**Social Studies Unit - Valley Forge and Its Significance in Colonial America**

**Fifth Grade Social Studies Standard I:** Students will understand how the exploration and colonization of North America transformed human history.

* **Objective 1:** Describe and explain the growth and development of the early American colonies.

**Fifth Grade Social Studies** **Standard II:** Students will understand the chronology and significance of key events leading to self-government.

**Unit Pre-Assessment:**

* Give students a number of vocabulary cards, each group of four receiving the same cards. Tell each group that they will have ten minutes to sort the vocabulary words into categories. It does not matter how many categories there are or how many words are in each category, but the group will have to present their sorts to the class and justify their categories.
* List of words could include: Valley Forge, Iron Making, Blacksmith, Anvil, Hut, Winter of 1777-1778, George Washington, Baron Von Steuben, Musket, Continental Soldiers, Pig Iron, Dysentery, Bellows, Henry Wadsworth Longfellow, Undernourished, Military Drill, Formation, Pennsylvania, Encampment, Duty, Hardship.

**Lesson Plan 1 – Valley Forge and Iron Making**

**Guiding Questions:**

* What is a forge and why was iron making important in the American colonies?
* What role did a blacksmith play in Colonial America?

**Support Materials:**

* Each student’s social studies journal
* Copies of Student Handout –Iron Making Vocabulary
* Valley Forge Marker (click on marker picture to enlarge)

<http://www.hmdb.org/marker.asp?marker=29010>

* Iron Making Diagram <http://www.pbubuilder.org/pbufiles/110/student/saugus6_1e_20050210145608/Introduction/IronMakingDiagram.htm>
* Copy of *The Village Blacksmith* by Henry Wadsworth Longfellow for each student

**Background**:

**Iron** was very important to the early colonists.Iron nails were used to build homes, meetinghouses, and schools (axes and hammers). Iron tools were needed to clear land (scythes) and plant and harvest crops (hoes and pitch forks). Iron kettles and pots hung over every cooking fire, while iron spits, Dutch ovens, and pans sat next to them. Iron was the backbone of Colonial America.

From a marker at Valley Forge: An iron forge was established in this remote place in the early 1700s, as there was ample water power from Valley Creek, limestone for processing iron ore, and timber to make charcoal to fuel the furnaces. Soon, dams and mill races, charcoal houses, a saw mill, grist mill, company store, and tenement houses grew up around the forge, forming the nucleus of an iron village. Eventually, the place was named for the forge it depended on: Valley Forge. See marker at <http://www.hmdb.org/marker.asp?marker=29010> – enlarges to show text

**The Process of Smelting and Forging Iron**

The process of smelting iron began with combining several of the natural resources in a furnace. Limestone and iron ore were poured down what is called a "charging hole" and combined with a fuel source such as coal. Early blast furnaces were like big ovens inside which the temperature needed to reach 2600 F to 3000 F to create the molten iron. In order to increase the temperature inside the furnace, the early blast furnace had a water wheel which powered the bellows to blow or "blast" air into the furnace. Adding air or oxygen to the fire raised the temperature. Inside the furnace the limestone combined with the impurities in the iron ore to create slag, the waste product of the materials that formed as a layer on top of the molten iron. The founder was the person responsible for determining when the iron was ready, that is, when the furnace was "ready to tap." With his word the molten iron was released from the furnace. The slag ran off the top, and the molten iron ran down into a gutter called the "pig bed" to cool. The cooled iron was taken to a forge where it was reheated and hammered to create wrought iron which was then fashioned into various products.

**The blacksmith** was a professional who worked in the field of iron working, and was a well qualified specialist in metallurgy. The blacksmith transformed lumps of hot iron into objects of utility and grace.

When the blacksmith came to American he was on his own. He had to start from scratch. He was dependent upon England and Europe to import his basic tools and the raw material with which he worked. When American iron was produced by ironworks and water powered furnaces in America, the British crown discovered new ways of reshipping to impose taxes on the iron. During the colonial period the blacksmiths specialized during their apprenticeships and often learned to make just one type of hardware item. After the colonies fought the Revolution and people began spreading over the Appalachian Mountains, the blacksmiths began making and repairing a wide variety of needed items and were less specialized than they once were.

**Objective:**

Students will gain an understanding of the importance of Valley Forge as an iron forge in colonial America as well as the importance of blacksmithing in Colonial America.

The Lesson

**Introduction:**

* Ask students if anyone can remember what a **forge** is. Explain that a forge is a place where iron is made. It can also be a verb which means to make or mold, to hammer into a shape. Explain to the students that they will be spending several weeks learning about Valley Forge, Pennsylvania named because it was the site of an iron making forge.
* Brainstorm and list on the board tools and implements that Colonial Americans needed that were made out of iron. (Iron nails were used to build homes, meetinghouses, and schools (axes and hammers). Iron tools were needed to clear land (scythes) and plant and harvest crops (hoes and pitch forks). Iron kettles and pots hung over every cooking fire, while iron spits, Dutch ovens, and pans sat next to them.)

**Guided Instruction:**

* Hand out the Vocabulary Sheet to each student. Read through the vocabulary as a class.

