Special Thanks To:
Governor George Pataki
Entergy Corporation
Malcolm Gordon Charitable Trust
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>A QUICK LOOK</td>
<td>iv</td>
</tr>
<tr>
<td>PREFACE</td>
<td>v</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>viii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong> How to Get Started</td>
<td>1-4</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong> What Period to “Live”</td>
<td>5-7</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong> Teacher Team Organization</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong> Student Organization</td>
<td>11-15</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong> Program Curriculum</td>
<td>16-19</td>
</tr>
<tr>
<td><strong>CHAPTER SIX</strong> Program Administration</td>
<td>20-22</td>
</tr>
<tr>
<td><strong>CHAPTER SEVEN</strong> Program Supply</td>
<td>23</td>
</tr>
<tr>
<td><strong>CHAPTER EIGHT</strong> Living History Activities</td>
<td>24-25</td>
</tr>
<tr>
<td><strong>CHAPTER NINE</strong> Student Participation</td>
<td>26-33</td>
</tr>
<tr>
<td><strong>CHAPTER TEN</strong> Evaluating Living History Program Results</td>
<td>34</td>
</tr>
<tr>
<td>GLOSSARY</td>
<td>35-36</td>
</tr>
<tr>
<td>ANNEXES</td>
<td></td>
</tr>
<tr>
<td>A. Living History Sources of Information</td>
<td>37</td>
</tr>
<tr>
<td>B. Sample Teacher Education Program</td>
<td>38</td>
</tr>
<tr>
<td>C. Leadership Titles and Student Positions of Responsibility</td>
<td>39-40</td>
</tr>
<tr>
<td>D. Special Student Titles</td>
<td>41</td>
</tr>
<tr>
<td>E. Basic Turning Moves and Marching Movements</td>
<td>42</td>
</tr>
<tr>
<td><strong>Enclosure to ANNEX E</strong></td>
<td>43-44</td>
</tr>
<tr>
<td>F. The Enlistment/Muster Ceremony</td>
<td>45</td>
</tr>
<tr>
<td><strong>Enclosure 1 to ANNEX F</strong></td>
<td>46-47</td>
</tr>
<tr>
<td><strong>Enclosure 2 to ANNEX F</strong></td>
<td>48-50</td>
</tr>
<tr>
<td>G. Manual of Arms</td>
<td>51</td>
</tr>
<tr>
<td><strong>Enclosure to ANNEX G</strong></td>
<td>52</td>
</tr>
</tbody>
</table>
H. Possible Visits to Local Historical Sites
   Enclosure 1 to ANNEX H 53
   Enclosure 2 to ANNEX H 54-55
I. The Regimental Dinner
   Enclosure 1 to ANNEX I 57
   Enclosure 2 to ANNEX I 58
   Enclosure 3 to ANNEX I 59
   Enclosure 4 to ANNEX I 60-61
   Enclosure 5 to ANNEX I 62-63
J. Battle Drill 64-65
K. Competitions 66
L. Work Shops 67
M. Parades
   Enclosure 1 to ANNEX M 68
   Enclosure 2 to ANNEX M 69
N. Annual Regimental Overnight Encampment 71-72
   Enclosure 1 to ANNEX N 73
   Enclosure 2 to ANNEX N 74-75
   Enclosure 3 to ANNEX N 76
   Enclosure 4 to ANNEX N 77-79
   Enclosure 5 to ANNEX N 80-81
   Enclosure 6 to ANNEX N 82
   Enclosure 7 to ANNEX N 83
   Enclosure 8 to ANNEX N 84
   Enclosure 9 to ANNEX N 85
   Enclosure 10 to ANNEX N 86-87
O. Ceremonies
   Enclosure to ANNEX O 88-90
   Enclosure to ANNEX O 91
P. Sources for Uniforms, Equipment and Weapons 92
Q. Procurement Procedure 93
R. The Merit System
   Enclosure to ANNEX R 94
S. The Demerit System
   Enclosure 1 to ANNEX S 96
   Enclosure 2 to ANNEX S 97
T. The Ranking System and Appeal Process 99-100
   Enclosure 1 to ANNEX T 101
   Enclosure 2 to ANNEX T 102
   Enclosure 3 to ANNEX T 103
U. Evaluations
   Enclosure 1 to ANNEX U 104
   Enclosure 2 to ANNEX U 105
   Enclosure 3 to ANNEX U 106
DEDICATION

This “Living History Manual” is dedicated to my mother, Harriet A. Ryan, whose energetic support and deep devotion to my life’s endeavors inspired me to originate, develop, and execute the Living History Program and establish the Living History Education Foundation. She fostered in me the passion and desire to make the teaching of history to young people an enlightening as well as an educational experience.

A special thanks also to my father, Joseph J. Ryan, Sr., who “played soldiers” with me as a youth for hours. He was a successful attorney in the Adirondack Mountains and would have been delighted to have had me join his law practice. He loved practicing the law and liked history. I, on the other hand, loved history and liked the law. Choosing between law school and continuing to teach history, I opted for history, which then became my passion. Teaching history to young people soon led to the Living History Program for which this manual has been produced. It is my hope that the guidelines set forth in this manual will not only assist the reader in establishing and running a similar program but inspire the person to expand and propagate the program throughout the community of history teachers, especially those who want to escape the “two by four” (two book covers and four walls) methodology of teaching.
A QUICK LOOK

**A QUICK LOOK** gives you an opportunity to quickly access certain parts of this manual without having to thumb through all the Living History Manual’s pages. Below you will find phrases which are keyed into the various chapters, giving you swift reference to selected subjects.

**PREFACE** Gives the perspectives of a school principal and a former student of the Living History Program

**INTRODUCTION** Presents the primary goal of the Living History Program; What it achieves; How it started

**CHAPTER ONE** Learn about your historical period; Participate in seminars and field program; Assemble material; Plan out year’s program; Introduce program to school authorities; Build interest in remainder of school hierarchy; Solicit support of parents

**CHAPTER TWO** Make decision on history program to replicate; Take advantage of local historical sites and museums; Choose an era which excites you; Include your teaching team in your decision making

**CHAPTER THREE** Have teachers “buy into” the program; “Teach the Teachers;” Aim to improve teachers’ qualifications; Assign program responsibilities and activities; Assign teachers relevant Living History Program titles

**CHAPTER FOUR** Establish a student participant unit balance; Insure program inclusiveness; Organize two opposing regiments; Establish a military organization and hierarchy known as the “chain of command;” Fill different student participant positions

**CHAPTER FIVE** Prepare short introductory program for students as first step in curriculum; Have students vote on the program; Conduct initial drills; Issue uniforms and gear; Teach manual of arms; Conduct regimental dinner, winter activities, competitions, work shops, and parades; Conduct year-end overnight encampment and ceremonies

**CHAPTER SIX** Serve as principal administrator; Maintain reports and record keeping; Monitor costs and program expenses; Write appreciation letters for donations, assistance, etc.

**CHAPTER SEVEN** Procure uniforms, equipment, and arms; Find locations of Living History Education Foundation depots (equipment repositories)

**CHAPTER EIGHT** Program and execute military type and non-military activities

**CHAPTER NINE** Administer pay book/student folder, dues, morale, discipline involving merit and demerit systems, ranking, student position assignments, leadership activities, promotions

**CHAPTER TEN** Obtain school administrator, teacher, student, and parent evaluations
PREFACE

Two “bookends” to prefacing the Living History Program might well be the perspectives of individuals once intimately connected with the subject of history as taught to young people. One is the extracted words of someone at the top of the teaching hierarchy, a middle school principal. The second bookend is the words of a former student at the hierarchy’s “taught” end. Mr. Frank Thomas was the principal of the Blue Mountain Middle School in the 1980's. The following extracted remarks are from a 1985 interview about the program.

“I have been probably steeped in a more traditional approach to education although in the past eight years in our middle school, I have certainly become more involved in a variety of flexible arrangements, more flexible approaches, and unique learning experiences for youngsters. I, therefore, was a very difficult person for Mr. Ryan to convince that his approach should be entitled to the support of the principal’s office. I certainly made him explain very carefully on a great number of occasions the basis for his proposal, and I gave my support somewhat reluctantly. I hate to admit it at this point because it was surely an unfortunate decision on my part to even be reluctant. As the years have progressed, I have become one of his more staunch supporters in this particular approach to education.

“Our building philosophy was devoted in the beginning to very basic premises. One of them was that we should be a responsible school with responsible staff and responsible students. It seems to me that in this one particular key area Mr. Ryan’s approach has achieved some of its most striking and most remarkable successes. As a principal, I am faced with situations involving youngsters who have been referred to me due to irresponsible actions, inability in a variety of ways to handle themselves in specific situations. Many of the youngsters who enter into his program have already established themselves as youngsters who are basically turned off not only to education but to their social responsibilities. I have found that through this program, these same youngsters have learned to accept directions, to follow directions, and to succeed in completing their directions in an extremely responsible fashion. To underline it, in addition, they have also been given the responsibilities in many cases to define their own roles and their own particular goals. In order to achieve those goals, they have had to demonstrate some of the highest examples of individual responsibilities that it would be possible to relate. These same youngsters at times prior to this experience have been turned off not only in the academic areas but in the other areas of school. However, because of this program, they have [been] turned on to all of their academic areas in addition to social studies, and they have become some of the most responsible students within our school building.

“... I can clearly go on record as stating to all who are interested in investigating this process not to close their eyes to the values of the content and the approach to learning history through living historical experiences. I think it is also equally important in this day and age to work with youngsters in teaching them the necessity of their own individual self responsibilities so that upon entering ... the total community, they become responsible citizens.”
Mrs. Isaiah (Katy) Ruesink is a 2005 graduate of the University of South Carolina. From 1997 to 1998 Katy participated in the Living History Program as a student at the Blue Mountain Middle School and “served as a soldier with the rank of private.” Below she relates her experience as a participant in her school’s program.

“As an eleven year old girl in the sixth grade I had difficulty finding my place. I was in a new school and since moving to my town I was still struggling to fit in in every aspect including sports teams, cliques, and in the classroom. I was never a superior student until college.

“During the last weeks of summer vacation, prior to the start of my seventh grade year, I cried a lot. With every thought of another school year like the previous one, the lump in my throat and the knot in the pit of my stomach grew and tightened. I didn’t want to go to school. When I thought the anxiety I had about returning to school couldn’t get any worse, a wave of relief washed over me. It came in the form of a letter to my parents, detailing that I had been chosen to be on the Ryan Team for seventh grade. It was the same team my brother, David, had been on two years prior when he reenacted battles of the Revolutionary War. I clearly remember how much he enjoyed being a Red Coat and only hoped my experience would be similar.

“From the very first day of seventh grade, my team was split in half, and we were assigned to be either Continental soldiers or Red Coats. We were told that throughout the year we would drill, work, and ready ourselves to fight in the American Revolution including the fateful battle at Fort Ticonderoga.

“It is unclear to me when the change within my fellow soldiers began to take place. It seems that with each new discovery and assignment, we began to blend together, and a sense of camaraderie was forged, which would not have otherwise been possible. Cliques were automatically and willingly disbanded, and everyone seemed to want to help each other mend tents or perfect their drilling skills. It wasn’t about popularity anymore; it was about working together, preparing to “fight” the opposing Continental Army.

“Shortly after being provided uniforms, Mr. Ryan took us all to the New Windsor Cantonment where we were “officially” enlisted into our respective armies. After our enlistment, several times a week, we would drill outside in the school parking lot preparing for the end of the year trip to Fort Ticonderoga. We were then working on a merit system. The more merits we were awarded the more rank we earned. Conversely, demerits were also given, which would reduce our rank.

“During the holiday season both armies shared a special meal in the cafeteria. Instead of feeling my usual dread over who I could sit with, I was for the first time surrounded by people who wanted to sit with me. We all ate our holiday meal together, laughing and enjoying our new found friendships.

“That spring brought new challenges for our regiment. On top of our normal academic work and drilling, we started preparations to go to Fort Ticonderoga at the end of the year. We mended uniforms and old canvas tents. We drilled almost daily to perfect our movements.

-vi-
If we weren’t working hard drilling, mending uniforms, and doing well in school, we were showing off our accomplishments by marching in local parades. More often than not we were thinking about the regiment and what lay ahead at Fort Ticonderoga.

“Before long we put on our uniforms and packed our gear on to buses for our journey upstate to Fort Ticonderoga. On our way we stopped in Albany where then New York State Governor George Pataki presented our regiments with their colors. It is a moment I will never forget and the photograph of which I will always cherish.

“Once we arrived at Fort Ticonderoga we wasted no time. We had to pitch camp before dark and prepare supper. After setting up our tents and eating together as a regiment, we gathered around to hear war stories. Once it was pitch black we took a “ghost march” around the fort. In the days that followed, our regiment volleyed in battles, marched at the fort in front of tourists, climbed Mount Defiance, and held a memorial service for a former student who had died from leukemia. On top of our daily regimental activities we stood nightly guard duty shifts in which we marched around the camp’s perimeter to insure no Continental soldiers made an attempt to capture our colors. During the day we all took part in chores such as patching tents, carrying water, and gathering fire wood.

“My most memorable moment while at Fort Ticonderoga occurred in the midst of a battle between our two armies. Tourists had gathered around the perimeter of our battlefield and we had just engaged in the first few moments of battle. We were firing our muskets loaded with blank caps at each other when suddenly smoke bombs began to explode on the battlefield. In that instant the battle went from a reenactment of an event which occurred decades before my time to a real time full scale battle where I felt that I was fighting for my country and my life. It was the most realistic moment I have ever had learning history and is certainly something I will never forget.

“Never before or after my seventh grade year have I felt disappointed that the school year was over. During the short time I was part of the Living History Program, I gained confidence and friends. My grades greatly improved, and most importantly I learned to truly love history. It is my hope that schools nationwide take note of the significance and profound influence such a program offers to their students, faculty, and curriculum. It is an enrichment opportunity which goes far beyond the classroom and adolescence of a seventh grader.”
INTRODUCTION

The primary goal of the Living History Program is to provide a hands-on, experiential learning environment which fulfills the need for a creative approach to social studies. Living history is designed to stimulate student interest in learning about the human side of history and involves not only social studies but English, mathematics, and science as well as the arts and music. It is applicable at an elementary, secondary, and graduate level, but has proven especially effective at the middle school level.

The Living History Program is unique in that it is instrumental in enhancing the self-esteem of a student, which it accomplishes through the following features. First, allow the students to engage in activities and assume responsibilities commensurate with their maturity level. Second, permit the students to experiences in the program what the individual is capable of doing, not what cannot be accomplished. Third, assist students through concentrated involvement in the activities to achieve a distinct sense of personal accomplishment and self esteem.

*****

The program began at the Blue Mountain Middle School in the fall of 1969 when I, Joseph J. Ryan, a social studies teacher of 7th and 8th grade students at the school, conducted a demonstration of 18th Century military style drill in the school parking lot. I selected twelve interested seventh grade students and had them dress in their versions of 18th Century military uniforms which proved to be more imaginative than representative of the time. Choosing a study hall or free period when the students had no other obligations, I taught them the rudiments of military drill as would have been performed by trained soldiers fighting in the American Revolutionary War. I then had my students line up in a military formation in the school’s parking lot where I issued commands requiring my “soldiers” to perform those movements which I had previously explained to them. This was done in front of an audience of other students and certain faculty members who were interested in knowing more about the life of a soldier during the Revolution. The demonstration became the genesis for a school year program which was designed to immerse the student in what it was like to live in the latter part of the 18th Century during a period of armed conflict.

This introductory step led to a year long course of study which culminated in a three-day encampment and mock battle on a Revolutionary War battlefield. Related activities, including a formal regimental dinner and parades on holidays, were conducted throughout the school year, all directed towards a grand finale at an historic site.

This manual provides guidelines and information for the introduction and execution of a historically driven program which involves a large number of students in an all encompassing way.
CHAPTER ONE
How to Get Started

To get started, you must introduce the Living History Program to the school administration, parents, and ultimately to the students, but first, you must have already mastered the basic elements of the program. This means learning all you can about the period which is to be the focus of your efforts.

First, learn the history of the period (s) you want to replicate in your program. Because this is not a program to promote war or about its history, you will want to learn about how the people in your time period lived to include their most mundane activities and mode of living.

Example: You want your students to “live” in the time of the American Revolutionary War. You will want to be knowledgeable about the military aspects of the period, such as how to load and fire a musket or throw a tomahawk. But you must know about the clothes people, such as farmers, shopkeepers, and homemakers wore. Among the other aspects of life you need to know about are the people’s occupations, their education, their home life, their entertainment, and their challenges. To “sell” your program, you may need to de-emphasize the military and concentrate on the “civilian” life. There is copious literature available, and the Internet should not be overlooked as a source of information. (See ANNEX A for examples of additional sources of information.)

Second, it is recommended that you participate in Living History seminars and field programs in which you can immerse yourself and “know” what it was like to live in that time period by actually taking part in programs which allow you to experience such a thing as the discomfort of sleeping on the ground that a Continental soldier in the American Revolutionary War would have experienced.

Example: You want your students to experience what it was like to be a volunteer who enlisted in a Confederate regiment in 1862. The Living History Education Foundation conducts weekend and longer programs which challenge you to face the same perils as a Confederate or Union soldier would have in the American Civil War. As a teacher you can also earn credits towards an advanced degree or a higher pay step in your state’s education system where additional hours of study are so awarded.

Third, assemble material for making presentations to those individuals you need to convince about the efficacy of a Living History Program in your school. Here it is important to “target” your audience with reading material appropriate to the group you will address.

Example: You want your program to encompass the time of the American Revolutionary War in the upcoming school year. Gather promotional literature about the period, which you can give to your audience. The Living History Education Foundation, for example, produces brochures which explain an American Revolutionary War program which is appropriate for an adult audience. On the other hand, to address students, use the film Private Yankee Doodle.
Example: You will have to convince fellow teachers to join you if your school uses the “teaching team” approach. You will want to view the film *The Truth About Teachers* hosted by Whoopi Goldberg and produced by Pyramid Film and Video at 2801 Colorado Avenue, Santa Monica, California 91404.

Fourth, now that you have done your homework, you want to plan out your Living History Program for the year. Having participated in Living History Programs designed for teachers, you have made contacts with other teachers who have either started their own programs or are planning to. Obtain copies of plans of their programs, and ask to use portions that would be applicable to what you want to do. Also, contact the Living History Education Foundation for advice on writing a program plan.

Example: You plan to introduce a program dealing with the American Civil War period. Having attended one or more three-day Living History teacher programs, you have made contact with a couple of teachers in nearby towns who planned and executed a Civil War program. In talking to them you learn about their experiences in getting the program going. They share with you their plans and point out to you what did, and did not, work.

Fifth, introduce your plan to conduct a Living History Program to your school administrators. You will encounter doubts among your fellow teachers and administrators as to whether or not such a program is feasible in your school. Indeed, you will most probably have had doubts yourself about the program and may want to start small. Your prior preparation as noted in the steps above, however, should make it easier to “sell” your proposed program.

Example: You want to introduce your program to the school administrators who have supported your proposals in the past. Having drawn up a comprehensive but simple plan, you sound out the principal about his or her interest in allowing you to conduct a Living History Program in the school. Once you have the principal’s attention, you present him or her with your plan and offer to answer any questions that might arise. The principal is tentative about your proposal but agrees to consider it. Your enthusiasm about the plan will be key to the principal’s approval.

Example: Your principal is very reluctant to hear your proposal, in spite of the amount of prior preparation you have made to explain your program. He finds it too “militaristic” and that parents will complain that it promotes war. You need to be prepared for this argument. One of the best ways is to stress what Mr. Thomas says about instilling a sense of responsibility in the students. At the same time, you can discuss Mrs. Ruesink’s experience in developing her own self-esteem as a student. You should couch your discussion with the principal in terms of the overall historical experience in which military aspects play a subordinate role.

Example: You want to convince the school authorities to agree to a Living History Program, but you are skeptical about it being approved. You are a member of a teaching team.
Before you address the principal or assistant principal, you make an informed presentation to your team members. They like the idea of such a program and agree to support you. Now with allies you ask the school authorities if you might present the program for their approval and support.

Sixth, having won approval of the school principal, you will now want to build interest and enthusiasm within the rest of the school hierarchy for the program. This means not only the teachers on your team, but other staff members, to include the janitorial, secretarial, and kitchen staff. You will want to find ways of incorporating them into the program so that it is as broad based as possible.

**Example:** In the program’s disciplinary system, merits are awarded to student participants for certain acts which contribute to the school’s proper maintenance. A student participant assists the janitorial staff by picking up trash in the school parking lot. The janitor is then entitled to recommend that student for a “school merit.” The janitor then becomes part of the team.

**Example:** A student spills food and liquid on the floor in the dining area. Instead of someone from the kitchen staff cleaning up the mess, a student participant volunteers to do the chore. He or she is recognized for doing the clean up by a member of the kitchen staff who recommends the student for a school merit. Again the individual on the kitchen staff becomes part of your Living History team.

**Example:** A student participant is required to speak to the principal about a disciplinary matter. While waiting for the principal in his secretary’s office, the student becomes unruly and disrespectful to another person also waiting to see the principal. The principal’s secretary, who knows about the merit/demerit system, warns the offending student that she can recommend him for a school demerit. Besides discouraging the student’s behavior, the threat of a demerit - an undesirable bad mark - gives the secretary the ability to have a direct influence on the offending student and brings the secretary on to the team.

Seventh, while the school authorities and staff are now backing your Living History Program, it is important that you get the students’ parents directly involved. You will be counting on their support as volunteers for several activities, but you will also need to have their approval for their children to participate.

During your “Meet the Teachers Night” at the beginning of the school year you introduce your program to the parents. You invite them to form a Continental Congress (for the Revolutionary War) or a Parliament (for the British in the French and Indian War, the American Revolutionary War, and the War of 1812) or a Republic and Confederate Congress (for the Civil War).

**Example:** You have prepared information about the Living History Program which is directed at the children’s parents. It emphasizes building an appreciation for the history of the period, developing a sense of responsibility, and providing a means for enhancing the self esteem of students. This information is mailed to the parents by you to ensure they receive it.
Example: You have developed information about the program and had a brochure and letter reproduced to explain it. You give your students the information and tell them to take it home to their parents or guardians. Several students either forget to take the information home or misplace it. The students on returning home, however, enthusiastically tell their parents that they are going “to play soldier” at school. The surprised parents immediately complain to the principal that they do not want their children exposed to guns, war, and militarism in school. Had you sent the parents the necessary information explaining the program before the students returned home you would have obviated the difficulties engendered by antagonizing the parents and jeopardizing your program.

Example: Several parents who have participated in Living History Programs elsewhere or who have had children participate in another school’s program, contact you about helping with your program. You immediately follow up on their offers by incorporating their interest into your plan and enlisting their help in encouraging students to participate in your program.

Example: Your Living History Program replicates the War of 1812. At the “Meet the Teachers Night,” you invite the parents of students representing the British to form a Parliament and those whose students are Americans to form a House of Representatives. You make a list of those parents who are interested in actively supporting the program and are willing to contribute time and effort to the program.

The final, or really the very first, step is to have the students vote on whether or not they want to participate in a Living History Program. The interest you have instilled in the administrative staff, teachers, and parents for such a program should now be used to propel the program forward. You can exploit their enthusiasm and pass it along to the student body. A vote by secret ballot is recommended.
CHAPTER TWO
What Period to “Live”

When getting started, you will have to decide in what historical period you want your Living History Program to take place. This is not done in a vacuum. It is closely tied in with your school’s and classes’ curriculum. At the same time you want to choose a period which excites you and your teaching team.

Example: Your state’s Department of Education requires that all seventh grades in the state will include social studies relating to the 18th Century in the United States. This era provides a rich environment for choosing a period that is related to the century. Two periods which offer potential for programs are the French and Indian War (1757 to 1763) and the American Revolutionary War (1775 to 1785). Integrating your program into the curriculum will be relatively easy. If the state mandate was the 19th Century, then the War of 1812, the Mexican War, the Seminole War, and the Civil War offer possibilities.

Your school district may be in a part of the state which is particularly significant in a certain period of history. You can take advantage of local historical sites and museums for their assistance. Many have knowledgeable personnel who are more than willing to lend their time to helping you choose a program which takes advantage of the facilities and points of interest in the vicinity of the school.

