

Camp Followers Lesson Plan

Grades: 5-8

Time Allotment: Total for EVERYTHING – 3-5 hours. Can be spread out over several days.

- Videos – 28-30 minutes, 45 minutes with Part 4 featured stories.
- Videos WITH DISCUSSION – 1 hr.
- Hands on activities - 2-4 hours total.
- **Note – you can choose which activities to do from packet and which videos to watch. You can also do the activities as rotation stations or as homework.**

Common Core Standards

Grade 5 - Writing

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
CCSS.ELA-Literacy.W.5.1B	Provide logically ordered reasons supported by facts and details
CCSS.ELA-Literacy.W.5.1C	Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically)
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience (Grade-specific expectations for writing types are defined in standards 1-3)
CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research
CCSS.ELA-Literacy.W.5.9B	Apply <i>grade 5 Reading standards</i> to informational texts
CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences

Grade 6-8 – Writing

CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences

Grades 6-8 – History/Social Studies

CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g. in charts, graphs, photographs, videos or maps) with other information in print and digital texts
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion and reasoned judgement in a text
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic
CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

Grades 6-8 – Science and Technical Subjects

CCSS.ELA-Literacy.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
CCSS.ELA-Literacy.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually

CCSS.ELA-Literacy.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic
CCSS.ELA-Literacy.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently

Math Content

CCSS.Math.Content.MD.A.2	Measure and estimate liquid volume and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
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Objectives:

Students will:

- Engage with a series of videos (linked on Washington Crossing Historic Park’s website) to learn about the life of camp followers. Each video is approx. 5 minutes or less.
Teachers can choose which videos to watch. Videos include:
 - Informational videos explaining who followers are and policies they had to follow
 - Demonstration videos related to the jobs followers did and the lives they led
- Understand and explain the importance of followers, including women and people of color, during the Revolutionary War. This will be achieved through the videos, hands on activities, and 5 stories looking at specific people and their reasons for following.
 - This will increase student’s historical empathy and critical thinking skills by encouraging them to see the war through a more inclusive lens
- Complete a series of hands on activities designed to put students in the shoes of a follower. **Teachers can choose which activities to assign, including:**
 - Engaging critical thinking skills in deciding what to pack on a journey
 - Increasing math, reading comprehension, critical thinking skills, and understanding by making a baby sling
 - Engaging critical thinking skills through reading and interpreting a recipe as well as creating their own recipe
 - Describe a simple food made and consumed by colonial people
 - Measure ingredients accurately to create Johnnycakes
 - Inspiring historical empathy as well as increasing writing and comprehension skills through activities like “What Would You Do”, “Misbehavior”, and “Soldier’s Wives on Twitter”
 - Imagine themselves in the shoes of a follower while engaging critical thinking and decision-making skills with a “Choose your own adventure” game.

Materials:

- 9 Videos on Washington Crossing Historic Park website – www.washingtoncrossingpark.org/education/digital-resources/camp-followers/

- Information on laundry on Washington Crossing Historic Park website - www.washingtoncrossingpark.org/education/digital-resources/camp-followers/
- 5 featured stories on Washington Crossing Historic Park website - www.washingtoncrossingpark.org/education/digital-resources/camp-followers/
- Camp Followers Activity Packet – www.washingtoncrossingpark.org/education/digital-resources/camp-followers/
- Pen/pencil and paper – 1 per student
- Computer or smart board for Choose Your Own Adventure Game - <https://docs.google.com/forms/d/e/1FAIpQLSdY60spsbcA6ZCXILfMO19KA9K04ofwhUr6qCXYQdKd67rCig/viewform>
- Materials for *Tube Sock Market Wallet* – see activity packet or discussion plan
- Materials for *Make a Baby Sling* – see activity packet or discussion plan
- Materials for *Make a Whirligig* – see activity packet or discussion plan
- Ingredients for *Johnnycakes* – see activity packet or discussion plan

Teacher Preparation:

Before class – teacher will:

- Watch the videos and decide which ones to show students
- Download the activity packet and decide which activities to assign, whether they will do it as an entire class or as homework, and prepare materials for class.

Anticipatory Set:

1. The teacher will ask students about roles people played in the Revolutionary War BESIDES soldiers. Brainstorm ways that people supported the army besides fighting in the war. Examples may include nurses, doctors, food supplies, making supplies for the army (ex. Making musket balls, gunsmiths, making uniforms, etc.), laundry.
2. Have students discuss which of these could be done elsewhere/sent to the army and which jobs would need to follow the army (ex. A flag maker could work from their shop or home, but a laundress would need to be with the army). Remind students of the lack of transportation during the Revolutionary War.
3. Ask students if they have heard about “camp followers” before. What do they think that term means/who do they think “camp followers” were?

