



You're in the Army Now

Overview

When individuals enlist in the Army, they face a complete change of lifestyle. Suddenly they no longer have the autonomy that they took for granted in their everyday lives. They are told when to get up, when to eat, when to speak, and what they will do nearly every minute of the day. They no longer have a room all to themselves or a private shower. Fort Sheridan was the base where enlisted soldiers in the Midwest were trained.

In this lesson, you will create a military atmosphere in the classroom. You (or one selected student) will be the General, while your students will become commissioned officers and enlisted soldiers. Students will simulate the daily life of an enlisted soldier by behaving in a military manner – e.g., saluting, dress code, marching, standing at attention. This will help them as they compare this lifestyle with the life of a civilian, first by creating a visual depiction of each and then by writing a letter from the perspective of a soldier.

Core Subject Areas

language arts, social studies

Instructional Level

beginning

Learning Objectives

By completing this lesson, students should be able to:

- Recognize the major changes that civilians underwent when they entered the military, in part by role-playing a soldier's life.
- Demonstrate differences between a civilian lifestyle and a military lifestyle.
 - Compare the differences in the two lifestyles by creating a graphic (Venn diagram, chart, or list).
 - Write a letter describing how they felt during their transition from civilian life to military life.



A new recruit receives the regulation two-inch haircut. (1950)

State Standards Addressed

This lesson addresses the following Illinois State Standards:

English Language Arts

State Goal 2: Read and understand literature representative of various societies, eras and ideas.

2.B. Read and interpret a variety of literary works.

3a. Respond to literary material from personal, creative and critical points of view.

State Goal 3: Write to communicate for a variety of purposes.

3.B. Compose well-organized and coherent writing for specific purposes and audiences.

3a. Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

3.C. Communicate ideas in writing to accomplish a variety of purposes.

3a. Compose narrative, informative, and persuasive writings (e.g., literature reviews, instructions, news articles, correspondence) for a specified audience.

Social Science

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A. Apply the skills of historical analysis and interpretation.

3b. Make inferences about historical events and eras using historical maps and other historical sources.

3c. Identify the differences between historical fact and interpretation.

State Goal 18: Understand social systems, with an emphasis on the United States.

18.B. Understand the roles and interactions of individuals and groups in society.

3a. Analyze how individuals and groups interact with and within institutions (e.g., educational, military).

Suggested Time Allocation

Part One: 40 minutes

Part Two: 40 minutes

Part Three: 40 minutes

Materials Required

- Role-playing cards (12 Privates, 8 Sergeants, 4 Warrant Officers, 3 Lieutenants, 2 Colonels, and 1 General)
- Rank props (pins and arm bands)
- *Fort Sheridan: A History of Transition and Change* DVD

Lesson Preparation

1. Review the role-playing cards to familiarize yourself with military ranks.
2. Review the “From ‘Reveille’ to ‘Taps’” chapter of the DVD, which describes Army life at the fort.
3. The day before the lesson, inform your students that they must dress in gym shoes, jeans, and a white shirt the next day. (This will represent their “military uniform.”)
4. Determine tasks that the “soldiers” will have, appropriate to their rank (e.g., empty trash, clean boards, lead line drills, give orders).

Important Terms

Your students will need to know some basic military commands to effectively participate in this lesson. (You may want to demonstrate to your students exactly how you want each command executed.)

about face: in a standing position, pivot 180 degrees

at ease: stand in a relaxed manner but with no talking

attention: stand straight with your head facing forward and your arms down by your side

dismissed: you may go

in your ranks: line up



march: walk in a single-file line

In addition, the following terms describe the differences among enlisted soldiers, non-commissioned officers, and commissioned officers in the Army.

enlisted soldier: any soldier serving below the grade of an officer or warrant officer

non-commissioned officer: an enlisted soldier who has demonstrated leadership qualities and been promoted to an officer rank

commissioned officer: an officer with a rank of second lieutenant or above who has been directly appointed under a commission by the President of the United States

Lesson Steps

Part One

1. As your students enter the classroom, present a military aura by being very formal and using some military terms, such as addressing the students as “soldier.”
2. Ask your students what they know about being in the military. Direct them toward their ideas of what military life might be like for an individual soldier. For example: What do you think a General does all day? What about a Lieutenant? A Sergeant? A Private?
3. Show the “From ‘Reveille’ to ‘Taps’” chapter of the DVD and encourage students to share their thoughts about how soldiers live (and lived in Fort Sheridan’s day). Extend the discussion to include differences among soldiers of different ranks, among time periods, and any other views on life as a soldier.
4. Explain to your students that you will be conducting the class in a military manner for the rest of the day and explain to them what kind of behavior is expected from them and

how they will be ranked. At this time, review the important terms from above.

5. Any student who is not dressed in the appropriate attire should be escorted to a designated area and automatically assigned the lowest military rank for the day.
6. Have the rest of the students randomly pick their ranks from the role-playing cards. They should read them and then share their responsibilities with the class. Pass out the rank pins and arm bands to the appropriate students.
7. Conduct the rest of the day’s lessons according to your plans, but do it in “military mode.”

Some ideas for military mode are:

- Have students stand at attention and salute you when you or any officer enters the room.
- Line students up as the military would line up when students are moving between classes or going to lunch.
- Have students address you and the officers of higher rank as “Sir” or “Ma’am.”
- Segregate students at lunch so that all officers eat together with you and enlisted men eat at a different table.
- During recess, have students practice marching and lining up as those in the military would.
- Another recess activity is to make students wear their backpacks and do some drills or an obstacle course.

Part Two (to be completed at the end of the class period, or the beginning of the following day)

8. Organize students into groups of two or three. Try to mix ability levels and military ranks.



9. Have students create a graphic (Venn diagram, chart, list, etc.) comparing civilian life and military life.

10. Have students share their products with the class.

Part Three

11. Facilitate a discussion including the following questions:

- How did you feel during military mode?
- What did you like? Dislike?
- Were there things you thought were unfair?
- Why is “military mode” important during troop training? During wartime?
- What might it feel like to be a recruit?

Assessment

12. Direct each student to role-play and write a letter to a loved one that describes military life, compares it with life at home, and expresses his/her feelings about being a soldier. Make sure to tell students they will be sharing their letters with the class.

13. Select volunteers to share as many letters as time allows, using them as the focus of a class discussion of how they might have felt upon receiving each letter from a loved one.

Lesson Extensions and Modifications

Extensions

- Relate this activity to current military situations in the world. What might it be like to be a soldier trying to keep the peace

in a foreign country wracked by civil war? A soldier working for democracy in a country under dictatorial rule?

- Create a collection campaign for our soldiers who may be in battle. It doesn't have to be money – you can collect any items you think soldiers may want (e.g., chewing gum, candy bars, CDs).
- Write a letter to a real soldier in a combat area. A soldier who receives a letter will likely feel better knowing that a young person really cares about him or her.
- Invite a military representative to speak to the class. For example, contact the Naval Station Great Lakes about scheduling a visit from a sailor. Students will love the uniform, and the sailor can talk about what it is really like in the military.
- Relate the activity to the present-day Naval Station Great Lakes. What might it be like to be a sailor stationed at a base located in a residential area?

Modifications

- Pick a specific time period at Fort Sheridan and direct the activities toward time-appropriate information.
- To abridge the lesson, assign the letter-writing activity for homework.



Writing Prompts

- All branches of the military put their enlisted men and women through training called Boot Camp or Basic Training to prepare them to serve in the military. The motto goes, “To make a good soldier, first we have to break ’em down before we build ’em up.” What do you think that means? Why do you think soldiers must be trained to obey orders? What might happen if soldiers refused to do so?
- What are other ways to unify individuals around a common purpose and/or leader?
- Commissioned officers have a lot of responsibility, while non-commissioned soldiers do a lot of physical and exhausting work. For what would a General be responsible? To whom does he answer? For what would a Private be responsible? Which would you rather be, and why?



An Army engineer's personal gear (1917)



Additional Resources

- A comparison of ranks and hierarchies across the Armed Forces, and a chart describing the general composition of an Army unit can be found at:
<http://www.ecsu.ctstateu.edu/personal/faculty/pocock/ranks.htm>
- Insignia related to each Army rank:
<http://www.military-quotes.com/ranks/army-rank-insignia.htm>
- The Fort Sheridan web site:
<http://www.explorethefort.org>

Photo courtesy of LCFP's Lake County Discovery Museum

Role-playing cards that specify Army ranks

Make two photocopies of this page so that you have 12 **Private** cards.

Private

A Private is an enlisted soldier who is starting Basic Training or is working on his or her first assignment. Privates have the lowest rank within the Army, and their role is to carry out orders issued by their higher-ranking officers. They perform specific job functions and help ensure the success of their units' missions.



Private (PV2)

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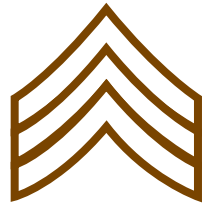
Private (PV2)

Role-playing cards that specify Army ranks

Make two photocopies of this page so that you have 8 **Sergeant** cards and 4 **Warrant Officer** cards.

Sergeant

A Sergeant is a non-commissioned officer who typically trains, leads, and takes care of a squad of 10 soldiers. Sergeants serve as role models for Privates. They enforce good order and discipline, and ensure that their subordinates are prepared to function as effective unit and team members and that the unit's equipment is properly maintained.



Sergeant (SGT)

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A Sergeant is a non-commissioned officer who typically trains, leads, and takes care of a squad of 10 soldiers. Sergeants serve as role models for Privates. They enforce good order and discipline, and ensure that their subordinates are prepared to function as effective unit and team members and that the unit's equipment is properly maintained.



