Oct.:** Burgoyne's Army was besieged in its positions in Saratoga. Gradually, the Americans were able to close up all avenues of escape. Burgoyne started negotiations to end hostilities 13 October.
- 13-15 Oct.:** Negotiations for capitulation between Gates and Burgoyne. Gates gave very generous terms, as he had received news that General Sir Henry Clinton's column was approaching. (Only a small part of this column actually came near Albany. Some 1700 troops under General John Vaughn burned Esopus (pronounced "es-oh-pus" –present-day Kingston) and got within 30 miles of Albany by ship. They were ordered to withdraw when General Clinton received orders to break off the action to support General Howe's forces operating near Philadelphia.)
- 17 Oct.:** The articles of capitulation are signed and known there after as the Convention of Saratoga. The basic agreement was that Burgoyne's forces would lay down their arms and be marched to Boston. From there they would be put on British shipping and sent anywhere in the world, so long as they did not take up arms against the Americans again.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## Virtual Tour Scavenger Hunt –ACTIVITY KEY

This “Scavenger Hunt” is designed to help you understand the importance of the Battles of Saratoga. Answer the following questions as you go through the virtual tour of the battlefield.

It is recommended that you read the questions through first, so you have a better idea what to look for as you explore each Tour Road Stop.

---

### STOP 1

1. Study this picture. Identify something in it that would make it hard for soldiers to march through this area. *trees, hills, ravines*
2. Identify something in this picture that would make it easy to march through this area. *open fields*
3. How do you think John Freeman might have felt to learn that a lot of the fighting in the Battles of Saratoga took place on his farm? Why? \_\_\_\_\_  
*good –proud/happy, because he supported the British*  
*bad –his farm might be damaged by the fighting*

### STOP 2

1. For what did the American officers use the Neilson House? \_\_\_\_\_  
*quarters, headquarters/brigade-level headquarters*
2. List two (2) luxuries, or special comforts, that officers might enjoy that regular soldiers did not. *beds/cots, glassware, lanterns, good candles, good luggage, use of a house*
3. How do you think John Neilson might have felt knowing that his house and farm were used by the American army? Why? \_\_\_\_\_  
*good –he supported the Americans*  
*bad –farm would be damaged by the army*

### STOP 3

1. Why were the American River Fortifications so important? What did they let the American forces do? *kept the British from moving farther south toward Albany; stopped the British*

### STOP 4

1. How would you have felt if you were an American soldier seeing British soldiers slowly marching toward you from this position? *will vary by student*

### STOP 5

1. What soldiers here were on the side of the British? *Germans*
2. What happened to them and to the British here? *retreated/forced to retreat*

### STOP 6

1. How do you think American troops felt as they tried to attack such a strong British position? *will vary by student*
2. How do you think the British forces felt inside these strong fortifications?  
*will vary by student*

### STOP 7

1. On what date did American soldiers capture this position? *October 7, 1777*
2. Why was the American capture of this fortified line so important?  
*forced the British to leave the battlefield, Americans could have gotten behind the British elsewhere*

### STOP 8

1. What do you see here? *tents, tables, plates, glasses, bottles, people, etc.*
2. What is going on in this scene? *British officers meeting, eating, talking*
3. How can you tell? *presence of tableware, men facing each other and seem to be talking, British officers are wearing fancy uniforms*

## STOP 9

1. What do you see in this picture? cannon, river, hills, trees, sky, etc.
2. List two reasons the British wanted to have fortifications on his hill. on a hill, overlooks the valley, wide area visible, defend their hospital, artillery park, bridge, baggage

## STOP 10

1. What is the name of the British general buried here? Simon Fraser
2. Why do you think he wanted to be buried here? scenery, wanted to be buried near his men, wanted to be buried on this strong fortification, etc.



Section of a model of the Breymann Redoubt

Tour Road Stop 6

## IMPORTANT VOCABULARY:

**Artillery** —usually thought of as cannons, which fired solid iron cannonballs. Also included mortars, which fired hollow, exploding shells, and howitzers, which fired either solid cannonballs or hollow mortar shells.

**Brigade** —a grouping of two or more regiments.

**Company** —a smaller group of soldiers, made up of about 50 soldiers. British regiments had 10 companies; American regiments had eight.

**Continental soldier** —regular, career soldiers in the American army. These were well trained, experienced soldiers, much like the soldiers in the British army.

**Infantry** —regular foot soldiers. They fought by standing in rank-and-file formation, neat lines and rows on the battlefield.

**Loyalist** —someone who remained loyal to England during the American Revolution.

**Militia** —soldiers who were not part of the regular army. These were men between the age of 16 and 50, and were required to serve when ordered by the government.

**Musket** —the guns used by most soldiers. These were smooth bore —as smooth inside the barrel as outside— and so were not very accurate. These were best used by a long line of soldiers firing as a group.

**Officer** —a man in the army in charge of leading groups of soldiers. Ranks of officers (from lowest to highest) included: lieutenants, captains, majors, colonels, brigadier generals, and major generals.

**Patriot** —someone who supported independence during the American Revolution.

**Redoubt** —a temporary fortification, built of a “zig-zag” log wall with a few feet of dirt packed against the front of the wall. A trench in front of the wall was left from where the dirt was dug up to pack against the wooden wall.

**Regiment** —the basic unit making up an army. Made up of about 500 soldiers.

**Rifle** —a kind of musket, but with “rifling,” a series of spiral grooves cut inside the barrel. These grooves made the musket ball (bullet) spin, like a football thrown in a “spiral,” making the bullet fly farther and more accurately.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## Virtual Tour Scavenger Hunt

This “Scavenger Hunt” is designed to help you understand the importance of the Battles of Saratoga. Answer the following questions as you go through the virtual tour of the battlefield.