Have each student choose five of the vocabulary words that are new to them and use the verbal and visual word association strategy found at <http://wvde.state.wv.us/strategybank/VerbalandVisualWordAssociation.html> to write them in their social studies notebooks. Model one example as a class.

* View the Iron Making Diagram together as a class. Read through the steps together.
* View the Valley Forge Marker or read the inscription together as a class. Discuss the fact that Valley Forge had a relatively small iron forge, but that Pennsylvania was an important area for iron making for the colonies.
* View the Work in Colonial America: Blacksmithing video clip - <http://www.learnnc.org/lp/editions/nchist-colonial/5998>

**Cooperative Activity:**

Hand a copy of Longfellow’s poem *The Village Blacksmith* to each student. Have the students read the poem together in pairs. Then have the students read through the poem again in pairs, this time writing down any adjectives that describe the blacksmith or any words that come to mind that describe the blacksmith. What kind of a person is he? (Marzano cooperative learning strategy)

**Lesson Conclusion:**

* Have each student copy the graphic organizer or give them a copy: <http://www.eduplace.com/graphicorganizer/pdf/spider.pdf>
* Have each student put Iron Making in the Topic Circle of the spider map. Then have students write a main idea on the slanted line with details on the horizontal lines. Examples for the slanted lines might be Industry, Need for Tools, or Independence from England. (Marzano advance organizers strategy)

Have the students share a fact they have learned about Valley Forge or about forging iron with the class.

**Assessment Products:**

Reflection: Have the students reflect in their journal about what they have learned. Writing prompt: Why was an iron works needed by the American colonists?

Evaluation

Vocabulary word strategy in journal, spider map, journal reflection

Iron Making Vocabulary

An *anvil* is an iron block upon which iron is hammered into different objects.

An *apprentice* is someone who is learning a trade. Generally boys started as apprentices around 10 to 12 years old. Since they are learning the trade, apprentices are not paid.

*Bellows* are giant leather bags that, when filled with air, feed the fires and allow them to burn very hot. Bellows are found at the blast furnace, forge, and blacksmith shop.

A *blacksmith* is a man who knows how to take iron bars and shape them into useful objects including tools, nails, horseshoes, hooks, and latches. He can also repair broken objects.

The *blast furnace* was the heart of the iron-making process. From the furnace would come the molten iron that could be poured into molds and made into useful items.

*Bog iron ore* was the iron source used at the iron works. This rock is found in rivers, lakes, and streams.

The *casting shed* is located at the bottom of the blast furnace. Here you’ll see the huge bellows that work to supply air to the fire in the furnace. From the casting shed workers would take, from the furnace, molten iron and slag.

*Cast iron* is iron that has been placed in a mold and allowed to cool. This iron is hard but brittle. (Examples: kettles, pots, and pans.)

*Charcoal* is made from wood that has been slowly burned for 10-14 days. It burns at a hotter temperature than wood so it was the main fuel used at the iron works.

A *collier* was a man who knows how to make charcoal. This was a highly skilled job that was extremely important to the iron works since charcoal was the main fuel for the fires.

A man who worked in the forge was known as a *finer*. This was a very hard job done by highly skilled men.

*Gabbro* is a dark granular igneous rock composed essentially of labradorite and augite.

Pig iron was the name given to the iron that came from the blast furnace. It was brittle and weak. In the fore it would be made much stronger.

*Slag* is the name of the waste product from the iron works.

***The Village Blacksmith***

UNDER a spreading chestnut-tree

The village smithy stands;

The smith, a mighty man is he,

With large and sinewy hands;

And the muscles of his brawny arms

Are strong as iron bands.

His hair is crisp, and black, and long,

His face is like the tan;

His brow is wet with honest sweat,

He earns whate'er he can,

And looks the whole world in the face,

For he owes not any man.

Week in, week out, from morn till night,

You can hear his bellows blow;

You can hear him swing his heavy sledge,

With measured beat and slow,

Like a sexton ringing the village bell,

When the evening sun is low.

And children coming home from school

Look in at the open door;

They love to see the flaming forge,

And hear the bellows roar,

And catch the burning sparks that fly

Like chaff from a threshing-floor.

He goes on Sunday to the church,

And sits among his boys;

He hears the parson pray and preach,

He hears his daughter's voice,

Singing in the village choir,

And it makes his heart rejoice.

It sounds to him like her mother's voice,

Singing in Paradise!

He needs must think of her once more,

How in the grave she lies;

And with his hard, rough hand he wipes

A tear out of his eyes.

Toiling,---rejoicing,---sorrowing,

Onward through life he goes;

Each morning sees some task begin,

Each evening sees it close;

Something attempted, something done,

Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,

For the lesson thou hast taught!

Thus at the flaming forge of life

Our fortunes must be wrought;

Thus on its sounding anvil shaped

Each burning deed and thought.

**Henry Wadsworth Longfellow**

**Lesson Plan 2 – Valley Forge - Winter Encampment**

**Guiding Questions:**

* Where is Valley Forge and why was it an important site during the Revolutionary War?