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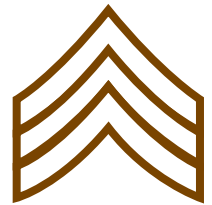
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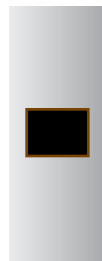
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Sergeant (SGT)

Warrant Officer

Warrant Officers are officers who are specialists and experts in certain military technologies or capabilities. Soldiers with this rank serve under a warrant from the Secretary of the Army. Warrant Officers command special-purpose units and provide valuable skills, guidance, and expertise to commanders and organizations in their particular field. A good example of a Warrant Officer is a helicopter pilot.



Warrant Officer (WO1)

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Warrant Officer (WO1)

Role-playing cards that specify Army ranks

Make 1 photocopy of this page so that you have 3 **Lieutenant** cards, 2 **Colonel** cards, and 1 **General** card.

Lieutenant

Lieutenants, just like Colonels and Generals, hold Presidential commissions. Lieutenant is the entry-level rank for most commissioned officers. Unlike Warrant Officers, Lieutenants are normally generalists. They serve over platoons consisting of a Staff Sergeant and up to four squads.



First Lieutenant (ILT)

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First Lieutenant (ILT)

Colonel

A Colonel is an officer who independently commands regiment- and brigade-size units for short periods. (Regiments typically have 1,500 soldiers, while brigades have up to 5,000 soldiers.) A Colonel holds a Presidential commission and is considered a direct representative of the President of the United States. A Colonel ranks below the various levels of Generals.



Colonel (COL)

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Colonel (COL)

General

A General holds the highest rank in the Army. He or she typically has over 30 years of experience and service, holds a Presidential commission, and is considered a direct representative of the President of the United States. A General commands units independently for long periods, providing leadership in all operations that fall within a geographical area.



General (GEN)

Fort Structure

Overview

The history and growth of the United States have often depended on its ability to defend and/or protect itself from outside attacks or internal civil unrest, as in the case of Fort Sheridan and others. As a result, the United States built many forts, particularly as American settlement expanded and the borders of the U.S. extended westward. The construction of a particular fort depended greatly on the needs or purposes for which it was built, as well as the materials available at the time and place of construction. In this lesson, student groups investigate different forts to identify their primary purpose(s) and then construct a model of their group's fort. The students compare and contrast the forts with one another and particularly with Fort Sheridan.

Core Subject Area

social studies

Instructional Level

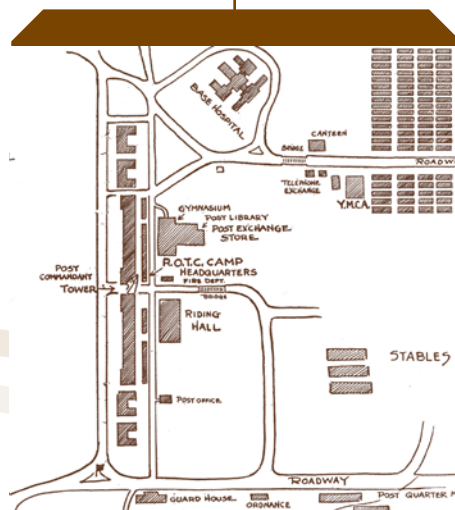
intermediate

Learning Objectives

By completing this lesson, students should be able to:

- Design paths of inquiry in order to investigate specific characteristics of forts.

- Describe the evolution of fort structures based on changing time periods.
- Design a fort according to the needs or purpose(s) of the time period, in comparison or contrast to Fort Sheridan.



A hand-drawn map shows the location of various Fort Sheridan buildings. (1970)

State Standards Addressed

This lesson addresses the following Illinois State Standards:

Social Science

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A. Apply the skills of historical analysis and interpretation.

3b. Make inferences about historical events and eras using historical maps and other historical sources.

3c. Identify the differences between historical fact and interpretation.

16.D. Understand Illinois, United States and world social history.

3a. Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.

State Goal 17: Understand world geography and the effects of geography on society, with an

emphasis on the United States.

17.A. Locate, describe and explain places, regions and features on the Earth.

3b. Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.

17.C. Understand relationships between geographic factors and society.

3a. Explain how human activity is affected by geographic factors.

3c. Analyze how human processes influence settlement patterns including migration and population growth.

State Goal 18: Understand social systems, with an emphasis on the United States.

18.B. Understand the roles and interactions of individuals and groups in society.

3a. Analyze how individuals and groups interact with and within institutions (e.g., educational, military).

Suggested Time Allocation

130-150 minutes

Materials Required

- Copies of handout: *Fort Designs/Maps*
- Copies of handout: *American Forts 1607 - Present*
- *Fort Sheridan: A History of Transition and Change* DVD
- Copies of handout: *Designing and Building Fort Sheridan*
- Copies of handout: *The Evolution of Fort Sheridan Weaponry*

- Poster materials: posterboard, tag board, butcher paper, or construction paper
- Markers/crayons/colored pencils/paint
- Scissors
- Glue or other adhesive material
- Fort materials: popsicle sticks, toothpicks, sugar cubes (“bricks”), clay
- Rules, compass, protractor
- Copies of handout: *The History Behind American Forts* (optional)

Lesson Preparation

Prior to beginning this activity, it is important to preview all of the materials provided for this lesson. You should also visit the Fort Sheridan web site (<http://www.explorefort.org>) in order to gain background information on the needs and purpose of Fort Sheridan’s construction. Finally, be sure to have materials for the fort models on hand prior to beginning the lesson.

Important Terms

architecture: the art of designing buildings, landscapes, and public spaces

artillery: large caliber weapons

barracks: living quarters for military personnel of lower ranks

parade grounds: area of a fort for official outdoor ceremonies, often covering a large area

Lesson Steps

Introduction

1. Divide students into small groups. Pass

out a building plan or map of a different fort to each group. From these plans/maps, challenge students to figure out what kind of fort theirs is – i.e., when it was built, how it was built (materials), and why it was built.

2. Have groups share their thoughts on their forts with the class, explaining their speculations. Because students will learn more about the forts later in the lesson, do not correct any misconceptions they may have at this point in the lesson. Tell students that they will be working with the plans over the next couple of days, learning more about their fort.

K-W-L Chart

3. As a class, create a “K-W-L” chart on forts. (A K-W-L chart features three categories: Know – what students think they already know about forts; Want to learn/know – what students would like to learn about forts; Learned – what students learn about forts through the course of the lesson.) The K-W-L chart should also include some entries that are specific to Fort Sheridan. Encourage students to add their own “K” or “W” entries to the chart.

4. Have students read the *American Forts 1607 - Present* reproducible, which discusses the varying needs and functions for forts during various time periods. As they read, students should fill in and add to their K-W-L charts.

Examine Fort Sheridan

5. As a class, review and discuss the maps and plans from the *Designing and Building Fort Sheridan* reproducible. The discussion should include speculation on when it was built, how it was built, and why it was built.

6. Time permitting, show *Fort Sheridan: A History of Transition and Change*, particularly the sections on the building of the fort. Whether

or not you are able to watch the DVD, display and discuss the reproducible that highlights the evolution of the weaponry and equipment used throughout Fort Sheridan’s history. Ask students what the changes say about the fort (and forts in general). Again, students should adjust their K-W-L charts where necessary.

Modeling a Fort

7. Return students to their cooperative groups, reminding them that they will be learning more about the forts depicted in their plans/maps. Inform them that they will also be building a model of the fort. To start students on their investigation, they should first highlight the “W” elements in their charts that should be part of their inquiry paths, perhaps adding to that list. Additionally, students should highlight anything in the “K” or the “L” part that will help them build their models.

8. Give students opportunities on the Internet to investigate their forts. At minimum, students need to learn when their fort was built, how it was built (materials), and why it was built.

9. Help students figure out which materials will help them build their models. Allow class time for model building. Groups may use posterboard and markers to help illustrate special features of their forts.

Assessment

10. Have each group present its fort model, sharing when it was built, how it was built (materials), why it was built, and a comparison between the functions of their fort and Fort Sheridan. The group should also share any other interesting information that they learned in the investigation.



Lesson Extensions and Modifications

Extensions

- Begin the lesson by challenging students to turn the classroom into a fort: give them a premise for why the fort is needed – e.g., to protect the people inside and to keep invaders armed with bows and arrows and battering rams from entering. What would they need to do to the classroom?
- Extend group investigation of a particular fort to include how it is currently used, including whether it is a historic site.
- Extend group research by passing out the reproducible, *The History Behind American Forts*. With this reproducible, students will try to connect events in American history with the building of American forts not previously mentioned.

Modifications

- If you worry that the inferences that students must make in the first two steps are

too difficult, go over two or three designs/maps as a class, and guide students toward making inferences about each one.

- To abridge the lesson, have students draw their forts rather than construct models.

Writing Prompts

- You have learned that forts have come in many different forms and have served different purposes over the years. Describe one function of a fort that you did not know about prior to this activity. Explain why it was important for forts to function in that way.
- Fort Sheridan began as a fort to ensure that Chicago would have a force nearby in the event of civil unrest. Its role changed at various times during its history, taking advantage of the landscape, such as the ravines and the lakefront. If the fort were still operating today, how might it utilize its location? Explain.