Example: Your school district is in northern Delaware and close to the Brandywine, Pennsylvania, Battlefield Park and Valley Forge encampment site. In determining what period you want for your program, you contact docents at the park and site. They suggest to you Revolutionary War commemorative events and activities wherein you and your students in the program can participate. A year-end encampment along Brandywine Creek at the battlefield site or a winter visit to Valley Forge could be features of your program and their inclusion be part of the consideration as to what period to “live.”

It is important that you choose an era which personally excites you. You are going to have to put a great deal of time into the program, and you will have many obstacles to overcome. You need to have a vested interest in the program, and if you are not excited about the era you are replicating, you will find the program dragging and eventually dying. At the same time, your enthusiasm will be transmitted to your student participants, and you will find that if you really are excited, they will be also.

Example: As a history teacher you like to read military history. You collect militaria which a relative brought back from a conflict in which he or she was once engaged. In your history class you introduce items of historical significance pertaining to the curriculum. While you are not teaching war or militarism, realistically you cannot avoid reference to the subjects, but you want to deftly integrate them into presentations. You can thus use your background and interest to advantage in choosing a suitable historical period while at the same time you are adhering to the school’s curriculum.
Example: As a result of your post graduate education, you have taken hands-on courses dealing with the American Civil War. You have joined a reenactment group as a private in a Civil War volunteer infantry regiment. Your school’s curriculum includes study of the Civil War, and because of your personal interest in and enthusiasm for the period, you determine that your program will encompass the Civil War era.

Where there is no guidance as to school, district, or state about teaching a particular period in history, you then have a free hand in determining which time period you want to replicate. If you do not have a clear idea as to what course you want to pursue, you can sound out your students as to their interests. You may have difficulty, however, in finding a student who has a particular historical interest, but the chances are that in at least one class you will find one who will suggest an appropriate interest.

Example: During one of your classes at the beginning of the school year, you ask your students to share with you and the rest of the class something of historical interest they did during the summer vacation. You ask for impromptu comments and then have them write a short essay on the subject. You find that one student has visited the battlefield at Gettysburg and he relates how interesting, and fun, it was to go there. Taking his experience as your cue, you amplify the discussion and formulate a program which encompasses the American Civil War.

Example: At the beginning of the school year, you cannot elicit any suggestions from your students which might lead to starting a Living History Program. This is an opportunity then to make some of your own general suggestions backed up with a presentation offering several possibilities. The students write short essays on your presentation. A group discussion is then used to flesh out several ideas for a program.

Your teaching team should not be overlooked in selecting a program era. While the participating students are the most important part of the program, the members of your teaching team, along with you, are going to make the program work. Within curriculum parameters their input as to which period the program is to encompass can be key. While you already may have a good idea as to how you want to execute the program, the backgrounds of the other teachers can also be valuable in choosing the era.

Example: The science teacher of your teaching team is interested in hiking. She spends her summers hiking in state and national parks. She particularly likes to hike in parks with historical significance. In planning your Living History Program, she discusses how she hiked the route the British general Braddock took to what was then western Virginia en route to Fort Pitt. She is enthusiastic about the French and Indian War period as the subject of the program.

Example: The English teacher loves to sew. She particularly likes challenges, such as quilts and archaic items of clothing. She mentions that during the American Civil War, soldiers carried many different flags, and she would like to try to reproduce a Confederate regimental battle flag. A program involving the Civil War would therefore be of special interest to her.
There are many ways to integrate the Living History Program into the school’s curriculum. The easiest, however, is to take the lead from your own enthusiasm and follow your creative instincts in choosing an appropriate historical era which is rich in available information.
CHAPTER THREE
Teacher Team Organization

The first step in organizing teachers in your team is described in CHAPTER ONE, that is to get them to “buy into” the program. You will have worked enough with your team to know what their interests and capabilities are. You will want to impart your enthusiasm for the program, especially when team members might be skeptical about participating. The team now becomes the Committee of Safety (Americans in the Revolutionary War and French and Indian War), the War Department (Americans in War of 1812 and Civil War), and the King’s Council (British in the American Revolutionary War and War of 1812).

Example: Your science teacher on the team is enthusiastic about the program but doubts if he can contribute, as a science teacher, to a program which has a strong historical military bias. In discussing the program with him, you discover that he has a strong interest in the development of medicines. Since your program covers the American Civil War, you explore the role that medicine played in treating battle casualties. You encourage him to seek ways of integrating his interest into the program.

Example: The English teacher has a strong bias against militarism and is not enthusiastic about the military aspects of the program. She has, however, been unable to establish a proper regimen of discipline in her classes and would welcome some means of attaining positive control of her students. You stress to her the responsibility aspects of the program and explain to her how she can use the school merit and demerit system to her advantage in her classroom.

Example: You have been teaching in the same school for several years now, and you know your team members well. You describe the program to them, and they are willing to participate. You then suggest the roles they may play based on their capabilities and interests. You allow them to state their desires and then evaluate their capabilities. One teacher has had reenactment experience, so you place her in charge of developing an historical period ambiance for the program.

The second step is to “teach” the teachers. There are many different ways to impart the necessary knowledge to the teachers in order to have a successful program. Adequate preparation is required, but you need to recognize that this program is to be conducted in addition to the teachers’ normal teaching duties and responsibilities, so you do not want to burden them excessively in the process of learning to immerse themselves in the program.

Example: The Living History Education Foundation (LHEF) holds seminars and field activities whereby an interested teacher can participate in a weekend historical activity as if living in a particular era. One such program is “Johnny Reb - Billy Yank,” which is conducted during a summer weekend. (See ANNEX B for example of program offered by the LHEF.) One of your teachers decides to spend a weekend as a Confederate soldier. He also knows he can gain degree course credits towards an advanced degree.
Example: Based on your program’s plan, you hold your own seminar to educate the team. You invite the team members to your abode to obtain sufficient background information to make them comfortable in participating. You make it an informal gathering, possibly showing an appropriate film or having a guest speaker. Because each teacher’s time is valuable, you insure that the meeting is properly put together to maximize attendance. Refreshments might be provided after the meeting. Note that these are information briefings, not like meetings you will have with the team throughout the year to measure progress and coordinate activities.

Within the purview of teaching the teachers, you should aim to improve their teaching qualifications as well. It becomes a dual track process where the teacher learns the content of the program but also improves his or her overall teaching qualifications. As of this writing, the College of New Rochelle (NY) and SUNY Plattsburgh (NY) offer credit for courses and seminars offered by the Living History Education Foundation. Monetary support is also available to supplement expenses through the Living History Education Foundation.

Now that you have your teaching team completely on board, thoroughly oriented, and qualified, it is time to assign them responsibilities and activities. You first ask them their preferences after listing the various tasks which will have to be executed. Then utilizing their interests, preferences, and strengths, you make your assignments.

Example: You are the team social studies teacher. The other members of your team are the English teacher, mathematics teacher, and physical sciences teacher. You will assume the directing role as this is your program. Possible other assignments are: the English teacher will supervise the disciplinary system, the mathematics teachers will oversee the expenditure and collection of program funds, and the physical sciences teacher will be the property manager. Their roles, however, will be principally providing guidance to participating students who will be assigned appropriate positions within the program’s structure.

Example: You are the program leader. One of your team teachers is hesitant to take on any specific responsibilities, which means that to insure his or her continued participation in the program, you have to adjust other team assignments. Rather than unnecessarily burdening other team members, you assume additional responsibilities and then look for a student participant who has a special talent for a particular role. A student who has strong math skills is made the regimental quartermaster in charge of keeping track of unit property, such as accounting for uniforms, thus negating the need for a property manager.

Example: Each of the team members enthusiastically exercises his/her responsibilities. One team member is overly exuberant and so ardent in discharging her responsibilities that she discourages the student participants engaged in activities she is charged with from taking a meaningful part in the program. The student regimental paymaster is shunted aside when attempting to account for and manage the unit’s payroll. You as program leader carefully explain to the team member that her role is primarily advisory and not to execute tasks which can be properly executed by the student participant. You want to find a balance which encourages student participation and responsibility but also ensures proper teacher oversight.
**Example:** During the course of the school year, one of your team members must leave the program. You have a couple of choices: either redistribute tasks and responsibilities among the other team members, or bring in another teacher to replace the departing one. If you decide to bring in another teacher, you must insure that the new team member is properly oriented and assigned appropriate responsibilities commensurate with his or her interest, background, and qualifications.

You have now determined the interests and qualifications of your teaching team with respect to the roles they will play in your program. You now assign them titles and responsibilities in the governments of the “countries” which are represented in the program. Your teaching team will have a dual status, playing the same role in each of the program’s “countries.”

**Example:** You will be studying the American Revolutionary War. You as the social studies teacher become the President of the Committee of Safety/British Prime Minister. You introduce the math teacher as American Committee Member for Finance/King’s Minister of the Treasury. The science teacher is the American Committee Member for Provisions/King’s Minister of Supply. The English teacher becomes the American Committee Member for Public Affairs/King’s Privy Seal. The music teacher is the American Committee Member for Cultural Affairs/King’s Councilor for the Arts. The industrial arts teacher is the American Committee Member for Industry/King’s Councilor for Commercial Affairs.

**Example:** You will be doing the American Civil War. Both sides have War Departments and thus the positions have the same titles. You as the English teacher are the Secretary for War. The social studies teacher is the Assistant Secretary of War for Supply. The mathematics teacher is the Assistant Secretary of War for Personnel. The science teacher is the Assistant Secretary of War for Financial Affairs. The industrial arts teacher is the Assistant Secretary of War for Construction.

**Example:** You are doing the War of 1812. The American War Department personnel titles and positions are the same as for the American Civil War. The British personnel titles and positions are the same as for the American Revolutionary War. You, for example, would be the Secretary of War/Prime Minister.

**Example:** Your program will be the French and Indian War. The British and French kings both have similar cabinets. Thus, you are the Prime Minister for both countries.
CHAPTER FOUR
Student Organization

There is no hiding the fact that the Living History Program is based on living as a participant in an armed conflict of the United States. Since the program will be conducted during the era of an armed conflict, you will want to establish an appropriate student participant unit structure. To give balance to the program, you will want to have both sides of the conflict represented.

**Example:** You decide to do the American Civil War period in which case you will have some students be Confederate soldiers and others Union soldiers. If you choose the American Revolutionary War, then the students will be either colonial militia and Continentals or British soldiers. The French and Indian War would have students as British and colonials versus French and Indians. The War of 1812 would place the United States Army against the British Army.

Regardless of which era you choose, you will want a balance of participants on each side. This may be a challenge in that no student wants to be a “bad guy,” or everyone wants to be on the side of the more popular students in the class. You will also be dealing with cliques of students which are inherently exclusive in nature.

**Example:** There is a group of student athletes in the class who like to stick together. They all want to be on the same side. While this may be appropriate from a social aspect, it forebodes ill for your program unless properly handled. As they are competitive students, you assign them positions in the organization which are on the opposite sides but performing the same function. One student is assigned the position of drill master on each side.

You know that your program is to be all inclusive of student participants. This means that both boys and girls are welcome to be members of one of your organizations. There will be no discrimination allowed based on such factors as weight or height. This being an awkward age for pre-teens you want to keep in mind that one of the goals of the program is to help students improve their self-esteem. Throughout the program you will want to keep this in mind.

**Example:** One of the seventh graders in the program is obviously overweight and very conscious of his condition. He tends to draw unwanted attention from his classmates and tends to hang back in activities. You do not want to single him out as having an unhappy condition, so you make sure that his participation helps him overcome his self-consciousness. You might assign him certain responsibilities which will promote his self-esteem, such as being part of a unit’s color guard but not necessarily the bearer of the unit flag, so as not to cause him to unduly stand out in a formation but still have a significant presence when on parade.

**Example:** One of the eighth graders is a young girl who is quite a bit taller than the other girls in the program. She is self conscious about her height and tends to slouch. Since it is in her best interest to have good posture and the student participants will be required to stand straight, you seek to put her in a position where height is not a factor or where it has positive significance.
Usually the first soldier on the right side (flank) and in the front row (rank) is the tallest individual in the formation, and this is considered a prestigious location. When she is in formation, she should be encouraged to take that position which will be indicative that her height has “value.”

Having determined in which era you will “live” and taken into consideration the vagaries of the students who will probably participate, you now set about establishing two organizational frameworks. Depending on which period you are going to replicate, you will organize two units which will “oppose” each other during the school year.

Once the students have voted to participate in the program, you divide the class into two equal groups, each representing an opposing army.

**Example:** You will be doing the American Revolutionary War period. You arbitrarily divide the class into two groups, one representing the British, the other the Americans. You are impartial about who is assigned to each group and choose regardless of gender, color, or ethnicity.

**Example:** You are studying the French and Indian War period. You have students vote by secret ballot as to whether they want to be on the colonial and British side or the French and Indian side. You count the ballots out of sight of the students as you may have to make arbitrary adjustments if you get too many Indians and not enough Frenchmen or too many colonials and not enough British soldiers.

You now proceed to “organize” the two opposing “regiments.”

**Example:** You organize a Union Army “regiment” and a Confederate Army “regiment.” In conjunction with your students, you decide to replicate historic regiments which actually fought in the American Civil War. Since your program is being conducted in a school district in up-state New York in the Albany area, you choose a local regiment of volunteers which was recruited during the war in the Albany environs. For a Confederate unit you find that one of your students had a great grandfather who fought in an Alabama regiment which had a distinguished combat record, and you decide that the students will be members of that organization.

**Example:** Regardless of which military organization you are forming, each regiment is composed of a number of subordinate units called companies. A regiment normally consists of from eight to ten companies. In your Union and Confederate Armies each of these companies is organized the same with student participants whose ranks and titles are described below.

**Example:** In the French and Indian War, the American Revolutionary War, and the War of 1812, the American companies were organized in the same manner as in the Union and Confederate Armies, but in the British and French armies there were three different types of companies. There was the “line” company which formed the core of the regiment. There was the “light company,” an elite unit, whose members often acted in skirmishes. Finally, there was the “grenadier” company, another elite organization which was composed of specially selected
men who wore special headgear and were employed to throw hand grenades as well as fire weapons. All these companies had their own subordinate units called platoons.

**Example:** You decide to use the basic “line” company as the core organization for each regiment, but you want to add some variations of your own. You decide to have a color company which will have musicians, such as drummers and fifers as well as the color bearers for unit members. You also decide to have a sapper and miner company in which a few students carry spades while others are designated scouts. Regardless of the period of your program, these variations on company organization are legitimate.

**Example:** In order to spread responsible positions around among deserving student participants, you decide to have a total of seven companies in each opposing regiment. Each company has anywhere from five to ten students. You designate four companies as line companies and the other three as the color company, the sapper and miner company, and the light infantry company.

Your regiment will be commanded by a student participant who has both a title (regimental commander) and a rank (normally a colonel but because of the ranking system described below will probably be a lieutenant or ensign). He or she will also have a staff of students who have such titles as second-in-command, adjutant, scribe, drill master, staff musician, chaplain, chief sapper, quartermaster, paymaster, and provost marshal. While they are on the staff for administrative purposes, when they are participating in unit activities, they are also members of a company. (See **ANNEX C** for titles and responsibilities of each leadership title and **ANNEX D** for special student titles.)

At the same time you will be establishing what is known as the “chain of command,” which is a military hierarchy. The regimental commander is at the top of the chain of command, and the company commander is the next individual down the chain. The platoon leader comes next followed at the bottom by the soldier. The regimental staff assists the commander and is not in the chain of command.

**Example:** 1\(^{st}\) Company of the Union Army regiment is composed of eight students. One is the company commander, a second is the platoon leader, a third is the regimental paymaster, a fourth is the regimental chaplain, a fifth is the regimental scribe, and the three remaining students are ordinary soldiers.

**Example:** 2\(^{nd}\) Company of the Union Army regiment is composed of six students. One is the company commander and regimental commander, a second is the platoon leader, a third is the provost marshal, the fourth is the assistant quartermaster, and the two remaining students are ordinary soldiers.

**Example:** The Union Army regiment’s color company consists of five students. One is a color bearer and company commander, a second is a color bearer and platoon leader, a third is a drummer and staff musician, and the two remaining students are fifers.

**Example:** The sapper and miner company of the Confederate Army regiment is composed of eight students. One is the company commander, one is the platoon leader, one is the regimental adjutant, one is chief sapper, two are riflemen, and two are sappers.
Having decided on the regimental organization and different titles of the student participants in the organizations, you must decide how to initially fill the different positions and establish the chain of command. When your program has been started and after the first ranking session, which is normally after the first or second marking period, you can promote deserving students to positions of responsibility and award appropriate ranks.

But first, you have to select students to fill out the organizations, which you do on an “acting” basis and without ranking the students. The “acting” system at the beginning of the school year ensures that the program begins on a “level playing field.” Once the first ranking session is conducted and merits are used to determine different levels of responsibility, the temporary “acting” system is discarded.

**Example:** You are just beginning the school year, and you are doing the American Revolutionary War. You do not know the capabilities or interests of your students. At one of the first free, or study hall, periods, you invite all interested students to submit an application for the different positions in the regiment. You then, in conjunction with your teaching team, the Committee of Safety/King’s Council, interview those students who show the most interest and select them to fill the positions on an “acting” basis, with their performance to be reviewed at the first ranking session at which time they may be confirmed in their positions.

**Example:** You decide to begin your American Civil War program in the middle of the first marking period instead of at the beginning of the school year. You ask for nominations for student positions of responsibility from the school administrators, teachers, and support staff. You announce the beginning of the program, and the War Department then invites appropriate students to be interviewed for the positions on an “acting” basis. Those students so appointed are then observed up to the time of the first ranking session at which time they are confirmed in their positions or are moved as appropriate within the regiments.

**Example:** The students in your school who will participate in your program are not involved in gangs or cliques. Soon after the beginning of the school year, you decide to advertise the positions of responsibility initially in an “acting mode” and then have the students “elect” their leaders in the colonial and American armies. This was a common practice in militia units in the American Army until after the Civil War. For the French and British Armies, however, such a system did not exist. In the British Army officer positions were purchased from the Crown. You should, therefore, use an alternate method to appoint students to positions of responsibility if you choose to replicate the British or French Armies. Instead of money a student can “purchase” his or her acting commission by petitioning the King’s Council in a short essay for an “acting” position.

In addition to the military style organization described above, in order to administer the disciplinary aspects of the program and to give students real decision making responsibility, an additional entity is organized to rule on the awarding of disciplinary measures involving demerits. This group is called the Council of Inquiry and is valid for any period your program replicates.
Example: You decide to appoint five of the ranking student participants to the Council to decide on what judgment is to be made in the case of delinquencies involving school demerits. They decide on the proper action to be taken and then make their recommendations to the Committee of Safety/War Department/King’s Council, which directs appropriate execution.

Example: By secret ballot student participants choose five members to act as the Council of Inquiry. Their decisions and actions are monitored by either you or a designated member of the Committee of Safety/War Department/King’s Council.
CHAPTER FIVE

Program Curriculum

Having laid the groundwork for the Living History Program in your school, it is time to begin. The students will first need to be briefed on what the program is designed to accomplish, what effort is required on each student’s part, what will happen in the program during the school year, and what the students can expect to gain from the experience. Because the program requires spending time outside and after school, you will find that you are addressing a wide variety of interests, from the enthusiastic to the completely uninterested. There will be students who should be in the program for its self-esteem building benefit who are completely turned off on the idea. There will be others who are so enthusiastic, that negative peer pressure will not dampen their interest or turn them off completely.

Before the students vote to participate in the program, you will need to prepare a short introduction which exhibits your enthusiasm to stimulate the students’ interest. Past experience has shown that if you introduce the program with enthusiasm, the students will vote overwhelmingly to participate.

**Example:** To introduce the Living History Program and generate interest, you distribute specifically designed literature to your potential student participants. Since the students’ parents have already been briefed on the program with literature specifically directed at them, the student literature must complement not replicate that sent to the parents. The literature style should be “cool,” not pedantic.

**Example:** Since the program is to be integrated into the school’s curriculum, seek an appropriate time and place to introduce the program to the students. You introduce the program in conjunction with the tape Inside Your School or a film about the period, and on the day you make the presentation wear a period costume.

**Example:** You may know a neighbor, or a student’s parent, who is a “reenactor.” In attempting to generate student interest in the program, you could have the reenactor come to class and give a demonstration about his or her apparel and how he would have lived during your program’s period (after showing the tape or film).

**Example:** Gather a small group of students together, teach them basic drill movements and demonstrate the movements in front of interested potential participants. Conduct the drill in a location where the maximum amount of exposure is available. (See the INTRODUCTION for Mr. Ryan’s example.)

**Example:** You have introduced the program, but several students decide not to participate in the program. You interview each non-participant student to determine his/her reason for not participating. One student cannot even afford dues of twenty-five cents a week, so he or she is excused from paying but performs extra duties to compensate for inability to pay. One student’s parents are not willing to let him or her participate in a military oriented program as a soldier, so the student participates as a camp follower or in some civilian capacity. No student is forced to
participate, but once the program is underway and an initial non-participant changes his or her mind, the student is integrated into the program. No student is penalized for not participating.

The students have voted to participate in the school’s Living History Program. The next step is to organize the opposing regiments according to the guidance in CHAPTER FOUR.

The first activity in the program is to conduct initial drills, where students in the role of raw recruits learn the rudimentary turning movements and how to stand in formation. (See ANNEX E for basic turning and marching movements.) The “acting” commanders learn basic commands and practice giving them. There will be a great deal of confusion at first, and some acting commanders may have to be replaced. Members of the Committee for Safety/War Department/King’s Council assist you in monitoring this activity.

**Example:** You are doing the Revolutionary War. Since the basic turning movements are the same for the Americans and British, both sides drill together until such time they are formally “enlisted” in their respective armies. You start the year with four drills, each on a Friday afternoon after school for a period of one hour.

**Example:** You are replicating the Civil War. Both the Union and Confederate forces use the same drill techniques. Until formally “enlisted” both sides drill together. The weather is inclement some days, so drills are held indoors in the school gymnasium or cafeteria either during a free period or in the afternoon after school on a Friday.

When the students have gained a basic knowledge of drill movements without carrying weapons, they are “enlisted” in their respective armies. You choose an historic site close to your school to muster the students. This is conducted as a student field trip, and the student participants may be accompanied by members of their families. (For a possible enlistment ceremony or muster format, see ANNEX F.)

**Example:** Your school is located near the Revolutionary War Saratoga battlefield. Since you are doing the American Revolutionary War, a field trip to the battlefield to enlist both regiments is appropriate. Enlistees sign an enlistment paper and receive a ranking sheet which tells them about the merit/demerit system and how they can advance in rank. They then swear allegiance to their country. The ceremony is ended with a march passing by the Committee for Safety/King’s Council. A distinguished visitor is part of the reviewing party.

**Example:** Your program deals with the Civil War period. Your school is located too far away to go to a Civil War battlefield for the enlistment ceremony. There is, however, a National Guard armory in your town which is an historic structure. You make a field trip to the armory where students enlist by signing an enlistment paper and receive a ranking sheet which tells about the merit/demerit system and how to gain rank. There is then a swearing in and a pass in review before members of the War Department and a distinguished guest in uniform.

As the fall progresses, drills are held less frequently, and other activities are held in their place leading up to a pre-Christmas holiday meal. At the drill after the enlistment ceremony, the
students receive their uniforms. Following their issue, a fitting and repair drill is held, where uniforms needing to be altered are identified and appropriate work done on them. The uniforms are taken home where they are cared for. At the next drill, students receive equipment and replica weapons. (See ANNEX G for manual of arms. Illustrations of the conduct of the manual can be obtained from the LHEF.) Once the weapons have been issued, drill with them is begun and conducted for several periods. Interspersed with these events are trips to appropriate historical sites, where student participants are charged with writing essays about what it feels like to live in the period. (See ANNEX H for examples of such opportunities.) Students are encouraged to read works such as Johnny Tremain, April Morning, The Hessian, Seven Alone, Across Five Aprils, A Red Badge of Courage, and watch tapes and DVD’s with historic themes, such as Gettysburg and Glory.

The major event of the fall semester is the regimental dinner, which is a holiday feast. The students will experience the holiday spirit in an historic manner. The cafeteria is transformed into an eighteenth or nineteenth century banquet hall with appropriate table coverings and center pieces. Several turkeys, cooked by parents, and food are brought in by students. (See ANNEX I for organization of the regimental dinner.) The school superintendent, principal, assistant principal, secretaries, aides, teachers, custodians, and all support staff receive formal invitations from the regimental scribes. The massed fifes or bugles and drums of the two regiments together lead the uniformed soldiers into the hall and the feast begins.