**Support Materials:**

* Each student’s social studies journal
* 3 minute introductory video of *Valley Forge Introduction*

<http://www.nps.gov/vafo/photosmultimedia/video.htm>

* Map of Pennsylvania and bordering colonies <http://www.brtprojects.org/cyberschool/history/ch04/regions.html>
* Blackline map of Pennsylvania

**Background**:

General George Washington assumed command of the newly formed Continental Army in July 1775. He was an inspiring and tenacious leader. However, early in the war his outnumbered and untrained men were no match for the British. He succeeded in keeping an army in the field despite more defeats than victories. By early fall 1777 the British captured Philadelphia, the American capital. This loss was reinforced by defeats at Germantown, Pennsylvania; Fort Mercer, New Jersey; and Fort Mifflin, Pennsylvania.

Washington needed to establish a winter quarters that allowed observation of the British army without exposure to surprise attack. Valley Forge provided that location. Washington led 12,000 men into Valley Forge in December 1777. The winter was severe. Housing was overcrowded and food shortages were acute. Dispirited soldiers were poorly clothed and undernourished. Illness kept many from duty. Nearly 2,000 American soldiers died of disease.

**Objective:**

Students will gain an understanding of the importance of Valley Forge as a winter encampment for the Washington’s soldiers in the winter of 1777.

The Lesson

**Introduction:**

* Explain to the class that they will be learning about Valley Forge and its role in the Revolutionary War. Have the students make a KWL chart in their Social Studies notebooks or provide one from <http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf> .
* Encourage the students to write down anything they know about Valley Forge including location, people associated with it, events, etc. in the Know portion of the chart.

**Guided Instruction:**

* View the *Introduction to Valley Forge* sequence.(<http://www.nps.gov/vafo/photosmultimedia/video.htm>)
* As the students view the film, have them write down anything they learn in the Learned part of their chart. (Marzano strategy - note taking)

**Cooperative Activity:**

* Pass out the blank map of Pennsylvannia and have the students work in pairs to label the bordering states/colonies as well as the location of Valley Forge using these websites: <http://www.brtprojects.org/cyberschool/history/ch04/regions.html> <http://en.wikipedia.org/wiki/Valley_Forge,_Pennsylvania>

<http://www.sonofthesouth.net/revolutionary-war/maps/valley-forge-map.htm>

(Marzano cooperative learning strategy)

* Review with the students what a primary document is and note that the map of Valley Forge and the surrounding area is a primary document.

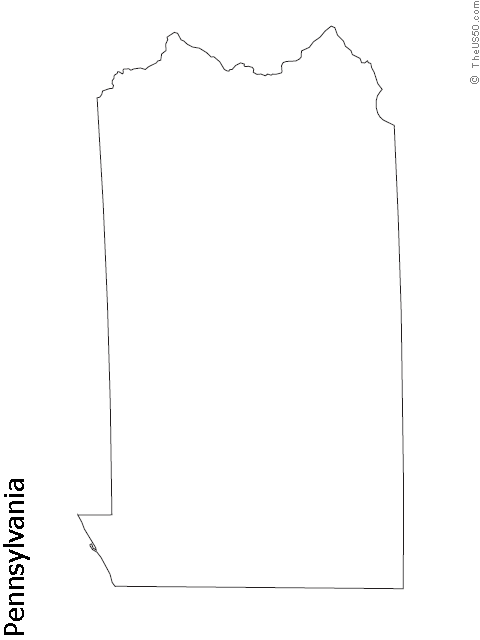
**Lesson Conclusion:**

Have the students write down other things they would like to know about Valley Forge under the What? portion of the KWL chart. Then have each student share one thing in the Know, Learned, or What? Portions of their chart with the class. What topics would they like to do more research on?

**Assessment Products:**

Reflection: Have the students reflect in their journal about what they have learned. Writing prompt: What do you think were the most important events at Valley Forge during the winter of 177-178? If you could interview a soldier about his winter at Valley Forge, what questions would you ask? Imagine you are a soldier at Valley Forge. Your shoes are worn out. How will you protect our feet from the cold and snow?

Evaluation: Reflections in social studies journal, map of Pennsylvania, KWL chart

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**Lesson Plan 3 – Valley Forge – Place of Work and Endurance**

**Guiding Questions:**

* What were some of the challenges faced at Valley Forge and what did the men have to accomplish there?

**Support Materials:**

* Each student’s social studies journal
* Valley Forge: A Winter Encampment  Part Two  
  Total runtime is 7 minutes 47 second <http://www.nps.gov/vafo/photosmultimedia/video.htm>
* Passages from the Diary of Albigence Waldo, Surgeon at Valley Forge, 1777.

[*http://www.let.rug.nl/usa/D/1776-1800/war/waldo.htm*](http://www.let.rug.nl/usa/D/1776-1800/war/waldo.htm) (Primary Document)

* Copy of worksheet – “Valley Forge Huts” for each student

**Background**:

The soldiers, though tired from the campaign, pitched in to construct the many log huts that were

needed to shelter the army. Even though standard specifications were issued for these small,

twelve-man cabins, they were constructed in several different styles. This was due to the

availability of various tools and materials and the individual skills of the builders. However,

the soldiers managed to construct well over one thousand buildings of log construction to house

themselves and their officers. General Washington rented a house belonging to Isaac Potts for

his headquarters, and the higher ranking officers also rented houses in the general vicinity for

their quarters.