Additional Resources

Students may begin their research on the forts depicted in the attached designs/maps at the following web sites:

- Fort Necessity - <http://www.nps.gov/fone/fort.htm>
- Fort Madison - <http://www.oldfortmadison.com/History.htm>
- Fort Douaumont - <http://www.answers.com/topic/douaumont>
- Fort Montgomery - <http://www.historiclakes.org/explore/Montgomery2.html>
- Maunsell Sea Forts - http://en.wikipedia.org/wiki/Maunsell_Sea_Forts
- Femore Fort - http://www.subbrit.org.uk/rsg/sites/f/femore_fort/

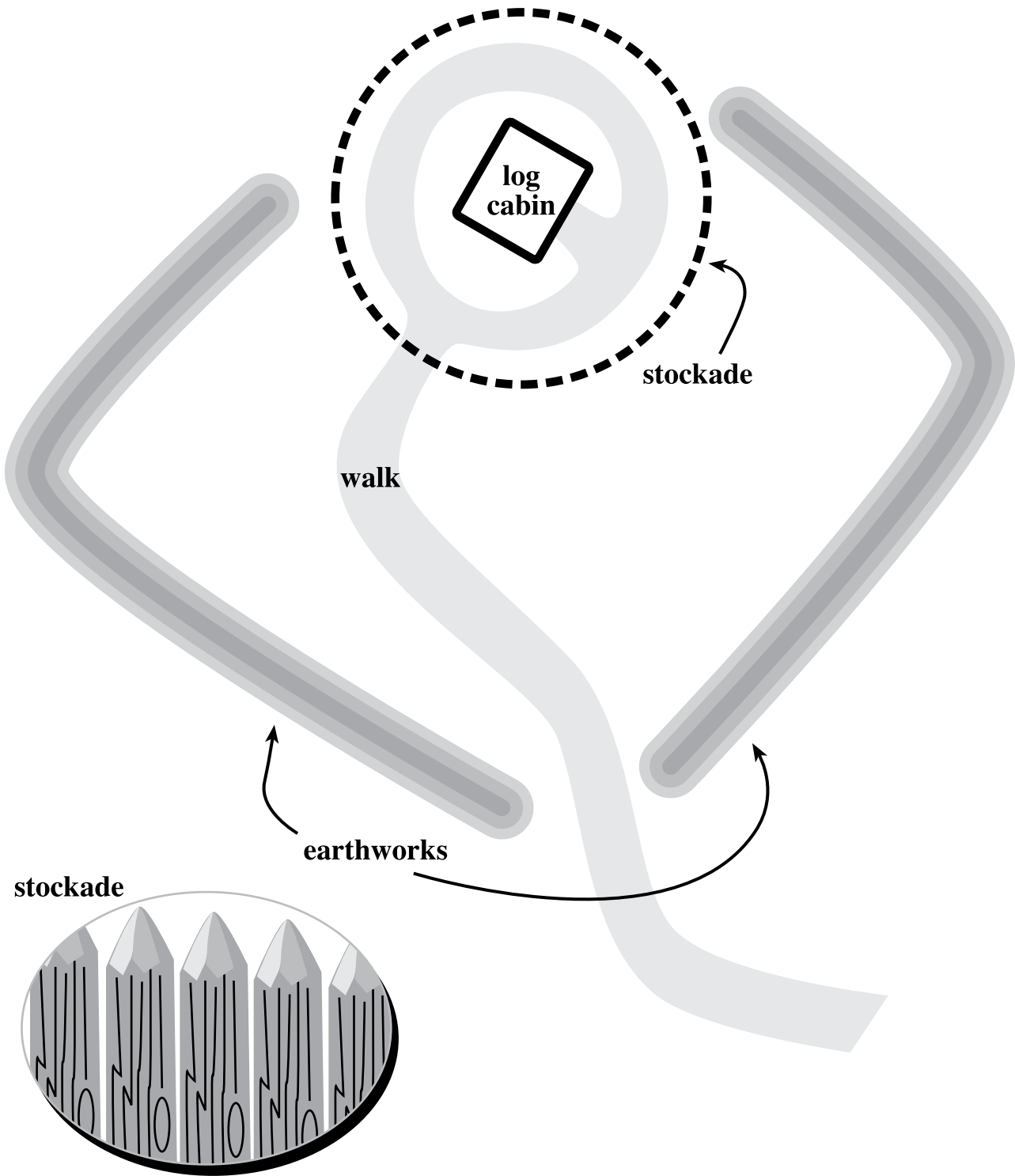
Information about the founding of Fort Sheridan can be found at:

- <http://www.globalseeker.com/users/fortorg/history.htm>
- <http://www.explorethefort.org>

An extensive list of forts and the countries that initially built them can be found at:

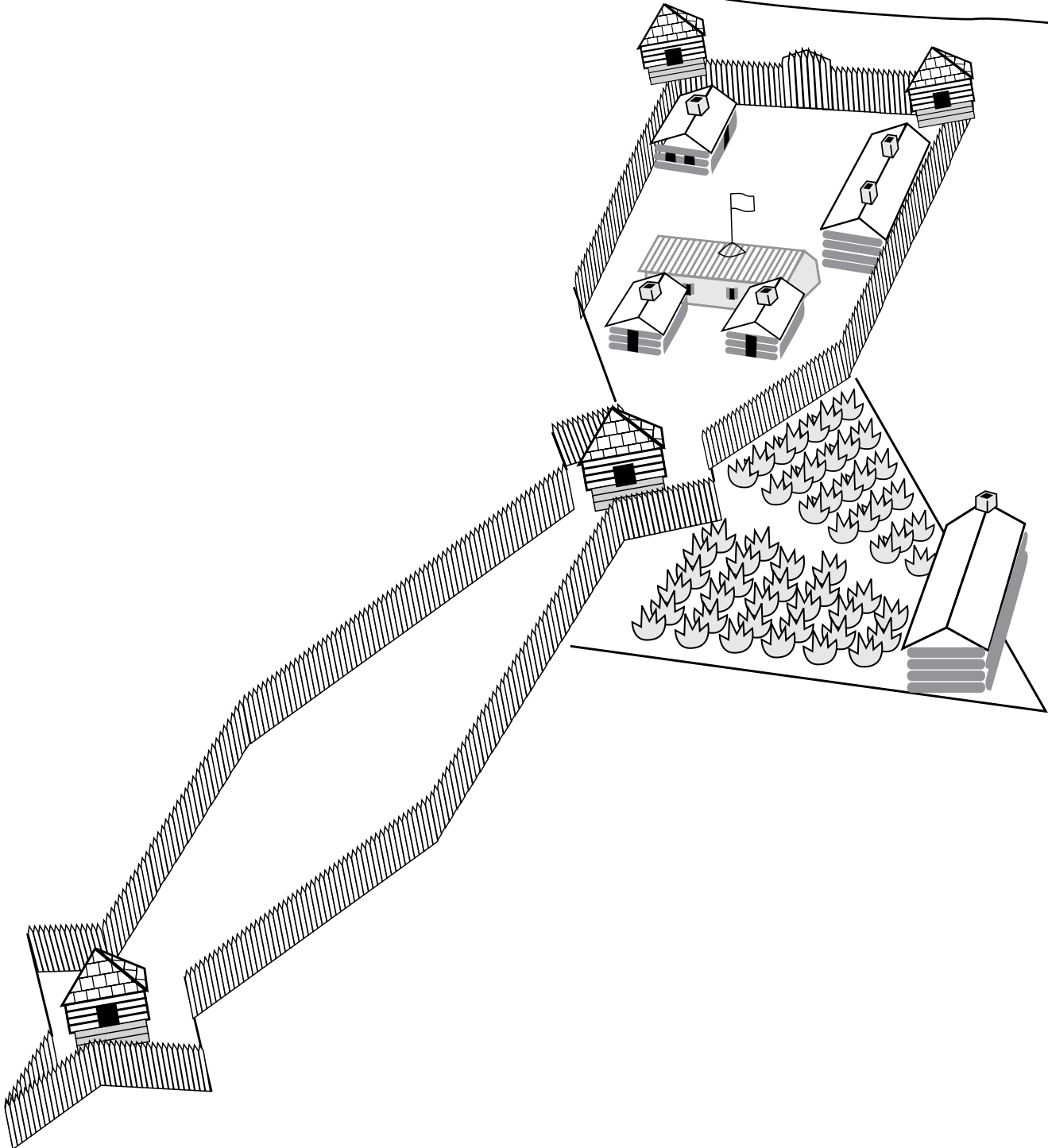
- <http://www.geocities.com/naforts/forts.html>