The winter poses a special challenge as outside drilling is hampered by the weather. Nevertheless, at least one outside drill a month is conducted so that students learn what it was like to live in the winter in historic times.

Up to this time the student participants have been doing marching drills. During the winter is the time to start learning and practicing “battle” drill. (See ANNEX J.) This first involves lectures on period combat formations. They learn battlefield commands and the different orders, which are communicated by the regiment’s drums, bugles, and fifes. They learn how to march into battle, form up for combat, advance on their foe, send out scouts or light infantrymen, fire their weapons, execute a delaying action, and conduct an orderly retreat.

A marching drill competition between companies is also conducted. (See ANNEX K.) The winning company is awarded a streamer, made by members of the regiment, which is attached to the end of a musket barrel of a soldier of the winning company.

To encourage camaraderie within the regiment, different workshops or groups are formed from members of different companies to work on special tasks. (See ANNEX L.)

Example: You are doing the French and Indian War. The Colonials and British make accouterments for their uniforms and auxiliary pieces of equipment, such as canteens and haversacks. The French and Indians make tomahawks and scalping knives. Student participants from different companies work on each project. The King’s Councilor for Commercial Affairs provides both sides with advice and assistance.

Example: You are replicating the American Revolutionary War period. The Americans and British form working groups to learn about making cider or how to cook over an open hearth.
Other groups cast metal buttons and musket balls under the watchful eye of the American Committee of Safety Member for Industry/King’s Councilor for Commercial Affairs.

The spring brings the regiments outside again to march in parades, such as the local Saint Patrick Day’s Parade. By this time both regiments will have become accomplished marching units and led by their musicians will be welcome in local commemorative events. (See ANNEX M.)

It is also the time when the students practice pitching tents and learn how to establish a period encampment. This leads to the grand finale for the year, which is the weekend long encampment and battle at some historic site. The student participants in the program will now be able to put on a polished performance. (See ANNEX N.)

On the last day of school, the students of the Living History team gather to view slides and video tapes of their experiences throughout the year. Each student participant receives a certificate of discharge. A special pin or medal may be struck commemorating the student’s participation in the Living History Program and be presented with the certificate of discharge. (See ANNEX O.) Another possibility is to give each student participant a military miniature representing the historical period in which your program was involved. If your team produces a commemorative historical newspaper highlighting the year’s activities, this is a perfect time to distribute it.
CHAPTER SIX
Program Administration

As seen from the foregoing, your Living History Program is a rich total immersion experience for you, your teaching team, the student participants, and the students’ families. If all those who are involved in the program participate fully, your administrative chores are relatively easy.

You are the principal administrator. You bear the primary responsibility for making the program work, but having assigned your teaching team members specific responsibilities, you are able to focus your efforts wherever they are needed most.

There are some areas in which you will want to exercise special oversight. These include:

- Planning the year’s curriculum
- Driving the curriculum to a successful conclusion
- Insuring that, in coordination with the teachers responsible for oversight of property and finances, there is proper accountability for all funding, expenditures, uniforms, and equipment
- Insuring that all activities are safely conducted
- Maintaining effective liaison with school administrators.

It will be incumbent upon you to keep appropriate records of activities. Develop a system which is simple to maintain so that you do not become unduly burdened. You are helped in this by fully utilizing student participation and using records they generate. The chain of command needs to be actively engaged, and commanders and staff need to be appropriately tasked.

**Giving the student chain of command real responsibility will enhance the effectiveness of the program.**

**Example:** You are doing the War of 1812. The two regimental adjutants keep attendance records. The company commanders report periodically to the adjutants those student participants who are present for drill, those excused absent, and those absent without leave.

**Example:** Your program encompasses the period of the American Revolution. The company commanders inspect the pay books of each company member to insure they are up to date with respect to recording their attendance at drills and payment of dues.

**Example:** You are reenacting the Civil War period. Several teachers note that students in the Union Army regiment are being unruly in boarding buses for home. The commander of the regiment calls his company commanders together and directs them to be more observant of the conduct of their members when boarding buses to go home after school is over. The commander tells them that the unruly conduct reflects poorly on the reputation of the regiment.

**Example:** You are doing the French and Indian War. The holiday season is approaching and a holiday feast is planned. The regimental commanders have their quartermasters inform the company commanders of what parents are expected to contribute in the way of food. The quartermaster distributes information sheets asking parents for specific items of food.
At the beginning of the school year you will need to establish a budget for your program. This can be accomplished in several ways by:

- Requesting assistance from the Living History Education Foundation in developing a budget.
- Requesting assistance for guidance from some other school which has a similar program.
- Using the previous year’s program budget if this year is not the first time you have run such a program.

As program director one of your major concerns will be costs incurred. Funding is obtained by:

- Requiring each student participant to pay weekly dues. Because the school year typically lasts thirty-one weeks, you need to see that dues are set at a reasonable rate. (See CHAPTER NINE for a suggested rate.)
- Requesting an allocation of funds from your school administration. Your school should have funds set aside for field trips and special activities during the school year. It is best, however, in the interest of cooperation with school administrators to keep requests low.
- Asking the Parent Teacher’s Organization for financial assistance. Since parents will have their children in the program, this organization should be a good source of funding.
- Planning social events for families to raise funds for activities. The encampment at the end of the year will require each participating student to pay a certain sum to offset expenses. The more money that can be raised through such events before the final encampment, the less money will be required from each student.
- Asking for donations from groups sponsoring events in which they would like the regiments to participate. These might just be token amounts but by requiring such donations will help to establish the visibility of your program in the community.
- Staging fund drives. Have student participants collect refundable cans and stage a competition between companies to see which can accumulate the most during a certain time period.

Expenses will be many and varied but should not be high. Uniforms and equipment may be borrowed from the Living History Education Foundation, but if your program is to be sustained from year to year, you need to accumulate an inventory. (See ANNEX P for sources of uniforms, equipment, and weapons.) Some expenses are:

- Uniforms, equipment, and weapons. These may be a one-time expense. These become the property of the school if purchased and can be used again and again. The uniforms will have to be altered each year, which is done by the student participants. Equipment, such as belts, will have to be fitted each year as well. Tents, however, will only require yearly maintenance. Other pieces of equipment, such as forges and cider presses, will require cleaning but little maintenance.
- Transportation. Activities which are considered part of the school curriculum will be paid from school funds. A trip to a battlefield some distance from school and
strictly a part of the Living History Program would be funded from the program’s resources.

- Entrance fees where applicable. If possible, you should negotiate the avoidance of fees at places which normally require them, such as state parks. Instead of having to pay fees, you might offer a drill demonstration by the regiment in their stead.
- Special events. While students’ parents would be expected to furnish certain foods for a feast, the program might provide the major meat dish, such as turkey, for a holiday meal.
- Incidentals. You will need to provide a “cushion” in the event there are overruns in executing parts of your program.

If you want your Living History Program to survive into the next year, you will want to express your appreciation to individuals and groups who supported your program during the school year. This entails writing thank you letters, especially to groups which provide financial support. Organizations which make special presentations for your Living History Program need to be thanked. If a person in a position of authority has expedited the accomplishment of some activity, a personal note helps to solidify his/her future support if required.

While general thank you letters can be sent at the end of the school year, there will be other times when you will need to send a thank you letter soon after the event.
CHAPTER SEVEN
Program Supply

One of the major features of your Living History Program is having students attired in period clothing. Only a little imagination is required in dressing as a period civilian or militiaman, and no special expense need be incurred in finding appropriate clothing which approximates what such people would have worn. In the case of members of the various military formations, however, it is important that there be a semblance of uniformity, which will also entail a certain amount of formal trappings. Military uniforms in the eighteenth and nineteenth centuries were elaborate affairs. To replicate the period dress in great detail, however, can be very costly and unrealistic for a student participant to try to obtain by him or herself. There are, however, sources of material which can be transformed into period military clothing which approximate the actual uniforms.

Uniforms can be acquired from different sources. Jackets and trousers can be borrowed from the Living History Education Foundation, which has depots throughout New York State. The New York State school system is also permitted to acquire for educational purposes, from U.S. Government sources, certain items. (See ANNEX Q for the procurement procedure.)

Equipment, such as cartridge boxes, can be made by student participants or purchased or borrowed from the Living History Education Foundation. Once these items are purchased or made by students, they become the property of the program and therefore can be used year after year without incurring further expense.

Weapons consist principally of toy muskets. (See ANNEX P for sources.) They are also available on a loan basis through the Living History Education Foundation, which has depots throughout New York State. If you are just starting the program and you have to purchase the weapons, the cost will have to be figured into your budget. At the end of the year, the weapons are collected for the next year’s program.

Depots are located throughout New York State. The principal ones:

- Hudson River Depot - Point of Contact (POC) is Joe Ryan at Living History Education Foundation, 11 Lake Drive, Buchanan, NY 10511. Call 914-739-0136. FAX 914-737-1662. E-Mail livinghistory@optonline.net.
- West Depot - POC is Ann Mischler at Cleveland Hill Elementary School, 105 Mapleview Drive, Cheektowaga, NY 14225. Call 585-599-4474.
- Central New York Depot - POC is Kate Bowman at Calvin U. Smith Elementary School, 3414 Stanton Street, Painted Post, NY 14870. Call 607-936-4156.
- Seafood Long Island Depot - POC is Eleanor Turino at Seafood Elementary School, 420 Lido Beach, NY 11561. Call 516-592-4064.
CHAPTER EIGHT
Living History Activities

Living History incorporates the activities of specific periods in history most of which occur in the eighteenth and nineteenth centuries in the American colonies and then the United States of America. Because the thrust of the program is all encompassing, both civilian and military aspects of the period are incorporated into a program. The core of the program, however, revolves around a military organization which is typical of that period. Also, because the programs are well structured, most of the activities are military in nature to include drills, parades, and mock battles. Nevertheless, a balance is required between military activities and those of a non-military nature.

Military Activities

The most basic activity is the drill, which includes basic turning movements at the halt, marching in formation, and conducting mock battles. The purpose of drills is to instill discipline in the organization and thus generate *esprit de corps* and morale, which results in success on the battlefield.

Drills are held throughout the school year as needed. Their frequency depends on how fast the student participants effectively execute the different maneuvers. Drills involving marching in formation are conducted in the fall while battle drills are practiced prior to the final year’s encampment.

**Example:** Your program replicates the Civil War. You spend the first few drills teaching and practicing the basic turning movements and then how to march without weapons. The students initially have a difficult time understanding how to execute the basic maneuvers, so you adjust the drill schedule to accommodate the time required for them to thoroughly understand and execute the drills.

**Example:** Your program is concerned with the War of 1812. Students have a difficult time learning the various drill movements. They have difficulty envisioning how an American soldier would execute how to march. You engage a reenactor to help the regiment’s drill master demonstrate correct techniques or have a student who had already participated in the program provide assistance.

Students first learn turning movements in place. (See ANNEX E for these movements.) Once having mastered in place turning movements, student participants learn the manual of arms, which involves how to handle mock weapons. (See ANNEX G for the manual of arms.) Next, students learn to march in formation, which includes turning movements. (See ANNEX E for this aspect of drill.) Because combat in the eighteenth and nineteenth centuries involved strictly controlled movements on the battlefield, soldiers had to know how to conduct themselves in battle formations and respond to commands given by voice, musical instruments, and flags. (See ANNEX J for the conduct of battle drills.)
Not all military activities will be as demanding as drills. As described in **CHAPTER SIX**, other activities you will consider are:

- Enlistment ceremony (ANNEX F)
- Visits to local historical sites (ANNEX H)
- Regimental Dinner (ANNEX I)
- Competitions (ANNEX K)
- Workshops (ANNEX L)
- Parades (ANNEX M)
- Encampment (ANNEX N) This is a major project and will require extensive teacher and parent support. Although the student chain of command will play the major role in the encampment, discrete adult supervision will be required. Student safety will be a major concern, especially in areas such as building fires, contact with contaminants, exposure to weather, and excessive exuberance in mock battles. A safety briefing prior to the encampment is mandatory.

- Ceremonies to include: recognition, guard duty, and discharge (ANNEX O)

**Nonmilitary Activities**

Nonmilitary activities are an integral part of your program. Because you are replicating a period in which armed conflict takes place, the major emphasis will be military, but your students will be living in the period as well.

Journal keeping is an important way to “live” in the period.

**Example:** Your program deals with the time of the American Revolution. In their paybooks you require the students to keep a journal of period activities they engage in. Subjects could be the clothes they would wear when not in uniform, food they would eat, games they would engage in, special events such as weddings they would attend, politics of the period, and living conditions endured.

**Example:** You are replicating the Civil War period. You arrange for a showing of a movie, such as *Gettysburg* or *Glory*. You require the students to write a journal entry which describes their impression of how people lived during the war.

Letter writing as an exercise in English may be appropriate for your program. Students write to an imaginative friend or relative how it is to live in the period. They might describe certain events that have taken place in their lives or events they have witnessed, such as a horse race or a village fair. They can write from the point of view of a soldier or as a civilian.

Activities such as workshops involving every day experiences are appropriate. Cooking over a fire or sewing clothes are kinds of workshops which can be conducted by members of the teaching team especially in inclement weather and in the place of military drills. Making household implements, such as lanterns, can be done in industrial arts classes and used during such events as the encampment at the end of the year.
CHAPTER NINE
Student Participation

As noted in Mr. Thomas’s comments in the PREFACE, one of the attributes of the Living History Education Program is to instill a sense of responsibility in the student participants. One part of this responsibility is that of exercising proper conduct. A second responsibility might also be to do one’s best academically. While the Living History Program strives to develop a “level playing field” and does not emphasize grades, there is no reason why your program cannot reward in a subtle way increased academic achievement, especially among those student participants who may struggle academically. A way of rewarding the efforts of any student participant is noted in ANNEX R.

Another aspect of developing student responsibility is keeping proper accountability of one’s actions. While experience has shown that student participants who are entering adolescence have difficulty in maintaining proper records, it should not deter you from trying to get your student participants to keep rather formal records of their activities while participating in the program. The Soldier’s Pay Book, described below and, incidentally, actually used by real armies, is one way to help instill that responsibility. If the pay book idea does not prove practicable, then as a minimum, teachers need to keep a record folder on each student participant. The contents of the student folder should be the same as that of the pay book.

Soldier’s Pay Book/ Student Folder

Accurate record keeping is important to insure that your Living History Program is properly administrated. In addition to records kept by the regimental pay masters, provost marshals, adjutants, and teachers, each student participant maintains a Soldier’s Pay Book. The components of the pay book are:

- Record of dues paid. Each time dues are paid there is an annotation in the pay book.
- Merits achieved. For every merit earned the student notes the fact.
- Demerits received. Every demerit is noted. The “working off” of military demerits is also noted.
- Promotions and demotions (if necessary) are noted.
- Rank held.
- Military title held.
- Record of a military achievement, such as winning Soldier of the Month.
- Journal entries and letters of commendation/appreciation.

Unit commanders should periodically inspect the pay books to make sure they are accurately maintained. It is important that items listed in the adjutant’s and provost marshal’s files agree with the entries in the Soldier’s Pay Book. The information in the folder on each student participant kept by the teachers should also agree with that in the pay book.

Dues

Activities in the Living History Program are also partially funded by dues collected from the student participants. The participating students vote on the amount of dues to be paid and at
what times. The amount of dues cannot be onerous, and care must be taken that students unable to contribute will not be excluded from the program. You insure that parents are informed of the amount of the dues, when they are collected, and the purpose to which the dues will be put through the regimental paymaster. Every student participant pays the same amount of dues.

One of the responsibilities of the chain of command is to see that the dues are properly collected. A representative of The Committee of Safety/War Department/King’s Council will oversee the collection of dues and their accountability.

**Example:** You determine that each student participant will pay dues once a month. The dues will be twenty five cents ($0.25) each week to be collected monthly. (In New York State this amounts to collecting five redeemable cans per week, an environmental aspect of the program.) You direct the regimental pay master to write a letter for your signature to the students’ parents informing them of the purpose of the collection of dues, the amount of money involved, and when the dues will be collected. Any questions about dues should be directed to you as program director.

**Example:** The student regimental pay master establishes a system for the collection of dues. Each month the pay master arranges for each company commander to collect a stipulated sum from each member of the company. The pay master gives each company commander a receipt indicating the total amount collected. The pay master keeps a written record of the money collected and makes sure the money is properly secured and accounted for.

**Example:** The company commander charges the platoon leader with the duty of collecting the dues on the stipulated date. The platoon leader gives each member of the company a receipt for the money collected by making an entry in the member’s pay book or the teacher makes an entry in the student folder.

**Example:** To insure proper accountability, the company commander issues each member a “pay book.” Each time dues are collected the payment is recorded in the pay book. The pay book can also be used to record merits and demerits, changes in rank and title, and special instructions.

**Example:** A member of a company is unable to pay the prescribed dues or cannot make payment on the designated days. This gives the company commander the opportunity to make special arrangements for “his/her soldier.” The company commander advises the regimental pay master of the member’s situation and requests that the payment of dues be forgiven or deferred.

**Example:** A member of the company asks the commander for permission to pay the total amount of required dues at some future date since the member has difficulty paying dues on a regular basis. The company commander passes the request to the pay master who consults the Committee of Safety/War Department/King’s Council as to the appropriate action to be taken.

---

**Esprit de Corps**

High esprit de Corps is important in a military organization. It results from high morale of the regiment’s members and in a unit performing better than normal standards in combat. The student participants in the regiments will endeavor to gain recognition as members of an elite
military organization. Recognition will be obtained by members of the regiment performing their duties and other assigned tasks in an exemplary manner, which will result in acclamation from individuals in positions of authority.

One of the goals of the Living History Program is to instill in the student participants a sense of well being and self esteem which results in the students being properly recognized. In events where the public observes the program, high esprit de corps will be recognized and rewarded by public approval and praise.

**Morale**

An important aspect of military life throughout history has been the morale of the soldiers in their units. Soldiers with low morale were often easily defeated in battle, whereas small groups of soldiers with high morale often defeated larger units of men with poor morale. In combination with discipline, a military formation could accomplish feats in battle which more often than not won the battle. Such successful formations therein developed an esprit de corps which distinguished them from other similar military units.

The Living History Program is designed to develop a high degree of morale in the student participants. Through group interaction as described in Mrs. Ruesink’s experience chronicled in the PREFACE, each student will develop a high sense of morale which will be exhibited in high regimental esprit de corps. You, as the program director, will want to encourage the students to perform as exemplary soldiers, which enhances their morale and therein helps the student participants to develop a high degree of self esteem.

**Example:** You are at the year-end encampment of your American Revolutionary War Living History Program. One of the activities planned is a battle maneuver requiring a regiment to outflank its opposition by climbing a steep hill to obtain a commanding position over the foe. One rather stout student participant, not wanting to be left behind, nevertheless has difficulty in reaching the top of the hill. The student, however, receives much encouragement from fellow company mates to which he responds with an extra effort. His success engenders a sense of accomplishment resulting in enhanced morale and further developed self-esteem.

**Example:** You are replicating the Civil War. A student participant is showing a tendency to “retreat into the woodwork” by avoiding participation in certain activities. The student’s company commander is appraised of the situation and discreetly gives the student an opportunity to perform some task which is just demanding enough to require a special effort. Upon successful completion of the task, the student is accorded appropriate recognition, which helps heighten his self-esteem and increase his morale.

**Discipline**

Purpose - Any organization cannot be effective unless it has discipline. In the Living History Program there needs to be both self-discipline and group discipline, the latter emanating from the former. The student who participates willingly and cooperatively will help make the
program a viable and interesting one. When a student exercises self-discipline, he or she develops and demonstrates a sense of responsibility, which allows the group to function as desired and learning is enhanced.

Administration - A discipline log for each student participant is maintained by the organization provost marshal. Each school demerit along with date and the reason for such is entered into the provost marshal’s log book. Each student participant is also required to enter the number of merits and demerits in his or her pay book.

Exercising discipline in the Living History Program does not mean punishment to achieve results. Discipline is exercised solely for the purpose of attaining the program’s goals through positive reinforcement. The discipline system is based on awarding student participants “merits” and “demerits” on an objective basis. Demerits are not to be construed as punishment but rather instruments to reinforce acceptable conduct by members of the organization.

Merits (See ANNEX R for conducting the merit system.)

Merits are awarded for conduct which reflects positively on the performance of the participating student. They can be viewed as rewards for certain conduct and performance in the organization as well as in school. There are different types of merits that you may want to use: school, team, teacher, student, and military.

Merits are awarded rather liberally and are cumulative. They may be awarded by persons within the school system, and recommendations for them can be made by others who help with the program. Merits, however, cannot be solicited from individuals by the student participants. This prohibition against solicitation is designed to keep student participants from “sucking up” to someone or trying to curry extra favor with certain individuals.

Rank within the program is determined by the number of merits a student accumulates during the school year. All students will start the year as recruits with some being named “acting” in certain positions of responsibility until the first ranking period. By the end of the school year, everyone in a company can be at least a sergeant, to include the company commander who in real life would be an officer.

Example: The school program for the year is the American Civil War. A student participant is interested in achieving a high rank and goes to one of the school custodians and solicits a number of merits. The custodian, who has been briefed on the no solicitation policy, explains to the student that he will certainly recommend that the student receive merits for assisting in activities worth merit awards but that he will make the determination as he sees fit, and the decision will be his alone.

Example: You are doing the War of 1812 as the year’s Living History Program. One of the regular teachers must be absent for two weeks. The student participants in the class show special deference to the teacher and commit many acts worthy of merits. The substitute teacher, who was not advised of the merit system, prepares to leave her position without awarding any merits. The students, who had been on their best behavior, complain up through the chain of command to you about the situation. The regimental adjutant makes note of those actions worth
merits and has a list ready to present to you when asked. Before the substitute teacher leaves, you take her aside and explain the system and ask for recommendations which you correlate with the adjutant’s list.

**Example:** Your program replicates the American Revolutionary War period. A substitute teacher replaces a regular teacher for a week. The substitute is not aware of the merit system. A student member of the student chain of command asks to speak with the substitute teacher after his first day and explains the merit system to him. The substitute teacher, however, decides against awarding merits during his short tenure but does not tell the students. The member of the chain of command, however, makes appropriate notes and brings them to your attention when the substitute leaves. You and the Council of Inquiry then make awards as appropriate.

**Example:** You are doing the French and Indian War. One of the teachers is having trouble maintaining discipline in the classroom with a large number of student participants. She decides to award school merits indiscriminately, thus making a mockery of the merit system. Students in other classes complain through the chain of command about the practice. You take the teacher aside and explain to her the deleterious effect her awarding of merits is having on the program. At the same time, you recommend the discreet use of demerits. Then, through the chain of command you pass the word to the student participants that their conduct is contrary to the spirit of discipline the program is designed to foster.

**Demerits:** (See ANNEX S for conducting the demerit system.)

Demerits are awarded to reinforce disciplinary matters and to encourage student participants to improve their conduct. A student who accumulates more than a given number of demerits may not only lose rank but may be denied the privilege of attending the year-end encampment or other special events planned for the student participants.

Demerits are awarded discreetly and not as a means for controlling student conduct in class. You will need to monitor this system carefully.

There are two types of demerits. One type is the military demerit, which involves misconduct in Living History Program activities and is relatively minor in nature. The second type involves misconduct, called school demerits, in the overall school environment. The school demerit cannot be worked off.

**Example:** The program is the American Revolution. A student participant is late for drill formation eight times during a ranking period. After several warnings the student is awarded three military demerits.

**Example:** You are doing the War of 1812. Two student participants are caught fighting in the school parking lot by a teacher. The students are each awarded demerits for their misconduct in the overall school environment.

Military demerits are cumulative and are required to be “worked off.” The judicious awarding of demerits helps maintain the demerit system’s credibility. The offense and remedy are noted in the student participant’s pay book and in the provost marshal’s log book.
**Example:** You are doing the Civil War. A student participant has been late for drill formation three times and has been dressed in improper uniform on four different occasions within a ranking period. He has been awarded, therefore, seven military demerits. To work off the demerits, his company commander assigns him the performance of certain tasks which would ordinarily result in the awarding of merits, such as remaining after a drill to put equipment away or assist the quartermaster in accounting for weapons during a periodic inventory.