It is recommended that you read the questions through first, so you have a better idea what to look for as you explore each Tour Road Stop.

---

### STOP 1

1. Study this picture. Identify something in it that would make it hard for soldiers to march through this area. \_\_\_\_\_
2. Identify something in this picture that would make it easy to march through this area. \_\_\_\_\_
3. How do you think John Freeman might have felt to learn that a lot of the fighting in the Battles of Saratoga took place on his farm? Why? \_\_\_\_\_

---

---

### STOP 2

1. For what did the American officers use the Neilson House? \_\_\_\_\_
2. List two (2) luxuries, or special comforts, that officers might enjoy that regular soldiers did not. \_\_\_\_\_
3. How do you think John Neilson might have felt knowing that his house and farm were used by the American army? Why? \_\_\_\_\_

---

---

### STOP 3

1. Why were the American River Fortifications so important? What did they let the American forces do? \_\_\_\_\_

\_\_\_\_\_

### STOP 4

1. How would you have felt if you were an American soldier seeing British soldiers slowly marching toward you from this position? \_\_\_\_\_

\_\_\_\_\_

### STOP 5

1. What soldiers here were on the side of the British? \_\_\_\_\_
2. What happened to them and to the British here? \_\_\_\_\_

\_\_\_\_\_

### STOP 6

1. How do you think American troops felt as they tried to attack such a strong British position? \_\_\_\_\_
2. How do you think the British forces felt inside these strong fortifications? \_\_\_\_\_

\_\_\_\_\_

### STOP 7

1. On what date did American soldiers capture this position? \_\_\_\_\_
2. Why was the American capture of this fortified line so important? \_\_\_\_\_

\_\_\_\_\_

### STOP 8

1. What do you see here? \_\_\_\_\_

2. What is going on in this scene? \_\_\_\_\_
3. How can you tell? \_\_\_\_\_  
\_\_\_\_\_

### STOP 9

1. What do you see in this picture? \_\_\_\_\_
2. List two reasons the British wanted to have fortifications on his hill.  
\_\_\_\_\_

### STOP 10

1. What is the name of the British general buried here? \_\_\_\_\_
2. Why do you think he wanted to be buried here? \_\_\_\_\_  
\_\_\_\_\_



Section of a model of the Breymann Redoubt

Tour Road Stop 6

## IMPORTANT VOCABULARY:

Artillery —usually thought of as cannons, which fired solid iron cannonballs. Also included mortars, which fired hollow, exploding shells, and howitzers, which fired either solid cannonballs or hollow mortar shells.

Brigade —a grouping of two or more regiments.

Company —a smaller group of soldiers, made up of about 50 soldiers. British regiments had 10 companies; American regiments had eight.

Continental soldier —regular, career soldiers in the American army. These were well trained, experienced soldiers, much like the soldiers in the British army.

Infantry —regular foot soldiers. They fought by standing in rank-and-file formation, neat lines and rows on the battlefield.

Loyalist —someone who remained loyal to England during the American Revolution.

Militia —soldiers who were not part of the regular army. These were men between the age of 16 and 50, and were required to serve when ordered by the government.

Musket —the guns used by most soldiers. These were smooth bore —as smooth inside the barrel as outside— and so were not very accurate. These were best used by a long line of soldiers firing as a group.

Officer —a man in the army in charge of leading groups of soldiers. Ranks of officers (from lowest to highest) included: lieutenants, captains, majors, colonels, brigadier generals, and major generals.

Patriot —someone who supported independence during the American Revolution.

Redoubt —a temporary fortification, built of a “zig-zag” log wall with a few feet of dirt packed against the front of the wall. A trench in front of the wall was left from where the dirt was dug up to pack against the wooden wall.

Regiment —the basic unit making up an army. Made up of about 500 soldiers.

Rifle —a kind of musket, but with “rifling,” a series of spiral grooves cut inside the barrel. These grooves made the musket ball (bullet) spin, like a football thrown in a “spiral,” making the bullet fly farther and more accurately.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## “On Hallowed Ground” –ACTIVITY KEY

—Battlefield Field Trip—

---

### Goals, Themes, Objectives

**Goals:**

For students to develop an understanding of how geography influenced the Battles of Saratoga, and an appreciation for the grounds on which those battles took place.

**Themes:**

Standing on the ground where pivotal events occurred creates a “sense of places”, a sense of connectedness with these historic events.

**Objectives:**

1. Students will be able to describe the roles geography played in the Battles of Saratoga.
2. Students will be able to describe how both American and British forces made use of geography in the battles.
3. Students will begin to develop an appreciation for the area where the battles occurred.

### Supplies

- photocopies
- pencils

### Summary

Textbooks can be very useful classroom tools. Some, as we have all experienced, are better than others. The best textbooks in the world, however, cannot give you a “sense of place,” the feeling of connectedness with historical events, that one experiences when standing on the grounds where those events occurred.

For this reason, many schools each year come to visit Saratoga National Historical Park. A visit to our park features many unique learning opportunities. The most unique is, of course, being able to tour the battlefield. That is possible by vehicle about half of the year, April 1 through mid-November, weather permitting. Hiking access is available during daylight hours year round.

Due to time constraints, though, most school groups are only able to visit several of the tour road stops. For these tours, we recommend a streamlined tour which highlights the more critical stops; total time for this abbreviated tour is approximately one hour.