Fort Designs/Maps: Fort Necessity

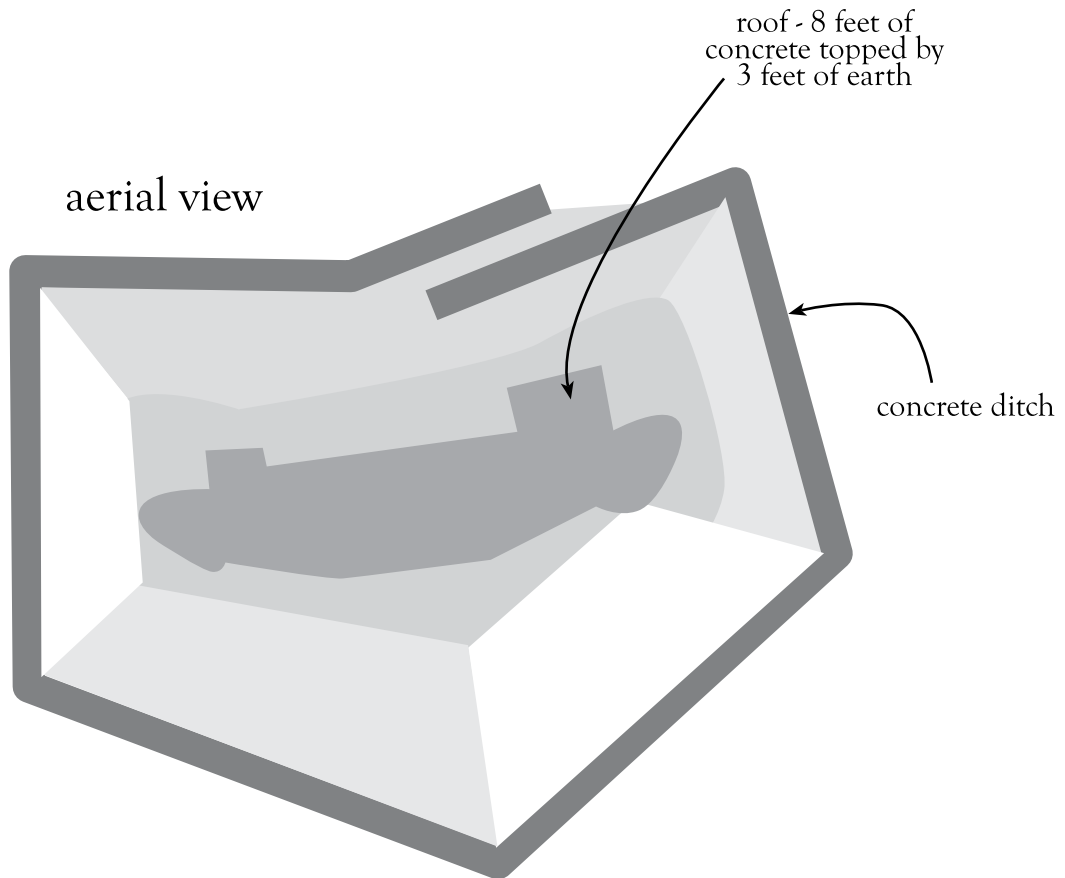
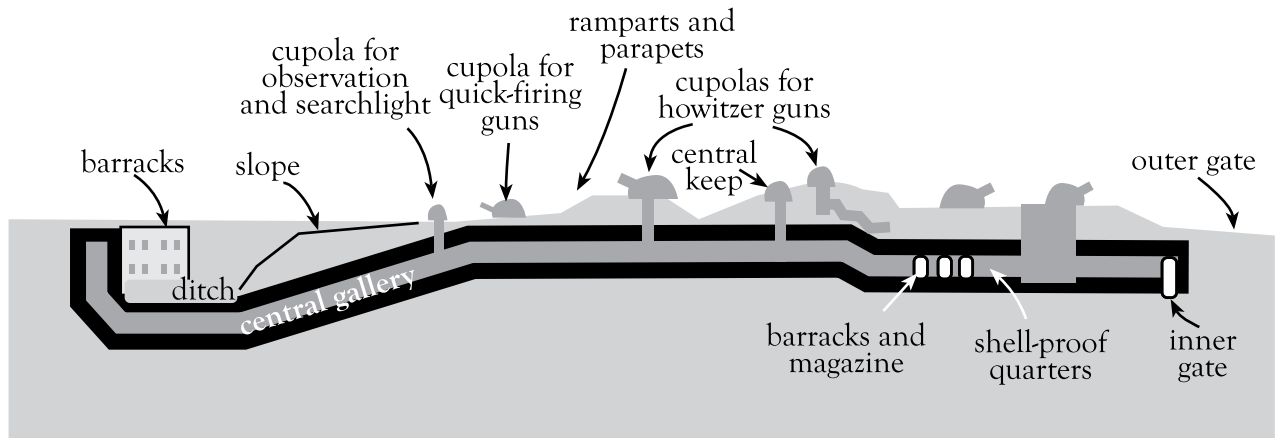