**Example:** Your program is concerned with the American Revolutionary War period. A student participant has been continually unruly in the hallways. A teacher hall monitor awards a demerit for this misconduct. Since this is not a military type offense, the student cannot work off this school demerit, and it will be added to others and considered by the Council of Inquiry towards the end of the school year in determining eligibility for the encampment.

**Example:** The year’s Living History Program is the American Revolutionary War period. A teacher is having difficulty in maintaining discipline in the classroom. A number of student participants are in the class and are being issued an inordinate number of school demerits. A member of the chain of command brings the matter to your attention. You hold a conference with the teacher and explain how the demerit system is supposed to work and the adverse effect it can have on the students. You request the teacher modify his approach to awarding the school demerits and encourage the use of school merits instead. You also tell the senior ranking student participant in that teacher’s class that the student participant’s conduct must be improved or he/she will jeopardize their chances of attaining rank and participating in the year-end encampment. You need to seek a workable balance in this matter.

**Example:** You will be conducting a Living History Program which encompasses the American Civil War. In past years you have had to modify the demerit system because it was not fully understood by the student participants or those individuals who were entitled to award demerits. During the first weeks of the school year you gather the “acting” chain of command and explain the system to them. Those students in positions of responsibility then brief the other student participants in the chain of command. You then closely monitor the briefings given by the members of the chain of command to insure all student participants thoroughly understand the program. At the same time you brief the school faculty and administration on the merit and demerit system emphasizing that it is to be administered both fairly and with balance.

**Student Command and Staff Assignments**

Assignments are also discussed in **CHAPTER 4**. They are first made on an “acting” basis and subsequently on determinations by the Committee of Public Safety/War Department/King’s Council made permanent as long as the student’s performance warrants it. It may be appropriate to alternate certain positions during the school year so as to give as many students as possible a taste of different military responsibilities. This will, however, be a judgment call on your part. You will want to see that there is an appropriate balance between rank and command or staff assignments.
**Rank** (See ANNEX T for ranking system and different ranks.)

Students gain rank through the merit/demerit system. Depending on how you decide to award merits, you may not have many high ranking individuals. Rank, however, is **not** equated to command and staff assignments. Thus, you might have a first sergeant commanding a company. The regimental commander may hold rank no higher than that of second lieutenant. You do not, however, want a situation where a private first class is the regimental commander although the student might be the scribe at this rank.

At the end of each school grading (ranking) period, each participant is accorded recognition as is appropriate. Promotions to non-commissioned or commissioned rank can be made at this time. Non-commissioned and commissioned officers not meeting standards (i.e. have accumulated excess demerits) may be relieved and replaced. It is not unreasonable to have a large number of junior non-commissioned officers (corporals or sergeants) in the program, so specific quotas for lower ranking positions should not be set.

**Leadership Activities**

Student participants are encouraged to engage in activities which encourage leadership and responsibility. Such initiative is awarded with merits for either Living History Program or overall school performance.

**Example:** Your Living History Program is replicating the American Revolution period. In one company at a drill, the company commander and platoon leader are absent. Another student participant assumes command of the company for the drill. At the end of the drill, the regimental commander awards the soldier three military merits for taking over the drill responsibility.

**Example:** A student participant volunteers to assist a physical education teacher to organize teams for a game of kickball and volunteers to act as a team captain. The teacher awards the student participant a school merit for the student’s assumption of a leadership position.

Students holding military leadership (command) positions in the Living History Program are expected to actively exercise their responsibilities. At each ranking period, the Committee of Safety/War Department/King’s Council reviews the performance of those in leadership positions and may make adjustments as required. After the first ranking period, all the student participants in “acting” positions are evaluated to determine if they should continue in the positions on a regular basis.

**Example:** You are doing the American Civil War period. It is the end of the first ranking period. You convene the War Department secretaries and decide whether or not the student participants shall have their status changed from “acting” to regular. Two company commanders decide they do not want to hold their positions and need to be replaced. You and the War Department select several candidates from those holding the highest ranks and interview them, outlining their duties and responsibilities. Out of four candidates you select the two who score the highest in the interviews. Since they are from companies different from the incumbents, you conduct a limited reorganization within the regimental organization.
**Promotions**

There are two types of promotions: those made at the time of a ranking (grading) period and those made “in the field” or as an impact event. Immediate field promotions are made “on the spot” if a student participant receives an academic award such as Student of the Month or is cited for a special performance or does special work for the regiment outside the school. An immediate field promotion may be awarded to all student participants on a special occasion, such as to all students who are privates first class and below who present themselves in proper uniform for the annual regimental dinner. They are automatically promoted one rank. The standards for immediate field promotions should be clearly defined and fairly applied.

Promotions made at the ranking period are based on the merit/demerit system. Positions of responsibility within the regiments are not dependent on student participants reaching a particular rank. There should, however, be some correlation between rank and position title. If there is a major conflict, then the Committee of Safety/War Department/King’s Council resolves it in a manner which is fair to both parties.

**Example:** You are doing the American Revolutionary War. A student participant writes a prize winning essay on what it is (was) like to be a soldier in the winter of 1783 at the New Windsor Cantonment. The student’s present rank is corporal. The Committee of Safety awards the student a field promotion to sergeant.

**Example:** You are replicating the Civil War. One of the student participants is cited in the local newspaper for performing some significant civic duty. The student is a sergeant in the Union Army. A member of the War Department notes the performance in the newspaper and, in consultation with other members of the War Department, accords an immediate promotion of the student to the rank of first sergeant.

**Example:** You are replicating the War of 1812. The company commander holds the rank of sergeant. This status is acceptable although in reality officers command companies.

**Example:** The Living History Program concerns itself with the French and Indian War. The company commander has accumulated only enough merits to reach the rank of corporal. Another member of the company has attained the rank of sergeant major. Since promotions are the concern of the King’s Council, you either transfer the student sergeant major to another company where the student does not outrank the company commander or you assign the student to a regimental staff position or you have the corporal company commander change places with the sergeant major.
CHAPTER TEN
Evaluating Living History Program Results

The school administration is going to want to evaluate the effectiveness of your program. If the administration is skeptical of the program at first, you can expect close scrutiny at an early time in the school year. As noted in the PREFACE, Mr. Thomas was at first skeptical of Mr. Ryan’s program but soon was won over. As the year progresses and the program proves effective, the scrutiny will abate. If the program has been successful in the past, however, you will find that evaluations will be less frequent, but that is no reason not to be any less rigorous in executing that year’s program.

You should welcome all evaluations. Evaluations should be built into the program. They not only measure progress but help to explain the program to others and be a tool in garnering support and funds from parents and outside agencies. School boards, for example, will be looking for results, and evaluations are good tools to inform them of progress and request support if needed.

There are four types of evaluations: school administrator, teacher, student, and parent. The format for all four types should be carefully crafted. (For examples of some types of evaluations, see ANNEX U.)

School administration evaluations offer a top down perspective on the effectiveness of the program. They may be periodic or sporadic. The school board may ask the school administration for a semi-annual or annual evaluation. Your input will be critical, so it is a good idea to make comprehensive notes during the course of the school year so that you may make a comprehensive report upon which an evaluation may be based. You may also be asked to make an oral evaluation before the administration or school board, so detailed note taking is encouraged.

Teacher evaluations should be conducted every ranking period. These may be either written or oral. An informal teachers’ conference may be adequate to evaluate the program, make changes, or discuss problems. Informal note taking by you will be helpful in keeping the program on track, especially where there are reoccurring matters which continually need to be addressed.

Student evaluations should be part of the program’s archive. If the program is new to the school, an evaluation session at mid-term might be helpful. If the Living History Program is well established, then a year-end evaluation should suffice. Student participants should be encouraged to tell what they liked about the program, what they did not like about the program, and what could be done to improve the program. Their evaluations should be reviewed before the next academic year begins and recommendations integrated into the program as is appropriate.

Parent evaluations should be especially welcome. The request for such evaluations tends to bind the parents to the program as they then acquire a vested interest into seeing the program succeed. Oral evaluations can be requested informally at parent review sessions or “meet the teacher” activities. Written evaluations might be encouraged, but you want to avoid any parental “second guessing,” so a year-end written evaluation may be most appropriate.
GLOSSARY

Challenge The first of two parts of a military password; a guard issues the challenge - “George” and the challenged person answers - “Patton” in response, which allows that person to pass the guard post

Chain of Command The military hierarchy starting with the regimental commander and going down to the lowest ranking soldier

Company A military formation consisting of from five to ten student participants

Council of Inquiry A group of four or more student participants who make determinations regarding disciplinary matters and demerit judgments

Demerit A violation of school or military protocol resulting in a written acknowledgment

Drill Practicing military movements during a set period of time; a drill might last an hour

Esprit de Corps The high spirit of a unit enhanced by good individual morale and a means of member bonding; a military unit having high esprit de corps is inevitably an organization capable of outstanding performance

Folder, Student Place where student participant’s records are kept by a teacher

Guard Mount A daily ceremony where the new guard for the day is inspected and orders are issued

Guard, Private of the A soldier who is charged with walking a guard post and insuring that certain orders are carried out and obeyed

Guard, Noncommissioned Officer of the The corporal or sergeant who posts and relieves guards from their post while insuring the guards understand their orders

Guard, Officer of the The officer who is in charge of the daily guard detail, supervises the Guard Mount, and inspects the guard at different times

Inspection An activity where unit members are inspected to see that they are in proper uniform; they are properly equipped; their weapons are clean and functional; and they know their orders

Log, Provost Marshal’s Ledger in which the provost marshal logs all school and military demerits

Merit A simple document acknowledging a good deed or a military achievement

Password A two-part word consisting of a challenge and a response which is employed by a guard in determining the eligibility of another person to pass the guard’s post

Pay Book Each student participant keeps a record of dues paid, merits, demerits, etc. in this pay book, which is a permanent record of his or her activities

Platoon A subordinate formation of a company consisting of from three to five student participants

Post, Guard A walking or stationary post of a soldier charged with guarding some military activity, such as an encampment

Rank A degree of responsibility within the military hierarchy, e.g., a sergeant or a captain

Ranking Period A period of time coinciding usually with a grading period during which student participants are awarded merits, demerits, and promotions

Regiment The major military organization in the Living History Program of which there are two representing two opposing sides, e.g. the 20th Maine (Union Army) Regiment and the 47th Alabama (Confederate Army) Regiment

Retreat The evening formation where the national flag is lowered and retired for the night

Reveille Soldiers rise from their beds and assemble in formation where a count of those present or excused absent is made
Title  A position of responsibility within the military chain of command, e.g. platoon leader
Warrant  A document appointing a student participant to a position in the chain of command, e.g. the Committee of Safety gives a student a warrant as a company commander
ANNEX A
Living History Sources of Information

The following are examples of sources of information in video form useful for giving context to the Living History Program; they are available in local or school libraries. This listing is not all inclusive. If not available, the items may be purchased or rented in local video shops.

General Interest
- *The Truth About Teachers* - Hosted by Whoopi Goldberg. Produced by Pyramid Film and Video, 2801 Colorado Ave., Santa Monica, CA 90404.

American Civil War
- *Civil War Artillery and Revolutionary War Weapons* - NPS Video
- *Glory* - Edited for educational uses
- *Gettysburg, Parts One and Two*
- *The Civil War* TV program by Ken Burns
- *The Divided Union* - Five hour A&E television channel program

American Revolution
- *Private Yankee Doodle* - Films for the Humanities
- *George Washington, The Man Who Wouldn’t be King*
- *The American Revolution* - Three part 1994 television series
- *The Other Side of Victory* - Two television programs, one 60, the 90 minutes long. NYS Bicentennial Video
- *Debra Sampson, Woman Soldier*
- *Siege of Yorktown* - NPS program
- *The American Revolution* - Six part box set A&E television program
- *The Revolutionary War* - Three part box set Discovery Channel
- *Johnny Tremain* - 80 minute film - Disney film

The Colonial Era
- *Cavaliers & Craftsmen*
- *Northwest Passage* - A classic film
- *Last of the Mohicans*
- *Roger’s Rangers* - Turning points of history and fall of Canada - The History Channel
ANNEX B
Sample Teacher Education Program

Are you tired of hitting your students with a 2 x 4? (the 2 covers of a book and the 4 walls of a classroom) Join us for 24 hours in the life of a Civil War soldier based on their diaries.

Participants will dress, eat, drill, discuss politics, listen to music, examine artifacts, fire a rifled musket and live overnight in a Civil War camp.

The American Civil War was one of the defining events in United States history. Yet, do you really know what life was like for the common soldiers in blue or gray?

Participants will immerse themselves in the American Civil War while conducting in an authentic overnight encampment which utilizes the latest learning styles.

The social studies, English, language arts and character based standards will be applied using documents and experiential learning techniques (Living History). Content and cross curriculum applications will be emphasized.

Successful participants are eligible to utilize Living History field equipment to work with their students and share with their colleagues.

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Education, Art, Music, Technology, Special Education Teachers, Grades 4 – 12</td>
<td>Enlistment; Uniforms; Equipment; Documents; Weapons and Politics; Black Troops; Role of Women; Camp Life; Cooking; Ranking and character building; Music; Medicine; Technology; Cross curriculum activities; Morale, flags and reality</td>
</tr>
<tr>
<td><strong>Presenter:</strong> LHEF* TEAM OF PRESENTERS</td>
<td><strong>Teachers will be able to</strong></td>
</tr>
<tr>
<td><strong>Date/Time/Location</strong></td>
<td>1. Develop lesson plans to implement Living History techniques</td>
</tr>
<tr>
<td><strong>Section #1</strong></td>
<td>2. Use Civil War journals and diaries in their classes</td>
</tr>
<tr>
<td>Sat. 7/28/07, 10am – 8pm</td>
<td>3. Relate their experiences to their students</td>
</tr>
<tr>
<td>Sun. 7/29/07, 8am – 2pm</td>
<td>4. Develop plans to utilize local historic sites</td>
</tr>
<tr>
<td><strong>Eric Canal Village – Rome</strong></td>
<td><strong>Course Requirements</strong></td>
</tr>
<tr>
<td><strong>Section #2</strong></td>
<td>1. Attendance and participation in all activities – Mandatory</td>
</tr>
<tr>
<td>Tues. 8/7/07, 10am – 8pm</td>
<td>2. Write a reflective journal of their experiences – 45% of grade</td>
</tr>
<tr>
<td>Wed. 8/8/07, 8am – 2pm</td>
<td>3. Develop a lesson plan on the life of a Civil War Soldier – 55% of grade</td>
</tr>
<tr>
<td><strong>John Brown Farm – North Elba</strong></td>
<td><strong>For More Information Contact JOE RYAN (President of the LHEF)</strong>*</td>
</tr>
<tr>
<td>(Lake Placid)</td>
<td>Phone: 914-739-0136, Fax: 914-737-1662,</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:LivingHistory@optonline.net">LivingHistory@optonline.net</a></td>
</tr>
<tr>
<td></td>
<td>Web Page: <a href="http://www.livinghistoryed.org">http://www.livinghistoryed.org</a></td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td>This Course Is Cosponsored By NYSUT Education &amp; Learning Trust (ELT)</td>
</tr>
<tr>
<td>1 in-service credit based on district policy</td>
<td></td>
</tr>
<tr>
<td>15 contact hours</td>
<td><strong>The LHEF is funded through a grant made possible by Governor Pataki’s Administration, Malcolm Gordon Charitable Trust &amp; Entergy Corp.</strong></td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td><strong>Registration</strong></td>
</tr>
<tr>
<td>In-Service Fee: $125</td>
<td>INS 216 – American Civil War</td>
</tr>
<tr>
<td>$100 deposit or full payment due prior to first class session.</td>
<td><a href="http://www.nysut.org/elt">www.nysut.org/elt</a></td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>Registration is limited to 22</td>
</tr>
</tbody>
</table>
ANNEX C
Leadership Titles and Student Positions of Responsibility

**Regimental Commander**  This is the senior leadership position in each of the two student organizations. Responsible to the Committee of Safety/War Department/King’s Council for the performance of the regiment. Will march at the head of any formation and give appropriate orders to subordinates. This is a duty in addition to being a company commander. Will take directions and counsel from you as the program director. Note: This position is a sensitive one, and you will need to see that a balance is maintained between the reenactment aspects of the position and a proclivity by the chosen student participant to overdo his role both in and outside the program.

**Second-in-Command**  This is the second highest leadership position in each of the two student organizations. Carries out the orders of the regimental commander. Acts in the place of the commander as appropriate. This is a duty in addition to being a company commander.

**Adjutant**  This is the senior staff position in each of the organizations. Responsible for administrative, planning, and execution matters as specified by the regimental commander. With the guidance of the regimental commander, draws up appropriate directives, regulations, and plans for the organization. With the assistance of the unit scribe, maintains organization and disciplinary records.

**Chaplain**  This is a staff position in each organization. Assists the commander in conduct of memorial services and provides assistance in the care of the “wounded” on the battlefield. Does not indicate any particular religious significance.

**Chief Sapper**  This is a staff and leadership position in each organization. In coordination with appropriate member of the Committee of Safety/War Department/ King’s Council, will plan and direct field fortifications, assist commanders in establishing camp sites, and help plan other construction projects. The chief sapper commands the sappers and other soldiers detailed to work on construction projects.

**Drill Master**  This is a staff position in each organization. Assists the commanders in the chain of command in drilling their soldiers. Is knowledgeable of different drill movements, advises on correct drill procedures, monitors drill sessions, and corrects discrepancies in drill movements during drills.

**Paymaster**  This is a staff position in each organization. Responsible for collecting funds, maintaining accounts, and dispersing funds as needed. Because sums of money are involved in the program, the paymaster’s activities are closely monitored by the Committee of Safety/War Department/King’s Council.

**Provost Marshal**  This is a staff position in each organization. Responsible for assisting commanders in maintaining discipline and in recording demerits.
ANNEX C (continued)

Quartermaster  This is a staff position in each organization. Responsible for care, distribution, and accountability of uniforms and equipment. The quartermaster works under the guidance of a member of the Committee of Safety/War Department/King’s Council to insure proper accountability is maintained. The Quartermaster may have an assistant designated as Assistant Quartermaster.

Scribe  This is a staff position in each organization. Reports to the adjutant and assists in maintaining appropriate records. Responsible for publicity to include press releases, interviews, and research of uniforms, flags, and historical events.

Staff Musician  This is both a staff and leadership position in each organization. Responsible for planning and directing musical activities. In coordination with the appropriate member of Committee for Safety/War Department/King’s Council trains unit drummers, fifers, buglers, and other musicians. Leads the fife/buglers and drums in parades and on the battlefield.

Company Commander  This commander is directly subordinate to the regimental commander. Responsible for the execution of appropriate orders, morale of soldiers in the company, and discipline of the unit. In former times the regimental commander had dual responsibilities in wartime. He commands both the larger regimental organization as well as a company. It is therefore appropriate in your program to have the regimental commander and the second-in-command also command companies.

Platoon Leader  This leader is the second-in-command of the company and acts in the absence of the company commander. May also act as the leader of a special element within the company such as commander of the color guard or leader of miners and sappers.

Color Bearer  This participant carries and maintains a unit flag. May also function as a unit leader.
ANNEX D
Special Student Titles

Students will reenact other roles which are not leadership or regimental staff positions. The student participants may be uniquely qualified to function in these roles because of special interest or training. The following list is not inclusive, and you may decide to add additional roles depending on your program. It may be appropriate for you to have non-military members affiliated with your organizations as suggested below.

**Banner Bearer**  A soldier who carries a flag or banner other than the unit colors. If the students march in a special community parade and you want to advertise the Living History program, a special banner announcing your school could be carried at the head of the formation as is done by many school marching bands.

**Camp Follower**  A civilian who cooks for the soldiers, tends to the simulated wounded, and provides housekeeping services to the regiment.

**Drummer**  A soldier who is also in the school band who plays the drum or as a music student can learn to play one.

**Fifer**  A soldier who also may be in the school band and can play a musical instrument. Either already plays to fife, or is willing to learn how to.

**Indian**  In a French and Indian War or American Revolutionary War program, the participation of Native Americans may be desirable. Indians perform reconnaissance or combatant functions. They are attached to companies unless grouped into different tribes.

**Miner**  A soldier who also carries the designation of “sapper” who does engineering work. Can be employed in constructing field fortifications. May be an industrial arts student and work at carpentry tasks.

**Sapper**  A soldier who performs the same functions as a miner. The role is derived from the historical military function of performing rudimentary engineering work and also tunneling under castle walls to set off explosive mines.

**Scout**  A soldier in a military unit or civilian (not part of a military formation) who performs reconnaissance duties for the unit commander.

**Surgeon**  A civilian (and then not part of a military formation) or soldier responsible for taking care of simulated casualties.

**Sutler**  A civilian who is responsible for helping the quartermaster in providing food and incidentals to the soldiers.
### ANNEX E

Basic Turning Moves and Marching Movements

These are the basic drill movements which student participants would be expected to execute. It is advised that an extract from this page be made available to each student participant. See Enclosures to ANNEX E for basic platoon, company, & regiment formations and maneuvers.

<table>
<thead>
<tr>
<th>NAME OF ORDER</th>
<th>KIND OF ORDER</th>
<th>WHERE IT TAKES YOU</th>
<th>HOW TO DO IT</th>
<th>COMMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAND SALUTE</td>
<td>POSITION</td>
<td>IN PLACE</td>
<td>PLACE RIGHT HAND OVER RIGHT EYEBROW HORIZONTAL TO GROUND - UPPER ARM PARALLEL TO GROUND (IF BRITISH, RIGHT HAND OVER EYEBROW IS PERPENDICULAR TO GROUND)</td>
<td>“HAND SALUTE”</td>
</tr>
<tr>
<td>FALL IN</td>
<td>POSITION</td>
<td>TO A PLACE</td>
<td>GO TO PLACE AND ATTENTION</td>
<td>“FALL IN”</td>
</tr>
<tr>
<td>ATTENTION</td>
<td>POSITION</td>
<td>IN PLACE</td>
<td>STAND STILL - FEET TOGETHER - LOOK STRAIGHT AHEAD</td>
<td>“ATTENTION”</td>
</tr>
<tr>
<td>AT EASE</td>
<td>POSITION</td>
<td>IN PLACE</td>
<td>STAND STILL BUT RELAX</td>
<td>“AT EASE”</td>
</tr>
<tr>
<td>LEFT FACE</td>
<td>TURN</td>
<td>QUARTER TURN TO THE LEFT</td>
<td>1ST TURN LEFT THEN BRING IN OTHER FOOT</td>
<td>“LEFT FACE”</td>
</tr>
<tr>
<td>RIGHT FACE</td>
<td>TURN</td>
<td>QUARTER TURN TO THE RIGHT</td>
<td>1ST TURN RIGHT THEN BRING IN OTHER FOOT</td>
<td>“RIGHT FACE”</td>
</tr>
<tr>
<td>RIGHT ABOUT FACE</td>
<td>TURN</td>
<td>TURN AROUND 90 DEGREES</td>
<td>PIVOT AROUND ON ONE FOOT - SLAP CARTRIDGE BOX</td>
<td>“RIGHT ABOUT FACE”</td>
</tr>
<tr>
<td>RIGHT WHEEL</td>
<td>WHEEL</td>
<td>TURNS PLATOON AROUND HALFWAY</td>
<td>INSIDE PERSON LOOKS LEFT - OUTSIDE LOOKS RIGHT AND TURNS HALFWAY TO THE RIGHT</td>
<td>“RIGHT WHEEL MARCH”</td>
</tr>
<tr>
<td>LEFT WHEEL</td>
<td>WHEEL</td>
<td>TURNS PLATOON AROUND HALFWAY</td>
<td>INSIDE PERSON LOOKS RIGHT - OUTSIDE LOOKS LEFT AND TURNS HALFWAY TO THE LEFT</td>
<td>“LEFT WHEEL MARCH”</td>
</tr>
<tr>
<td>FORWARD MARCH</td>
<td>MARCH</td>
<td>FORWARD</td>
<td>MARCH</td>
<td>“FORWARD MARCH”</td>
</tr>
<tr>
<td>ONE STEP TO THE REAR</td>
<td>MARCH</td>
<td>BACKWARDS</td>
<td>STEP BACKWARDS</td>
<td>“STEP TO THE REAR - MARCH”</td>
</tr>
<tr>
<td>HALT</td>
<td>MARCH</td>
<td>NO WHERE</td>
<td>BY STOPPING PLATOON</td>
<td>“COMPANY HALT”</td>
</tr>
</tbody>
</table>
Enclosure to ANNEX E
Platoon, Company, and Regiment Formations and Maneuvers

The platoon is the smallest unit in the regiment. It is made up of from three to five student participants. A company is made up of two platoons, making the company two ranks deep. The company commander is the highest ranking officer in the organization and is in charge of commanding the company when the regiment is deployed. The platoon commander is the second highest ranking soldier in the company and is in charge of one of the platoons and controls the tactical spacing of the soldiers. If the company is to be split into two separate platoons, the company commander and platoon leader each command a platoon.