The tour road stops highlighted here are: the John Neilson Farmhouse (Stop 2), the American River Fortifications (Stop 3), the Balcarres Redoubt (Stop 6), the Breymann Redoubt (Stop 7), and the British River Fortifications (Stop 9). If time restrictions require an even shorter tour, we suggest Stops 3 and 7.

## Introduction

Why do classes go on field trips? Is it for the break in the normal classroom routine? To get away from textbooks? To give teachers a break from the normal classroom routine?

These are all benefits, but there's a more important reason for field trips. We could use the best textbooks in the world, and have a computer for every student to access the Internet, but something is still missing. What's missing is the "sense of place." What does that mean?

Many people could have many ideas. Perhaps the simplest explanation might be the feeling of being more connected with what is important about the place. For places like battlefields, it's a sense of being in the presence of historic events.

The following are some descriptions of five key locations on the Saratoga Battlefield, the grounds where the Battles of Saratoga were fought on September 19 and October 7, 1777. As we go to each of those sites, we'll read through the descriptions, and you'll have some time to answer the questions for that site.

### **John Neilson Farmhouse (Tour Road Stop 2)**

Look around you. Atop this ridge, you can see nearly in every direction. The views are spectacular. On a clear day, you can see three different states: New York, Vermont, and the northwestern most corner of Massachusetts.

The small, red farmhouse here was built by John and Lydia Neilson back in 1775 or 1776. When they learned that a British army was invading southward into New York, moving slowly down the Hudson River just about a mile to the east (to your right as you face the porch of the house), they left. Lydia stayed with her parents in the village of Stillwater, two miles south of here. John went to join up with his militia regiment, where he would be carrying supplies with a team of oxen.

The American army set up their fortifications here, in a big "L" shaped line. As you stand facing the porch of the Nelson House —the only standing structure on the battlefield from the time of the battles— you are standing inside those fortifications. Neilson's house was used as a mid-level headquarters building.

As you look around, you see white marker posts with blue tops. These show you where the American fortified line once stood—a big, log wall standing some 6-10 feet high. Twenty two cannons were set up at different points along this wall; copies of cannons can be found at some of the original cannon locations. Dirt would have been piled up a few feet thick against the front of the wall where the cannons were, giving the wall better protection against enemy cannon fire.

1) Why do you think the Americans wanted to build their fortifications here? answers will vary: high ground, good visibility of the surrounding area, good place to put cannons, etc.

---

2) If you were an American soldier, would you have felt safe here? yes; probably; definitely

3) How do you think John Neilson, who favored American independence, felt having to leave his home when the British were invading into New York?

Answers will vary: scared, angry, sad, confused; also possible –proud because his house would be used for a headquarters

---

### **American River Fortifications (Tour Road Stop 3)**

As you stand here on this ridge, you are on Bemis Heights. The American fortified line is again shown here with white posts (blue tops). As you look out across the fields below this ridge, you are looking east. At the far side of the fields is a line of trees. You can see glimpses of the Hudson River behind or through that line of trees. Those trees were not there during the Battles of Saratoga. The river was easily visible then.

American cannons were located in several places here on Bemis Heights. These cannons could hit the river, or anything on it. Looking down on the farm below, there was a long, fortified line nearly where the farm buildings are. A second fortified wall stood a short distance to the left (north), and a third stood a short distance to the right (south). These walls blocked the road running along the flood plains –the very road the British had been marching on several miles north of here.

1) Why do you think the Americans built fortifications here? answers will vary: good visibility, easy to hit the British from here, hard to attack up a hill, etc.

---

2) If you were a British soldier, would you want to try attacking this position? no; no way; etc.

### **Balcarres Redoubt (Tour Road Stop 6)**

You are standing in one of the British fortified positions. White marker posts with red tops show where their fortified wall once stood.

The British fortifications were 6-10 feet high. Cannons and other artillery pieces were located in multiple positions. Dirt piled up along the wall along most of its length gave better protection against cannon fire.

As you look around you from on top of the slight ridge (once you have walked up the pathway from the parking area, you will notice that the white marker posts seem to wrap around you. The line is in front of you, and it's also behind you. It was shaped something like a collapsed circle, giving better protection from the sides and partially from the back. As the wall was built on this ridge, the wall would have seemed even taller to any attacking American soldiers.

1) If you were a British soldier, would you have felt safe here? **yes; probably; I think so; etc.**

2) If you were an American soldier trying to attack this position, what are two features here that would have made this line very difficult to capture?

**answers will vary: hills, British walls, being shot at with muskets or cannons, wall went**

**around the British, etc.**

### **Breymann Redoubt (Tour Road Stop 7)**

Here is another of the British fortified positions. Again, white marker posts with red tops show you where that fortified wall once stood. Unlike the other British positions, though, this line was not as completely built. It was open to the rear. There were fewer cannons: only two of them, with dirt piled up against the front of the wall just in front of those cannons. Copies of those cannons stand here now.

In fighting on October 7<sup>th</sup>, 1777, over 1000 American soldiers attacked this line from the front (west) and from the left side (south). Fewer than 200 German soldiers, on the side of the British, defended this position. American troops attacking from the south were able to get inside this line, forcing the German soldiers to retreat. Once here, the American soldiers could have attacked from behind, any of the rest of the British positions. The British were forced to begin their retreat.

1) If you were an American soldier attacking this line from the front, with enemy soldiers and cannons shooting at you, how would you feel?

**answers will vary: scared, afraid, nervous, angry, excited, unsure, confident, etc.**

2) How would you feel when you saw fellow American soldiers getting in behind that wall?

