Title | Valley Forge: Now and Then
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Subject Area/Course | History/Reading, Writing, Speaking, and Listening Fourth Grade
Investigative Question | Do you think Valley Forge looks different today than it did during the Revolutionary War?

### PA Teaching Standards

**History:**
- 8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.4.D: Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania-Military conflict

**Speaking and Listening:**
- 1.6.4.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

**Research:**
- 1.8.4.A: Explain an inquiry-based process in seeking knowledge.

### Objectives
- The students will compare and contrast Valley Forge during the Revolutionary War and Valley Forge today.
- The students will work cooperatively to sequence pictures of American soldiers from past to present.
- The students will identify the conditions and major events from the Continental Army’s stay at Valley Forge.
- The students will compose a letter to their family speaking as a soldier at Valley Forge.

### Duration
- 4 Days, 45 minutes of class time per day

### Materials
- Pencils
- Historian’s Research Journal (attached)- Will be placed into 3 prong folders
- Photos of American Soldiers (cited below-Primary)
- Task Cards
- Photos of Baron Von Steuben, Log Cabin, Money, and Tents (cited below-Primary)
- Letter to me from a General in Desert Storm (Primary)
- Letter Rubric (attached-assessment)
- Paper for Letters
- Mini Magnifying Glasses
- Valley Forge Map (cited below-Primary)
- Promethean Board
- Valley Forge National Historical Park Website (sited below)
- Fire Cake
- Mini Water Bottles

**Cited Resources:**

- **“The Continentals”**
  - **Date:** 1875
  - **Digital ID:** () pga 03961 http://hdl.loc.gov/loc.pnp/pga.03961

- **“Union Soldier”**
  - **Date:** Unknown: Accessed- July 13, 2011
  - **Digital ID:** Unknown
  - http://niahd.wm.edu/index.php?browse=image&id=25847
• “World War I Soldier”
  Date: Unknown
  Accessed: July 13, 2011
  Digital ID: 162BBB4B
  http://www.old-picture.com/american-history-1900-1930s/Soldier-World-War-I.htm

• “U.S. Soldier’s Web Gear: World War II”
  Date: May 1, 1944
  Digital ID: Unknown
  http://www.olivedrab.com/od_soldiers_gear_ww2webgear.php

• “American Soldier in Vietnam”
  Date: April 21, 2010
  Digital ID: Unknown

• “The Iowa Care Package, Inc. Story”
  Date: Unknown
  Accessed: July 13, 2011
  Digital ID: Unknown
  http://www.iowacarepackage.com/story.html
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<th>Image</th>
<th>Description</th>
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<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>“American soldier on patrol near Balad, Iraq”</td>
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<td><strong>Date:</strong> February 20, 2009</td>
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<td><strong>Digital ID:</strong> Unknown: Photo Taken by Tim King</td>
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<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>“Baron Friedrich Wilhelm Ludolf Gerhard Augustin von Steuben, 1730-1794, oval bust portrait, facing left”</td>
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<td><strong>Date:</strong> Unknown</td>
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<td><img src="image3.png" alt="Image" /></td>
<td>“Single Log Cabin Muhlenberg Brigade Quarters Valley Forge National Historical Park Valley Forge, Pennsylvania”</td>
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<td><strong>Date:</strong> Unknown: Accessed: July 13, 2011</td>
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<td><img src="image4.png" alt="Image" /></td>
<td>“The Power of Gold”</td>
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<td><strong>Date:</strong> April 23, 2009 (1775)</td>
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<td><strong>Digital ID:</strong> Unknown</td>
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<td><img src="image5.png" alt="Image" /></td>
<td>“Restoring History”</td>
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<td><strong>Date:</strong> February 20, 2009 (1909)</td>
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Inquiry-Based Learning

I will use an Inquiry-based Instructional Model with the following components:

**Wonder:** I will ask the students how the Continental Army's stay at Valley Forge affected the Revolutionary War. The students will be asked how they think Valley Forge may be different today.

**Investigate:** The students will decide which component of the stay at Valley Forge was most important: Baron von Steuben, the money given by the French, log cabins or the tents that were used to wrap their feet and as blankets.

**Construct:** The students will put pictures of American soldiers in order from past to present in a small group. (From the Revolutionary War to the war in Iraq.)

**Express:** I will share my letter from a general I received while he was serving in the army during Desert Storm. The students will write their own letters home as soldiers staying at Valley Forge.

**Reflect:** The students will journal about what they have learned about Valley Forge so far and share with the class. They will also continue to journal about what they are “wondering” now.