Company Commander
Platoon Commander

A basic maneuver of a company when marching is to change direction by “wheeling.” To execute a right wheel, the company will turn as an opening door would swing with the company commander as the hinge, or pivot. (See illustration) The company commander marches “in place” and turns while the company marches into its new position. To execute a left wheel, the opposite is done with the soldier on the left flank in the front rank acting as the hinge, or pivot.

An example of a right wheel.
Enclosure to ANNEX E (continued)
Platoon, Company, and Regiment Formations and Maneuvers

Once the student participants have learned platoon and company formations and maneuvers, it is

time to form the companies into a regimental formation. Initially this can be a formidable task for the
student regiment commander.

Before trying to bring the companies together in a regiment formation, the commander can try to
envisage each company as a wooden block which moves according to the commander’s orders. You, or
a member of the teaching team, might well gather a number of wooden blocks corresponding to the
number of companies and have the regimental commander practice giving commands while you move
the blocks accordingly before the commander tries to move the other students about in formations. As a
minimum the regimental commander needs to drill the company commanders before trying to drill the
entire regiment. The company commanders can then brief their companies and practice the movements
before the regimental commander tries to drill the regiment. The company commanders can then brief
their companies and practice the movements before the regimental commander tries to drill the
regiment.

The initial regimental formation is to form “on line” so that it looks like the diagram. On the
command “fall in” each company commander takes his or her place in the first rank and the right flank
with the companies arranged as shown in the diagram which is the basic arrangement for a regiment.
The color company is in the middle with the Sappers and Miners on one flank and the Light Company
on the other (that is if the regiment has such elite companies).

When the regiment marches some place, it will do so in a column. The regiment in column
formation looks like the diagram below. The regimental commander to get the companies in this
formation orders, “Right (or left) Wheel,” waits for the company commanders to repeat “Right (or left)
Wheel,” then commands “March.” Once the companies have completed the wheeling maneuver, the
regimental commander orders, “Forward,” waits again for the company commanders to echo “Forward,”
and then commands “March,” whereupon the column moves forward.

If the regiment has skilled drummers, then instead of the regimental commander giving verbal
orders, he or she can have maneuvers executed on the sound of different drum rolls. This method of
passing commands is particularly impressive on parades, and in battles it was the usual practice.
ANNEX F
The Enlistment/Muster Ceremony

The enlistment/muster ceremony is the first formal activity of the Living History Program and is accomplished with a sense of special formality. You want to plan the ceremony well ahead of time so that it is simple yet meaningful. It consists of several parts.

- Make prior coordination with site for parking and space for ceremony. If you are replicating the American Revolutionary War, then a Revolutionary War battlefield site may be appropriate.

- Arrange for a distinguished visitor to attend the ceremony.

- Transport prospective student participants to a local historical site.

- Set up two tables, one for each regimental recruiting officer or sergeant who will also have a ledger in which to enter each recruit’s name. (A member of the Committee of Safety/War Department/King’s Council will supervise.)

- On arrival at site the two regiments form up in company formations.

- Company commanders pass out appropriate enlistment forms to each student participant. (Different one for members of each regiment; see Enclosure 1 to ANNEX F for sample enlistment forms.)

- Each student participant then individually marches up to the appropriate regimental recruiting officer or sergeant and enters his/her name on the enlistment form which is then signed (if required) and witnessed. The recruit’s name is then entered in the regimental personnel ledger.

- The recruit returns to the company formation and waits until all recruits have signed enlistment papers.

- Each company commander distributes information on Merit System (ANNEX R), Demerit System (ANNEX S), and Ranking System (ANNEX T with Enclosures)

- Student participants then execute oath of office en masse by regiment, which may be administered by the distinguished visitor or a member of the Committee of Safety/War Department/King’s Council.

- Recruits now march by regimental formation past the reviewing party made up of the distinguished visitors and members of the Committee of Safety/War Department/King’s Council.

- Return to school upon completion of ceremony where each participant is provided a Living History Program Permission/Health Form, Administration of Medication Form, and Emergency Permission Form to be filled out by student’s parent or guardian. See Enclosures 2 to ANNEX F for forms used by Blue Mountain Middle School (BMMS) as a sample.
Inclosure 1 to ANNEX F
Sample Enlistment Forms (for Revolutionary War and Civil War Programs)

Have this Day voluntarily enlisted myself as Soldier in the American Continental Army, to serve a period of three years from this date, unless sooner discharged; and do bind myself to conform in all instances, to such Rules and Regulations as are or shall be established for the Government of said Army.

PHILIP SCHUYLER; Major General, Commanding in the Northern Department

Congress Chamber,
Philadelphia, November 9, 1775

I ____________________________ Aged __________
do voluntarily enlist myself to serve His Majesty as a British Soldier to provide for the full Security of His Majesty's Dominions. I shall continue in said service until the intervention of Peace, unless sooner discharged, and bind myself to conform in all instances, to such Rules and Regulations as are or shall be established for the government of these armed forces.

Witnessed this day ________________________________

by ________________________________

Commander His Majesty's Forces in North America

-46-
Enclosure 1 (continued) to ANNEX F
Sample American Civil War Enlistment Form

VOLUNTEER ENLISTMENT

STATE OF __________________________

TOWN OF __________________________

I, born in aged __________________________

in the State of years,

and by occupation __________________________

volunteered this day of 18 __________________________

to serve as a Soldier in the Army of the United States of America, for the period of THREE YEARS, unless sooner discharged by proper authority: Do also agree to accept such bounty, pay, rations, and clothing, as are, or may be, established by law for volunteers. And I, ________________
do solemnly swear, that I will bear true faith and allegiance to the United States of America, and that I will serve them honestly and faithfully against all their enemies or opposers whomsoever; and that I will observe and obey the orders of the President of the United States, and the orders of the officers appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to, at ________________

this day of 18 __________________________

BEFORE: ________________

I CERTIFY, ON HONOR, That I have carefully examined the above named Volunteer, agreeably to the General Regulations of the Army, and that in my opinion he is free from all bodily defects and mental infirmity, which would, in any way, disqualify him from performing the duties of a soldier.

EXAMINING SURGEON.

I CERTIFY, ON HONOR, That I have minutely inspected the Volunteer, previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties of an able-bodied soldier, I have strictly observed the Regulations which govern the recruiting service. This soldier has __________________________; __________________________, __________________________, in __________________________.

Regiment of __________________________

Volunteers, __________________________

RECRUITING OFFICER __________________________
BMMS LIVING HISTORY PROGRAM PERMISSION/HEALTH FORM

CHILD’S NAME ____________________________ HOMEROOM ____________
ADDRESS __________________________________ PHONE ____________
PARENTS’ BUSINESS PHONES
Father ____________________________Mother ____________________________
IF MY CHILD IS ILL OR INJURED AND WE CANNOT BE REACHED, CALL
NAME ____________________________ PHONE ____________
CHILD’S PHYSICIAN ____________________________ PHONE ____________

1. If your child is under prescribed medication, it will be necessary for Mrs. McCorry, BMMS nurse, to have the prescribed authorization form and medication in her office Tuesday, May 29. The prescription must include name of child, name of medication, dosage, reason for use, and doctor. All medication, including over-the-counter medication, must have the medication authorization form completed by their physician.

**NO MEDICATION WILL BE DISPENSED TO YOUR CHILD WITHOUT A PHYSICIAN’S ORDER. NO CHILD SHOULD CARRY HIS/HER OWN PRESCRIPTION!**

2. Please list, with date, any major/minor illness or injury that your child has had within the last month.

3. Please list, with date, any major illness or injury that your child has had within the last year.

4. All students must have tetanus immunization. Since there is a wide range of opinion as to the immunization period covered by a tetanus shot, we leave that to your physician’s discretion unless for religious or medical reasons, it may not be given.

   Date of your child’s last shot ____________________________

5. Allergies: Please list all food, insect, medication, plant, etc. allergies. Include symptoms, how treated and date of last allergic reaction.

6. Can your child take part in normal strenuous activity? ____________________________

   {If no, explain restrictions}

7. Please list any special food requirements **not preferences** for your child.

8. Be aware there are no special facilities to house a sick child. All students will be sleeping in tents. If your child is too ill to stay in a tent and/or participate in all activities, you will be called to pick up your child. **PLEASE BE AVAILABLE.**

   YOUR SIGNATURE ON THIS FORM CONSTITUTES PERMISSION FOR YOUR CHILD TO ATTEND THE ENCAMPMENT

PARENT OR GUARDIAN SIGNATURE ____________________________ DATE: ____________________________
HENDRICK HUDSON SCHOOL DISTRICT

PARENT AND PRESCRIBER’S AUTHORIZATION
FOR ADMINISTRATION OF MEDICATION

Authorization for Administration of Medication

A. To be completed by the parent or guardian:
I request that my child _____________ grade _____ receive the
medication as prescribed below by our licensed health care prescriber. The medication
is to be furnished by me in the properly labeled original container from the pharmacy.
I understand that the school nurse, or other designated person in the case of the
absence of the school nurse, will administer the medication.

Signature of parent/guardian: __________________________________________
Address: ___________________________________________________________
Home Phone: ____________ Work Phone: ____________ Date: _______________

B. To be completed by the licensed health care prescriber:
I request that my patient, as listed below, receive the following medication:
Name of Student: ___________________ Date of Birth: ___________________
Diagnosis: _________________________________________________________
Name of medication: _________________________________________________
Prescribed dosage, frequency, and route of administration:

Time to be taken during school hours: _____________________________
Duration of treatment: _____________________________________________
Possible side effects and adverse reactions (if any):

Other recommendations: ___________________________________________

Name of Licensed Prescriber and Title (please print): ______________________

Prescriber’s

Signature: ___________________ Date: __________________
Address: _______________________ Phone: ______________

NOTE: Return this form only if you are sending medication for your child.
EMERGENCY PERMISSION FORM

Student’s Name: ____________________________

Birthdate: ____________________________

Sex: __________________

School: Blue Mountain Middle School

Parents' Insurance Carrier: ____________________________

Insurance I.D. #: ____________________________

To the parent:

A call will be made to the parent or designate before taking a student to a doctor/hospital. However, when neither the parent nor designate can be reached, the following permission form will allow treatment to be secured. Continued attempts will be made to contact you or your designate, until you are reached. A phone call will not be made for minor first aid treatment.*

I hereby give permission to the Living History Program staff and/or member of my child’s school district to transport my child to/from a doctor and/or hospital for treatment.

_________________________                              ________________
Parent or Guardian Signature                         Date
Once the student participants have mastered turning and marching without carrying their weapons, the drill master should proceed to teach the students how to handle their weapons. It is advisable to make an extract of this page and make it available to each student participant.

<table>
<thead>
<tr>
<th>NAME OF ORDER</th>
<th>KIND OF ORDER</th>
<th>HOW TO DO IT</th>
<th>COMMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHOULDER ARMS</td>
<td>WEAPON</td>
<td>BRING TO SHOULDER</td>
<td>“SHOULDER ARMS”</td>
</tr>
<tr>
<td>ORDER ARMS</td>
<td>WEAPON</td>
<td>BRING DOWN TO RIGHT SIDE</td>
<td>“ORDER ARMS”</td>
</tr>
<tr>
<td>AT EASE</td>
<td>WEAPON</td>
<td>RIGHT FOOT, STEP BACK</td>
<td>“AT EASE”</td>
</tr>
<tr>
<td>PRESENT ARMS</td>
<td>WEAPON</td>
<td>HAND ON SLING, BRING WEAPON DOWN IN FRONT OF YOUR RIGHT EYE &amp; LEG</td>
<td>“PRESENT ARMS”</td>
</tr>
<tr>
<td>ADVANCE ARMS</td>
<td>WEAPON</td>
<td>BRING WEAPON DOWN TO RIGHT SIDE AND TWO FINGERS ON THE LEFT AND RIGHT OF THE TRIGGER</td>
<td>“ADVANCE ARMS”</td>
</tr>
<tr>
<td>FIX BAYONET</td>
<td>WEAPON</td>
<td>BRING YOUR WEAPON TO THE LEFT SIDE AND MUSKET BUTT ON GROUND -- RIGHT HAND TAKES BAYONET OUT OF SLING AND FASTENS TO WEAPON</td>
<td>“FIX BAYONET”</td>
</tr>
<tr>
<td>UNFIX BAYONET</td>
<td>WEAPON</td>
<td>BRING WEAPON TO LEFT SIDE -- REMOVE BAYONET AND PUT IN SLING</td>
<td>“UNFIX BAYONET”</td>
</tr>
<tr>
<td>CHARGE BAYONET</td>
<td>WEAPON</td>
<td>WEAPON IS PERPENDICULAR TO WAIST AND PARALLEL TO GROUND</td>
<td>“CHARGE BAYONET”</td>
</tr>
<tr>
<td>GROUND ARMS</td>
<td>WEAPON</td>
<td>LEFT FOOT STEP FORWARD -- KNEEL DOWN ON RIGHT KNEE &amp; LAY WEAPON DOWN WITH THE RIGHT HAND AND LOOK UP</td>
<td>“GROUND ARMS”</td>
</tr>
<tr>
<td>LOADING NINE TIMES*</td>
<td>SHOOTING</td>
<td>TAKE POWDER OUT OF CARTRIDGE BOX, POUR IN MUSKET, DRAW AND RETURN RAMMER, PRIME PIECE, MAKE READY -- AIM -- FIRE</td>
<td>“PREPARE FOR LOADING NINE TIMES -- LOAD”</td>
</tr>
<tr>
<td>KNEELING FIRE</td>
<td>SHOOTING</td>
<td>AS ABOVE, THEN KNEEL</td>
<td>AS ABOVE FOLLOWED BY “MAKE READY FOR KNEELING FIRE”</td>
</tr>
</tbody>
</table>

*See Enclosure to ANNEX G for explanation of each step in loading and firing sequence.
Enclosure to ANNEX G
Steps in Loading and Firing Sequence

Step Command: Procedure

Step 1. Load: Loading sequence begins with rifle held between feet and ramrod channel turned to the loader

Step 2. Handle Cartridge: Take a round from cartridge box, bite the paper tail of round in preparation for tearing of paper

Step 3. Tear Cartridge: On command, take off the paper tail and hold cartridge ready at the muzzle of the weapon

Step 4. Charge Cartridge: On command, pour the powder charge into weapon’s bore and place the bullet in the muzzle


Step 6. Ram Cartridge: Ram down the ramrod pushing bullet down bore against powder

Step 7. Return Rammer: Pull up rammer and return it to ramrod channel

Step 8. Prime: Tucking the weapon under the arm, get the cap from the cartridge box and slip it on the cone

Step 9. Shoulder Arms: With the weapon loaded and primed, place weapon on shoulder and make ready to fire

Step 10. Make Ready: Turn weapon and hold it upright with the strap facing away

Step 11. Take Aim: Put butt of stock of weapon to the shoulder and holding the weapon parallel to the ground, aim at the target

Step 12. Fire: On command pull the trigger and then move the weapon to shoulder arms
ANNEX H
Possible Historical Participation Activities

There are many opportunities for your student participants to engage in activities involving local history of the period you will replicate in your Living History Program. In New England there are a number of historical sites from the time of the American Revolution and the French and Indian War. (See Enclosure 1 to ANNEX H for History of Philipsburg Manor.) For the War of 1812 there are battle sites around Baltimore and Washington D.C. as well as along the New York-Canadian border. For the Civil War most of the battle sites are from Gettysburg, Pennsylvania, south. But there were many towns in the northeast states which sent soldiers to fight in the Civil War and which have museums commemorating the participation of men from the towns in the war.

There are also theme parks such as Museum Village in Monroe, New York, where reenactments of battles of the Civil War are held. Towns such as Peekskill in New York stage colonial encampments where reenactors assemble to drill and engage in mock battle.

If a member of your faculty is a reenactor of some period in American history, he or she should be queried as to when his/her regiment assembles for drill or on special holidays where visitors are encouraged to visit encampment sites.

You do not necessarily have to go outside your school environment to experience a historical period activity. Either as a regimental activity or a class activity, you might stage a “Colonial Day.” (See Enclosure 2 to ANNEX H for a sample letter to parents and a list of a colonial day events.) Such an activity should be conducted towards the beginning of the school year as part of showing the “hands on” side of social studies and encouraging all students to enjoy the study of the subject.
Enclosure 1 to ANNEX H
A Visit to Philipsburg Manor

Philipsburg Manor is a local historical site in Westchester County, New York, and an ideal location to visit the environs of the Revolutionary War. If your school is near the site, you might want to make a visit to the manor as part of your immersion in the times of the war.

---

“In 1693 Frederick Philipse, a carpenter who rose to become the richest man in the colony of New York, was granted a charter for 52,000 acres along the Hudson River in what is now Westchester County by King William and Queen Mary of Great Britain. Philipse rented some of this land to tenant farmers, whose rent was paid primarily in wheat but also in the form of hens, work, and cash. At the site which became known as Philipsburg Manor, Upper Mills, Philipse established an 18th century commercial center which was operated by enslaved Africans.

“Frederick Philipse, his wife Margaret Hardenbroeck, and their son Adolph amassed their fortune through their trading and merchant activities. They traded with Europe, Africa, the West Indies, and the east coast of the American colonies.

“Philipsburg Manor, now a National Historic Landmark, is a working 18th century commercial center located in North Tarrytown, New York, on the banks of the Pocentico River. It features a stone manor house filled with a handsome collection of 17th and 18th century period furnishings, a working water-powered grist mill and millpond, and a 18th century barn and farm, and a reproduction tenant farmer’s house where colonial tasks are demonstrated showing how a farming family would live. The grounds are home to cows, sheep, and chickens.

“Philipse’s descendants chose the losing side in the American Revolution and fled to England near the conclusion of the war. The estate was seized by the new American government, broken apart, and sold at auction. What remains today was rescued and restored in the 1940's by John D. Rockefeller, Jr. whose interests in history and historic preservation are well known. Today, the site is restored to the period of 1720 - 1740, when the property was owned by Frederick’s son Adolph and operated by enslaved Africans.

“Today, Philipsburg Manor is a property of Historic Hudson Valley, which operates the site as a museum of living history. Tours of Philipsburg Manor are conducted by interpreters in 18th century period clothing, and numerous special events are held throughout the year. Philipsburg is open to the public every day except Tuesdays from March through November and is available by appointment to group tours throughout the year. For more information, a free calendar of events, and group tour scheduling, call 914-631-8200.”

Source: “Philipsburg Manor Visitor’s Guide”
Enclosure 2 to ANNEX H
Sample Letter to Parents Introducing “Colonial Times”

Date ____________________

Dear __________ Parents __________,

At _____ school _____ we pride ourselves in teaching students through hands-on activities. On ______ date ________, your son or daughter will be spending one module watching and learning as we attempt to evoke awareness and appreciation for our country’s history. Textbooks and notebooks are not the only means for learning. As social studies teachers, our challenge is to transform an oversized textbook into a curriculum which is both fun and exciting to each student. It is our belief that the best way to teach our youth is to appeal to them, to give them an experience which they will remember.

_______ names of social studies teachers ___________ feel very strongly that our Colonial Day will become an annual event which will only grow with time. But for this day to become a success, we need parents to help. The planned activities are:

• All students will work with metal on an actual blacksmith forge.
• Each student will learn how a spinning wheel was used during colonial times.
• 18th Century cooking recipes will be used to prepare different foods.
• Students will use an actual cider press machine to make fresh cider.
• To demonstrate the many uses of wood in colonial America, a wood working activity will involve a broad axe, tomahawk, and log construction.
• Students will be able to see first-hand how lead can be used to make molding buttons and musket balls.

If you have experience with any of the above mentioned activities, please let us know. We want to make this day a success. Your time and effort are greatly appreciated. For further information, you can contact _______ name of teacher ________ at the _____ name of school _____, telephone number ________________.

Thank you in advance.

Sincerely,

_______ teacher’s name __________
Enclosure 2 (continued) to ANNEX H
Schedule of Events for “Colonial Times” Day

This program may be conducted as an activity for the entire school, class, or as a regimental drill. The activity will probably not consume the entire day so that one regiment can attend in the morning and the other in the afternoon. The number of events planned for the day will lend themselves to be attended by one company at a time, rotating through a number of stations. A “county fair” arrangement allows the students to participate more fully than if the entire student body tries to watch and/or participate all at the same time.

In planning this day, insure that sufficient material is at hand so that you do not run out of it before the last group has visited each station.

It is best to have one teacher or parent at each station to demonstrate and help the students participate in the event. If the “county fair” arrangement is not used, then try to divide the class into small groups allowing for maximum participation.

The following events are recommended:

- Blacksmith Forge
- Open Fire Cooking
- Cider Making
- Musket Ball Molding
- Wood Working (Axe, Broadaxe, Adz, Draw Knife)
- Spinning Wool and Flax Wheel
- Drop Spindles
ANNEX I
The Regimental Dinner

The regimental dinner is an event that should be looked forward to by members of both regiments. See former student Dan Eisenberg’s perspective at Enclosure 1 to ANNEX I. It will also be the first major logistical undertaking of the year by your teaching team and the student participants. You will start your planning soon after the students have “enlisted” in their regiments but will accelerate it after the Thanksgiving holiday. See Enclosure 2 to ANNEX I for schedule of events. The following steps should be taken to insure that the activity is the success it should be.

- Enter the date of the dinner on the school’s master calendar.
- Put notice of the dinner on the attendance sheet. This should be done at the beginning of December and two or three days before the dinner.
- If necessary, contact the school’s district office for permission to bring food into the school cafeteria.
- Make sure that the school cafeteria is available on the date you want the dinner to take place. Alert the school administration about the dinner and what it will entail.
- Check with the school classroom aides to see who will help with the dinner and circulate sheet indicating willingness.
- Alert the parents of the student participants about the event. See Enclosure 3 to ANNEX I for a sample letter and a list of the regimental food items needed to be provided by parents or guardians.
- Have student participants draw up an invitation list and the regimental adjutants write formal invitations to special guests. A student draws up a design for the cover of the invitations, thus earning one or more merits. The adjutants should post sign-up sheets for students indicating food item donations by parents or guardians.
- Monitor responses from parents who will supply food items. Determine adequacy of donated food item responses. Send written reminder to parents who volunteered to cook turkeys.
- Check invitation list and adjutants or scribes send out invitations.
- Send a letter to local grocery store asking for donation of turkeys. Follow up by ordering and picking up turkeys, properly storing them before delivering to those parents cooking the turkeys, and finally delivering them to those cooking a few days before the event.
- If you are planning to have lanterns on the tables, check them ahead of time to be sure they are ready.
- Purchase paper napkins, table clothes, plastic utensils (forks, spoons, knives), cups for cold beverages, and dinner and dessert plates.
- One week before the dinner, make home room announcement for regimental dinner. See Enclosure 4 to ANNEX I for sample of announcement.
- Plan how you will set up the tables in the cafeteria, and create a chart showing food tables, guest tables, etc.
- Prepare regimental dinner using Enclosure 5 to ANNEX I as procedures to be followed in the school kitchen.
- Organize groups of students to help with: setting tables, preparing food in kitchen, and cleaning up after dinner and restoring cafeteria to its previous condition.
- Monitor cleaning up; all students should participate.
- Have adjutants/scribes send thank you notes to kitchen staff, grocery stores (if they provided turkeys), and to parents who provided support.
Student Dan Eisenberg’s Perspective on the Regimental Dinner

Regimental Dinner
Dan Eisenberg

“Imagine you are drilling in freezing cold weather, while trudging through deep snow. Afterwards, you march inside the dining hall, where you are greeted with an elegant dinner spread rather than the usual gruel you are served every day in the 1st Regiment of New York. A holiday spirit is in the air, which gives you a break from the cold, bloody scene of war. You know that the holidays are upon you. Extreme joy fills your soul.