The encampment at Valley Forge was laid out with the assistance of a French military engineer,

Colonel Louis Le Beque de Presle Duportrail (Doo-por-tie), who offered his services to the

United States with the permission of the French court in 1777. Duportrail designed the camp to

take advantage of the local landscape. . He placed the outer line of defenses—a series of

entrenchments and redoubts or small forts—along the base of an angle formed by the intersection

of Valley Creek and the Schuylkill River. It was also along this line that most of the soldiers’

huts were situated, so that they could man the fortifications quickly if needed . The left wing of

this line was anchored by the river, and the right wing was tied at the creek and the base of a hill

called Mount Joy. A secondary line of entrenchments was dug along the slopes of this hill. .

Washington’s headquarters was located in the village of Valley Forge, near the intersection of

Valley Creek and the Schuylkill River. . (See map) It was here that the army spent the winter

and spring of 1777-1778.

The daily life for most soldiers included work details (fetching water and wood, procuring rations, improving the fortifications), guard duty, and drill. Army camp life, for the most part, was dull and tedious. It was occasionally made tolerable by concerts performed by camp musicians or skits or plays performed by amateur thespians in the ranks. Athletic competitions between regiments and brigades were encouraged by Washington as an honorable and constructive way of dealing with the stress produced by the tedium of camp life.

**Objective:**

Students will gain an understanding of the importance of Valley Forge as a winter encampment for Washington’s soldiers in the winter of 1777 and what they had to do to survive there.

The Lesson

**Introduction:**

**Guided Instruction:**

* Read selected passages from the website “Winter at Valley Forge” by Dr. Abigence Waldo which illustrate life during the winter of 1777. Dr. Waldo was a surgeon from Connecticut who describes his firsthand account of what it was like at Valley Forge. (Primary Document)
* Have the students close their eyes and put themselves in the place of Dr. Waldo.
* Show the students photographs of Valley Forge taken on the Miller tour explain the significance of each including the ones of the huts and the house that served as Washington’s headquarters. Encourage the students to continue to write down notes and draw sketches relating to the facts they learn as they view the photographs.

**Cooperative Activity:**

* View the six photos of the soldiers’ cabins at the National Park Website. <http://www.nps.gov/vafo/photosmultimedia/historyphotos.htm>
* Have each student sketch a Valley Forge hut using the worksheet “Valley Forge Huts” using the information they have learned from the movie, the pictures, and the information on the worksheet. (Marzano strategy - Nonlinguistic representations)
* Provide the materials need by the students to build replicas of the huts built by the soldiers at Valley Forge.
* Have students work in groups of four to prepare a model of a log hut based on their drawings or photographs of the recreated huts. (Marzano strategy – cooperative learning)

**Lesson Conclusion:**

Have each group present their model to the class and describe how it was built.

**Assessment Products:**

Reflection: Have the students reflect in their journal about what they have learned. Writing prompt: Imagine that you're a soldier at Valley Forge in the winter of 1777-1778. Write an account of your experiences, including the following:

* Describe your daily life, including a description of your duties and the physical hardships that you face.
* Explain why you’re willing to endure these conditions, what you’re fighting for, and why the fight is worth it to you.

Evaluation: Reflections in social studies journal, individual sketches of hut, group model of hut

**Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Valley Forge Huts**

Following their arrival December 18, 1777, the men immediately set to work building huts for shelter. General orders the preceding day specified the size and design of the huts at 14x16 feet each, 6 and 1/2 feet high, a door next to the street and a fireplace in the rear.

Despite the orders, hut size, location, and material varied. Men from different regions were familiar with different building techniques, and few were skilled craftsmen. A surgeon’s mate wrote home, “have one dull ax to build a Logg Huft, when it will be done knows not.”

In order to speed up the cabin-building process, Washington offered a prize for the first well-constructed hut in each regiment “And as an encouragement to industry and art, the General promises to reward the party in each regiment, which finishes their hut in the quickest, and most workmanlike manner, with twelve dollars.” -- General Orders, December 18, 1777. By mid-January most soldiers were housed, twelve to a hut.

Would you have been willing to stay in a log hut with eleven other people, during a severe winter, for the cause of independence from Great Britain?

**Draw your sketch of a hut here:**

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**Lesson Plan 4 – Valley Forge – Training Ground**

**Guiding Questions:**

* Who was Baron Friedrich Von Steuben and what was his role at Valley Forge?

**Support Materials:**

* Each student’s social studies journal
* Valley Forge: A Winter Encampment Part Three, 7 minutes 37 seconds

<http://www.nps.gov/vafo/photosmultimedia/video.htm>

* Stop and Write graphic organizer
* Podcast - *General Steuben – The Making of an Army*

<http://www.nps.gov/vafo/photosmultimedia/video.htm>

* Copy of Alpha Boxes graphic organizer located at <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
* Copy of **Washington’s Commander-in-Chief’s Guard** for each student <http://www.nps.gov/vafo/photosmultimedia/upload/lifgaurdtranscript.pdf>

**Background**:

In February 1778, von Steuben arrived in camp and introduced a tactical training strategy. He drilled soldiers into an effective fighting force. That June, Washington left Valley Forge to pursue the British as they evacuated Philadelphia. His newly trained and organized army fought the British to a standstill at the Battle of Monmouth.