**Connect:** In small groups, the students will decide which...
landmarks at Valley Forge today are “original” and which ones were added after the Revolutionary War.

<table>
<thead>
<tr>
<th>Description of Procedures</th>
<th>Day 1:</th>
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<tr>
<td></td>
<td>I will ask the students to write what they are wondering at that moment in regards to Valley Forge. Each student will be provided with a “Historian’s Research Journal”. They will write their wonderings in their journals. This is what they would like to learn more about. I will guide them in their thoughts by posing the questions, “How important was Valley Forge to the Continental Army during the Revolutionary War?” and, “Do you think Valley Forge looks different today than it did during the Revolutionary War?” We will meet in a circle, and the students will share their wonderings with the class. The students will work in small groups to complete their work station. They will have a task card at their station and four photos. The task card will say, “Which of these four pictures show what was most important to the Continental Army during their stay at Valley Forge?” The students will have to choose between: Baron von Steuben, Money from the French, Log Cabins, and Tents. The students will be given ten minutes to discuss and make a first decision. After the first ten minutes, the students will be permitted to flip the cards over and investigate by using the descriptions on the back as to how it/they were helpful to the Continental Army. The students will then have to make their final decision to present to the class. (There is, of course, no “correct” answer.)</td>
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Day 2: We will review the students’ journal entries from the previous day. The students will be placed into groups of 4. In each group, the students will be provided with 7 pictures of American soldiers. On the board will be the headings: American Revolution, Civil War, World War I, World War II, Vietnam War, Desert Storm War, and Iraq War. The group will need to construct the soldier pictures in order from the American Revolution to the Iraq War. Throughout their construction, they will need to explain their thinking by talking to each other and to me as I walk around and meet with each group. Once each of the groups has their soldiers in the correct order (according to them), we will meet as a group and identify what the correct order is. The students will be encouraged to share their reasoning for putting the pictures in the order that they did. Next, I will share a letter from a general in the Desert Storm written to me from when I was in second grade. We will discuss the conditions of his location, how he feels about missing his family, etc. Then the students will write a letter home.
expressing their viewpoint as a soldier in the Continental Army. Their letters must include the conditions and events of their stay in Valley Forge. They will be assessed using the rubric.

**Day 3:**

In this lesson, the students will **reflect** upon their findings so far. They will write their **reflections** in their “Historian’s Research Journals.” We will then collaborate and see what other wonderings occur due to this **reflection** time. The students will be provided with adequate time to think.

Finally, the students will examine a current map of Valley Forge in groups of 3. The students will be expected to identify which landmarks they think have been added to Valley Forge after the Revolutionary War versus which landmarks were there during the Continental Army’s stay during the Revolutionary War. To assist them visually, the students will be permitted to use their magnifying glasses. They must explain their thinking as a group while they complete this task. At this stage in the process, the students should be **connecting** what they know about Valley Forge in the past to what changes must have been made to Valley Forge today.

When we regroup, I will pull up the map on the Promethean Board for us to share our ideas together. The students will be permitted to come up, point to a location, and explain why they think it is original or current.

**Day 4:**

As the follow up activity to continue the inquiry process, I will ask the students to review the conditions at Valley Forge. We will discuss the food shortage and focus on fire cake. Our textbook includes a quote from a soldier recalling that there was no meat for the people to eat- only fire cake and water. The quote tells us that fire cake consists only of flour and water. After we review this, I will give the students fire cake and water to try while we explore the website: [http://www.nps.gov/vafo/index.htm](http://www.nps.gov/vafo/index.htm) on the Promethean Board together. By exploring this website, I hope to encourage students to visit the Valley Forge National Historical Park to further their inquiry and learning.

**Assessment:**

**Letter-Writing : Letter from a Continental Army Soldier at Valley Forge**

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Teacher Name: **Mrs. Lawrence**
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Major Events and Conditions</td>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 1-2 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
</tr>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
<tr>
<td>Voice</td>
<td>Writer makes no errors in capitalization and punctuation.</td>
<td>Writer makes 1-2 errors in capitalization and punctuation.</td>
<td>Writer makes 3-4 errors in capitalization and punctuation.</td>
<td>Writer makes more than 4 errors in capitalization and punctuation.</td>
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<tr>
<td>Grammar &amp; spelling (conventions)</td>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td>Length</td>
<td>The letter is 10 or more sentences.</td>
<td>The letter is 8-9 sentences.</td>
<td>The letter is 5-7 sentences.</td>
<td>The letter is less than 5 sentences.</td>
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The Historian's Research Journal

What I Know...
What I Wonder...

What I’ve Learned...

What I’m Wondering About Now...