

## **Best Practices of Technology Integration**

**Title:** *A Full Military Experience*

**Subjects:** History/Technology Education/English possible integration

**Grade Level:** 8th Grade

### **Description:**

Students will experience the daily life of an eighteenth-century soldier. It will include marching, camp building, cannon firing as well as a common meal. Each group will form a regiment by signing a muster book and taking an oath. Each member will have a specific role to play.

This lesson came in part from the Electronic Field Trips from Colonial Williamsburg. [www.history.org/trips](http://www.history.org/trips) is the site where several lessons can be found about America history. To start the lesson an electronic field trip occurred. Students watched a live telecast about the life of a soldier in a military camp. Then students do an Internet activity that is included in the site. The final project is the classroom reenactment.

### **Curriculum Benchmarks:**

#### [ML.SOC.I.2.MS.1](#)

Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.

#### [ML.SOC.I.2.MS.2](#)

Describe major factors that characterize the following eras in United States history: The Meeting of Three Worlds (beginnings to 1620), Colonization and Settlement (1585-1763), Revolution and the New Nation (1754-1815), Expansion and Reform (1801-1861) and Civil War and Reconstruction (1850-1877).

#### [ML.SOC.I.3.MS.1](#)

Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction.

#### [ML.SOC.I.3.MS.3](#)

Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.

#### [ML.SOC.I.3.MS.4](#)

Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.

**Materials:**

These materials are for several different activities; you may choose to do all or some of the activities:

- Electronic Field Trip from Colonial Williamsburg (contact your REMC director)

- Internet access for students

- Drum for marching

- Company commands for cannon firing

- Gun crew positions

- Cardboard for cannon construction including a tube for cannon barrel

- Scissors and tape for construction

- Round head paper fasteners to connect wheels to cannon base

- Two poles or mop/broom handles for the wormer and sponge/rammer

- A long nail or pencil (vent pick)

- Clothesline or string tied to a the end of a pointer (linstock)

- A storage box (cartridge storage box)

- Cloth or paper bags of sand (gunpowder charge)

- Wadded-up paper (wads)

- Rubber ball sized to fit the tube (shot)

- Tent materials:

  - Plastic or cotton cloth

  - Wood for stakes

  - String or rope

- Recipes for soldier's bread & bean soup

- Rations per day would be one-quarter pound of beef, dried beans one-pound bread and one quart of cider

**Activities:**

1. Watch electronic field trip entitled "Call to Arms"
2. Do Internet activity from program. Site: [www.history.org/trips](http://www.history.org/trips)
3. Split class into two groups of 11 or 12 students. If you have more students, either make 3 groups or assign other jobs such as surgeon, or other officers.

Each group should have the following roles:

- Master general**-oversees camp construction, instructs officers

- Captain**- gives oral marching commands, gives Lieutenant tactical commands for cannon firing

- Lieutenant**- gives firing commands to gun crew gunner, leads rank in marching activity

- Gun Crew:**

  - Wormer**- cleans out residue from barrel, assists with loading

  - Rammer**- swabs out the barrel and extinguish sparks and rams home the charge and shot

  - Primer**- tends the vent during loading, punctures the charge, primes the charge from a powder flask

  - Bombardier**- ignites the prime with a match on a linstock

  - Handler**- brings forward the charge and the shot from storage box

**Gunner-** commands to the crew and aims the artillery piece

**Drummer-** knows commands for marching, leads company through marching exercise

**Cook-** Bakes soldiers bread and cooks bean soup for company

4. Have group construct 1 or 2 tents. The dimensions are 62X62 and 5 Ft. in height Each tent was meant for 6 people. Use a handsaw to cut stakes and poles for the tent. Drape plastic or cloth over rope or string, which connects to the stakes or poles.
5. Create a cannon from cardboard. Use boxes for the base and cut wheels from cardboard. Then attach them with round head paper fasteners. Use a cardboard tube for the cannon barrel. Practice golf balls or racket balls are great items for shot.
6. Marching drills. Each group should have a drummer, or the captain should shout out the commands.
  1. Form company! Line up shoulder to shoulder with all toes in a line.  
Company refers to the whole group.
  2. Face to the right! (1 tap of a drum) Turn to their right one-quarter turn
  3. Face to the left! (two taps of a drum) Turn to their left one-quarter turn
  4. Face to the right about! ( three taps of a drum) Turn halfway around (180 degrees)
  5. Face to the front. March! March beginning on the left foot. (Drums keeps beat, to go faster increase beat frequency.)
  6. Left or right wheel! Turn a line of soldiers toward the left. Be sure to tell the soldier at the left end to march in place while the rest of the line swings around. The soldier on the right end of the line leads the turn.
  7. Take care. Halt! Everyone stops!
8. Make bread and soup with the following recipes  
Soldiers bread:  
Ingredients  
1 cup flour  
1 tablespoon salt  
1/3 cup water  
  