Valley Forge was a turning point in the American Revolution. The great improvements in army discipline and organization the Continental Army learned here, coupled with French assistance on land and sea, lead to final victory and independence.

FRIEDRICH VON STEUBEN: The arrival at Valley Forge of Baron Friedrich Von Steuben

(Shtoy-bin) in February 1778 brought immense changes to the Continental Army. Von Steuben

earned his military spurs as an officer in the army of Frederick the Great of Prussia and probably

held no rank higher than captain in that army. Ben Franklin, who in essence hired Von

Steuben, sent him to America with a letter of introduction that identified Von Steuben as a

general.

Von Steuben brought a uniform drill and better organization to the Continental Army. .

Washington recommended that Von Steuben be given the rank of major general and serve as the

Inspector General, which was approved by Congress. Von Steuben’s first order of business was

to train the army and create a unified fighting force. To accomplish this task, he wrote a

standardized book of military drill and assisted in the instruction of the men so that all American

troops were trained in a similar fashion. Using a model company of one hundred men, these

trained soldiers would return to their regiments and continue the training process until the entire

army was trained. . He also staged large scale military exercises on Valley Forge’s open fields,

so that the army could practice coordinated movements of large bodies of men, which was

essential to the army’s success in battle during the eighteenth century.

Von Steuben also conducted a “school of the soldier” for officers. For the first time, many well

meaning, but amateur, officers were given formal training on their duties with regard to the

health, training, and discipline of their men.

**Objective:**

Students will gain an understanding of the importance of Valley Forge as a training ground for the colonial soldiers.

The Lesson

**Introduction:**

* View Valley Forge: A Winter Encampment Part Three, 7 minutes 37 seconds

<http://www.nps.gov/vafo/photosmultimedia/video.htm> as a class

* Have the students complete the Stop and Write graphic organizer before and after viewing the segment. (Marzano strategy - note taking)

**Guided Instruction:**

* Hand out a copy of **Washington’s Commander-in-Chief’s Guard** to each student. Read the text aloud together as a class and have the students interactively edit their copy. Review their editing as a class.
* View the podcast - General Steuben – The Making of an Army at <http://www.nps.gov/vafo/photosmultimedia/video.htm>

**Cooperative Activity:**

The students will experience drilling as if they were Continental soldiers (Marzano strategy – cooperative learning)

* Have students go outside, put them in lines of ten, shoulder to shoulder, facing in the same direction.
* Have them "march" in step for fifty yards or so and "wheel" or turn the whole group (pivoting on one end of the line or rank) to the right or left and marching back. The students should maintain this shoulder to shoulder contact through the entire maneuver.
* Have a discussion about the difficulties of moving in such a fashion on the 18th century battlefield: What problems did they have? What things are likely to spoil the formation? Obstacles such as bushes, trees, fences, etc., break up the neat linear formations.
* What was the role of the officers in this formation?--To direct the movement of the line and to see that the ranks kept straight and did not buckle or bow.
* Why did the soldiers need to march in this kind of formation?--Due to the inaccuracy of the musket everyone had to fire their muskets in unison in the same direction to hit anything with regularity.

**Lesson Conclusion:**

* Have the students complete the Alpha Boxes graphic organizer located at <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html> first alone, and then together with a partner. Have them write one word relating to Valley Forge for each letter of the alphabet. Review the lists as a class, seeing who has a word that no one else does for that letter. (Marzano advance organizers strategy)

**Assessment Products:**

Evaluation

Interactively edited text, Stop and Write notes, Alpha Boxes graphic organizer

**Stop and Write**

I already know that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Lesson 5 George Washington at Valley Forge**

(adapted from a lesson from the Valley Forge National Historical Park Curriculum Guide)

**Guiding Questions:** What were the leadership traits exhibited by George Washington during or immediately after the encampment at Valley Forge?

**Support Materials:**

* Copies of six writings of George Washington, one per student in groups of five (Primary Documents)
* Copy of Quotes sheet for each student
* Copy of Word Web graphic organizer for each student

<http://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf>

**Background**

The soldiers marched into Valley Forge, Pennsylvania, on December 19, 1777, after several tough battles with the British. Washington and his men spent the winter at Valley Forge, living in a log hut city for six months. There, the men received expert training to improve their skills as soldiers. Washington was able to reorganize several military departments, improving services to the soldiers.

Washington appointed one of his most trusted lieutenants, Nathanael Greene, to solve the supply problem. Greene took troops to confiscate the goods and wagons of any farmers caught taking supplies to Philadelphia to sell to the British. Washington even ordered the arrest and public hanging of any ringleaders caught selling goods to the British as a way to show others the consequences of such actions.

While needing to feed his troops Washington was deeply concerned about appearing too brutal and losing the hearts and minds of the local population. He instructed Greene to compensate farmers for any goods seized with certificates for Continental currency.

These measures, along with additional supplies and money finally being sent by the Continental Congress, helped to improve conditions for the army at Valley Forge as the end of winter was nearing. But before supplies started flowing again the Army endured a period in February of 1778 when near famine conditions existed at the encampment.