Fort Designs/Maps: Fort Madison

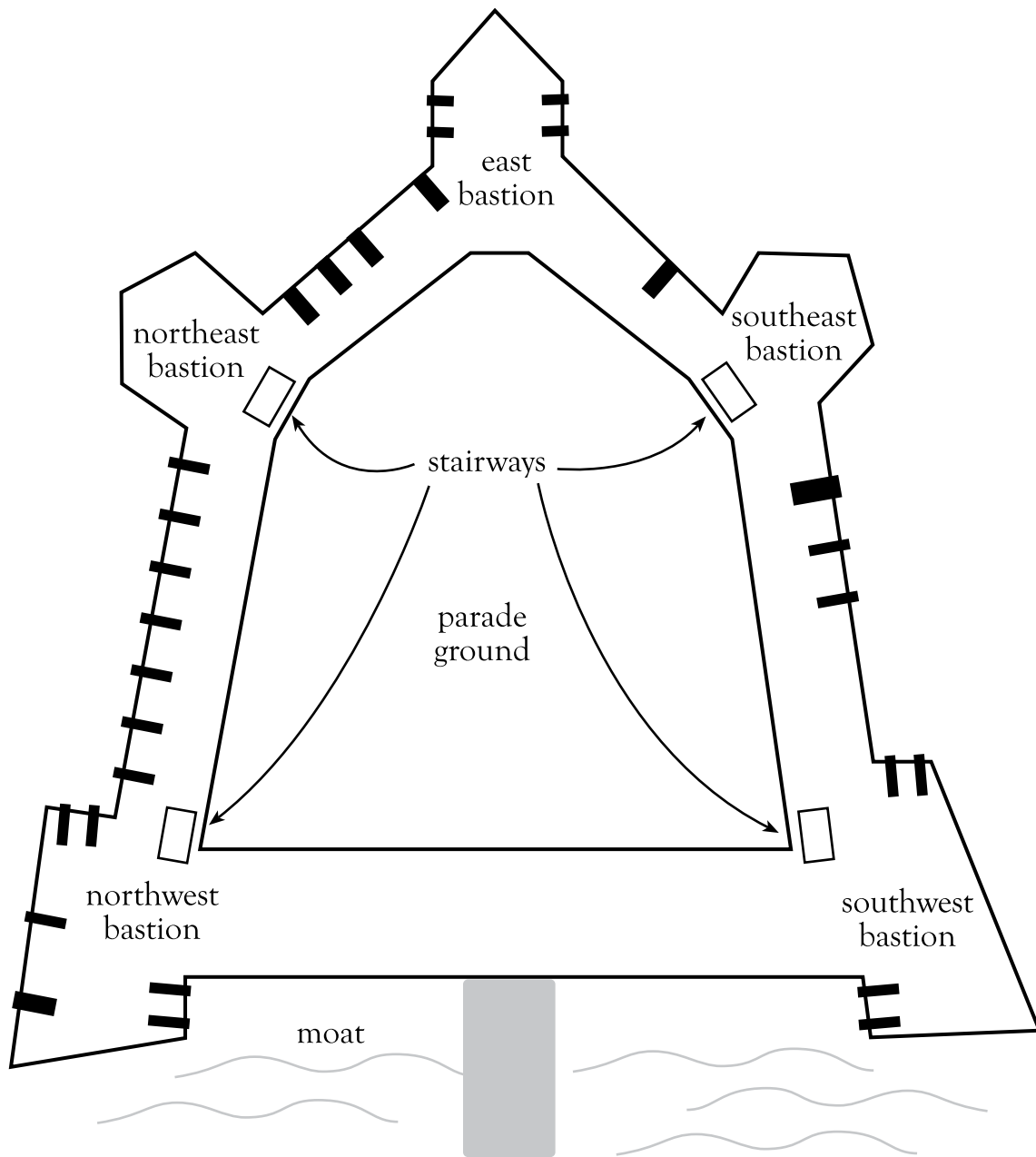
Mississippi River



Fort Designs/Maps: Fort Douaumont

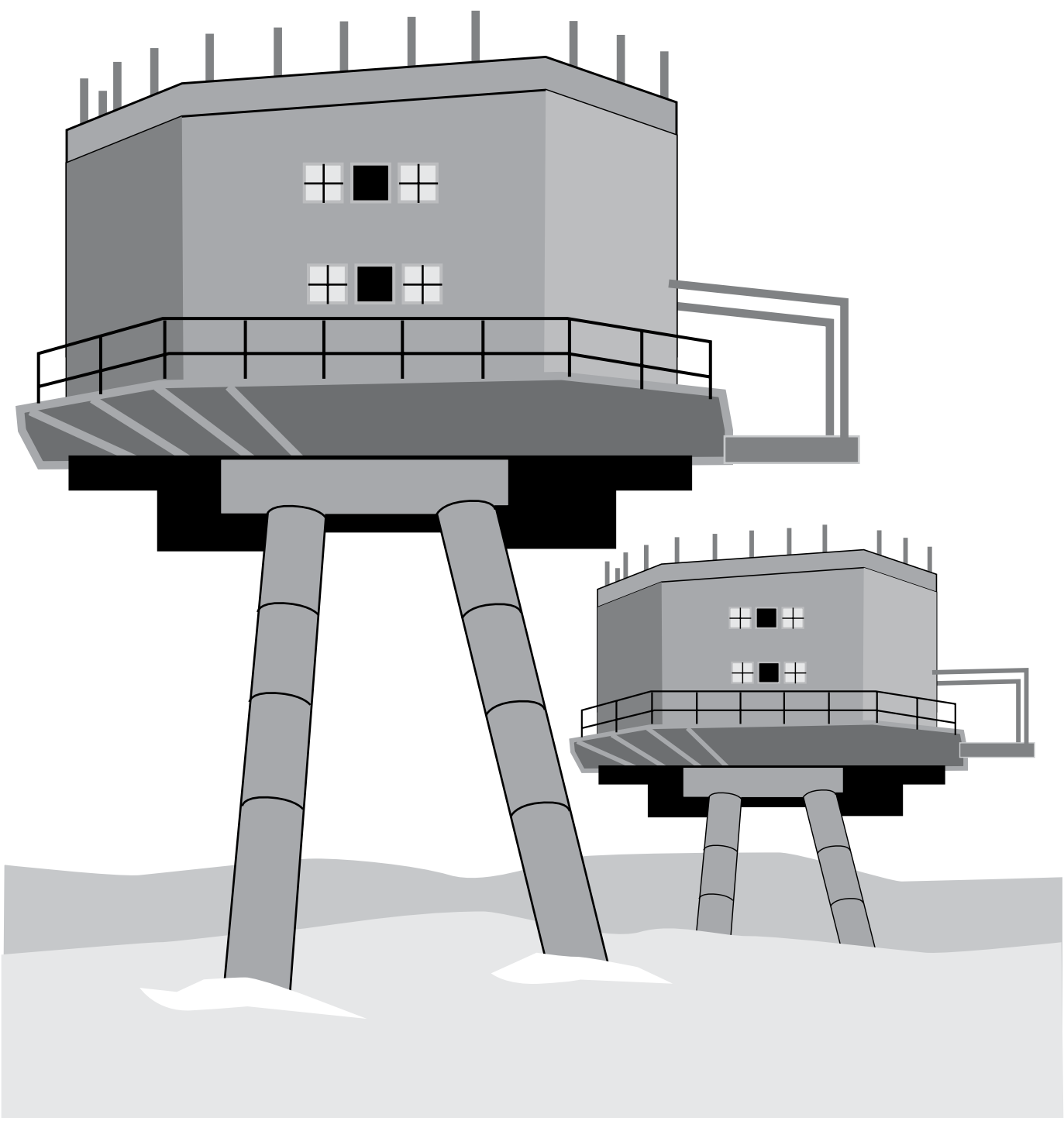


Fort Designs/Maps: Fort Montgomery



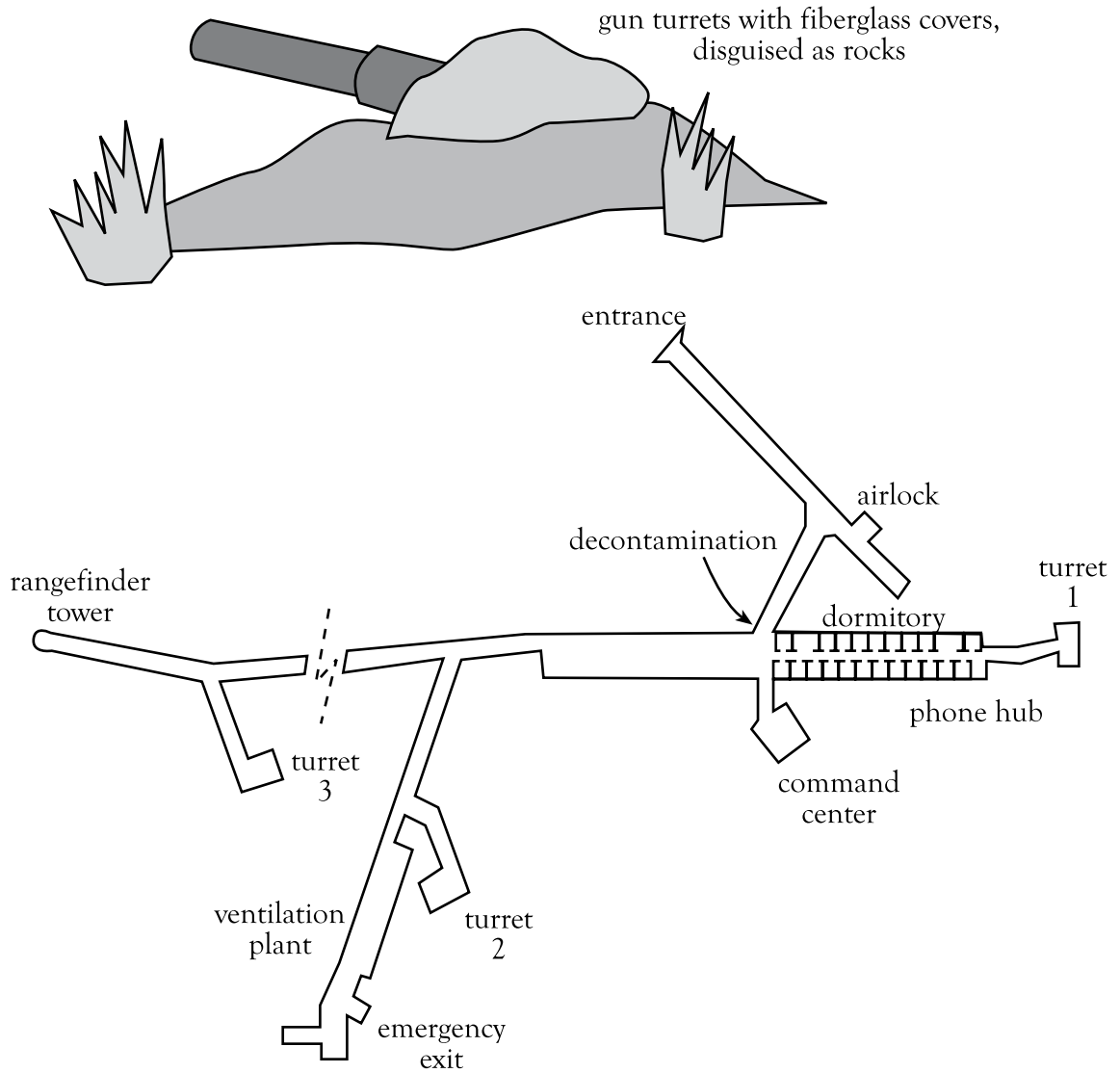
Fort Montgomery was designed to mount 125 cannons. Four of its five bastions contained powder magazines, fully lined with wood.

Fort Designs/Maps: Maunsell Sea Forts



Fort Designs/Maps: Femore Fort

This fort's entrance was disguised as the garage of an ordinary house.



American Forts 1607 - Present (page 1)

Reading this article will provide you with a snapshot of the various functions of forts and the purposes for which American forts were built. With that knowledge, you should be able to compare and contrast various fort structures and their needs.

Forts Have Many Purposes

From the landing at Jamestown in 1607 to the current day, forts have played an important role in American history. Colonists built the first forts as protection of their communities against invaders and the elements. The origins of the settlers influenced the design of the first forts in America. As the nation grew and evolved, so did the design of military installations, influenced by military need and usage. Now the United States builds forts as protection for its government and citizens at home and abroad.

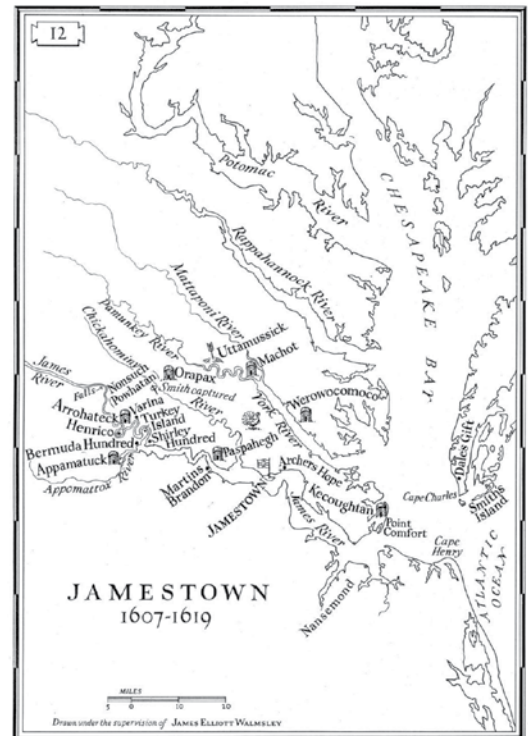
Forts Protect People and Property

Initially, colonists wanted protection from Native Americans, and as Americans moved westward, that need remained constant. Structures such as Fort Madison in Iowa were the result. Colonists also needed protection from each other, thus building forts such as Fort Necessity in Pennsylvania. America was colonized by several different countries, and when these countries fought abroad, the American colonies were often brought into the action. Fort Matanzas of Florida – among others – was developed to meet those needs.

As more colonists came to America and settled different areas, many forts were built along coastal and inland waterways that provided vital transportation and trade routes. First, a trading post would be established. Later, a fort would be built around it to protect the trade route and the settlers who depended on it. Countries fought to control the waterways, and structures such as Fort Carillon-Ticonderoga in New York were essential points of defense.

The Functions of Forts Change

As explained above, colonial forts were used to secure and protect the colonists from attacks by Native Americans and other colonies. During the American Revolution, the



American Forts 1607 - Present (page 2)

function of forts changed as the colonies fought to become a sovereign nation. Later – and throughout the Civil War era – America built forts as a means of domestic peace keeping. For example, the Haymarket Riots in Chicago, which led to the death of several Chicago policemen, prompted wealthy Chicago businessmen to purchase land for the military to build Fort Sheridan. Their hope was to restore peace and order to the city.

In the 20th century, war threatened American troops abroad. Fort Sheridan and other structures shifted their focus back to defending the country in a global sense and providing vital training grounds for the troops. As the military needs shifted to other continents, so did the building of military forts and bases abroad, such as the radar base at Vardø in northern Norway.

