

Lesson 10:

Topic/skill: Centers: Life For the Soldiers

Standards:

-*Language Arts Standard 1*- Students will read, write, listen, and speak for information and understanding.

-*Language Arts Standard 2*- Students will read, write, listen, and speak for literary response and expression.

-*Language Arts Standard 3*- Students will read, write, listen, and speak for critical analysis and evaluation.

-*Language Arts Standard 4*- Students will read, write, listen, and speak for social interaction.

-*Social Studies Standards 1*- History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

-*MST Standard 3- Math*- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

-*Fine Arts Standard 1*- Creating, Performing, and Participating in the Arts- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

-*Fine Arts Standard 3*- Responding to and Analyzing Works of Art- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

-*Social Studies Standard 5*- Civics, Citizenship, & Government: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental systems of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Objectives:

1. Students will be able to list qualities of American and British music during the Revolution.
2. Students will be able to apply their understanding of marked time, marching to music.
3. Students will be able to compare and contrast the lives of the American and British soldiers in the American Revolution based on the readings.
4. Students will be able to write a paragraph from the perspective of a soldier, based on their reading, using a quill pen.
5. Students will be able to create hardtack and write a reaction to its taste.

Materials:

- access to a computer with speakers
- music recordings
- lyrics of American/British music
- textbook
- passages from *The Winter of Red Snow*

- approx. 5 quill pens
- 5 jars of ink
- paper
- measuring cups
- miniature oven
- approx. 40 cups of flour
- approx. 5 tablespoons of salt
- approx. 10 cups of water

Advanced Preparations:

- Research the lifestyles of American and British soldiers during the Revolution.
- Select and gather the above materials.
- Prepare modifications.

Activating Prior Knowledge:

- Ask students to predict the conditions of the soldiers. Would the American and British soldiers have the same approaches, advantages, or disadvantages? Why/why not?

<http://www.americanrevolution.org/archives.html>

- Read a passage from *The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart*, by Kristiana Gregory (p.12 or 18).

Procedure:

1. Explain the center activities and their purpose (to allow the students to explore soldier life).

- American and British music: Students will listen to the recordings of Revolutionary War music either at the computer with speakers or through a stereo with headphones and march to the beat. They will also be able to read lyrics of given songs. After listening, students will write a paragraph about how the Americans and/or British were portrayed in the songs or main themes.

- Reading: Students will read p.248-9 of the textbook using the SpARCs method. They will then create a chart comparing and contrasting the lives of the soldiers (including advantages/disadvantages).

- Letter writing: Students will use what they gleaned from the textbook (as well as entries in *The Winter of Red Snow*) to learn about life in the military. They will then pretend to be soldiers, using quill pens to write a letter to a family member or friend describing their experiences.

- Hard tack: Students will create and taste hard crackers (known as "hard tack") like soldiers of the 1770s. They will also write a reaction to its taste.

2. Divide the class into groups of approximately five students.
3. Allow them to begin the center activities.
4. Supervise the activities.
5. Conclude and discuss the activities.

Modifications:

The teacher will provide the student who has CP with heavy paper, pencil grips, and

enlarged copies of the text when appropriate. The teacher will also suggest the student work with a peer during the writing activities so that his/her ideas are still expressed. During the letter writing activity, the student will be permitted to draw pictures or create lines with the ink rather than full sentences. While at the center creating hard tack, the student will be involved in rolling the dough and/or other tasks that put less emphasis on small motor tasks. While listening to music, the student should not have much trouble marching (because small motor skills are the source of difficulty). However, the student can also nod his/her head or blink to the beat. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessment:

The teacher will observe the students' participation in center activities, noting their reactions. The teacher will also review the students' written work and evaluate the pieces according to a checklist on the basis of main ideas, clarity, and foundation in fact.

Yankee Doodle

(From <http://users.erols.com/candidus/music.htm>)

*Did you know that the "macaroni" mentioned in the Yankee Doodle song wasn't pasta? "Macaroni" was a style of Italian dress that was imitated in England during the pre-Revolution years. This fancy style was called "dandy". By "sticking a feather in his hat and calling it macaroni", Yankee Doodle was proud of his American ways. He felt "dandy" just the way he was. Read this song and see what else you think is interesting. What other ideas are in this song and others?

Yankee Doodle went to town
A-riding on a pony
Stuck a feather in his hat
And called it macaroni.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

Father and I went down to camp
Along with Captain Gooding
And there we saw the men and boys
As thick as hasty pudding.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy

There was Captain Washington
Upon a slapping stallion
A-giving orders to his men
I guess there was a million.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

"Free America"

from <http://www.mcneilmusic.com/rev.html>

Lyrics @ <http://www.contemplator.com/america/freemer.html>

GOD SAVE THE KING
God save great George our King,
Long live our noble King,
God Save the King!
Send him victorious,
Happy and glorious,
Long to reign over us,
God Save the King.
O Lord, our God, arise,
Scatter his enemies,
And make them fall,
Confound their politics,
Frustrate their knavish tricks!
On him our hearts are fix't,
O save us all.
O grant him long to see
Friendship and unity,
Always increase:
May he his septre sway,
All loyal souls obey,
Join heart and voice, huzzah!
God save the King!

HOW TO MAKE HARDTACK

INGREDIENTS:

- 2 cups of flour
- 1/2 tablespoon salt
- 1/2 cup of water

DIRECTIONS: Mix all ingredients well to make a very stiff (not sticky) dough. Roll the dough out until it is about 3/8 inch thick and deeply score into 4" square pieces. Punch 12-16 holes into each square to help let the moisture escape. Put onto a cookie sheet and bake in a 350-degree oven for 1/2 hour or until it begins to brown and all the moisture is out of it. Break into squares. Serve cold.4



http://www.museum.siu.edu/university_museum/museum_classroom_grant/Museum_Explorers/school_pages/hauser/food.htm

<http://www.revwarprogressive.org/biscuit.html>

How to Use the SPaRCS Procedure:

Survey the text's titles, subtitles, and graphics.

Predict the structure of the text – Will it be organized in a compare/contrast, problem/solution, or other manner?
Brainstorm about which categories can be used and summarize these ideas.

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Refine predictions you made; then read the text start/stop.
-Ask questions while you read, answer them, and predict the next part of the text.
-Ask yourself if the categories of information in the reading match the categories predicted.
-Ask questions if there is something you don't understand.

Construct and organize categories of key ideas from the text.

Summarize the information using the categories you made. Use a graphic organizer.