Teacher Presentation and Modeling – SEE DISCUSSION PLAN FOR SPECIFIC INFORMATION:

1. The teacher will explain that they are going to learn more about a group of people known as “Camp Followers.” The class will watch a series of videos and discuss them.
2. Teacher will play videos. **Teacher can pick and choose which of the 9 videos to show.**
 - a. **Part 1: Overview**
 - i. An introduction to Camp Followers (3 minutes 30 seconds)
 - ii. Information about policies for Followers (2 minutes 30 seconds)
 - b. **Part 2: Camp Followers’ Jobs**
This section can be combined with our Zoom virtual lesson “The Role of Camp Followers”. Learn more here:

<https://www.washingtoncrossingpark.org/education/digital-resources/virtual-lessons/>

- i. Written Information about laundry
 - ii. Nursing - demonstration of treating a bayonet wound (4 minutes)
 - iii. Sutleries (2 minutes 15 seconds)
 - c. **Section 3 - Life in Camp**
 - i. Food and Rations (1 minute 48 seconds)
 - ii. Clothing (5 minutes 16 seconds)
 - iii. Packing for Campaign and Carrying Children (4 minutes)
 - iv. Children in camp – Toys and Games demonstration (5 minutes)
 - d. **Part 4: Why People Followed the Army (5 stories, 15 minutes max. No videos)**
 - e. **Part 5: Conclusion** (40 seconds)
 3. Teacher will ask students why they think people followed the army. Have students brainstorm reasons people followed the army.
 4. Students will look at the 5 stories listed under **Part 4: Why People Followed the Army.** These stories illustrate some possible reasons to follow the army. Class will discuss.
 - a. Mrs. Elizabeth Thompson, George Washington’s Housekeeper
 - i. Possible reason for following: Money
 1. For more information: Nancy K. Loane. *Following the Drum: Women at the Valley Forge Encampment.* Potomac Books. 2009.
 - b. Lucy Knox, wife of General Henry Knox
 - i. Possible reasons for following: Practicality, desire to be near loved ones
 1. For more information: Nancy K. Loane. *Following the Drum: Women at the Valley Forge Encampment.* Potomac Books. 2009.
 - c. Mrs. Reed of Trenton, wife of a Continental soldier caught in the middle of war
 - i. Possible reason to follow: Safety
 1. For more information: William M. Dwyer. *The Day Is Ours: How a Ragged Rebel Army Stood the Storm and Saved the Revolution.* Viking Press. 1983.
 - d. Sarah Osborn Benjamin, wife of a Continental soldier who followed
 - i. Possible reason to follow: No choice/lack of agency
 1. For more information: Nancy K. Loane. *Following the Drum: Women at the Valley Forge Encampment.* Potomac Books. 2009.
 - e. William Lee, George Washington’s enslaved valet
 - i. Possible reason to follow: No choice/lack of agency
 1. For more information: George Washington’s Mount Vernon. “William (Billy) Lee”.
<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/william-billy-lee/>

Guided and Independent Practice – SEE DISCUSSION PLAN FOR SPECIFIC INFORMATION

1. Students will complete assignments from the activity packet. **Teachers may pick and choose which ones to assign. Each activity is designed to last for no longer than 15-45 minutes.**

- a. Activities include:
 - i. Tube Sock Market Wallet – hands on activity designed to make a small market wallet
 - ii. Packing Decisions – there are 14 items listed, but you can only fit 7 in your market wallet. Which will you choose?
 - iii. Make a Baby Sling – hands on activity designed to recreate a follower carrying children while marching
 - iv. Make a Whirligig – hands on activity making a colonial toy
 - v. Make Johnnycakes – hands on colonial recipe
 - vi. Make Your Own Recipe – using only the 15 items listed, a camp kettle or frying pan, and an open fire, how many recipes can you make?
 - vii. What Would You Do – put yourself in the shoes of a follower and make your own decisions. Write out what you would do.
 - viii. Misbehavior – write the sentence for a follower who broke a rule
 - ix. Soldier’s Wives on Twitter – translate a quote into a 140-character tweet, or respond to a quote about followers from a soldier
 - b. These activities are designed to allow students to be hands on with history. They are also meant to engage critical thinking skills as well as build student’s historical empathy.
 - c. **Activities can be assigned as homework, in small groups, or done as a whole class. Can integrate activities with videos – see Discussion Plan.**
2. Students can play the Choose Your Own Adventure game and make choices like a follower - [Click Here For Downloadable Game](#)
 - a. This can be done as a large group by consensus, or have students play the game individually

Closure and Assessment:

1. Students can present their completed activity packet assignments to teacher or to class.
2. Students and teacher will discuss what they learned today, what they think about followers, why followers were important, and the decisions they would make in the shoes of a follower.