The problem Washington had with his troops lacking basic military training was remedied by the arrival of [Baron Von Steuben](http://colonialwars.suite101.com/article.cfm/baron_von_steuben_at_valley_forge) from Prussia. Steuben trained the troops, supplying them with all the necessary combat and military skills they needed. By the time they were ready to leave Valley Forge he had formed them into a cohesive fighting force.

**Objective:**

Students will gain an understanding of the leadership traits exhibited by George Washington at Valley Forge and how this leadership contributed to the success of the Revolutionary War.

The Lesson

**Introduction:**

* Have each student think of a leader that they look up to. This could be a coach, a scout leader, a religious leader, a principal, a teacher, or a parent. Discuss the responsibilities of a leader.
* Have each student write down three qualities or traits that this person exhibited. To facilitate this activity, give the students an example of an action performed by a leader and then lead them through the process of identifying a trait implied by the action. Model this several times and then have each student think of several actions performed by their favorite leader and what traits these actions implied.
* Have the students share one trait on their list as you compile a classroom list on the board. Possibilities include: someone with clear goals, able to organize, charismatic, inspires others, person of action, hardworking, caring, disciplined, consistent, trustworthy, loyal, determined, knowledgeable, of good moral character, humble, and good communicator, truthful.

**Guided Instruction:**

* Distribute the handout of quotations, but do not tell the students who said them. Read through the quotes as a class. Discuss as a class what leadership traits are talked about in this quotes. Ask the students if anyone knows who the author is.
* Inform them that it was George Washington, leader of the Continental Army at Valley Forge and that they will have the opportunity to learn about his leadership during the winter of 1777-1778. Discuss the many different issues faced by Washington that winter including feeding, clothing, and housing the soldiers, lack of supplies, harsh weather, sickness and disease, soldiers with little or no training, keeping soldiers from leaving, worrying about the enemy, and planning for future action in the War.

**Cooperative Activity:**

* Divide the class into groups of 4 or 5 and distribute a writing of George Washington to each group, with enough copies for every student.
* Have each group to read their example of Washington's writing for evidence of the traits of a good leader. Have them refer to the list on the board as they read and reread the piece of writing together. (Marzano strategy – cooperative learning)
* Have a spokesperson for each group identify what traits of good leadership they found in George Washington's writings and what evidence in his writing supports their conclusions.

**Lesson Conclusion:**

* Have each student complete the Word Web graphic organizer found at <http://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf> .
* Have the students write George Washington in the center of the word web and then write six leadership traits he demonstrated at Valley Forge.

**Assessment Products:** Reflection: Have the students reflect in their journal about what they have learned. Writing prompt: Imagine that you're George Washington at Valley Forge in the winter of 1777-1778. What is your main worry? What are you going to do as the leader of the Continental Army to address this problem?

Evaluation

Word Web, Journal Reflection

**Quotes**

“Associate with men of good quality if you esteem your own reputation; for it is better to be alone than in bad company.”

“Be courteous to all, but intimate with few, and let those few be well tried before you give them your confidence.”

“Discipline is the soul of an army. It makes small numbers formidable; procures success to the weak, and esteem to all.”

“Friendship is a plant of slow growth and must undergo and withstand the shocks of adversity before it is entitled to the appellation.”

“It is better to offer no excuse than a bad one.”

“Nothing can be more hurtful to the service, than the neglect of discipline; for that discipline, more than numbers, gives one army the superiority over another.”

“Truth will ultimately prevail where there is pains to bring it to light.”

“We should not look back unless it is to derive useful lessons from past errors, and for the purpose of profiting by dearly bought experience.”

“Worry is the interest paid by those who borrow trouble.”

Letter Number One: Excerpts from an account of the Battle of Monmouth (New Jersey) that took

place shortly after the Continental Army left Valley Forge written by George Washington in a

letter to his brother, John Augustine Washington.

From: *Affectionately Yours, George Washington. .* Thomas Fleming, Ed. . New York: W. . W. .

Norton and Company, Inc., 1967.

*Brunswick in New Jersey, July 4, 1778*

*Dear Brother:*

*Your letter of the 20th. Ulto. came to my hands last Night; before this will have reached you, the Acct. . of the Battle of Monmouth probably will get to Virginia, which, from an unfortunate, and bad beginning, turned out a glorious and happy day.*

*The Enemy evacuated Philadelphia on the 18th. . Instt. [instant]; at ten oclock that day I got intelligence of it, and by two oclock, or soon after; had Six Brigades on their March for the Jerseys, and followed with the whole Army next Morning. . On the 21st. . we compleated our passage over the Delaware at Coryells ferry (abt. . 33 Miles above Philadelphia) distant from*

*Valley Forge near 40 Miles. . From this Ferry we moved down towards the Enemy, and on the 27th. . got within Six Miles of them.*

*General [Charles} Lee having the command of the Van of the*

*Army, consisting of fully 5000 chosen Men, was ordered to begin the Attack next*

*Morning. . . . . . to be supported by me. . But, strange to tell! when he came up*

*with the enemy, a retreat commenced; whether by his order; or from other causes,*

*is now the subject of inquiry... . as he is in [under} arrest, and a Court Martial*

*sitting for tryal [sic] of him. . A Retreat however was the fact, be the causes as*

