

Fort Roberdeau

WPSU Virtual Field Trip Teacher Guide



For Grades: 3rd – 7th

Duration: 3 class sessions

Objectives:

- Identify types of careers and responsibilities on the frontier during the American Revolution.
- Describe similarities and differences between historical time periods and present day.

Contents:

Plan Your Trip
Classroom Extensions
At-home Extension
PBS LearningMedia Resources
Standards Alignment
Career Readiness Artifact
KWL Chart

Take a trip through time to the frontier during the era of the American Revolution by visiting Fort Roberdeau, a historic military fort located just outside Altoona, Pennsylvania.

Explore the daily jobs and responsibilities of those who lived in and around the fort – all without leaving the classroom.

Plan Your Trip!

KWL Chart [Assessment]: Use the included KWL chart to help students assess what they “Already Know” and “What they Wonder” about the Pennsylvania frontier during the American Revolution. Use their answers to help guide a discussion prior to the field trip and identify areas of interest to explore and research together.

Guiding Questions:

- What was the purpose of a fort on the frontier?
- How did people live in colonial times on the frontier?

Colonial Pocket [Activity]: Clothing of the colonial period was very different from our clothing today. One small, but very substantial difference is that colonial clothing did not include integrated pockets. So, how did people carry the items? They wore external pockets – similar to a small purse or a fanny pack.

Have your students draw two pockets. In one of the pockets, have students draw or write things they have in their pockets. In the second pocket, have students include items they think people during that time would have carried in their pockets.

Save them for the field trip to compare the items they thought they would carry with the pocket items presented in the Farmhouse segment of the field trip.

It's Field Trip Day! Start your trip by going over the different locations of the fort with your students and having them predict what they will see. Then as a class, or in small groups, travel through the locations to see images, read descriptions, and watch videos. Have your students take notes and draw observations based on the questions below:

- What role did the fort play in the Revolution?
- What role did it play for the people who lived around it?
- What kinds of jobs and responsibilities did people have at the fort and on the frontier?
- What did children do for entertainment on the frontier?
- How did people dress on the frontier? How do their clothes differ from the clothes we wear?

Once you have explored the fort discuss as a class how life then and now are similar and different.

**B
E
F
O
R
E**

**D
U
R
I
N
G**

Plan Your Trip!

A F T E R

KWL Chart [Assessment]: Complete the KWL chart you began before the trip by having students fill-in the “What I Learned” column.

- Discuss as a class what new things they learned.
- Discuss if there was anything that they thought they knew before the field trip that was not quite correct and how the field trip helped to clear up the misconceptions.
- Discuss any questions that students may still have.

Classroom Extensions

Exploration: Identify a local historical site in your community by visiting the [National Register of Historic Places](#) and download the excel spreadsheet; conduct a filtered search by your state and county to see what is near you.

Expert: Contact Fort Roberdeau to schedule an in-person field trip or learn about other ways to engage with the historical site:

Glenn Nelson, Executive Director

gnelson@blairco.org

814-946-0048

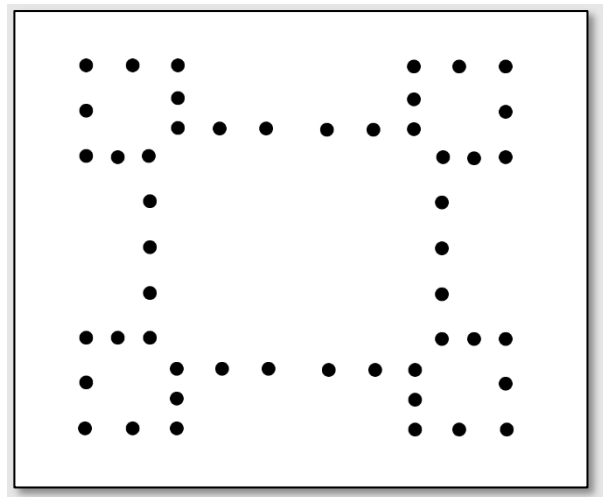
www.fortroberdeau.org

Experience: Request your WPSU [Free Historical Toys and Games Classroom Activity Kit](#) from your local Intermediate Unit (IU) Lending Library to extend the Field Trip experience.