**answers will vary: excited, hopeful, good, happy, etc.**

3) If you were the British commander, General Burgoyne, how would you respond, knowing that the Americans, who had many more soldiers than you, could now get anywhere behind your lines?

**answers will vary: nervous, angry, upset, sad, disheartened, etc.**

**British River Fortifications (Tour Road Stop 9)**

This is perhaps the best view of the Hudson River in the Battlefield. It is here that the British built some fortifications overlooking the river. These fortifications, again, marked with white marker posts with red tops, also overlooked a temporary bridge made of boats, the British hospital, and additional British cannons and other supplies. It is from here that the British began to retreat northward. That move began the evening of October 8<sup>th</sup>, 1777.

1) If you were the British, why would you think this to be a good position to build fortifications?

**answers will vary: high ground, good view of river, close to river, easy to get to other side of river and spy on Americans, steep ravine would make it hard for Americans to attack, etc.**

---

**Additional Writing Activity:**

Imagine you were a British soldier. It has been four months since you left Canada. Now, after the Battles of Saratoga, you must retreat. The weather is chilly and rainy. The dirt roads are now all mud. You are cold, hungry, and tired. What thoughts are going through your mind?

**will vary per student**

---

---

---

Imagine you are an American soldier. It has been nearly 2 ½ years since the Revolution began. The British have won far more battles than they have lost. You have not seen your home or family since shortly after the war began. You have seen fellow soldiers shot on the battlefield, some injured, some killed. But now, you have been part of a major American victory, one that will surely convince France –which the United States has been trying to get as an ally against the British—to join the war on the side of America. What thoughts are going through your mind?

**will vary per student**

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## “On Hallowed Ground”

—Battlefield Field Trip—

---

“Field trip!” Just the sound of this creates excitement in students of all ages. Why do we go on field trips, anyway? We could use the best textbooks in the world, and have a computer for every student to access the Internet, but something would still be missing. What’s missing is the “sense of place.” What does that mean?

Perhaps the simplest explanation might be the feeling of being more connected with what is important about the place. For places like battlefields, it’s a sense of being in the presence of historic events.

The following are some descriptions of five key locations on the Saratoga Battlefield, the grounds where the Battles of Saratoga were fought on September 19 and October 7, 1777. As we go to each of those sites, we’ll read through the descriptions, and you’ll have some time to answer the questions for that site.

### **John Neilson Farmhouse (Tour Road Stop 2)**

Look around you. Atop this ridge, you can see nearly in every direction. The views are spectacular. On a clear day, you can see three different states: New York, Vermont, and the northwestern most corner of Massachusetts.

The small, red farmhouse here was built by John and Lydia Neilson back in 1775 or 1776. When they learned that a British army was invading southward into New York, moving slowly down the Hudson River just about a mile to the east (to your right as you face the porch of the house), they left. Lydia stayed with her parents in the village of Stillwater, two miles south of here. John went to join up with his militia regiment, where he would be carrying supplies with a team of oxen.

The American army set up their fortifications here, in a big “L” shaped line. As you stand facing the porch of the Nelson House—the only standing structure on the battlefield from the time of the battles—you are standing inside those fortifications. Neilson’s house was used as a mid-level headquarters building.

As you look around, you see white marker posts with blue tops. These show you where the American fortified line once stood—a big, log wall standing some 6-10 feet high. Twenty two cannons were set up at different points along this wall; copies of cannons can be found at some of the original cannon locations. Dirt would have been piled up a few feet thick against the front of the wall where the cannons were, giving the wall better protection against enemy cannon fire.

1) Why do you think the Americans wanted to build their fortifications here? \_\_\_\_\_

---

2) If you were an American soldier, would you have felt safe here? \_\_\_\_\_

3) How do you think John Neilson, who favored American independence, felt having to leave his home when the British were invading into New York?

---

### **American River Fortifications (Tour Road Stop 3)**

As you stand here on this ridge, you are on Bemis Heights. The American fortified line is again shown here with white posts (blue tops). As you look out across the fields below this ridge, you are looking east. At the far side of the fields is a line of trees. You can see glimpses of the Hudson River behind or through that line of trees. Those trees were not there during the Battles of Saratoga. The river was easily visible then.

American cannons were located in several places here on Bemis Heights. These cannons could hit the river, or anything on it. Looking down on the farm below, there was a long, fortified line nearly where the farm buildings are. A second fortified wall stood a short distance to the left (north), and a third stood a short distance to the right (south). These walls blocked the road running along the flood plains –the very road the British had been marching on several miles north of here.

1) Why do you think the Americans built fortifications here? \_\_\_\_\_

---

2) If you were a British soldier, would you want to try attacking this position? \_\_\_\_\_

### **Balcarres Redoubt (Tour Road Stop 6)**

You are standing in one of the British fortified positions. White marker posts with red tops show where their fortified wall once stood.

The British fortifications were 6-10 feet high. Cannons and other artillery pieces were located in multiple positions. Dirt piled up along the wall along most of its length gave better protection against cannon fire.

As you look around you from on top of the slight ridge (once you have walked up the pathway from the parking area, you will notice that the white marker posts seem to wrap around you. The line is in front of you, and it's also behind you. It was shaped something like a collapsed circle, giving better protection from the sides and partially from the back. As the wall was built on this ridge, the wall would have seemed even taller to any attacking American soldiers.

1) If you were a British soldier, would you have felt safe here? \_\_\_\_\_

2) If you were an American soldier trying to attack this position, what are two features here that would have made this line very difficult to capture?