Designing a Fort

The greatest influence on fort design has been military technological advancement. Forts go back to Egyptian times. As people became better at destroying these fortresses, they also became better at designing them. Fort designs were usually dependent on the resources at hand. While European forts were built of stone or brick, the first forts in America were made of wood. As more colonists traveled to America, forts began to look more and more European.

As military needs changed, so did the design of the forts. For example, when metal boats became prevalent, so did the need for stronger coastal defenses. Later, when submarines and airplanes were developed, more sophisticated defense systems were required. Today, military installations address concerns of nuclear weaponry, chemical warfare, weapons of mass destruction, and terrorism.

Types of Forts

The U.S. Government has a classifications system that illustrates how fort structures have changed along with the changing needs of the country. Below is a brief description of each system.

“First System” Forts were left behind by the British and French as they left America. These forts were primarily wooden/earth works. Fort McHenry in Maryland is an example of a First System fort.

American Forts 1607 - Present (page 3)

“Second System” Forts were built from 1794 to approximately 1807. They were mainly coastal fortifications made from faced earth and masonry. The Statue of Liberty was built on the site of a Second System fort.

“Third System” Forts were built from approximately 1807 to 1890. These structures took on the latest masonry designs. However, they became obsolete with the arrival of World War One’s bombing technology.

“Endicott System” Forts were built from 1890 to 1910. They featured concrete fortifications armed with “disappearing” breech-loading rifles. Most of these, such as Fort MacArthur in California, were built along the coast.

“World War One” Forts were built from 1918 to 1936. These forts showed improvements in concrete using experimental steel bar forms for reinforcement. California’s Fort Barry is an example of a World War One fort.

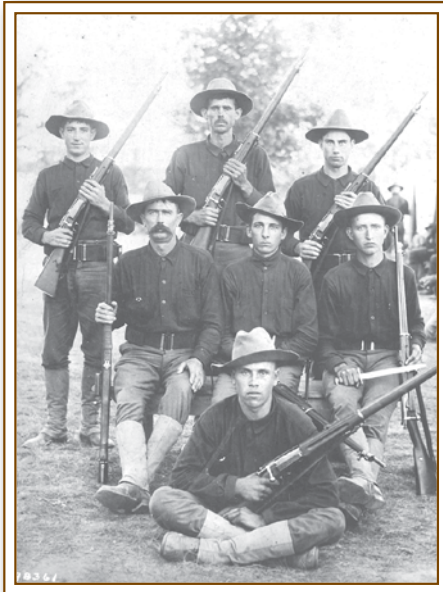
“World War Two” Forts were built from 1937 to 1945. These structures were typically made of concrete. They were also some of the first to experiment with camouflage as a way to hide military installations. Fort Cronkhite, also in California, is an example of a World War Two fort.

“Cold War” Era Forts were built from 1945 to 1982. These installations weren’t actually forts in the traditional sense. They were home to anti-aircraft systems, which were built to protect the U.S. from nuclear weapons attacks.

“Post Cold War” Forts were originally built in 1982 and are still being built today. Their functions focus on combating terrorism and drug operations, providing disaster relief, and facilitating evacuations.



Evolution of Fort Sheridan Weaponry



1899- The 30th Infantry Division



1932 - Cannons were among the field artillery used in the early 20th century.



1950 - Tanks played a key role in World War II battles.



1950 - Soldiers train with anti-aircraft and anti-tank guns.



1964 - The threat of chemical warfare meant carrying gas masks at all times.



1965 - Nike missiles signalled U.S. involvement in the Cold War.

Designing and Building Fort Sheridan (page 1)

Map of the Fort, 1948

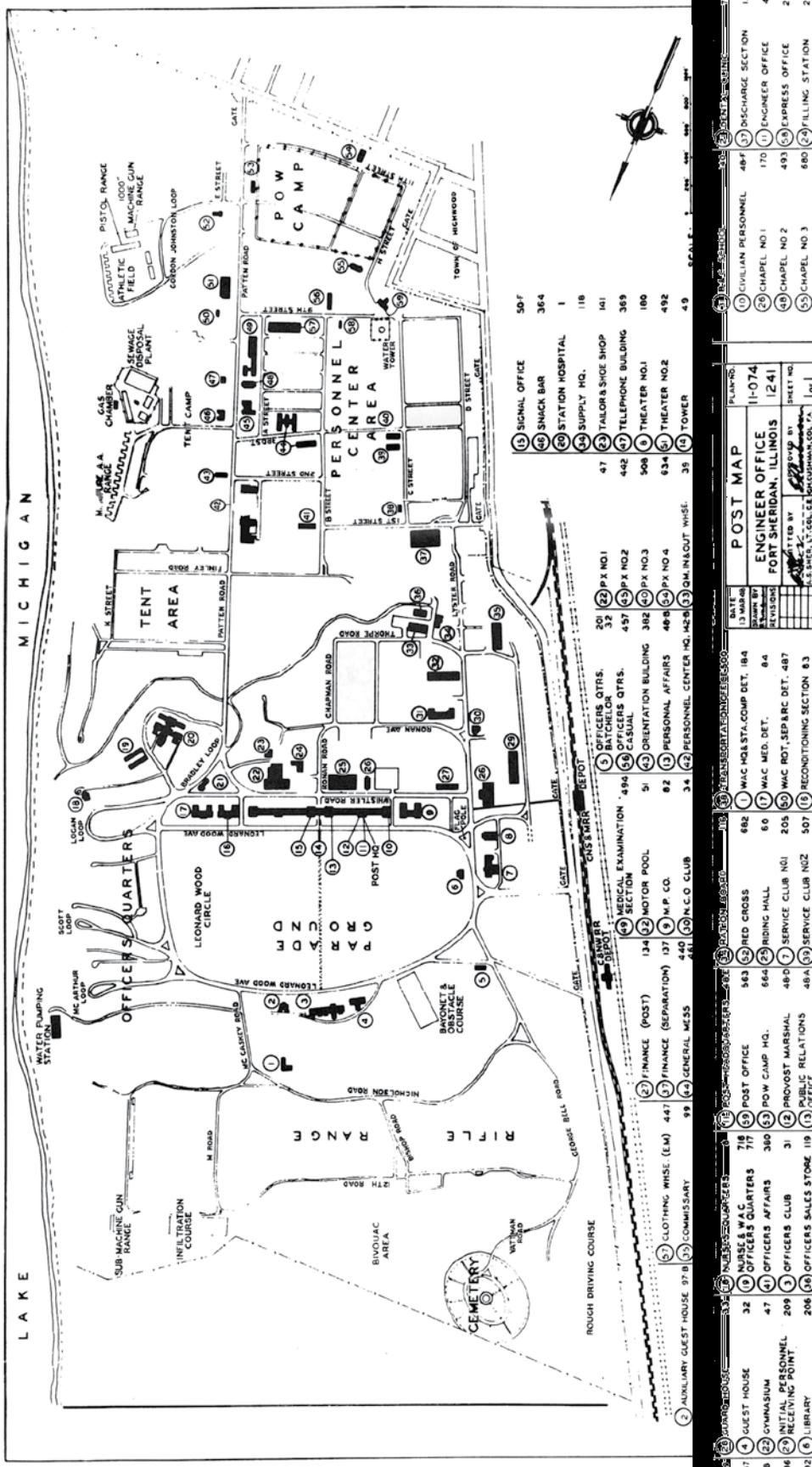
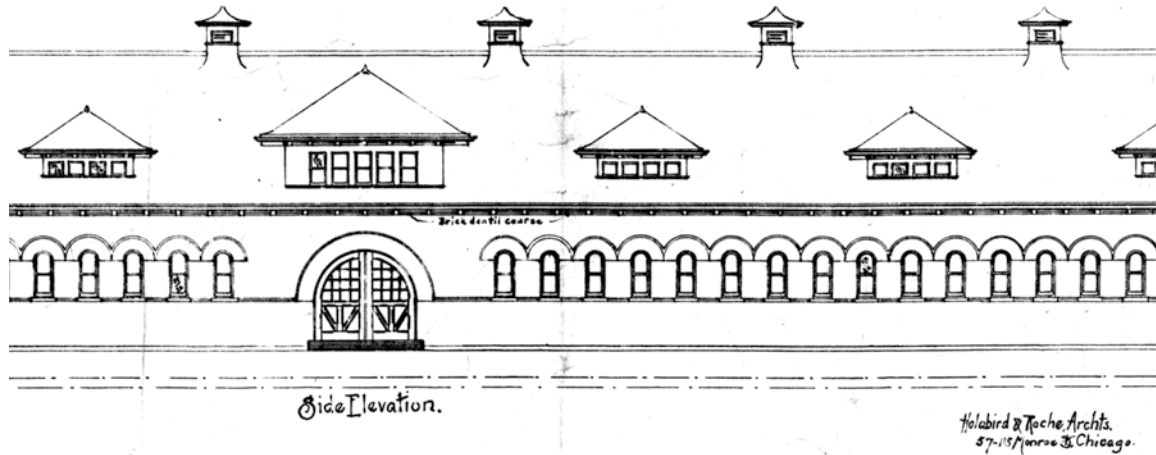