*they may; and the disorder arising from it would have proved fatal to the Army*

*had not that bountiful Providence which has never failed us in the hour of*

*distress, enabled me to form a Regiment or two (of those that were retreating) in*

*the face of the Enemy, and under their fire, by which means a stand was made*

*long enough to form the Troops that were advancing, upon an advantageous*

*piece of Ground in the rear; hence our affairs took a favourable turn, and from*

*being pursued, we drove the Enemy back, over the ground they had followed us,*

*recovered the field of Battle, and possessed ourselves of their dead. . but, as they*

*retreated behind a Morass very difficult to pass, and had both Flanks secured*

*with thick Woods, it was found impracticable with our Men fainting with fatigue,*

*heat, and want of Water; to do anything more that Night....*

*We buried 245 of their dead on the field of Action;....We have*

*taken five Officers and upwards of One Hundred Prisoners...Without*

*exaggerating, their trip through the Jerseys in killed, Wounded, Prisoners, and*

*deserters, has cost them at least 2000 Men and of their best Troops. . We had 60*

*Men killed, 132 Wounded, and abt. . [about] 132 Missing, some of whom I*

*suppose may yet come in. . Amoung our Slain Officers is Majr: Dickenson, and*

*Captn. . Fauntleroy, two very valuable ones....*

Letter Number Two: General orders from the camp at White Marsh about 1 month prior to the

encampment at Valley Forge.

From: *The Writings of George Washington*: From *the Original Sources 1745-1799. .*

Washington, D.C.: U.S. . Government Printing Office, 1934.

*General Orderes*

*Head Quarters, White Marsh, November 15, 1777.*

*Parole Belfast. . Countersigns Cork, Dublin.*

*Henceforward, and until further orders, the Sick are to be sent to*

*Buckingham Meeting house, with a suitable number of orderly men to attend them.*

*The troops are to be immediately supplied with two days 'provisions (exclusive of this day) one of which, at least, is to be cooked. . No officer, or soldier, is to be absent from camp, but ready for duty at a minute‘s warning.*

*No scouting party, under any pretence whatsoever (unless sent for*

*that purpose) is to seize horses, cattle, or other property belonging to the*

*inhabitants; Under the plea of taking these things within the enemy‘s lines, great*

*and enormous abuses are committed An infringement therefore, or disobedience*

*of this order, In either officer or soldier, will be punished with the utmost rigour.*

*Complaint has been made, of the irregularity (in point of time)with which the horse mount guard: The Commander in Chief expects, they will parade with more punctuality in future: He also desires, that the Colonels of those regiments which have more horses than men, would immediately furnish (by way of loan) the others that are in want of horses, that as many men as possible, maybe mounted, and the public not unnecessarily burden 'd .*

Letter Number Three: From George Washington to James Mease.

From: *The Writings of George Washington: From the Original Sources 1745-1799. .*

Washington, D.C.: U.S. . Government Printing Office,

1934.

*Head Quarters, January 21, 1778. . [Val/ey Forge]*

*Dear Sir:*

*I this day received yours of the 18th. . by Lieutt. . Gamble who*

*has brought down 463 Coats ready cut out. . I could have wished that had not*

*been done, as I intended to have had them made up in a new fashion which I think*

*will save Cloth, be made up quicker and cheaper and yet be more warm and*

*convenient to the Soldier: I desire that all the remainder of the Virginia Goods*

*may be immediately sent on in the State which you receive them, as soon as they*

*arrive at Lancastel: I will send you a Coat of the new fashion as soon as one can*

*be made up, and I think it will be deemed most convenient and useful to dress the*

*whole Army in the same manner.*

*The Officer who had the charge of the Convoy of Cloathing from*

*Boston left them at Fishkill, contrary to Genl. . Heath’s express order, he makes*

*some trifling excuse, that the Waggons would not come any farther. . I have sent*

*up an Express with orders to have it brought immediately forward...*

*I beg you to exert yourself in procuring Shoes, it is evident that any*

*quantities may be got by contracting to pay for them in Hides. . The price fixed*

*by the General Officers is 4d.pr. . [apiece] for Hides and Shoes at 10/pr.pair. .*

*With this the Shoemakers are content, and several of the Brigadiers have made*

*contracts accordingly.*

*I Am Your Humble Servant.*

*G. . Washington*

Letter Number Four: Washington vouches for some secret agents.

From: *The Writings of George Washington: From the Original Sources 1745-1799*. .

Washington, D.C.: U.S. . Government Printing Office, 1934.