---

---

### **Breymann Redoubt (Tour Road Stop 7)**

Here is another of the British fortified positions. Again, white marker posts with red tops show you where that fortified wall once stood. Unlike the other British positions, though, this line was not as completely built. It was open to the rear. There were fewer cannons: only two of them, with dirt piled up against the front of the wall just in front of those cannons. Copies of those cannons stand here now.

In fighting on October 7<sup>th</sup>, 1777, over 1000 American soldiers attacked this line from the front (west) and from the left side (south). Fewer than 200 German soldiers, on the side of the British, defended this position. American troops attacking from the south were able to get inside this line, forcing the German soldiers to retreat. Once here, the American soldiers could have attacked from behind, any of the rest of the British positions. The British were forced to begin their retreat.

1) If you were an American soldier attacking this line from the front, with enemy soldiers and cannons shooting at you, how would you feel?

---

---

2) How would you feel when you saw fellow American soldiers getting in behind that wall?

---

---

3) If you were the British commander, General Burgoyne, how would you respond, knowing that the Americans, who had many more soldiers than you, could now get anywhere behind you?

---

---

### **British River Fortifications (Tour Road Stop 9)**

This is perhaps the best view of the Hudson River in the Battlefield. It is here that the British built some fortifications overlooking the river. These fortifications, again, marked with white marker posts with red tops, also overlooked a temporary bridge made of boats, the British hospital, and additional British cannons and other supplies. It is from here that the British began to retreat northward. That move began the evening of October 8<sup>th</sup>, 1777.

1) If you were the British, why would you think this to be a good position to build fortifications?

---

---

**Additional Writing Activity:**

Imagine you were a British soldier. It has been four months since you left Canada. Now, after the Battles of Saratoga, you must retreat. The weather is chilly and rainy. The dirt roads are now all mud. You are cold, hungry, and tired. What thoughts are going through your mind?

---

---

---

Imagine you are an American soldier. It has been nearly 2 ½ years since the Revolution began. The British have won far more battles than they have lost. You have not seen your home or family since shortly after the war began. You have seen fellow soldiers shot on the battlefield, some injured, some killed. But now, you have been part of a major American victory, one that will surely convince France—which the United States has been trying to get as an ally against the British—to join the war on the side of America. What thoughts are going through your mind?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



## “Money, Money, Money!” –ACTIVITY KEY

—18<sup>th</sup> century currency—

---

### Goals, Themes, Objectives

#### Goals:

This activity is designed to teach students about the British monetary system in use in America during the time of the American Revolution. It further provides another piece of information in understanding what life was like for soldiers in the Revolutionary War.

#### Themes:

Money was important during the American Revolution, even as it is now. The monetary system in use was, however, very different than today.

#### Objectives:

1. Students will be able to describe the basic monetary system in use in America during the time of the American Revolution.
2. Students will further be able to solve simple arithmetical problems using this system.
3. Students will gain another element of understanding, another piece of the puzzle, about the lives of soldiers during the American Revolution.

### Supplies

- photocopies
- pencils
- scrap paper for calculations

### Summary

The monetary system in America at the time of the American Revolution was somewhat rocky. Many colonies, which eventually became states, printed their own paper money; not every colony / state accepted the money of every other. A stable system of currency was needed, preferably one in silver and gold coin. The “default” system became the British system, which, although stable, is a little confusing for modern understanding.

This activity is designed to help students understand the basics of that monetary system.

## Introduction

The introduction on the worksheet should prove sufficient to begin the activity.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



### “Money, Money, Money!” –ACTIVITY KEY —18<sup>th</sup> century currency—

America was, before the War for American Independence, a collection of 13 British colonies. As such, we used their system of money.

After the war began and we declared our independence, paper money that had been printed here in the United States quickly became “inflated”. That means it lost its value, and thus its power to buy things. A pair of shoes that cost, say, \$5 one month might cost \$50 a month later.

Many people preferred to use British money when this happened.

Here’s a quick description of the British system of money at the time of the American Revolution. It was based on the use of three basic units: **pounds sterling (£), shillings (s.), and pence (d.)**. In its most basic form, the system looked like this:

**12 pence = 1 shilling**  
**20 shillings = 1 pound sterling**

Coins were available for only two of these, however.



Pence (or pennies) were very tiny, and so were seldom used. Half pennies (pronounced “hay-penny”) were far more commonly used. They were about quarter-sized, and made of copper.



Shillings were very commonly used. About the size of a quarter today, they were made of silver.



If an item cost a pound sterling, you could pay 20 shillings. You could also use a gold coin called a **guinea** (just like “guinea pig”), worth 21 shillings, and get one shilling in change. Or, you could use a silver coin called a **crown** (worth 5 shillings), and pay four crowns.



Here's a quick exercise for you to become a little more familiar with the system. For each question, calculate the missing amount of money.

1. 24 pence = 2 shillings
2. 36 pence = 3 shillings
3. 40 shillings = 2 pounds sterling
4. 100 shillings = 5 pounds sterling
5. 1 pound sterling = 240 pence

How much money would you be earning in the army? That depends on your rank. If you were a common (private) soldier, you wouldn't be paid much. If you were an officer—like a lieutenant, captain, major, or colonel—and in charge of other soldiers, it would be a different story. Here is a table of how much money different people in the army were paid each day.

Rank	Daily Pay (£ s. d.)
Private	0 0 8
Corporal	0 1 0
Sergeant	0 1 6
Lieutenant	0 4 8
Captain	0 10 0
Major	0 15 0
Colonel	1 4 0

Now, imagine you are the paymaster for the British army under General John Burgoyne. The army has been invading south from Canada into New York, starting June 14, 1777. Calculate how much money will be needed to pay the following. Please use the symbols for pounds, shillings, and pence as appropriate.