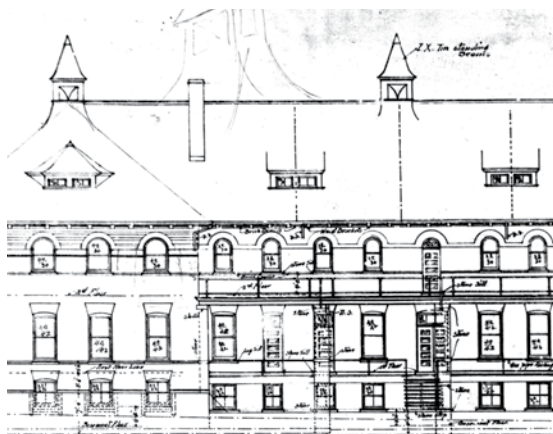
Image courtesy of LCFF's Lake County Discovery Museum

Designing and Building Fort Sheridan (page 2)

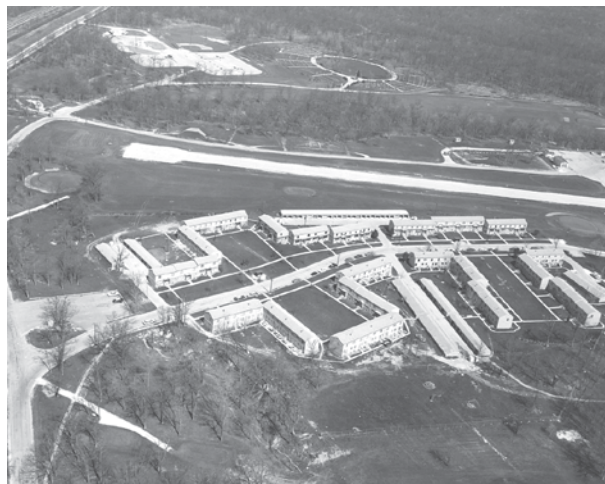
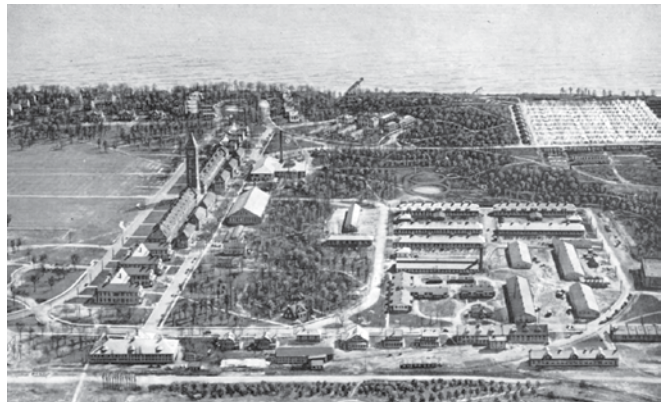
Architectural Plans for the Cavalry Stables



Architectural Plans for the Barracks



An aerial view of Fort Sheridan, 1936



An aerial view of Fort Sheridan, 1966

The History Behind American Forts

Name: _____

Below is a list of American forts from different time periods. Some may be well known, and others not at all.

Directions:

Using your American history texts and/or other resources, try to connect historical events with the building of these specific forts.

Try to connect what was happening in American history at the time the fort was built to determine its specific function.



Valley Forge

Jamestown	Virginia	1607
Fort William Henry	Maine	1692
Fort Adams	Rhode Island	1702
Old Fort Niagara	New York	1726
Fort McHenry	Maryland	1776
Valley Forge	Pennsylvania	1777
Fort Dearborn	Illinois	1803
Fort Washington	Washington, D.C.	1809
Fort Gaines	Alabama	1814
Fort Snelling	Minnesota	1823
Fort Alcatraz	California	1849
Fort Branch	North Carolina	1863
Fort Reno	Oklahoma	1874
Fort DeSoto	Florida	1898
Fort Irwin	California	1940
Camp Pendleton	California	1942



Exhibiting Life at Fort Sheridan

Overview

Examining Fort Sheridan helps students better understand the events, trends, individuals, and movements that shaped Illinois, and in some cases, the United States.

Working as a museum exhibit design team, your class will design a museum exhibit that depicts a time period in the life of Fort Sheridan. Time periods that are conducive to exhibits include: Lakota imprisonment/cavalry post, Fort Sheridan's beginning, George S. Patton's stay at the fort, WWI, WWII, and Vietnam.

Core Subject Areas

language arts, social studies

Instructional Level

intermediate

Learning Objectives

By completing this lesson, students should be able to:

- Determine the importance of the events, trends, individuals, and movements that affected Fort Sheridan.
- Explain how people preserve their heritage.
- Create a model of life at Fort Sheridan during a specific time period.

State Standards Addressed

This lesson addresses the following Illinois State Standards:

English Language Arts

State Goal 1: Read with understanding and fluency.

1.C. Comprehend a broad range of reading materials.

3a. Use information to form, explain and support questions and predictions.

3c. Compare, contrast and evaluate ideas and information from various sources and genres.

3d. Summarize and make generalizations from content and relate them to the purpose of the material.

State Goal 4: Listen and speak effectively in a variety of situations.

4.B. Speak effectively using language appropriate to the situation and audience.

3a. Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

State Goal 5: Use the language arts to acquire, assess and communicate information.

5.A. Locate, organize, and use information from various sources to answer questions, solve



**A young George S. Patton
at Fort Sheridan (1910)**

problems and communicate ideas.

3a. Identify appropriate resources to solve problems or answer questions through research.

5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

3b. Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.

Social Science

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A. Apply the skills of historical analysis and interpretation.

3b. Make inferences about historical events and eras using historical maps and other historical sources.

State Goal 18: Understand social systems, with an emphasis on the United States.

18.B. Understand the roles and interactions of individuals and groups in society.

3a. Analyze how individuals and groups interact with and within institutions (e.g., educational, military).

Suggested Time Allocation

120-150 minutes

Materials Required

- Photographs from Fort Sheridan (3a-3h)
- *Fort Sheridan: A History of Transition and Change* DVD
- Fort Sheridan web site: <http://www.explorethefort.org>
- Sketch paper

Lesson Preparation

1. Preview the DVD and all photographs that will be used during the lesson.
2. Create a timeline of events at Fort Sheridan to be shared with the students.

Important Terms

architecture: the art of designing buildings, landscapes, and public spaces

artillery: large-caliber weapons

barracks: living quarters for military personnel of lower ranks

cavalry: troops trained to fight on horseback; important in the early history of Fort Sheridan

decommissioned: no longer in use

industrialists: business owners who deal with or are involved in industry; most commonly associated with the Industrial Revolution

labor unrest: dissent among workers that is usually directed at management/owners

noncommissioned officers: military officers appointed from within enlisted ranks

prairie-style landscaping: landscape design that incorporates natural flora of the prairie

standby force: military personnel trained to react and move quickly

Lesson Steps

Introduction

1. Present a photograph from Fort Sheridan and challenge students to come up with a caption for the photograph. (Even if they don't know the particulars of the photo, ask them to speculate on what is happening in the picture.) Have students share some of their captions.
2. Discuss as a class the meaning of the word



“caption.” What are the qualities of a good caption?

3. Divide students into pairs (or groups of three if need be) and, using other Fort Sheridan photographs taken at various points in the fort’s history, once again challenge them to write a caption for each. Ask students to share some of their captions with the rest of the class.

4. Pose the question: Where might you find a collection of historic photographs with captions? Students should eventually identify a museum as one such place. When they do, explain that they will be designing an exhibit on Fort Sheridan – an exhibit that might include some of the photos.

Think-Pair-Share

5. As a setup for watching *Fort Sheridan: A History of Transition and Change*, inform students that they are likely to learn additional information about the photographs and that they should change any of their captions as they see fit. Show the DVD, stopping periodically to allow student groups to discuss what they have watched and to possibly adjust their captions and identify potential museum material. (Consider having students participate in a think-pair-share discussion at each stopping point – i.e., students think about what they’ve watched, discuss the segment with their partners, and then share their thoughts with the entire class.)

Develop Exhibit

6. As a class, develop a timeline of significant periods and events in the life of Fort Sheridan. Sketch this timeline on the board and have the students copy it into their notes.

7. Give students more specific information about the museum assignment, telling them that their Fort Sheridan exhibit should cover only

one section of time in the fort’s history. Discuss the DVD, focusing in particular on which time period has the greatest potential for a museum exhibit. Conduct a class vote to determine which time period would be best for designing exhibits.

8. As a class, list all of the possible topics/themes to feature in the exhibit, such as military dress, military training, weaponry, social life at the fort, living situations, and so on. To encourage brainstorming, have students think in broad terms like events, trends, individuals, and movements. (This approach would also allow for a close adherence to the Illinois State Standards for Social Science!)

9. Divide the class into groups where they will research their topics of interest. (Consider requiring research groups to create bibliography cards during their research.)

10. Once students have completed their research, have them identify and list the ideas and information that their exhibits should present to visitors. For each item on the list, students should think of how the exhibit could present it.

11. Using their lists of what to present and how to present it, students should draw sketches of their exhibits and create written descriptions of their final exhibits.

Assessment

12. Have each group present its description and sketches. Each group’s presentation should include an explanation of each representation chosen – both what it represents and why it is important to include that representation in the exhibit.



Lesson Extensions and Modifications

Extensions

- Have student groups create models of their exhibits. Similarly, students could create murals – more detailed than their sketches.
- To add a math element to the lesson, you can review/teach scale, having students create their sketches on scale paper. (Working with scale paper is particularly helpful in creating exhibit models.)

Modifications

This lesson provides many options for adaptation. You might need to modify it or extend it based on the needs of your class. For example:

- Determine whether the entire class will actively create one exhibit OR if different exhibits will be created by different student groups.
- To abridge the lesson, decide on one time period to focus on, and show only the chapters of the DVD that correspond to that time. Similarly, show only photographs that come from that era.