“As a student on the Living History Team, I feel that it is very important to go through the same feelings, emotions, and events that loyal American soldiers (as well as British soldiers) felt hundreds of years ago. It is this that makes the experience on our team thrilling.

“Last December, the Living History Team re-created a holiday feast with the same foods, customs, and decorations that were present at a dinner in the Revolutionary War. Students worked together to make a realistic Regimental dinner as if we were in the First New York Regiment and the Twenty-First Royal Fusilier Regiment. We did everything that we could possibly do to make our dinner extremely authentic. The entire team first practiced a harsh drill in freezing cold weather, while being thoroughly inspected by a tough-standard Sergeant. Blue and Red uniforms filled the parking lot as both Regiments marched out; every piece of clothing had been worked on at home since the beginning of the year, as well as the beginning of the Living History Program. Company commanders practiced their extremely important job by drilling their own companies themselves. Both armies learned new, essential maneuvers and practiced marching to the beat of the drums and to the tune of the fifes. After the strenuous drill, the team marched inside, becoming very surprised at how well decorated the cafeteria looked.

“A holiday spirit hovered over the team as they feasted on turkey, cranberry sauce, corn, potatoes, and much more. They also were greeted with a wonderful dessert spread, with brownies, pies, cookies, and other delightful treats.

“The importance of this annual event is huge. As you may have noticed, the description of our Regimental Dinner seems much like the description of the dinner as it actually happened. We cannot forget the thousands of people who died fighting for their country, and the only way to truly know what they went through is to re-live it ourselves. To sense what thousands of loyal soldiers felt during a battle, drill, or a dinner restores great pride into anybody. The students on the Living History Team learn from that sense of pride skills of teamwork and leadership, along with many other essential aspects of human live. That is what the Living History Team was created for - to bring pride into hundreds of students, as well as teaching them important skills that they will need for the rest of their lives.”
The following is the recommended sequence of events for the regimental dinner. The drill preceding the dinner will be executed without weapons to save time. Prior to the dinner, the eating space is decorated as appropriate for the occasion. A head table for specially invited guests may be set up. A place for the regiment’s colors is established, and holders for the flags are placed near the tables where the regiments will eat. Although members of each regiment will most probably eat together, intermingling of students between regiments should not be discouraged.

- Regiments form up outside or inside in gymnasium as appropriate by company without weapons for inspection at a designated time. Unless there is snow on the ground impeding movement, a formation outside will replicate conditions that soldiers endured in historical time periods.
- Inspection of student participants is conducted by invited individual who is dressed appropriately.
- Companies conduct a marching drill demonstrating their expertise.
- Companies return to original positions.
- Students who were helping to set tables and prepare food in the kitchen rejoin their regiment.
- Regiments march into dining area.
- Student participants take places at tables standing at attention.
- Students execute hand salute as regimental colors are placed in holders.
- Members of each regiment fill a glass with cider and first toast the President of the United States and then the King as appropriate.
- You make short appropriate remarks and then tell students the procedure for food service.
- Regiment members eat their dinner.
- Regiment members clean up their places; students who volunteered to clean up, stay, do final clean-up, and reorganize the cafeteria.
- At a predetermined time the regiments are dismissed and student participants return to class.
Dear Parents,

_______ Month ______ is already upon us and with it, our annual regimental dinner. As part of our Living History Program, each year our student participants reenact a holiday feast, complete with turkey and all the “fixin’s.” This event is really special as our students will be wearing their uniforms and participating in the dinner as if they were soldiers in the _____ war or period_____. Since this is a “closed” affair (for our participating students, invited guests, and their teachers only), it also affords another opportunity to bond as a team.

As with most aspects of the Living History Program, the regimental dinner takes a great deal of work, but the results are truly worth the effort. In the next few weeks, students and staff will be organizing the meal, possibly rescheduling the day, rehearsing the “troops,” and purchasing the turkeys as well as tableware. The dinner itself will be on _____ day of week_____.

_____ date ______, at _____ time ______.

We would like to enlist your assistance also, to make this event successful. In the past, we have been fortunate to have parents cook the food in advance and send it to school on the day of the dinner. We realize that this is a great amount of work and effort, but we hope that we can again rely on our parents of student participants. If the enthusiasm of our students is any measure, we know we must have equally enthusiastic and supportive parents. Can we count on your help?

Attached to this letter is a list of items which we need for the regimental dinner. Please sign and return this letter to show that you have seen the list of needed food items. Tell your child which of these you are willing to cook/supply. Students will sign up on the bulletin board on a first come, first serve basis. In case we have too many volunteers for a particular item of food, please tell your child your second, third, etc. choices. If you have any questions or concerns, please feel free to call us at school.

Thank you for your assistance!!

Sincerely,

_______ Teaching Team_______

Your signature that you have seen this letter __________________________________________________________
Enclosure 3 (continued) to ANNEX I
Regimental Dinner Food Items Required

DIRECTIONS: Please indicate your first, second, third, etc. choices on this sheet and send it to school with your child. Later, be sure to ask your child which item he/she signed up for on the team list. Again, thanks!

TURKEY  (We need you to cook and slice it and make gravy. Send it to school in a disposable pan.)
We also need to purchase turkeys. If you can donate one, please have your child see ______ name of person _______.

GRAVY  (Please purchase three 16 ounce cans of turkey gravy.)

STUFFING  (Please purchase stove-top stuffing for 8 to 10 people and cook it. Send it to school in a disposable pan.)

CRANBERRY SAUCE  (Please purchase two 16 ounce cans.)

BAKED POTATOES  (Purchase one 5 pound bag of potatoes, wash, and wrap each one in foil, and bake the night before the dinner. Send to school in a paper or plastic bag.)

HOMEMADE/BAKERY BREAD  (Purchase one loaf or make a dozen HOMEMADE BAKERY ROLLS.)

CORN  (Purchase three 16 ounce cans of niblets, not cream corn.)

BUTTER  (Purchase one pound.)

DESSERTS  (Please bake a pie, cake, brownies, cookies, etc.)

CIDER  (Purchase one gallon in a plastic container.)

AUTHENTIC TIME PERIOD DISH  (For example: Venison stew. ______ Name of person ______ has cookbooks available if you want to try your hand at something new. Also, the local library has books on ______ time period_______ cooking.)

NOTE: Merits will be awarded to each student who brings evergreen boughs to school to decorate the regimental tables.
Enclosure 4 to ANNEX I
Homeroom Announcement for Regimental Dinner

1. Student participants bring non-perishables (canned goods like gravy, juice, corn, cranberry sauce) to ______ room number ______. They can be brought in before the day of the dinner.

2. Bring in perishables (bakery, turkey, potatoes) to school kitchen behind the cafeteria on the day of the dinner before homeroom. Go directly to the kitchen from your bus. Then go to your locker and homeroom. Do not have your parents bring in food during the day.

3. Bring evergreens and candles to room ______ for a merit. These may be brought in a few days before the dinner.

4. Wear uniforms (full dress and haversack) to school on the day of the dinner. Do not wear your coat and hat during classes. Keep them in your locker until lunch.

5. Bring all food in disposable dishes so that we do not have to worry about returning pans and dishes to the correct people.

6. Listen to the radio on the morning of the dinner to see if there is a possibility of a delayed opening or snow day. In the event of either of those possibilities, the dinner will be held the next day. Do not bring in perishable items if there is a delay.

7. The schedule for the day is __________ class periods __________. The dinner/preparations/drill is ______ class periods ______. Bring whatever books, supplies, etc. that you will need to your other classes. If there is a delay, bring all your work to all classes.

8. During your scheduled lunch on the day of the Regimental Dinner, bring a piece of fruit or something light to eat to tide you over until the dinner.
Enclosure 5 to ANNEX I
School Kitchen Procedures

- Bring camera, film, sponges, detergent, serving utensils (with labels of owners on them), and can openers to school on the day of the dinner.
- Collect food in the kitchen during homeroom period on the day of the dinner. Separate items as appropriate. Refrigerate foods that are perishable. Make sure there is space in refrigerators for perishable food the day before the dinner.
- Place plates and utensils on each of two tables.
- Be sure that the ovens are turned on and set for 350 degrees.
- Check that the heating trays are turned on to appropriate temperature.
- Take food that was stored in the refrigerators out and put on the long work counter. Separate items by type.
- Open canned corn and put into pans or pots to be heated.
- Open canned gravy and mix with homemade gravy that students have brought. Put in pans or pots to be heated.
- Mix stuffing and put in pans or pots to be heated.
- Open cranberry cans and put into serving dishes.
- Put turkeys, and other meats, and potatoes in heating trays to warm up.
- Open breads, rolls, biscuits, and put them in baskets or trays to serve. Cover with foil or paper until needed.
- Put butter in ___number of___ dishes/bowls to place on ___number of___ tables designated for eating.
- Put serving utensils on food tables near the items to be served buffet style.
- Take juice bottles out to juice table and carefully pour out ___number of___ glasses of juice.
- Rinse out cans and put them in space designated by the kitchen staff.
- Put all bags together in the event they are needed to take leftovers to a food pantry.
- At a designated time cordon off the serving area.
- Notify team leader he or she has five minutes left before regiments parade into cafeteria
- Open desserts and arrange them on plates or trays for serving.
- Put desserts on dessert tables with any utensils that might be needed.
- Take bread or biscuits or muffins out to designated serving table.
- Take food out to two designated serving tables. Put an equal amount of each item on each of the two tables.
The purpose of learning movements and how to fire a weapon (execution of the manual of arms) is to execute maneuvers on the battlefield. After mastering both drill movements and the manual of arms, it is time to put them to practice. The following movements are known as “battle drill.”

To get the regiment into position to execute the various combat evolutions, the regimental commander will march on to the field of battle in regimental column formation. (See Enclosures to ANNEX E.) Regardless of which period of history your program is replicating, the movements are the same. Once the regiment has marched to its place on the battlefield, it will want to form what is known as the regimental battle line. To form the battle line, the regiment executes the maneuver called “deployment” as described below. See matrix and diagram below.

<table>
<thead>
<tr>
<th>NAME OF ORDER</th>
<th>KIND OF ORDER</th>
<th>WHERE IT TAKES YOU</th>
<th>HOW TO DO IT</th>
<th>COMMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deploy</td>
<td>March</td>
<td>Towards the enemy</td>
<td>Right or Left Face, Forward March, March past the Platoon in front of you then Right or Left Face - - Forward March</td>
<td>“Deploy on the First Company to the Right and Left - March”</td>
</tr>
</tbody>
</table>

Deploying from column formation into regimental battle line with color company as first company:
ANNEX J (continued)

Battle Drill

As shown in the diagram on the previous page, the maneuver places all the companies except the light infantry company (if the regiment has one) in a straight line facing the enemy. If there is a light company in the regiment, the regimental commander may decide to employ its members as skirmishers, in which case he or she will give the command shown below which orders the skirmishers to advance to the front of the battle line forming an irregular pattern to harass the enemy to its front by taking the enemy under fire.

The regimental commander instead of deploying just the members of the light infantry company may decide to have each of the other companies deploy certain, or all, company members as skirmishers. The command will be the same as described below.

<table>
<thead>
<tr>
<th>NAME OF ORDER</th>
<th>KIND OF ORDER</th>
<th>WHERE IT TAKES YOU</th>
<th>HOW TO DO IT</th>
<th>COMMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirmish Line</td>
<td>Combat</td>
<td>Across a Field</td>
<td>Run up to a line and kneel</td>
<td>“Take Care to form a Skirmish Line on (a person or place) - Now”</td>
</tr>
</tbody>
</table>

Now that the regiment is formed for battle, it may stand in place and give fire using the orders given in ANNEX G and Enclosure; advance on the enemy and charge (see command below); or retreat by forming a column and marching away from the enemy.

<table>
<thead>
<tr>
<th>NAME OF ORDER</th>
<th>KIND OF ORDER</th>
<th>WHERE IT TAKES YOU</th>
<th>HOW TO DO IT</th>
<th>COMMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Combat</td>
<td>Across a Field</td>
<td>Walk and then run towards the enemy</td>
<td>“Charge”</td>
</tr>
</tbody>
</table>

For disengaging from the enemy and to form a column to execute a retreat, the regimental commander orders the companies as below and marches away from the enemy with the last company providing a rear guard.

<table>
<thead>
<tr>
<th>NAME OF ORDER</th>
<th>KIND OF ORDER</th>
<th>WHERE IT TAKES YOU</th>
<th>HOW TO DO IT</th>
<th>COMMAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redeploy</td>
<td>March</td>
<td>Away from the enemy</td>
<td>Right or Left Face, Then march to rear of First Company (Reverse of Deploying)</td>
<td>“Redeploy of First Company - Forward March”</td>
</tr>
</tbody>
</table>
ANNEX K
Competitions

Competitions are pathways to student participant self-esteem, discipline, morale, and organization *esprit de corps*. In the Living History Program competitions can involve either individual or organizations. You must exercise caution that the competitions do not become rancorous and overly competitive, thus defeating the purpose of such activities.

**Example:** You are replicating the American Revolutionary War period. You stage competitions where each regiment has each company select the student participant who is dressed in the most authentic military uniform (one American and the other British). The winning individual in each regiment receives a number of military merits, and the company commander receives a lesser number of military merits for selecting and assisting the competitor to win the competition.

**Example:** You are doing the American Civil War. You stage competitions where each regiment selects a Soldier of the Month from among its companies. Each company selects a unit member who then is examined on such military procedures as the manual of arms and military knowledge. The winner in each regiment earns military merits and the company commander wins a lesser amount of military merits for selecting and pre-examining the winner.

**Example:** Your Living History Program is about the War of 1812. You are in the spring term of the school year and both regiments have acquired a certain amount of experience in executing marching drills. Each regiment holds a company competition to determine which company performs the drills the best. Two impartial judges such as a member of the War Department (American) and King’s Council (British) determine the winner. Each member of the winning company earns military merits and the company commander earns extra military credits. The winning company earns a “drill streamer,” a ribbon banner which is hung on the barrel end of the weapon of one of the unit members.

**Example:** Your program is the American Revolutionary War. You are getting ready for the annual encampment, and the unit members have been practicing setting up their tents. Each regiment stages a tent pitching competition to see which company can erect its tents satisfactorily and the fastest. Each member of the winning company wins military merits; the winning tent pitching team wins military credits; and the company commander wins extra military merits for the commander’s leadership role. If one member of any company shows special initiative when erecting the tents, that student earns military merits regardless if his or her company wins the competition.

**Example:** You are doing the American Civil War. The school parking lot and surrounding area seem to be in continual need of cleaning up. Each company is charged with “policing” the area on a rotating basis. At the end of each marking period, the members of each company of either regiment which are judged to have done the best job by the school principal are awarded a school merit.
ANNEX L
Workshops

All is not marching to and fro and engaging in mock battles in the Living History Program. Student participants must be properly dressed and equipped to be proper members of the different regiments. In colonial times, uniforms and equipment, such as belts, hats, and powder horn, were made at home, and most often there was little uniformity of uniforms and equipment among the soldiers. For example, bullets or musket balls and powder charges were often made at home because the muskets militiamen carried often varied in the size of the weapon’s bore.

For uniforms manufactured at home, either obtain information to make them from the Living History Education Foundation or visit your local library especially for items not covered in this manual.

For cooperative efforts, request the assistance from the Living History Education Foundation or find a reenactor who can instruct your student participants in how to make uniforms or equipment and have the reenactor attend a drill especially set aside for the activity. The company formation is an ideal size group for conducting a workshop.

Company workshop sessions should also be conducted to execute projects which require the efforts of several unit members. Some sessions may not be military in nature, such as cleaning up after the Regimental Dinner. Merits can be awarded to students participating in these sessions.

Example: You are doing the American Revolutionary War. The members of the American light infantry company need to have specially made helmets. Since this is a task which requires some imagination, it is best to receive specific guidance from someone at the Living History Education Foundation who will attend a session and help make a helmet.

Example: You are replicating the American Civil War. Before the Regimental Dinner, the regimental commanders ask for volunteers to help decorate the dining area. A group of individuals from different companies volunteer. This “task group” then executes the mission, and each member receives an individual merit.

Example: Your program is the French and Indian War. The regiments want to erect a replica of a log fort. You gather plans from the local library or Living History Education Foundation and have regimental commanders assemble work parties to build the fort during selected workshops. An entire company works on the project at one time, and military merits are awarded to each company member. A reenactor may be asked to help with the fort construction.
ANNEX M
Parades

Once the student participants have mastered drill technique, they will be eager to show off their marching expertise to more than the school’s student body. In the second term of the semester, the regiments should be ready to march in local parades.

You should develop a presentation describing the Living History Program which is transportable and which encompasses the availability of your regiments to march in these parades. Parade organization committees are always looking for participants. Contact the local mayor’s office for parade information and the necessary paperwork for participation to include releases from liability. There may also be funds available for the regiment’s participation. You might want to broach the subject at this time, although it is most likely that your participation will only be on a volunteer basis. Once having received the information, contact the parade committees and brief them on what their requirements are to participate.

You will want to determine times, dates, assembly locations, parade routes, positions in the march column for the regiments, positions of musical bands or fife and drum corps, emergency measures in the event a student cannot march the entire parade route.

The first parade in which the regiments participate may be the first time they will have marched to music in front or behind them. In preparatory drills you should arrange for march music to be played, so the student participants are familiar with music being played during the march. In the practice drills changing step while marching (a small skip) to keep in time with the music should be practiced as well as changing shoulders if weapons are carried. You want to make sure that the regiments do not look like a bunch of disorganized stragglers meandering down the street in a parade. By demonstrating marching skills, you will enhance the reputation of the Living History Program, encourage being asked to participate again the next year, and make other less disciplined marching units look poor in comparison to your regiments.

It is advisable early in the spring term to publicize to the parents the schedule of parades you have arranged for the regiments to participate in. (See Enclosure 1 for a sample of a parade schedule.) This advance notice will also help student participants focus on executing drill movements with precision in the drills leading up to the parade.

Closer to the day of the parade, send out to the parents or guardian a permission letter outlining date, time, assembly location and how to get there, parade route, uniform to wear, and any other pertinent information to participating in the parade. (See Enclosure 2 for a sample information directive to be sent home to parents.)

On the day preceding the parade, you should hold a final briefing for both regiments to answer any questions as well as emphasize the need to be precise in drill movements, safety and emergency precautions, and any last minute instructions.

You should encourage the student participants to ask their parents and friends to attend the parade and enjoy the sight of the marching units.

During the parade you and your teacher team should remain only discreetly visible but be prepared to act quickly in the event an emergency arises or your intervention is otherwise required.
PARENTS
Living History Program Parade Schedule

The Living History Program has earned the privilege to march in number local parades this year. These events are important for the development of discipline and high morale in your child. It is these qualities which will serve him or her well now and in the future. Parade participation is an excellent avenue for public recognition of the efforts put forth by your child.

It is vital that student participants arrive on time for the parade and are in full uniform. You are encouraged to remain at the parade site and enjoy the experience. Your presence is important to your child. In addition, you will be available in case your child requires your help, that is feels faint or sick. Please encourage others, such as relatives and friends, to also attend. The greater the turnout of interested people the more enjoyable it is for your child.

List Day, Date, Name of Parade, for example:

Saturday, February 10, 20__ Lincoln Society Parade
Saturday, March 18, 20__ [Name of Town] - St. Patrick’s Day Parade
Monday, May 30, 20__ [Name of Village] - Memorial Day Parade

Please make sure your child eats well prior to parade formation, wears comfortable shoes, wears appropriate clothing under the uniform, and has his/her canteen full of water.

PLEASE PUT THE ABOVE PARADE SCHEDULE ON YOUR CALENDAR.

Please sign and return the bottom of this schedule notice to your child’s homeroom.

Parade Permission Slip

I hereby give my permission for [Student’s Name] to attend the parades listed in the parade schedule.

Your Signature
Living History Program Parade Notification

Date of Parade: _______________

Location: __________________________________________

Assembly Time: _______________

Expected Length of Parade: _____ in terms of time _____

Assembly Point: Starting and ending point is in front of: ___ location ____

Parade Route: From: ______ location of assembly point ______ to _________ to _________
ending at _____________.

Student participants are expected to be in full uniform, wearing all equipment, and carrying their weapons. Students should **look sharp** as their demeanor and dress will be closely observed by those watching the parade.

Please invite family and friends to watch the parade and enjoy the ceremony. It is important that you support your child’s experience.

Please sign and return the participation slip to your child’s homeroom.

---------------------------------------------------------------------------------

STUDENT’S NAME __________________________________________

WILL ATTEND PARADE ________ WILL NOT ATTEND PARADE ________

PARENT’S SIGNATURE _________________________________________
ANNEX N
Annual Regimental Overnight Encampment

As the crowning event of the year, this activity requires a great deal of prior planning. Planning should be on-going throughout the year but intensifies in March with the encampment taking place the last days of May and beginning of June.

It is best to make early contact with the authorities, usually state or national park officials, early in the school year in the event fees must be paid and reservations for space be made. Each proposed location has its own rules and regulations as to what can be done on the premises and safety measures, such as control of fires, which must be observed. An agreement in writing is advised. You cannot just appear at a location with three or four bus loads of students on the day you begin your encampment.

Once having obtained permission to journey to, and conduct an encampment on your chosen site, you plan in detail for the event.

Your first concern is funding for the encampment. Your regiments will have been collecting dues throughout the year, but you will need to supplement your funds by other means. You should request use of school funds, appeal to the Parent Teacher’s Organization and other associations such as the American Legion, and possibly sponsor a dance or similar activity, such as a spaghetti dinner. (See Enclosure 1 for a sample advertisement for a dinner dance to raise funds for the encampment.) There will be a cost to the students who attend the encampment, but no student will be denied participation because he or she cannot afford to participate.

After deciding the funding plans, you will need to determine a tentative schedule for activities at the encampment site. (See Enclosure 2 for a sample schedule at the encampment.) If you intend to make a stop at some point of interest along the way to the site, you also need to work out a schedule for that visit.

Having determined a tentative schedule for the encampment (which may well change as planning proceeds) you will need to write for permission to stage the encampment on the chosen site. (See Enclosure 3 for sample letter to site authorities.) Include pertinent details about the activities to be conducted, and request permission to use the site.

Once you have received confirmation from site authorities, you need to develop a work plan, which consists of job tasks for support staff of parents, equipment required for cooking, tentage, and guidelines for parent observers. (See Enclosure 4 for sample of a task list, encampment needs, and staff list.) A list of parents participating as support staff will be an ongoing project, subject to change right up until the time of the encampment.

You then make a reconnaissance of the encampment site. This should be done with members of your teaching team if possible. Take an automobile trip to the site, noting the distance and time along the way. If the site is some distance from your school, note rest stops and cleanliness of bathroom facilities. Make a preliminary determination as to how long you might have to stop at the facilities and factor that into your schedule. You will want your student participants to arrive at the encampment site in good condition and high spirits, so this preliminary step will pay significant dividends.

Once on the site, locate where you will set up the tents; where you can build fires; where you will conduct activities, such as eating, lectures, drills and ceremonies, and the mock battle. If possible, meet with officials on the ground to insure that permission information has reached them, and they agree with what you plan to do.
There are a number of steps you must now take to engage the parents and students in the encampment. You will begin to solicit parent participation as volunteers, select those to participate, and thank those who volunteered but whose services will not, at the time, be required. **Enclosure 5** shows examples of a parent participation letter, best sent to parents in March of the school year. The first letter thanks the parent for volunteering for the encampment and being accepted for doing so; the second thanks the parent but indicates assistance is not required at the time. If a parent’s assistance is not required, that parent may still want to attend the encampment and observe the proceedings. **Enclosure 6** is a sample of guidelines which may be sent to all parents who desire to attend the encampment.

You will now want to determine the number of potential student participants who will be permitted to attend the encampment. Early in the spring, possibly in April, you send a letter home to the students’ parents or guardians informing them of the forthcoming encampment. The participation in the encampment will depend on the number of demerits a student has accumulated. In the ranking (marking) period in the early springtime you will make the decision as to who will be allowed to attend. **Enclosure 7** is a sample letter asking if the student is planning to attend. **Enclosure 8** is a sample of a follow-up letter which tells the parents or guardians that their child is entitled to attend the encampment. **Enclosure 9** is a sample permission letter from the parents or guardians which needs to be submitted to you soon after notification of attendance entitlement (shown in **Enclosure 8**) is dispatched.