1. 50 private soldiers for one day 400 s. -or- 20 £
2. 3 sergeants for three days 9 s. 54 d. -or- 13 s. 6 d.
3. 5 lieutenants for three days 100 s. 200 d. -or- 116 s. 8 d.
4. 2 captains for five days 100 s. -or- 5 £
5. 1 colonel for seven days 7 £ 28 s. -or- 8 £ 8 s.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



### “Money, Money, Money!” —18<sup>th</sup> century currency—

America was, before the War for American Independence, a collection of 13 British colonies. As such, we used their system of money.

After the war began and we declared our independence, paper money that had been printed here in the United States quickly became “inflated”. That means it lost its value, and thus its power to buy things. A pair of shoes that cost, say, \$5 one month might cost \$50 a month later.

Many people preferred to use British money when this happened.

Here’s a quick description of the British system of money at the time of the American Revolution. It was based on the use of three basic units: **pounds sterling (£), shillings (s.), and pence (d.)**. In its most basic form, the system looked like this:

**12 pence = 1 shilling**  
**20 shillings = 1 pound sterling**

Coins were available for only two of these, however.



Pence (or pennies) were very tiny, and so were seldom used. Half pennies (pronounced “hay-penny”) were far more commonly used. They were about quarter-sized, and made of copper.



Shillings were very commonly used. About the size of a quarter today, they were made of silver.



If an item cost a pound sterling, you could pay 20 shillings. You could also use a gold coin called a **guinea** (just like “guinea pig”), worth 21 shillings, and get one shilling in change. Or, you could use a silver coin called a **crown** (worth 5 shillings), and pay four crowns.



Here's a quick exercise for you to become a little more familiar with the system. For each question, calculate the missing amount of money.

1. 24 pence = \_\_\_\_\_ shillings
2. 36 pence = \_\_\_\_\_ shillings
3. 40 shillings = \_\_\_\_\_ pounds sterling
4. 100 shillings = \_\_\_\_\_ pounds sterling
5. 1 pound sterling = \_\_\_\_\_ pence

How much money would you be earning in the army? That depends on your rank. If you were a common (private) soldier, you wouldn't be paid much. If you were an officer—like a lieutenant, captain, major, or colonel—and in charge of other soldiers, it would be a different story. Here is a table of how much money different people in the army were paid each day.

<b>Rank</b>	<b>Daily Pay (£ s. d.)</b>		
Private	0	0	8
Corporal	0	1	0
Sergeant	0	1	6
Lieutenant	0	4	8
Captain	0	10	0
Major	0	15	0
Colonel	1	4	0

Now, imagine you are the paymaster for the British army under General John Burgoyne. The army has been invading south from Canada into New York, starting June 14, 1777. Calculate how much money will be needed to pay the following. Please use the symbols for pounds, shillings, and pence as appropriate.

1. 50 private soldiers for one day \_\_\_\_\_
2. 3 sergeants for three days \_\_\_\_\_
3. 5 lieutenants for three days \_\_\_\_\_
4. 2 captains for five days \_\_\_\_\_
5. 1 colonel for seven days \_\_\_\_\_

# Saratoga

National Historical Park



## The Battles of Saratoga –ACTIVITY KEY

---

### Goals, Themes, Objectives

#### Goals:

For students to gain an understanding of factors in the Battles of Saratoga that contributed to the American victory, and of the results of that victory.

#### Themes:

The Battles of Saratoga, although taking place on only two days in the autumn of 1777, were crucial to the outcome of the War for American Independence.

#### Objectives:

1. Students will be able to list basic details on the Battles of Saratoga.
2. Students will be able to analyze a written description on the Battles of Saratoga and provide / describe reasons behind the American victory and British defeat.
3. Students will become aware of the international impact of these two battles in New York.

### Supplies

- photocopies
- pencils

### Summary / Introduction

This activity gives a summary account of the Battles of Saratoga. Using this summary, students will then answer several questions. Some of the questions require only knowledge-level responses. Others require a degree of analytical reading to answer the questions.

While the events that occurred at the Battles of Saratoga changed the course of the American Revolution, and in fact became something of a world war, many people living in the vicinity of the battlefield are scarcely even aware of the critical American victory that was won nearly in their back yard. The significance of this American victory cannot be understated.

Read the following passage about the Battles of Saratoga. Use the information in the reading to answer the questions below.

The first day of fighting, September 19<sup>th</sup>, 1777, was technically a British victory. They held the ground (stayed), and the Americans had retreated behind their own lines.

Two and a half weeks of relative quiet followed. During that time, the British forces grew weaker. Starting out with about 7500 men On September 19<sup>th</sup>, their numbers would fall to about 6700 by October 6<sup>th</sup>. They ran short on food, and the days were getting cooler. The soldiers had to do all their own heavy work in camp, including building protective walls and earthworks (long piles of dirt).

The American forces grew stronger, from about 8500 on September 19<sup>th</sup> to about 13,000 on October 6<sup>th</sup>. Militia soldiers entering camp helped by doing much of the heavy work, leaving the continental (regular) soldiers less tired. The Americans also had more supplies, but not without work. Citizens of the city of Albany melted the lead from their windows (used to hold the glass in place) so the troops could make musket balls. Farmers' animals and crops were taken by the American army –sometimes paid for, but not always.

Their many advantages resulted in the Americans winning the second day of fighting, on October 7<sup>th</sup>, 1777, and to the British surrender, ten days later, on October 17<sup>th</sup>, 1777. That American victory brought France in the war on the side of the United States and gave the Americans needed supplies, more soldiers, and foreign support. That support helped guarantee United States independence.