Extension of the Lesson:

- Teacher can schedule Virtual Lesson “The Role of Camp Followers”, which expands on this digital experience. Learn more here - <https://www.washingtoncrossingpark.org/education/digital-resources/virtual-lessons/>
- Teacher can:
 - a. Recreate the process of laundry explained on the site
 - i. Students can research the 18th Century laundry process and list the steps
 - b. Recreate the process of making a poultice for a bayonet wound, shown in video.
 - i. Have students list out the steps of the process from the video
 - c. Set up a “sutlery” in the classroom for students to visit

- i. For more information: Holly A. Mayer. *Belonging to the Army: Camp Followers and Community during the American Revolution*. University of South Carolina Press. 1996.
 - d. Bring in colonial clothing for students to try on, like that shown in the video
 - i. Have students list the steps of the dressing process from the video
 - e. List games from Colonial era in “Then and Now Games” and have students figure out what modern equivalent would be
 - i. Students can play said games
 - f. Recreate the toys and games shown in the video
 - g. Bring in items to pack a true market wallet
 - h. Make the recipes invented by the students
- Teacher can have students do further research into the 5 featured stories, as well as other less-known people of the Revolution, including:
 - b. Martha Washington – wife of General George Washington
 - c. Margaret Corbin – took husband’s place on cannon crew at Battle of Fort Washington November 16, 1776. Injured and received a pension. One inspiration for legend of Molly Pitcher.
 - d. Mary Ludwig Hays – brought pitchers of water to husband’s cannon crew in the middle of the Battle of Monmouth, June 28, 1778. Another inspiration for the legend of Molly Pitcher.
 - e. Catherine Greene – wife of General Nathaniel Greene
 - f. Anna Maria Lane – follower in 1776 who served at the Battle of Germantown October 4, 1777.
 - g. Robert Shirtliff - born Deborah Sampson. They enlisted in the Continental Army as Robert Shirtliff.
 - i. For more information on a-f: Nancy K. Loane. *Following the Drum: Women at the Valley Forge Encampment*. Potomac Books. 2009.
 - h. Baroness von Riedesel – wife of Hessian General Riedesel, caught in the middle of the Saratoga Campaign and later prisoner of war in 1777
 - i. For more information: Marvin L. Brown. *Baroness Von Riedesel and the American Revolution. Journal and Correspondence of a Tour of Duty, 1776-1783*. University of North Carolina Press. 1965.
- Teacher can have students research and discuss why followers and soldiers chose to support one side or the other, specifically people of color, including:
 - a. Two Kettles Together - Oneida Indian Nation woman fighting with her husband and infant son at the Battle of Oriskany during the Saratoga campaign, September 1777
 - i. For more information: Joseph T. Glatthaar and James Kirby Martin. *Forgotten Allies: The Oneida Indians and the American Revolution*. Hill and Wang. 2007.
 - b. Colonel John Glover’s integrated “Marbleheader” Continental Army regiment in December 1776
 - i. For more information: David Hackett Fischer. *Washington’s Crossing*. Oxford University Press. 2006.

- ii. For more information: William M. Dwyer. *The Day Is Ours: How a Ragged Rebel Army Stood the Storm and Saved the Revolution*. Viking Press. 1983.
 - c. James Forten, 15-year-old African-American privateer
 - i. For more information: Julie Winch. *A Gentleman of Color: The Life of James Forten*. Oxford University Press. 2003.
 - d. People of color's responses to the British 1779 Philipsburg Proclamation - Offered freedom to people enslaved to Continental soldiers if they escaped to the British army.
 - i. For more information: Julie Hilvers. *Freedom Bound: Black Loyalists*. 2007.
<https://web.archive.org/web/20071123113115/http://www.nku.edu/~freedomchronicle/OldSiteArchive/archive/issue4/studentscorner.php#Julie>
 - ii. For more information: John U. Rees. *"They Were Good Soldiers": African-Americans Serving in the Continental Army, 1775-1783*. Helion and Company. 2019.
- Teacher can combine this lesson with Washington Crossing Historic Park's "Women of the Revolution" Lesson Plan.
<https://www.washingtoncrossingpark.org/education/lesson-plans/>
- Teacher can combine this lesson with Washington Crossing Historic Park's "Soldier's Life" or "Durham Boats" Lesson Plans. Followers were connected to the soldiers who wrote the letters and crossed in the Durham Boats, as they did jobs for the army. A follower may also have a family connection to a soldier.
<https://www.washingtoncrossingpark.org/education/lesson-plans/>