You will also have to notify parents or guardians if their child is not entitled to attend the encampment. **Enclosure 10** includes a sample letter explaining why the student was denied the opportunity and a sample letter explaining that the student who is not participating is expected to attend class when the other students are attending the encampment. If the encampment is over a weekend or holiday, then it is not expected that a student would attend school on those days.
Enclosure 1 to ANNEX N
Sample Dinner Dance Invitation

The BRITISH Are Coming!
February 3, 2001

At the Verplanck Fire House
8:00 pm to Midnight

DINNER * DANCING * RAFFLE

Join the fun and help support our Children's Living History Program

Includes dinner, set-ups and soda.
Beer and wine are available on a donation basis or BYOB

Cost is $30.00 per person -
10 or 12 persons can occupy a table
R.S.V.P. by January 22, 2001

Everyone is welcome! Not just parents of living history children.

Any questions call Valerie Fricia at 788-1686

Please make checks payable to:
BMMS STUDENT ACTIVITY FUND
And send to: Valerie Fricia
19 Shaw Highway
Cortlandt Manor, N.Y. 10567

Name:________________________Tel.#________________
Number of People:____Amount Enclosed:____
**Enclosure 2 to ANNEX N**
Sample Tentative Encampment Schedule

Times and places are meant to be representative only.

**FORT GEORGE ENCAMPMENT**
May 30, May 31, and June 1, 200_

**Emergency telephone number at Fort George** - 314-304-3897
**Emergency cell telephone number at Fort George** - 314-304-8754

**First Day:** Wednesday, May 30, 200_

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Students report to school. Luggage is stacked on left side of building entrance to technology hall</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Load luggage on buses in luggage compartment. Lunch, snacks, books to go on bus overhead. Students wear full uniform as they will go from bus directly to the activities</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Buses leave school</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Arrive at Fort George. Make bathroom stop en route. Eat on arrival at Fort George</td>
</tr>
<tr>
<td>12:00 a.m.</td>
<td>Camp set up</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Student commanders make reconnaissance of mock battle field. Students make journal entries</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Companies practice marching drill</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Begin preparation of dinner</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Retreat formation. Flags are retired for the night.</td>
</tr>
<tr>
<td>4:45 p.m.</td>
<td>Eat dinner</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Orientation of all regimental members on next day’s activities</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Practice battle drill formations</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Guard mount and inspection of Guard</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>Prepare for campfire and story telling</td>
</tr>
<tr>
<td>9:30 p.m.</td>
<td>Prepare for Taps</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Guards posted, Taps, lights out</td>
</tr>
</tbody>
</table>

**Second Day:** Thursday, May 31, 200_

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Last Guard relieved, Reveille</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Clean up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Inspection</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Drill</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>March to Fort George</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Demonstration of marching and battle drill at Fort George</td>
</tr>
<tr>
<td>12:00 a.m.</td>
<td>Lunch in the field</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Road march to encampment</td>
</tr>
</tbody>
</table>
Enclosure 2 (continued) to ANNEX N

**Second Day (continued)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 p.m.</td>
<td>Rest</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Mock battle</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Prepare for retreat formation and guard mount</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Retreat ceremony and guard mount</td>
</tr>
<tr>
<td>5:15 p.m.</td>
<td>Eat dinner</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Prepare for mock battle and evening activity</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Second iteration of mock battle</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>Evening activity, music, story-telling, sutler</td>
</tr>
<tr>
<td>9:30 p.m.</td>
<td>Prepare for Taps</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Post guards, Taps, Lights Out</td>
</tr>
</tbody>
</table>

**Third Day: Friday June 1, 200_**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Last Guard relieved, Reveille</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Clean up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Inspection</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>March to Fort George</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Demonstration of marching and battle drill at Fort George</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Return march to encampment</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Break camp, change into civilian clothes, pack uniforms and weapons. Keep hat, equipment, until return to school</td>
</tr>
<tr>
<td>12:30 a.m.</td>
<td>Load buses and depart. Make bathroom stop en route</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Arrive back at school and store hats and equipment</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Regimental formation, retire the regimental colors</td>
</tr>
<tr>
<td>4:45 p.m.</td>
<td>Troops dismissed</td>
</tr>
</tbody>
</table>

**First Drill Day after Encampment**

Students who participated in the encampment will be required to evaluate the experience in writing – one page typewritten or two pages handwritten.

*Evaluation will be in three parts:*

**Part one**, how did it feel to live like a soldier in the ____ war____? Include such aspects as guard duty, wearing uniform, experiencing pain or heat, being comfortable, marching, eating, tenting.

**Part two**, what activities made the experience real? Include such aspects as mock battle, inspections, guard duty, marches, camp entertainment, purchasing at the sutler’s station.

**Part three**, write about why teachers should try Living History with their students.
Ms. Jennifer Cox, Superintendent of Schools  
Uniondale Free School District  
P.O. Box 111  
Uniondale, New York 10298

Dear Ms. Cox:

The Cornhill Middle School of the Warford School District requests the use of the North Redoubt in Uniondale from ______ date ________ to _______date_________ for the purpose of erecting an overnight encampment in which students will “relive” an American Revolutionary War experience. The students will erect a camp of tents, conduct marching drills, and engage in a mock battle.

We request permission to have a campfire. We will adhere to all safety rules established by your district. A copy of our insurance is included.

The Cornhill Middle School continues to applaud your Living History Program which is directed by June Brownfield. We look forward to working with your district in the future.

Historically yours,

Cornhill Middle School

________________________________
Living History Program Director
Enclosure 4 to ANNEX N  
Sample Encampment Task List, Encampment Needs, Staff List

Job Tasks for 3 days and 2 Nights

Coordinator - 1 required. Member of teaching team who coordinates all support activities.

Load Master - 1 required. Makes sure all supplies going to, and coming from, the camp site are loaded. Notes and is responsible for the location of all supplies at camp. One or two supply tents will be needed.

Nursing Staff - 2 Nurses required. Both will be on call during the night. Rotate specific duty times and locations, which will be clearly marked with a red cross easily seen by students. Be prepared to treat blisters, bug bites, and rashes. Day time nurse will dispense all medications. Nurse will deal with home sickness and all phone calls.

Food Coordinators - 2 required. Make sure food is put out, and organize parents to serve it. Supervise students cooking breakfast and dessert items.

Food Purchasers - 2 required. Pick up dinner the first night along with juice and milk for the next morning. Check with program manager to see what time food is needed. Pick up lunches plus whatever supplies may be needed at campsite.

Cooler Maintainers - 2 required. Insure the food coolers have ice. Keep the water and juice jugs full.

Firemen - 2 required. Make sure fires burn continuously. If wood is available, make sure it is properly cut. Use charcoal as appropriate for cooking. Have extra matches available.

Clean up Crew - 2 required. Responsible for setting up all supplies for dish washing to include soapy water, clean water, and dish towels. Supervise students dish washing and changing of water.

Sutler - 1 required. Brings one quarter keg of root beer and supply of candy which are sold to the students with money out of their military salary (play money issued a beginning of encampment). Responsible for disbursing root beer and candy.

Video Recorder - 1 required. Records on video tape events of the encampment. Assembles tapes made by other participants and makes a consolidated tape.

Handy Person - 1 required. Makes repairs on equipment such as tent poles, canteens where necessary. Brings hand drill, hammer, hand saw, duct tape, and other tools as appropriate.

Night Time Guard Observer - 1 adult per hour required. Sees that guard duty is without incident and is conducted properly. Maintains fires.

Teaching Team - All members required. Allows maximum use of the student chain of command.

Individuals having any task are responsible for it the entire encampment. If additional assistance is required, ask for it. If you have a problem at night, wake up the person responsible, not the director.
Enclosure 4 (continued) to ANNEX N
Encampment Needs

The following items are required beyond what students bring with them for the encampment:

- Sufficient tents to house student participants, support staff, and supplies.
- Kitchen supplies for outdoor cooking.
- Fuel for fires.
- Two or three Coleman stoves with propane which should be kept out of sight of students to preserve the required historical ambience.
- Eight coolers for food with sufficient ice.
- Five or six drinking coolers with spouts.
- One fire ring for first night of encampment.
- Three fire rings for cooking breakfasts and dinners.
- Clean up material.
Enclosure 4 (continued) to ANNEX N
Sample Staff List

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie Friscia</td>
<td>Coordinator</td>
<td>xxx – xxx - xxxx</td>
</tr>
<tr>
<td>John Greene</td>
<td>Load Master/Night Guard Observer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nurse or First Aider</td>
<td></td>
</tr>
<tr>
<td>Nancy Goldman</td>
<td>Food Coordinator/Cook*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Coordinator/Cook*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Purchaser/Fireman/Night Guard Observer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Purchaser/Handy Person/Night Guard Observer</td>
<td></td>
</tr>
<tr>
<td>Eddy Cassina</td>
<td>Clean up Supervisor/Cook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up Crew/Cook</td>
<td></td>
</tr>
<tr>
<td>Edith Smith</td>
<td>Video Recorder/Cook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sutler/Night Guard Observer</td>
<td></td>
</tr>
<tr>
<td>Joe Nichtmann</td>
<td>Cooler Maintainer/Fireman/Night Guard Observer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooler Maintainer/Cook/Night Guard Observer</td>
<td></td>
</tr>
<tr>
<td>Teaching Team Members</td>
<td>Night Guard Observer(s)</td>
<td></td>
</tr>
</tbody>
</table>

*Individuals have the primary responsibility for cooking and serving food. All cooks will supervise students around camp fires where cooking is conducted. Cooks will eat first and then supervise students detailed to help clean up.

The above list should not be construed as being “set in stone.” Positions and their numbers should be added, subtracted, or changed as the situation dictates.

All adults should bring with them:
- A folding chair with name on it, no lounge chairs.
- Tarp for floor of tent - one for several adults should suffice.
- Sleeping bag, air mattress.
- Container for drinking water - no alcoholic beverages.
- Bug spray - important and to be applied outside the tent.
- Change of clothes.
- If adult needs a special diet, then whatever food is needed should be brought.
Volunteering Accepted

Date_______________________

Dear _______________________,

The staff and students of the Living History Program team thank you for volunteering to assist us on our ______ location _______ trip _______ dates _______. The good news is that many parents offered their help; the bad news is that we now have more volunteers than we need. We made some difficult decisions about whom to include based on individual talents and experiences. In a few situations we actually resorted to a lottery system.

We are delighted to inform you that you have, indeed, been selected as an “official” parent volunteer. To confirm your participation, please sign the slip below and send it back with your child to his/her homeroom teacher As Soon As Possible. We are counting on your help.

Thank you very much.

Historically yours,

(Signed) Teaching Team Members

____________ Regimental Adjutant

Date__________________________

I confirm my participation at ______ location _______ on ______ dates _______.

Parent’s Signature __________________________

Parent’s Name (Printed) __________________________

—80—
Enclosure 5 (continued) to ANNEX N

Volunteering Declined

Dear ________________________,

The staff and students of the Living History Program team thank you for volunteering to assist us on our ______ location _____ trip _____ dates ______. The good news is that many parents offered their help; the bad news is that we now have more volunteers than we need. We made some difficult decisions about whom to include based on individual talents and experience. In a few situations, we actually resorted to a lottery system.

Unfortunately, we are unable to avail ourselves of your assistance at this time, but we do appreciate your willingness to help. In the event of a last minute, emergency change of plans, we may call on you.

Thank you again.

To confirm that you have read our letter, please sign the slip below and send it back with your child to his/her homeroom teacher As Soon As Possible.

Historically yours,

(Signed) Teaching Team

Regimental Adjutant

Date ______________________

I have read the above letter and realize that I may be called upon at the last minute to assist.

Parent’s Signature __________________________

Parent’s Name (Printed) __________________________
Enclosure 6 to ANNEX N  
Sample Guideline Letter for Parent Observers

This letter may be sent to any parent who intends to attend the encampment but who is not part of the encampment reenacting or support staff. It may be sent to the child’s home at any time prior to the encampment. The homeroom teachers should ask their students which, if any, parents will attend as observers and send the letter home with the child.

Date________________

Dear ________________________,

Welcome to our annual encampment.

Parents perform two functions at this special Living History Program event. Selected parents serve as reenactors and support staff. They will be actively involved with all aspects of the experience, including wearing period uniform and interacting with students and staff.

On the other hand, parents who are not reenactors or support staff members serve the important function of observes. To assist you in performing this task, please adhere to the following guidelines:

- Limit your presence at the encampment sites to public operating hours, which are ______ time and dates ______.
- Bring your own food and drink, non-alcoholic, please.
- Limit your interaction with staff and students, especially your own child.
- If you want to take photographs or make video tapes, please do so from a distance as we already have an “official photographer” to take close up photos.

If you have any questions about these guidelines, please contact __________________ at telephone number ________________.

Thank you for your anticipated cooperation.

Historically yours,

_________________ Teaching Team


Enclosure 7 to ANNEX N
Sample Attendance Request Letter

Date________________________

Dear ___________________________,

If your child has earned the experience, the annual Living History Program encampment will be taking place on ______ date______________
at __________________ location _____________________.

My child will be attending the encampment _______
My child will NOT be attending the encampment _______

A packet of information, which includes a list of needed items, will be sent home soon. Please note that there are three very important items: a sleeping bag, a poncho with hood (clear, gray, green, or blue), and a ground cloth to cover the ground under the sleeping bag.

Due to the success of the fund raising program, the cost of this great experience will be $___________ donation per student participant.

No student will be denied this experience because of financial reasons. Please contact ______________________________ as soon as possible if assistance is required.

Historically yours,

____ The Teaching Team
____ Regimental Adjutant
Dear Parents/Guardian,  

Your child has earned the right to participate in the Living History Program overnight encampment at ______ location ______ on _____ date_____.

We have GOOD NEWS! Because of the success of the fund raising activity, the cost of the trip has been lowered to $____________________. Special thanks to all the parents who worked on the dance, sent in donations, and/or shared the evening with us!

The cost will cover bus fare, meals, site fees, etc. Please send a check made payable to Cash (or name of Fund) with the attached permission letter/medical sheet by ___date____. No student will be denied this experience because of financial reasons.

Please contact _______ name of contact _______ if assistance is required.

Your child will need the following items:
- Bag lunch and drink for ___ date of trip____
- An inexpensive rain poncho or equivalent
- Sleeping bag and ground cloth (wrapped in a plastic bag)
- Back pack
- Child’s regimental uniform
- Sturdy shoes, boots, or brown or black sneakers
- Two changes of undergarments and three pairs of socks
- Small towel and toiletries
- One extra set of clothes in the event of inclement weather
- A little spending money

Please note: Luggage and sleeping bag should be labeled _________ _______.

Students must arrive at ___ departure site___ by ___ time____ on ___ date____. Students will be leaving ___ departure site___ at ___ time_____. Sleeping bags, back packs, luggage, etc. should be brought to the ___ departure site____ that morning. Students will return to ___ departure site____ at approximately ______ time____ on ___ day and date_____. They should be picked up between _________ time _______ PM.

We are looking forward to a great trip. Thank you for your help and cooperation.

_________________________
Teaching Team

_________________________
Regimental Adjutant
Enclosure 9 to ANNEX N
Sample Permission Letter

Date____________________

To Director ____________________:

I give permission for my son/daughter ______ name of child ______ to participate in the overnight Living History Program experience, which will be held at ______ location ______ on ______ date ______.

________________________
Parent or Guardian Signature

If there are any medical problems (allergies, medications, etc.) or problems with your child making a long hike, please advise below.

________________________________
________________________________
________________________________
________________________________
________________________________

Please also indicate day and evening telephone numbers where you can be reached in case of an emergency.

DAY _____________________
EVENING ___________________

________________________
Parent or Guardian Signature

Deadline ______ Date ______
Enclosure 10 to ANNEX N
Non-participation Notification Letters

Date__________________

Dear __________ Parent ________.

On __________ date ____ students participating in the school’s Living History Program will engage in an overnight experience at ________ location_________. Since it is a reward trip, appropriate behavior during the school year and participation in the Living History Program are the main criteria for approval to make the trip.

A _______ Group making the decision ______, composed of _________ members making decision ________, decided that a student participant who had more than ___ number ___ demerits would not be permitted to go. The average number of demerits this year is ___ number ___ per student, and _____ percent received no demerits at all. Since ___ name of student participant ______ has ___ number ___ demerits, he/she will not be able to participate in this experience.

__________ name of student ________ will be following his/her regular schedule on ________ dates ________ and will be provided with supervision and appropriate work.

If money has been sent in, it will be refunded. If you have any questions, please call _________________.

Thank you for your cooperation.

Sincerely,

_______ Representing Teaching Team ________

Parent’s Signature indicating acknowledgment of letter ___________________________

Please have ________________ _ return this letter to _____ Teaching Team Member ________ by ______ Date ________.
Enclosure 10 (continued) to ANNEX N
Follow-up Notification Letter

Dear Parent,

Your son/daughter Name of Student will not be participating on the location trip. He/she will be expected to come to school as usual those days. Work will be assigned and graded.

If you have any questions, please call Teaching Team at telephone number .

Please sign below as to your understanding and return this letter to school with your child.

Sincerely,

Teaching Team Member

Parent’s Signature
Ceremonies are important occasions in the Living History Program. Some, such as changing guards at guard posts, are small while regimental parades are large. In between are a plethora of military rituals, which are characteristic of an army’s activities.

Daily ceremonies or activities when the regiments are in garrison or in an encampment are scheduled from early in the morning to the last activity at night:

- Relieving the guards from their posts at dawn by a corporal or sergeant of the guard.
- Reveille where all members of the regiment wake and assemble in formation for a head count.
- Inspections which are conducted at various times during the day and at guard mount.
- Guard mount where members of the guard detailed to man their posts at such times as ordered are inspected and quizzed on military matters by the officer of the guard.
- Retreat is when the national flag is lowered and honors are accorded the flag by the members of the guard or as part of a larger formation.
- Posting of guard members by the corporal or sergeant of the guard and reading each member the orders the guard is to follow.
- Changing of the guard where soldiers who have stood or walked guard for a given period of time are relieved of their duties and are replaced by new guards.
- Tattoo is the time just before all soldiers are to begin to return to their billets or quarters.
- Taps is the time when all soldiers are to be in their barracks.

Reveille formations, inspections, and retreat are conducted as drills.(See ANNEX E.) Tattoo and Taps are specified times when soldiers are required to be, or prepared to be, at a certain place. Guard procedures are as below:

- At guard mount those soldiers detailed to perform guard duty for the day form up in front of the corporal/sergeant of the guard who inspects the soldiers for proper uniform and weapons. The officer of the guard then comes forward and inspects the guard asking questions of certain soldiers. If a soldier is particularly well turned out, that soldier may be excused from walking a post and serves as aide to the officer of the guard for the time the unit has guard duties. A student participant may win one or more individual merits for being chosen for the aide position. After inspection the guard is dismissed until time for guards to perform duty.

- At a few minutes before an appointed time, the corporal or sergeant of the guard assembles all the soldiers who are to man the various guard posts. The corporal or sergeant of the guard marches the guard members to their posts. At each post the orders for that post are read to the member of the guard who acknowledges the duties to be performed. This procedure is followed until all the posts are manned.

- At the appointed time, usually every hour or two hours, the individual guard is relieved from the guard post by the corporal or sergeant of the guard who brings a new guard to the post or, at dawn, simply collects all members of the guard, marches them back to the guardroom and dismisses them.
- Generally guard orders are simple and include a password which changes daily. An order might consist of elements, such as who is permitted to cross a line or enter a place; what action to take if the enemy approaches; how to challenge a person by using the password; and the route the guard is to walk.

**Example:** You are doing the American Civil war and are at an encampment at the end of the year. It is necessary to post a guard around each regiment’s tent area at night, starting at ten o’clock in the evening. The guard period lasts eight hours.

Four companies of each regiment are charged with providing two hours of guard duty for that day’s night duty. The company commanders are the officers of the guard, and the platoon leaders are the sergeants of the guard. In the morning each officer of the guard holds a guard mount. In the evening the sergeant of the guard of the first company assembles half the first guard detail and posts four guards around the encampment.

The guards remain on duty for an hour when they are relieved by members of the second half of the guard detail. At the end of the two-hour guard period, the second company detail takes over the guard responsibility until relieved by the third company, and so on. This procedure allows almost everyone in each regiment to stand guard for an hour at night if the encampment is for two days. (Note: It is not desirable that the student participants be pushed to some great physical limit by being deprived of sleep, yet they should still be allowed a realistic experience. By the end of the encampment, with all its activity, each student will be as tired as a typical soldier in the Civil War would have been.)

**Example:** You are replicating the American Revolutionary War and conducting the annual encampment. It is 11:15 at night. The guards are walking their posts. The password for the night is “Abraham - Cox.”

An inspecting officer walks up to a guard who challenges the officer with the order, “Halt! Who goes there?” and the word (challenge) “Abraham.” The officer answers “Lewis,” which is the incorrect response. The guard commands the officer to stand still and calls “Sergeant of the Guard, request your presence at Guard Post One.”

The sergeant of the guard appears and verifies that the officer is, in fact, authorized to pass that guard post. The guard is awarded a military merit for taking the proper action.

Special ceremonies include recognition of student participants for school or military achievements in the Living History Program. They are important to enhance self-esteem, morale, and unit esprit de Corps. You might wish to devise a special medal and ribbon, which can be awarded to a student who particularly distinguishes him or herself. This can be awarded at a drill or the Holiday Feast.

**Example:** You are replicating the American Revolutionary War period. A student participant is a Student of the Month. At the next drill, the student is called to the front of the formation where he or she is promoted to the next rank (a field promotion) and awarded one of your specially designed medals.
Example: You are doing the American Civil War. At the December holiday feast, you have an awards ceremony where you recognize students who have performed exemplary acts. They may not have won sufficient merits for a promotion in rank but are cited for the progress they have made.

Example: Your Living History Program concerns itself with the French and Indian War. At a drill you have student participants who are entitled to promotions through gaining sufficient merits come forward, be recognized, and promoted.

At the end of the school year you should have a regimental picnic where student participants receive discharge certificates. The certificate should be of such quality as to be worthy of being framed. A sample discharge certificate awarded to students at the Blue Mountain Middle School in 2000 is shown at the Enclosure to ANNEX O.
Enclosure to ANNEX O
Sample Discharge Certificate

Is hereby honorably discharged from The Blue Mountain Brigade.

During your service you achieved the rank of _____________ through meritorious actions.

During the course of this year the Blue Mountain Brigade has accomplished:

❖ The Living History Enlistment at New Windsor Cantonment,
❖ The St. Patrick’s, Lincoln, and Memorial Day Parades,
❖ The Regimental Dinner,
❖ Meeting Senator Liebel on the Million Dollar Staircase in the State Capitol,
❖ An 18th Century encampment at Fort Ticonderoga,
❖ An evening ghost march,
❖ The march to the summit of Mount Defiance,
❖ Classic games of jallback,
❖ A memorial service to Nate Chapman,
❖ A formal march and salute to Mr. Ryan in Fort Ticonderoga.

Duly witnessed and recorded on June 22, 2000.

[Signatures]
ANNEX P
Sources for Uniforms, Equipment, and Weapons

One of your primary sources for uniforms, equipment, and weapons is the Living History Education Foundation which can be obtained on a loan basis. These items are available from depots located throughout New York State as indicated in CHAPTER SEVEN.

The following list describes selected sources from which various items may be purchased.