1. List three reasons why the delay between the two days of fighting bad for the British?  
fewer soldiers, fewer supplies, weather getting colder, soldiers had to do lots of heavy work
2. How did the delay help the Americans? Give three reasons. got more soldiers, had more food, militia soldiers did much of the hard work, had more supplies
3. Who won the first day of fighting? On what date? British September 19, 1777
4. Who won the second day? On what date? Americans October 7, 1777
5. What was the result of the American victory at the Battles of Saratoga? What nation joined the war on the side of the United States and helped guarantee American Independence? France

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Saratoga

National Historical Park



## The Battles of Saratoga

Read the following passage about the Battles of Saratoga. Use the information in the reading to answer the questions below.

The first day of fighting, September 19<sup>th</sup>, 1777, was technically a British victory. They held the ground (stayed), and the Americans had retreated behind their own lines.

Two and a half weeks of relative quiet followed. During that time, the British forces grew weaker. Starting out with about 7500 men On September 19<sup>th</sup>, their numbers would fall to about 6700 by October 6<sup>th</sup>. They ran short on food, and the days were getting cooler. The soldiers had to do all their own heavy work in camp, including building protective walls and earthworks (long piles of dirt).

The American forces grew stronger, from about 8500 on September 19<sup>th</sup> to about 13,000 on October 6<sup>th</sup>. Militia soldiers entering camp helped by doing much of the heavy work, leaving the continental (regular) soldiers less tired. The Americans also had more supplies, but not without work. Citizens of the city of Albany melted the lead from their windows (used to hold the glass in place) so the troops could make musket balls. Farmers' animals and crops were taken by the American army –sometimes paid for, but not always.

Their many advantages resulted in the Americans winning the second day of fighting, on October 7<sup>th</sup>, 1777, and to the British surrender, ten days later, on October 17<sup>th</sup>, 1777. That American victory brought France in the war on the side of the United States and gave the Americans needed supplies, more soldiers, and foreign support. That support helped guarantee United States independence.

1. List three reasons why the delay between the two days of fighting bad for the British?

\_\_\_\_\_

\_\_\_\_\_

2. How did the delay help the Americans? Give three reasons. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Who won the first day of fighting? On what date? \_\_\_\_\_

4. Who won the second day? On what date? \_\_\_\_\_

5. What was the result of the American victory at the Battles of Saratoga? What nation joined the war on the side of the United States and helped guarantee American Independence? \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Saratoga

## National Historical Park

### Nature Hike —ACTIVITY KEY

—A walk on the Wilkinson Trail—

---

#### Goals, Themes, Objectives

**Goals:**

For students to explore and learn about some of the natural resources preserved and protected by the park in a fun and enjoyable way.

**Themes:**

Saratoga National Historical Park preserves and protects not only cultural resources associated with the Battles of Saratoga but also natural resources related to this history-making event.

**Objectives:**

1. Students will be able to list some of the natural resources preserved at Saratoga National Historical Park.
2. Students will further be able to record, either by writing or drawing, some of these natural resources.
3. Students will begin to understand the role that Saratoga National Historical Park plays in preserving these resources.

#### Supplies

- photocopies
- pencils

#### Summary / Introduction

Nature hikes are a great way for students to learn about the flora and fauna of an area. They're fun and completely different from a traditional classroom setting. —the soil becomes the floor, the wind and the trees become the walls, and the sky becomes a boundless ceiling.

Saratoga National Historical Park exists to preserve and interpret the resources associated with the Battles of Saratoga. First and foremost, that means the land on which the battles were fought. The land, of course, is full of trees, field grasses, streams, rocks, plants, birds and animals. Our landscapes, too, are part of the picture.

A hike along our main foot trail, the Wilkinson Trail, is a wonderful way to explore the "wilder side" of the park.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



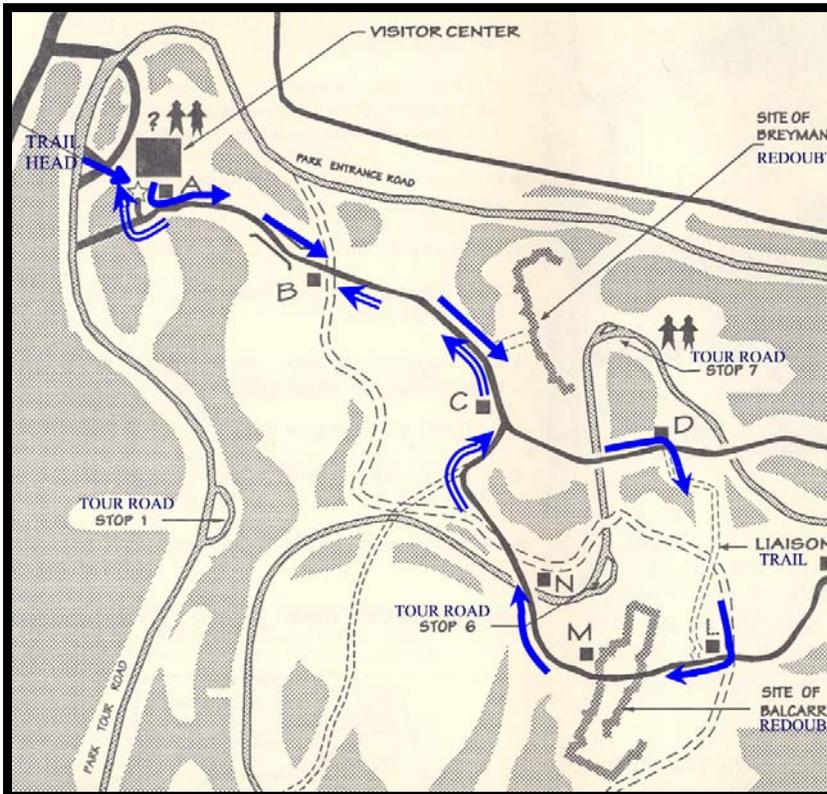
### Nature Hike

—A walk on the Wilkinson Trail—

Nature hikes are fun. You can learn a lot from them, too. They can give you the opportunity to see and hear things you cannot see or hear elsewhere.