Tin Punch [Activity]: Turn your classroom into the tinsmith shop and have your students create their own work of art using techniques of the 1800's!

- Provide each student with 2 pieces of 5x7 squares of cardstock and black markers.
- Have students recreate the Fort Roberdeau design on one card and then create their own design on the second one.

Or use the materials listed on [this activity sheet](#) to create more authentic tin punch tiles.



At-Home Extension

Activity [Watch & Create] Learn about the [incredible mural, Cahuitl, created by artist Marissa Alise Baez](#), and then try out the technique to create your own mural.

- Find a sidewalk or a flat surface such as canvas to create your mural on.
- Dip the palm of your hands in mud (or paint) and then press them on to the sidewalk or canvas
- Create a circle like Marissa, or make your own design, using your handprints (*An example of the activity begins at [5:18 in the video](#)*)

Additional Resources

Grades K-5

- [Arthur's Family History Fun! \[Game\]](#): Encourage students to learn about their own family's history by interviewing family members with the help from Arthur and friends.
- [Design a Poster to Honor the Indigenous Lands You Live On \[Art Activity\]](#): Spend some time as discovering the history and culture of the tribes who cultivated the lands you live on and design a poster to honor them.

Grades 6-8

- [Fort Ancient \[Video & Reading\]](#): Explore the world created by America's First Peoples, revealing massive cities aligned to the stars, unique systems of science and spirituality, and 100 million people connected by social networks spanning two continents.
- [George Washington and the American Revolution \[Collection\]](#): See the progress of the war through the actions and decisions of General George Washington during the American Revolution, such as direct confrontation, military strategy, disease prevention, and spy techniques.

Grades 9-12

- [Native America in the Classroom \[Collection\]](#): Explore the world created by America's First Peoples, revealing massive cities aligned to the stars, unique systems of science and spirituality, and 100 million people connected by social networks spanning two continents.
- [American Indian Boarding Schools: Multiple Perspectives \[Interactive Lesson\]](#): Learn about Zitkála-Šá and Susan La Flesche Picotte, who worked tirelessly to improve the lives of Native Americans but had different perspectives and opinions about assimilation policies of the time.

Standards Alignment

- History:
 - 8.2. *Pennsylvania History - Historical Documents, Artifacts, and Places (PA)*
 - 8.3. *United States History – Conflict and Cooperation (US)*
- Career Education and Work:
 - 13.1. *Career Awareness and Preparation (A, C, E, & H)*
 - 13.3. *Career Retention and Advancement (B, C)*
 - 13.4. *Entrepreneurship (B)*
- Family and Consumer Sciences:
 - 11.2. *Balancing Family, Work and Community Responsibility (C)*

Feedback



We would greatly appreciate your feedback as we continue to develop and improve upon this program. Please consider taking this short survey.

Thank you!

<https://wpsumm.wufoo.com/forms/qakrw-af11gjht7/>



Career Readiness Portfolio Artifact

Name _____ Grade _____

Teacher _____ School _____

Virtual Field Trip Taken: _____

Which Career Education and Work Standard did the Field Trip or related activity align with?

(Check all that apply)

- Career Awareness and Preparation (learning about a new skill or type of work or career)
- Career Acquisition (learning skills to attain a career)
- Career Retention and Advancement (learning how to run a business, market, and/or create a new idea to solve a problem)
- Entrepreneurship (learning how to run a business, advertise, and have a new idea)

What did you learn or find interesting on this field trip?

Something I want to learn more about:

This field trip was: Awesome! Somewhat interesting Not the best

Name

Date

What I KnowWhat I WonderWhat I Learned

What I <u>Know</u>	What I <u>Wonder</u>	What I <u>Learned</u>