*To Governor William Livingston*

*Head Quarters. . Valley Forge. . January 20. .*

*1778.*

*Sir:*

*I last night received a letter from Colo. Dayton, informing me, that*

*John and Baker Hendricks, and John Meeker had been apprehended upon a*

*Supposition of carrying on an illegal correspondence with the Enemy, as they had*

*been several times upon Staten Island and that they were to be tried for their lives in*

*consequence. I last night received a letter from Colo. . Dayton, informing me,*

*that John and Baker Hendricks, and John Meeker had been apprehended upon a*

*supposition of carrying on an illegal correspondence with the Enemy, as they had*

*been several times upon Staten Island and that they were to be tried for their lives*

*in consequence.*

*In justice to these Men I am bound to take this earliest opportunity*

*of informing you that they were employed by Colo. . Dayton last Summer to procure*

*intelligence of the movements of the Enemy while upon Staten Island, for which*

*purpose I granted them passports, allowing them to carry small quantities of*

*Provision, andto bring back a few Goods the better to cover their real designs. . Colo. .*

*Dayton acquaints me that they executed their trust faithfully; this I very well*

*remember, that what Intelligence he communicated to me and which he says, came*

*principally thro’ them, was generally confirmed by the Event. . Upon these Considerations*

*I hope you will put a stop to the prosecution, unless other matters apper [appear]*

*against them.*

*You must be well convinced, that it is indispensibly necessary to make use*

*of these means to procure intelligence. . The persons employed must bear the suspicion of being thought inimical, and it is not in their powers to assert their innocence, because that would get abroad and destroy the confidence which the Enemy puts in them.*

*I have the honour of being your most obedient servant,*

*G. . Washington*

Letter Number Five: Dealing with Court Martials and hut construction at Valley Forge. From:

*The Writings of George Washington: From the Original Sources 1745-1799. .* Washington,

D.C.: U.S. . Government Printing Office, 1934.

*General Orders*

*Head Quarters, at the Gulph,*

*December 18, 1777*

*...The Commander In Chief approves the following sentences of a General Court Martial held*

*the 30th. . of Novr last of which Col. . Grayson was president.*

*.*

*Capt. . Havelman charged with "Wounding Moses Plaine a soldier in the 11th. . Virginia regiment,"confessed the fact, but justified it by the insolence of the soldier. . The Court*

*having considered the evidence are of the opinion the justification is not*

*sufficient, and do sentence him to be reprimanded on the Grand parade by the*

*Major General of the day. . This is to be done the next time the guards are*

*paraded.*

*.*

*...The Colonels, or commanding officers of regiments, with their Captains,*

*are immediately to cause their men to be divided into squads of twelve, and see*

*that each squad have their proportion of tools, and set about a hut for themselves:*

*And as an encouragement to industry and art, the General promises to reward the*

*party in each regiment, which finishes their hut in the quickest, and most*

*workmanlike manner with twelve dollars. And as there is reason to believe that*

*boards, for covering, may be found scarce and difficult to be got; He offers One*

*hundred dollars to any officer or soldier who in the opinion of three Gentlemen,*

*he shall appoint as judges, shall substitute some other covering, that may be*

*cheaper and quicker made, and will in every respect answer the ends.*

*The Soldier's huts are to be of the following dimensions, viz:*

*fourteen by sixteen each, sides, ends and roofs made with logs, and the roof made*

*tight with split slabs, or in some other way; the sides made tight with clay, fireplace*

*made of wood and secured with clay on the inside eighteen inches thick, this*

*fire-place to be in the rear of the hut; the Door to be in the end next to the street;*

*the doors to be made of split oak-slabs, unless boards can be procured. Sidewalls*

*to be six and a half feet high. . The officers huts to form a line in the rear of*

*the troops, one hut to be allowed to each General Officer, one to the Staff of each*

*brigade, one to the field officers of each regiment, one to the Staff of each*

*regiment, one to the commissioned officers of two companies, and one to every*

*twelve non-commissioned officers and soldiers.*

*G. Washington*

Letter Number Six, From: *The Writings of George Washington: The Original Sources, 1745-*

*1799.* Washington, D.C.: U.S. . Government Printing Office, 1934.

*To The President of Congress*

*Valley Forge, December 23, 1777*

*Sir:*

*Full as I was in my representation of matters in the Commas. . department*

*[Commissary Department the department which provided supplies and food to the army]*

*yesterday, fresh, and more powerful reasons oblige me to add, that I am now*

*convinced, beyond a doubt that unless some great and capital change suddenly takes*

*place in that line, this Army must inevitably be reduced to one or the other of*

*these three things. . Starve, dissolve, or disperse, in order to obtain subsistence [food*

*and clothing] in the best manner they can; rest assured Sir this is not an exaggerated*

*picture, but [and] that I have abundant reason to support what I say. . . . . . .*

*Soap, Vinegar, and other Articles allowed by Congress we see none of nor have*

*[we] seen [them] I believe since the battle of brandywine; the first indeed we have*

*now little occasion of [for] few men having more than one Shirt. . . . . . and*

*Some none at all; in addition to which as a proof of the little benefit received from*

*a Cloathier Genl., and at the same time as a further proof of the inability of an*

*Army under the circumstances of this, to perform the common duties of Soldiers*

*(besides a number of Men confined to Hospitals for want of Shoes, and others in*

*farmers Houses on the same Acct. . [for the same reason]) we have, by a field*

*return this day made no less than 2898 Men now in Camp unfit for duty because*

*they are barefoot and otherwise naked.*

*We have not more than 3 Months to prepare a great deal of business in, if we let*

*these slip, or waste, we shall be labouring under the same difficulties all next*

*Campaign as we have done this, to rectifie mistakes and bring things to order. .*

*Military arrangements and movements in consequence, like the Mechanism of a*

*Clock, will be imperfect, and disordered, by the want of a Part;.....*

*I am your obedient servant,*