The Wilkinson Trail is the main hiking trail for Saratoga National Historical Park. It is named for a mapmaker, William Wilkinson, who was here with the British Army during the Battles of Saratoga.

As you walk on the trail, here is a checklist of things to watch for. Put an "X" next to each one that you find. Be sure to leave everything where you find it!



- \_\_\_ an acorn
- \_\_\_ a pinecone
- \_\_\_ a butterfly
- \_\_\_ deer
- \_\_\_ scat
- \_\_\_ a cloud shaped like an animal
- \_\_\_ something cold and smooth
- \_\_\_ a tree with two trunks
- \_\_\_ a bird
- \_\_\_ something red
- \_\_\_ a footprint
- \_\_\_ a green leaf
- \_\_\_ the National Park Service "arrowhead" symbol

**NOTE TO GROWN-UPS:**

- Between Stop "D" and Stop "L" is a clearing with a cannon, a tree, and a great view. Please stop here and wait for the rest of the class. The trail can be a little confusing, and we want to make sure everyone is headed in the right direction.
- Return path shown by a double-line arrow.

\*\*\*Lunch at the Visitor Center, or as arranged in advance by the teacher!

Write a description of the item or items you liked best from the Nature Hike.

---

---

---

---

---

OR draw a picture of the item or items you liked best.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Saratoga

## National Historical Park



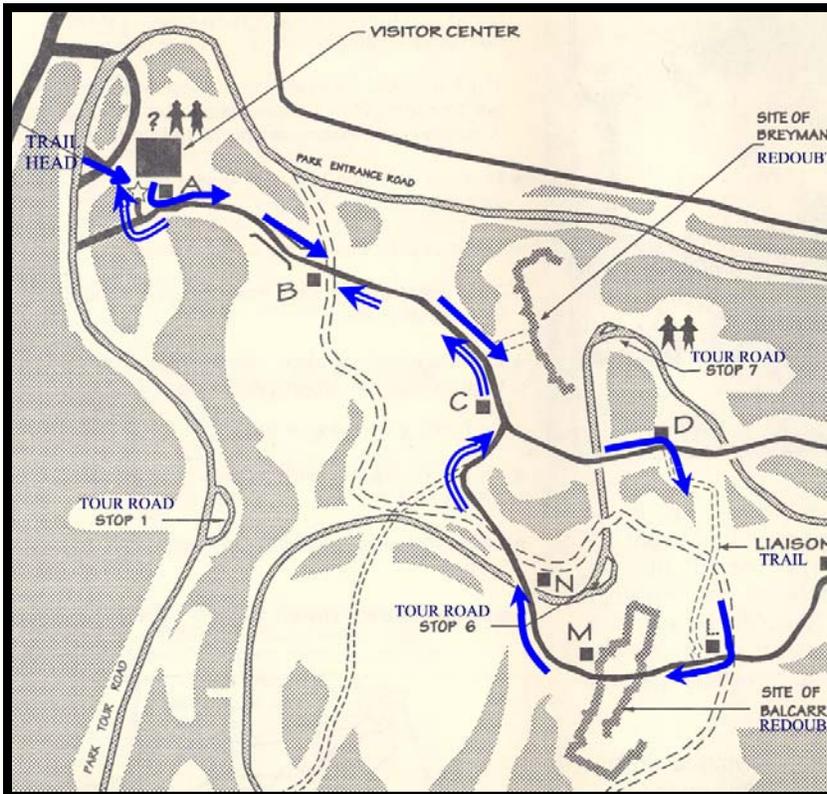
### Nature Hike

—A walk on the Wilkinson Trail—

Nature hikes are fun. You can learn a lot from them, too. They can give you the opportunity to see and hear things you cannot see or hear elsewhere.

The Wilkinson Trail is the main hiking trail for Saratoga National Historical Park. It is named for a mapmaker, William Wilkinson, who was here with the British Army during the Battles of Saratoga.

As you walk on the trail, here is a checklist of things to watch for. Put an "X" next to each one that you find. Be sure to leave everything where you find it!



- \_\_\_ an acorn
- \_\_\_ a pinecone
- \_\_\_ a butterfly
- \_\_\_ deer
- \_\_\_ scat
- \_\_\_ a cloud shaped like an animal
- \_\_\_ something cold and smooth
- \_\_\_ a tree with two trunks
- \_\_\_ a bird
- \_\_\_ something red
- \_\_\_ a footprint
- \_\_\_ a green leaf
- \_\_\_ the National Park Service "arrowhead" symbol

**NOTE TO GROWN-UPS:**

- Between Stop "D" and Stop "L" is a clearing with a cannon, a tree, and a great view. Please stop here and wait for the rest of the class. The trail can be a little confusing, and we want to make sure everyone is headed in the right direction.
- Return path shown by a double-line arrow.

\*\*\*Lunch at the Visitor Center, or as arranged in advance by the teacher!

Write a description of the item or items you liked best from the Nature Hike.

---

---

---

---

---

OR draw a picture of the item or items you liked best.