Mix the flour and salt in a large mixing bowl  
Add water and stir until mixed  
Knead the mixture by hand  
Roll onto a cookie sheet about an inch. Thick.  
Cut into 3 inch squares  
Poke each square one time with a fork  
Bake at 350 degrees for twenty minutes  
Serve with soup

## Bean Soup:

### Ingredients:

- 1 cup dried beans or pea
- 1 pound salt pork
- 1 small onion, chopped
- 1 tablespoon cider vinegar
- Pepper to taste

Soak the beans overnight

Slash through the salt pork to the core 3-4 times

Put pork and onion into a pot and cook until the onion softens

Add the beans and vinegar and cover with water

Cook until tender

Serve over soldier's bread

## 9. Cannon firing simulation

Explain the drill commands to the gun crew and have them practice several times before grading.

1. *Put back your piece.* Wormer and rammer position the barrel
2. *Advance the worm and worm out the piece.* Wormer keeps body to the rear of the muzzle while sticking one of the poles down inside the tube to remove any material from the barrel.
3. *Tend the vent.* Primer sticks left thumb over the vent to cut off air circulation in the barrel and stays there until the cannon is ready to be primed
4. *Advance the sponge and sponge the piece.* Keeping body to the rear of the muzzle, the rammer uses the pole to swab inside the tube
5. *Handle the charge.* Handler brings forward one of the bags of sand from the storage box, then return to the powder storage box.
6. *Charge the piece.* Wormer puts the bag into the tube, followed by a wad of paper.
7. *Put up your powder.* Handler puts the lid on the storage box.
8. *Ram down the charge.* Rammer, while keeping body to the rear of the muzzle, rams the paper wad and the sandbag down the tube with the pole.
9. *Regard your shot.* Captain decides on the shot. Handler brings the rubber ball forward, places the shot in the barrel, and stands clear. Wormer prepares to load the shot.
10. *Put home your shot gently.* Rammer slowly uses the pole to shove the rubber ball down the tube, while keeping body to the rear of the muzzle.
11. *Thrust home your last wad with three stokes.* Wormer places another wad of paper in the barrel and stands clear. Rammer shoves the wad down the barrel and rams the pole down the barrel three additional times to seal the wads, the charge and the shot tightly.

12. *Pick and prime the piece.* Primer uses a long nail and pretends to break open the bag of sand. From another bag, the primer pours a little more sand down the hole to prime the charge, then steps back.
13. *Take aim.* Wormer and rammer push the cannon forward into position. Gunner aims the piece.
14. *Make ready your match.* Bombardier moves the string tied to the tip of the pointer over the hole at the rear of the tube.
15. *Give fire.* Bombardier touches the string to the hole and yells “BANG”
16. *Put back your piece.* Start again.

### Assessment/Evaluation:

Use a rubric to score the following assignments.

#### Points

#### Expectations

5

Writing displayed a thorough knowledge and understanding of the American military. Details, examples, and connections are clear and concise. The paper is well organized; it has a topic sentence, Twenty-two points, plus triple-word-score, plus fifty points for using all my letters. Game's over. I'm outta here.details and smooth. The conclusion is strong.

3

The writing shows some knowledge of the evolution of the America military. Some details and examples are given, though the connections are vague. The paper is not focused, and sentences and paragraphs do not transition smoothly.

1

The paper does not reflect any real knowledge of Historic events. Details are fuzzy. The assignment may be incomplete, hurried or careless.

1. Have students describe the events in a daily journal. They should keep track of their daily routines, events and other people in the company's progress.
2. Have the students write a letter to a family member describing their daily life in the encampment.
3. Write a narrative about the life of a Captain, Wormer, etc.

Grade each activity on a point system. The entire company will receive a group grade.  
Using the writing activities to assess individual grades.

Company

_____20 points	Marching- Take one point off for being out of line Take one point off for a soldier out of step Take five points off for not completing both wheels Take two points off for incorrect turns Take five points off for incorrect commands
_____/20 points	Simulation Cannon Firing 3-5 points off for each mistake in the procedure
_____/20 points	Tent construction 1 point off for every inch that the tent is off of the required dimensions
_____/10 points	Food preparation 3-5 points off for incorrect procedure
_____/70 points	Total Grade

**Follow-up Activities:**

Draw the layout of the camp

Have students reenact a battle

Language arts classes could do more writing activities

The technology education classes could assist in construction of the camp

**Submitted By:**

**Name:** Patti Kobeck

**School District:** Whitmore Lake Public Schools

**School:** Whitmore Lake Middle School

**Address:** 8845 Main Street, Whitmore Lake, MI 48189

**E-mail:** [kobeckp@mail.whitlk.k12.mi.us](mailto:kobeckp@mail.whitlk.k12.mi.us)