<table>
<thead>
<tr>
<th>Source</th>
<th>Point of Contact</th>
<th>Item</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parris Manufacturing Co.</td>
<td>Tracyene</td>
<td>Toy Muskets</td>
<td>1-800-530-7308</td>
</tr>
<tr>
<td>P.O. Box 338</td>
<td></td>
<td>Musket Slings</td>
<td></td>
</tr>
<tr>
<td>Savannah, TN 38372</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panther Primitives</td>
<td>Sue</td>
<td>Tents, Pots, Cast Iron Cooking Gear</td>
<td>1-800-487-2684</td>
</tr>
<tr>
<td>P.O. Box 32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normantown, WV 25267</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.K. Lodges</td>
<td>Sherry</td>
<td>Common Tents</td>
<td>1-320-848-6363</td>
</tr>
<tr>
<td>Box 567</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hector, MN 55342</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adirondack Woods</td>
<td>Bill Trombly</td>
<td>Wooden Muskets</td>
<td>1-518-585-6169</td>
</tr>
<tr>
<td>10 Holbcomb Avenue, Apt. 2</td>
<td></td>
<td>Student Haversacks</td>
<td></td>
</tr>
<tr>
<td>Ticonderoga, NY 12883</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C&amp;D Jarnagin Co., Inc.</td>
<td>Angie</td>
<td>Period Clothing Equipment</td>
<td>1-662-287-4977</td>
</tr>
<tr>
<td>103 Franklin Street</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corinth, MS 38834</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jas. Townsend &amp; Son, Inc.</td>
<td>Beth</td>
<td>Clothing</td>
<td>1-800-338-1665</td>
</tr>
<tr>
<td>133 North First St. P.O. Box 415</td>
<td></td>
<td>Various Products</td>
<td></td>
</tr>
<tr>
<td>Pierceton, IN 46562</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacobson Hat Company</td>
<td></td>
<td>Wool Tricorne Hats</td>
<td>1-800-233-4690</td>
</tr>
<tr>
<td>Prescott Avenue &amp; Ridge Row</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scranton, PA 18510</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramatex International Corporation</td>
<td>Tina</td>
<td>Hunting Shirts</td>
<td>1-973-244-0029</td>
</tr>
<tr>
<td>6 Audrey Place, Suite 1</td>
<td></td>
<td>Regimental Coats</td>
<td></td>
</tr>
<tr>
<td>Fairfield, NJ 07004</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Procuring equipment, uniforms, and weapons is a procedure where imagination and energy are very much in play. Before looking for outside assistance, go to your school’s business manager. He or she has access to any number of federal, state, and local catalogs listing items which, if not exact fits, are good approximates. When you find an item which fits your needs, follow the agency’s procedures, which may be involved but in the long run worth the trouble, especially if there are major cost savings.

If you go to private sources, there are some guidelines which will allow you to obtain the “best deal.”

- Establish right away that you are a not-for-profit or education institution. There are not only discounts to be obtained but also possible favorable tax implications.

- Strive to establish a personal relationship with someone in the firm who will work with you to get what you want at the lowest price.

- If possible, try to deal directly with the manufacturer. Many of the sources cited in ANNEX P are small companies, and it will not be necessary for you to operate through a middleman, which will save you money.

- Expect to get a ten to fifteen percent savings over retail in pricing. You want to operate as if you were a wholesaler.

- Establish what constitutes a company’s minimum order. The more you buy should lower the price the individual item will be. If you are not sure how many of a certain item you will require, estimate on the high side. Depreciation and loss of items can then be compensated for.

- By establishing a good relationship with a source, you may be able to obtain preferred customer prices. Going back to the same supplier over a period of time may allow you to get progressively lower prices.

- Some companies will make things for you. While hunting shirts will be made to specific sizes in any case, there may be special items for which there is not much demand but which you would need for your program. Again, establishing a creative relationship with your company’s sales representative may get that item made specially for you at a reasonable price.

- Do not overlook the Living History Education Foundation when you want guidance on making purchases. Members of the Foundation have a lot of experience in dealing with various companies and manufacturers.
ANNEX R
The Merit System

(See Enclosure 1 to ANNEX T for sample of Administration of Ranking Procedure.)

In developing the program, you can, with the participation of your teaching team, add or subtract the types of merits to this list as is appropriate. Some examples of types of merits: Team, Teacher, Administration, Student, School, and Military.

The following list with the number of merits awarded is not inclusive.

**Military Merits**

<table>
<thead>
<tr>
<th>Type of Merit</th>
<th>Number of Merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending drills unless otherwise excused</td>
<td>One (1) Merit per drill</td>
</tr>
<tr>
<td>Attending drill on time</td>
<td>One (1) Merit per drill</td>
</tr>
<tr>
<td>Paying dues on time</td>
<td>One (1) Merit per pay period</td>
</tr>
<tr>
<td>Wearing uniform (if required) properly at drill</td>
<td>One (1) Merit per drill</td>
</tr>
<tr>
<td>Displaying proper conduct under stress</td>
<td>Two (2) Merits for each occasion</td>
</tr>
<tr>
<td>Volunteering to perform extra military duties</td>
<td>One (1) Merit for each occasion</td>
</tr>
<tr>
<td>Accepting responsibility for military activity</td>
<td>One (1) Merit for each occasion</td>
</tr>
</tbody>
</table>

**School Merits**

<table>
<thead>
<tr>
<th>Type of Merit</th>
<th>Number of Merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in a school or club activity</td>
<td>One (1) Merit per ranking period</td>
</tr>
<tr>
<td>Assisting school mate with physical challenge</td>
<td>One (1) Merit per occasion</td>
</tr>
<tr>
<td>Demonstrating positive attitude with substitute teacher</td>
<td>One (1) Merit per day</td>
</tr>
<tr>
<td>Assisting custodial staff</td>
<td>One (1) Merit per occasion</td>
</tr>
<tr>
<td>Performing helpful act upon own initiative</td>
<td>One (1) Merit per occasion</td>
</tr>
<tr>
<td>Volunteering to perform extra work</td>
<td>One (1) Merit for each performance</td>
</tr>
<tr>
<td>Accepting a leadership position in school activity</td>
<td>Two (2) Merits per occasion</td>
</tr>
</tbody>
</table>
Enclosure to ANNEX R  
Sample School and Military Merit Forms

<table>
<thead>
<tr>
<th>SCHOOL MERIT</th>
<th>MILITARY MERIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name __________________</td>
<td>Student’s Name __________________</td>
</tr>
<tr>
<td>Date of Merit __________</td>
<td>Date of Merit __________</td>
</tr>
<tr>
<td>Reason Awarded __________________</td>
<td>Reason Awarded __________________</td>
</tr>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Student’s Signature ____________</td>
<td>Student’s Signature ____________</td>
</tr>
<tr>
<td>Teacher’s Signature ____________</td>
<td>Teacher’s Signature ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT MERIT (Student Recommended)</th>
<th>TEAM MERIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name ___________________</td>
<td>Student’s Name ___________________</td>
</tr>
<tr>
<td>Date of Merit __________</td>
<td>Date of Merit __________</td>
</tr>
<tr>
<td>Reason Awarded __________________</td>
<td>Reason Awarded __________________</td>
</tr>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Student’s Signature _____________</td>
<td>Student’s Signature _____________</td>
</tr>
<tr>
<td>Teacher’s Signature _____________</td>
<td>Teacher’s Signature _____________</td>
</tr>
</tbody>
</table>

NOTE: Forms are self-explanatory. The forms may be different colors as stated in Enclosure 1 to ANNEX T, A Sample of the Explanation Ranking Procedure. The teacher puts the form in the student participant’s folder, and the student makes an entry in his or her pay book.
ANNEX S
The Demerit System
(See Enclosure 1 to ANNEX T for sample of Administration of Ranking Procedure.)

Demerits are awarded for infractions of rules and regulations where the student demonstrates a lack of self-discipline or responsibility. At the beginning of the year, the minimum allowed number of school demerits per participating student before remedial action is taken should be established. School demerits are accumulated and count towards eligibility for participation in certain activities, such as the year-end encampment. Enclosure 1 shows a sample letter to parents or guardians informing them of their child’s school demerit status. (See ANNEX T for appeal process.)

Military demerits are “worked off” and not accumulated in the same manner as school demerits. If at the end of a marking (ranking) period, an excessive number of military demerits has been accumulated and not worked off, the Council of Inquiry may decide to have the excess counted towards eligibility for the year end encampment or other activities.

For example, a private could accumulate four military demerits during a marking period before having to walk guard or assist in a clean-up detail. As with merits you and the teaching team decide on the types of military or school demerits and the weight given to each one. This list should be altered as is appropriate. Examples of some demerits with their weights are given below. (See Enclosure 2 for samples of school and military demerit forms.)

**Military Demerits**

<table>
<thead>
<tr>
<th>Type of Demerit</th>
<th>Number of Demerits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being late for drill formation</td>
<td>One (1) Demerit each tardiness</td>
</tr>
<tr>
<td>Being in improper uniform at drill</td>
<td>One (1) Demerit each occasion</td>
</tr>
<tr>
<td>Appearing for formation sloppily dressed</td>
<td>One (1) Demerit each occasion</td>
</tr>
<tr>
<td>Failing to maintain pay book</td>
<td>One (1) Demerit per marking period</td>
</tr>
<tr>
<td>Failing to pay attention to superior</td>
<td>Two (2) Demerits per occasion</td>
</tr>
<tr>
<td>Being unruly in ranks</td>
<td>Two (2) Demerits per occasion</td>
</tr>
<tr>
<td>Conduct unbecoming a participant</td>
<td>Two (2) Demerits per occasion</td>
</tr>
<tr>
<td>Being disrespectful to a fellow student participant</td>
<td>Two (2) Demerits per occasion</td>
</tr>
</tbody>
</table>

**School Demerits**

<table>
<thead>
<tr>
<th>Type of Demerit</th>
<th>Number of Demerits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chewing gum in class*</td>
<td>One (1) Demerit per occasion</td>
</tr>
<tr>
<td>Having cell phone activated during class</td>
<td>One (1) Demerit per occasion</td>
</tr>
<tr>
<td>Being unruly in the hallway</td>
<td>One (1) Demerit per occasion</td>
</tr>
<tr>
<td>Misconduct when substitute teacher is present</td>
<td>One (1) Demerit per occasion</td>
</tr>
<tr>
<td>Fighting in school</td>
<td>Two (2) Demerits per occasion</td>
</tr>
</tbody>
</table>

*Since this is a violation of a standard school rule, it shows disregard for authority.
Date __________________________

Dear Parent/Guardian of ________________________________,

This notice is to inform you that your son/daughter has acquired number school demerits based on the Living History Program’s ranking system. The average number of demerits at this point in time for all the student participants in the two regiments is fewer than number.

These school demerits were issued for the following reasons:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

The annual overnight encampment is on _______date_____. Students who acquire too many demerits will lose the privilege of participating in this premier event.

Last year the demerit cutoff was number demerits for the whole year. There is an appeal process to the Council of Inquiry if this number is exceeded.

Respectfully Submitted,

_______ Regimental Adjutant___________
Enclosure 2 to ANNEX S
Sample School and Military Demerit Forms

<table>
<thead>
<tr>
<th>SCHOOL DEMERIT</th>
<th>MILITARY DEMERIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name __________________</td>
<td>Student’s Name ___________________</td>
</tr>
<tr>
<td>Date of Demerit __________</td>
<td>Date of Demerit __________</td>
</tr>
<tr>
<td>Reason for Demerit _____________</td>
<td>Reason for Demerit _____________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s Signature ____________</td>
<td>Student’s Signature _____________</td>
</tr>
<tr>
<td>Teacher’s Signature ____________</td>
<td>Teacher’s Signature _____________</td>
</tr>
<tr>
<td>Provost Marshal’s Initials ______</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Forms are self-explanatory. The forms should be a different color from the merit forms. Once the Provost Marshal has initialed the form, he or she makes an entry in the Provost Marshal’s Log. The teacher puts the form in the student participant’s folder, and the student makes an entry in his or her pay book.

Towards the end of the school year, the number of school demerits each student participant has received is examined by the Provost Marshal. Those students who reach the demerit cut off number for participating in the annual encampment may appeal to the Council of Inquiry to be considered for attending the encampment.
The Ranking System

Students participating in the program have ranks as well as titles. Every student starts out at the same rank and then gains or loses rank depending on the accumulation of merits and demerits or as the result of a special achievement as noted in CHAPTER NINE. Rank does not necessarily correspond to the student’s leadership title, which is determined by the Committee of Safety/War Department/King’s Council and implemented in the form of warrants. (See Enclosure 3 for a sample of a warrant issued to a student participant in a leadership position.)

At each ranking session, student participants are promoted based on the number of merits the student holds and on certain recommendations. A student is automatically demoted a rank if he or she receives a school demerit. A student may also be demoted a rank based on the number of military demerits the student accumulates, especially if they are not worked off.

School demerits carry a great deal of weight, so an appeal process is necessary. A student participant who exceeds the number of school demerits as determined below may make a formal appeal to the Council of Inquiry to be considered for participation in a selected special activity.

The process starts with the regimental adjutant sending parents a letter as shown in Enclosure 1 to ANNEX S. The key here is the school demerit cut off number which determines student eligibility for participation in such activities as the annual encampment.

**Example:** You are replicating the American Civil War, and the crowning event of the year is a three-day trip to Gettysburg. The Council of Inquiry meets to determine the cut off number. It decides to base the number on the average number of school demerits in the regiment. The members then multiply that number by a factor of two, three, or four which becomes the cut off number.

**Note:** At Blue Mountain Middle School the determination method in the example above was used. Experience showed that the demerit average very rarely exceeded two per student and was usually lower. The most common cut off number was no more than six demerits for the year. This standard allowed about 90% to 95% of a regiment to go on the encampment.

The following sample Enclosures should be given to each student participant at the enlistment/muster ceremony. (See ANNEX F along with ANNEXES R and S - Merit and Demerit Systems respectively.) The Enclosures explain the ranking system and the ranks student participants can obtain.
The Appeals Process

The system of merits and demerits is not perfect, so a method was developed to see that justice was hopefully achieved. Three or more weeks before the overnight encampment or major culminating activity, the officer corps meets to decide on appeals by students who have received more than the cut off number of demerits for the year. This number can be set after you see what the average number of demerits for the Regiment is and then arrive at a cut-off point.

The ranking officers, usually six or eight, are seated at a line of desks in front of the room and flags are displayed. The soldier sits in front of the group. The adjutant reads the soldier’s record from his regimental folder. Each demerit is read. The soldier may offer any explanation. The officers may question the soldier. A teacher may speak to the officers’ corps regarding any students. This teacher would be expected to speak positively as demerits speak for themselves. When all have their say, the soldier leaves the room. The officers confer; they may ask the teacher present for advice, but the educator must be careful of undo persuasions.

The officers have a secret ballot to vote to let the soldier attend or not (majority decision). This is only the first step if the soldier is allowed to attend the encampment/event. The second crucial step is that one of the officers must stand surety for the soldier. This means that the soldier is transferred to that officer’s company. If the soldier fouls up severely on the encampment and has to be sent home, then the officer accompanies him or her. It should be noted that we never had to send a student home for disciplinary reason. The process works.
Enclosure 1 to ANNEX T

THE RANKING PROCEDURE

The rank that you get in the regiment depends upon what you do. You will be ranked according to the actions that you show during the school day and during regimental activities. Rank depends upon earning a certain number of merits. Rank is taken away when you receive school demerits. Receiving military demerits results in having to perform certain extra duties. Each of your teachers will have forms which are used to record merits and demerits.

Merits

There are five kinds of merits that you may choose to suit your needs: school, teacher, student, team, military. Each type of merit should be a different color. To earn a school or teacher merit, you must perform a positive act. If a teacher or a member of the school administration believes you deserve an individual school merit, you will be asked to fill out a form during the day in which the act took place and return it to the teacher who keeps your folder. Students may also recommend a student merit for other students. This must be done in cooperation with a teacher who must sign and place the merit that you make out for another student in that student’s folder. A team merit can be given to a group of students because their actions reflect positively on the team. A teaching team/Committee of Safety/War Department/King’s Council/Student Chain of Command member may award a military merit for an action or act which involves your regiment.

All merits must be signed by a teacher for them to count. The merit will then be kept by the teacher who will place it in your folder. You will note the award in your pay book. Do not ask for merits. If you deserve one, you will be recognized.

Demerits

There are two kinds of demerits: a military demerit and school demerit. The school demerit form is filled out by a teacher or an administrator. He/She will indicate to the student and the teaching team the unacceptable act or behavior that occurred in class or school. This demerit will go to your Regimental Provost Marshal who, after initialing the form and entering the demerit on the Provost Marshal’s Log, gives it to your teacher to be placed in your folder. You also enter it in your pay book. Each school demerit automatically cancels a rank and is added at the end of the year to determine eligibility for special events.

A military demerit is filled out by a teaching team/Committee of Safety/War Department/King’s Council/Student Chain of Command member. A military demerit may be worked off by performing special acts as determined by the chain of command. The military demerit goes to the regimental adjutant, who places it in your folder. In your pay book, you will note the demerit and the date when you have worked it off. A military demerit does not result in canceling a rank unless you receive number demerits in a ranking period. If you have more than number military demerits at the end of the year, it will impact on your eligibility for special events.

The merits and demerits will be used each ranking period to determine whether you maintain rank, go down in rank, go up in rank, or appear before the Council of Inquiry.
THE RANKS ARE AS FOLLOWS FROM LOWEST TO HIGHEST:

Recruit (Earn ___ merits to advance to Private Third Class rank)
(EVERYONE BEGINS AT THE ABOVE RANK)
Private Third Class (Earn ___ more merits to advance to Private Second Class)
Private Second Class (Earn ___ more merits to advance to Private First Class)
Private First Class (Earn ___ more merits to advance to Lance Corporal)
Lance Corporal (Earn ___ more merits to advance to Corporal)
Corporal (Earn ___ more merits to advance to Sergeant)
Sergeant (Earn ___ more merits to advance to First Sergeant)
First Sergeant (Earn ___ more merits to advance to Sergeant Major)
Sergeant Major (Earn ___ more merits and approval of Teaching Team to advance to Ensign)
Ensign (Earn ___ more merits and approval of Teaching Team to advance to Second Lieutenant)
Second Lieutenant (Earn ___ more merits and approval of Teaching Team to advance to First Lieutenant)
First Lieutenant (Earn ___ more merits and approval of Teaching Team to advance to Captain)
Captain (Earn ___ more merits, approval of Teaching Team, and recommendation of principal or assistant principal to advance to Major)
Major (Earn ___ more merits, approval of Teaching Team, and recommendation of principal or assistant principal to advance to Lieutenant Colonel)
Lieutenant Colonel (Earn ___ more merits, approval of Teaching Team and recommendation of assistant principal or principal to advance to Colonel)

It is important to remember that you select the rank you want to work towards; the higher the rank you wish to attain, the greater the work.

Note to Teachers: You have to determine the minimum number of merits appropriate for each rank for your students. Also, at Blue Mountain Middle School the teachers believed that the students needed a balance of the different types of merits to advance to the next rank.
Enclosure 3 to ANNEX T
Sample of Leadership Warrant

HIS MAJESTY THE KING
or PRESIDENT OF THE UNITED STATES or COMMITTEE OF SAFETY OF THE UNITED
COLONIES OF AMERICA or PRESIDENT OF THE CONFEDERATE STATES OF AMERICA

TO ALL WHO SHALL SEE THESE PRESENTS, GREETING
BE IT KNOWN THAT I (WE) HAVE SPECIAL TRUST AND CONFIDENCE IN THE VALOR,
PATRIOTISM, FIDELITY, AND ABILITIES OF

________________________
Name

I (WE) DO APPOINT HIM (HER) TO THE POSITION OF
________________________ Company Commander, etc. IN THE
________________________ Name of Army TO SERVE AS SUCH
FROM THE _____ Day OF _____ Month and Year ________. THIS PATRIOT WILL
THEREFORE CAREFULLY AND DILIGENTLY DISCHARGE HIS (HER) DUTIES OF THE
OFFICE TO WHICH APPOINTED BY DOING AND PERFORMING ALL MANNER OF THINGS
THEREUNTO BELONGING.

THIS WARRANT IS TO CONTINUE IN FORCE DURING MY (OUR) PLEASURE
FOR THE TIME BEING UNDER THE PROVISIONS OF THOSE LAWS AND PROVISIONS AS
THEY PERTAIN TO MEMBERS OF MY (OUR) GOVERNMENT.

DONE AT __________ School Location ____________ ON THIS _____ Day _____
OF __________ Month and Year ____________.

BY THE KING (PRESIDENT or COMMITTEE OF SAFETY)

________________________ The Adjutant General
Signature

________________________ Secretary of War
Signature

Official Seal
Evaluations are an effective way to monitor the Living History Program, improve the program, eliminate negative aspects of the program, and promote it.

One of the first steps in the evaluation process is to bring the parents on board to establish a benchmark within the first quarter of the school year or the first grading period (which may coincide with the first “ranking” period) at the beginning of your Living History Program. This can be done by sending a letter home to the parents of the student participants as shown in the sample at Enclosure 1. The letter outlines for the parents’ information the ranking, merit, and demerit system as well as asking the parents to encourage their children to take proper care of their uniforms and equipment. The sample also spells out how the program’s most important activity at the end of the school year is influenced by the ranking, merit, and demerit system. When signed and returned to a member of the teaching team, the letter is placed in the appropriate student participant’s folder.

Other evaluations are solicited throughout the year. School administrators and teachers should be continually offering evaluations which do not have to be in any fixed form. You might ask for evaluations in written form or orally as the situation demands. Requesting evaluations will keep your school administrators and teachers on “board.”

You should also solicit evaluations from the program’s student participants. One method is described in Enclosure 2. The approach described in the sample evaluation is a subtle way of obtaining comments from the students without putting them on the spot and will result in a more objective perspective. This sample form of evaluation is best accomplished after the student has been in the program for some time and well before the program terminates.
Enclosure 1 to ANNEX U
Sample “Bench Mark” Letter

Dear Parent or Guardian,

During this school year, your son/daughter will be earning merits to achieve a rank in the Living History Program. As the end of the first ranking (marking) period, your child achieved the rank of ____________ and has _______ demerits. Merits and demerits are awarded for participating in certain school or military activities, accomplishing certain school or military achievements, or displaying certain behavior in either a school or military environment. A total of more than ______ number to be determined by the Council of Inquiry_____ demerits for the year will disqualify your child for attending the encampment in ________________________

Please note school demerits remain for the year and drop a student a whole rank for the forthcoming marking (ranking) period. Military demerits may be worked off and do not result in automatic rank reduction. Maintaining proper discipline and achieving high morale are vital for all military activities including the annual encampment.

Your son/daughter has been issued of ______ sum of money_______ worth of uniforms and equipment. Please make sure these items are stored properly and any repairs or alterations are well done. You child can learn a valuable lesson in sewing if you have him or her do the work.

Since the encampment is a costly event, a fund raising dinner and dance is planned on the day and date _______. Please plan to attend and bring your friends. Living History is a program which needs your support.

Sincerely,

________________________ Teaching Team

PLEASE SIGN THIS LETTER AND HAVE YOUR SON/DAUGHTER RETURN IT TO

________________________ Teaching Team

__________________________
Parent/Guardian Signature Date
Enclosure 2 to ANNEX U
Sample Student Evaluation

A student evaluation of the Living History Program may be made by formulating a set of questions which each student participant could answer at the end of the school year. A better way of obtaining effective student evaluations is to have the students write a “journal entry,” which cannot only be of use as an evaluation instrument but also as a teaching tool.

This sample assumes that your Living History Program replicates the American Revolutionary War period. Another example of a student evaluation might be a requirement for students evaluating their encampment experience. (See requirement at end of Enclosure 2 to ANNEX N)

Question to the student participants: What did you learn as a member of an American or British regiment during the Revolutionary War Period? Write an appropriate journal entry as a graded activity.

Task:
You are to write a journal entry of two handwritten pages or one double-spaced typewritten page. The journal entry should be written as a personal narrative from the perspective of the regimental identity you assumed over the past year, whether it be an American patriot, a British regular soldier, or an ally of either.

- Within the journal entry you are expected to use 18th Century terms and language. (worth 5 points)
- The journal narrative will reflect the views of your assumed identity, such as your rationale for enlisting, impact of the war on your family, reasons why the war was being fought, what you expected the outcome to be. (worth 20 points)
- Identify, describe, and explain a major event which took place during the war, and evaluate how and why it was important. (worth 20 points)
- Write about specific aspects of a soldier’s life during this era by describing the reality of military life. (worth 35 points)
- Reflect in the person of your assumed identity your emotions/attitudes regarding the militia, Loyalists, Hessians, and Indians. (12 points)
- Explain your decision to re-enlist (or not) and why you made that decision. (8 points)

By having student participants evaluate their experiences in participating in the Living History Program in the above manner, you gain an insight into how much knowledge they have obtained and absorbed. The explanation of their decision whether or not to “re-enlist” will help you adjust the program in the future to realize optimum results.