Writing Prompts

- Write a chapter in the future life of Fort Sheridan. Describe in detail what a museum exhibit representing 2010-2025 might contain.
- Imagine that you are a soldier stationed at Fort Sheridan during the time period your museum exhibit reflects. You decide to bury a time capsule on the edge of the parade grounds for future generations to find. What three items would you include in your time capsule? Why?



Drum majorettes lead the band. (1949)

Additional Resources

- <http://www.fortsheridan.org>
- <http://www.explorethefort.org>

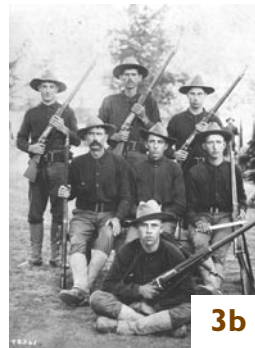
Photo courtesy of LCFP's Lake County Discovery Museum

Supplemental Photos

Look for the full-size versions of these photos in your Educator Kit.



3a



3b



3c



3d



18b Placing Horizontal
Frame on Double
Lock Spar Bridge
Fort Sheridan

3e



1ST AND 2ND SEC. SQUAD HQ

3f



3g



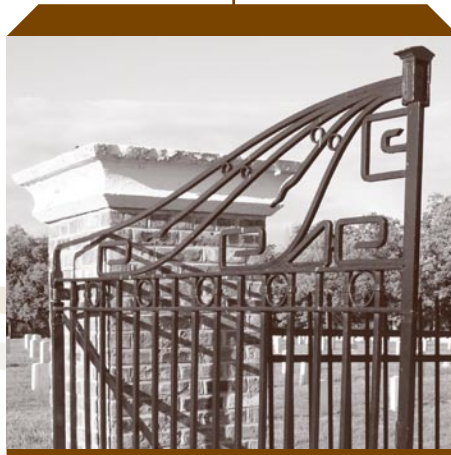
3h



Cemetery Stories

Overview

The military cemetery at Fort Sheridan offers a rich tapestry of lives intertwined through the years of its existence and bound together by the common thread of the military, especially the U.S. Army. This lesson uses the cemetery and those buried there as a way for students to learn about the past and create “historic fiction” based on what they learn. Using an identity of someone buried at the cemetery, students must research their subject’s time period, infer from the information provided and learned during their investigation, and create a first-person narrative from the point of view of their subject. The lesson encourages students to present their stories in character.



The gates of the Fort Sheridan post cemetery

Core Subject Areas

language arts, social studies

Instructional Level

beginning

Learning Objectives

By completing this lesson, students should be able to:

- Investigate the span of history of Fort Sheridan.
- Identify the wars that affected Fort Sheridan soldiers and their families.

- Create a first-person narrative based on research and inferences.

State Standards Addressed

This lesson addresses the following Illinois State Standards:

English Language Arts

State Goal 1: Read with understanding and fluency.

1.C. Comprehend a broad range of reading materials.

3a. Use information to form, explain and support questions and predictions.

3c. Compare, contrast and evaluate ideas and information from various sources and genres.

3d. Summarize and make generalizations from content and relate them to the purpose of the material.

State Goal 2: Read and understand literature representative of various societies, eras and ideas.

2.B. Read and interpret a variety of literary works.

3a. Respond to literary material from personal, creative and critical points of view.

State Goal 3: Write to communicate for a variety of purposes.

3.B. Compose well-organized and coherent writing for specific purposes and audiences.

3a. Produce documents that convey a clear

understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

3.C. Communicate ideas in writing to accomplish a variety of purposes.

3a. Compose narrative, informative, and persuasive writings (e.g., literature reviews, instructions, news articles, correspondence) for a specified audience.

State Goal 4: Listen and speak effectively in a variety of situations.

4.B. Speak effectively using language appropriate to the situation and audience.

3a. Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

State Goal 5: Use the language arts to acquire, assess and communicate information.

5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

3a. Identify appropriate resources to solve problems or answer questions through research.

5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

3b. Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.

Social Science

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A. Apply the skills of historical analysis and interpretation.

3b. Make inferences about historical events and eras using historical maps and other historical sources.

3c. Identify the differences between historical fact and interpretation.

State Goal 18: Understand social systems, with an emphasis on the United States.

18.B. Understand the roles and interactions of individuals and groups in society.

3a. Analyze how individuals and groups interact with and within institutions (e.g., educational, military).

Suggested Time Allocation

90-120 minutes



Materials Required

- Copies of handout: *The Haunted Graveyard*
- Copies of cemetery identities cards
- Photos of Fort Sheridan post cemetery (4a-4d)
- Internet
- Costuming for presentations (optional)

Lesson Preparation

Preview the Fort Sheridan web site (<http://www.explorethefort.org>) to learn about Fort Sheridan – its cemetery in particular. If necessary, you should also become familiar with the wars in which those buried in the cemetery may have participated and the order of military ranks to help you better understand the identities of those represented in this lesson.

Important Terms

civilian: a person who is not actively serving in the military

military cemetery: a burial place reserved for military personnel, veterans, and their families

veteran: a person who has actively served in the military; a designation that allows someone to be buried in a military cemetery

Lesson Steps

1. Survey students to find out how many like ghost stories. Ask students to share what they like or dislike about ghost stories (e.g., what makes a good ghost story, if they believe the stories, etc.) Encourage students to share specific examples of stories.

2. Pass out the *Haunted Graveyard* reproducible with the short passage about the German POWs, and read it aloud as a class.

3. Starting with a photo of the headstones of the German POWs, share other pictures of Fort Sheridan's cemetery. As students look at them, ask what they know about Fort Sheridan (even beyond its cemetery). Keep the discussion brief, but make sure that students know basic information, such as the fort's location, when it was operational, and what functions it served. Additionally, students should have an idea about the types of people who are eligible for burial at military cemeteries.

4. Explain to students that they are going to become the ghost of one of the people buried in the cemetery and come back to tell his or her story. Using the reproducibles provided, distribute identities of persons buried in the Fort Sheridan cemetery. These identities (ghosts) cover a span of fort history and include soldiers, civilians, WACs and the German POWs. (To eliminate conflict and delay, simply

hand out the identities or have students choose them randomly.)

5. Because access to actual war records and biographies is restrictive and limited, students must create "historical fiction" about their identity. Still, students will need to research the time period in which their person lived. Some information they might want to uncover includes: where the wars took place, whom were they fighting, what kinds of tactics and weapons were used, how people usually died in combat, who won the war, etc. Students should also infer information about their identities, such as what might it mean to live a long life or die in peacetime? What about a person's military rank?

6. With information that students gather in their research and infer from the information provided, students should create first-person narratives about their identities. Some elements they may want to include in their stories might be:

- Where are they from?
- What is their family history?
- Why did they join the military?
- Where did they fight?
- Did they receive any medals?
- If they were not soldiers, what was their relationship to Fort Sheridan?
- How did they die?
- Why are they buried at Fort Sheridan?

Assessment

7. Have students present their stories as the ghosts of their identities. Encourage students to dress in authentic clothing or use some type of accessory that identifies their time period. Further, encourage them to alter



their voices and “become” their identities for the presentations – or even stay in character throughout the day! The class should take notes about each person and ask questions, during which time the “ghost” should stay in character and answer accordingly. (Consider taking photos/video during the presentations – great for sharing at open house or conferences and sharing with other teachers.)

Lesson Extensions and Modifications

Extensions

- Have students create ghost stories using their identities as central characters. Similarly, student groups (or the entire class) could make up a ghost story based on any of the identities presented to the class.
- *The Spoon River Anthology* by Edgar Lee Masters is a collection of free-verse poems written from the points of view of fictional characters buried in the imaginary Spoon River, Illinois cemetery. Incorporate some of these poems into the lesson as a way to demonstrate how to create “historic fiction” and/or to model how to present narrative in the form of a poem.
- Have some fun with the presentation day, turning your room into a “haunted classroom,” dimming the lights, playing

spooky music and decorating with tombstones. Halloween decorations would be good for this.

Modifications

- Have students interview a veteran and share his or her experiences with the class. Potential interview questions include: How do you feel about serving your country? Would you serve in the military today if you were younger?
- To abridge this lesson, skip the first two steps.

Writing Prompts

- Honoring the war dead was the intent of some of our national holidays, such as Memorial Day and Veterans Day. How do you think students, schools, and families could best observe these times and make them more meaningful? Do you consider it a good idea to include these holidays in our calendar? Explain.
- An epitaph is something written on a headstone that may describe the person honored by the headstone, or it may be something the person said while alive. Pick a famous deceased person. Create an epitaph for that person and explain why you think it makes a good epitaph for him or her.



Additional Resources

- The legend of the phantoms at Fort Sheridan: <http://www.chicagohistory.info/haunted/fort.html>
- Information on the graveyards of the Chicago area: <http://www.graveyards.com/>
- Guidelines on military cemetery eligibility can be found at: <http://www.cem.va.gov/eligible.htm>

Supplemental Photos

Look for the full-size versions of these photos in your Educator Kit.



4a



4b



4c



4d

The Haunted Graveyard: Ghosts of the German POWs

Imagine yourself by the shores of Lake Michigan, up on the bluffs just east of the Green Bay Trail. The wind has picked up, there's a chill in the air and dusk is casting shadows through the tall grass. The dark settles like a blanket over the familiar land. It seems to draw us back toward the clustered forms of the old stockade and barracks of Fort Sheridan.



Follow me down the old post road to the place where the spirits dwell: the post cemetery. Buried here are soldiers and their families from the 1890s up to the present day. It is very dark, so we've brought our flashlights to beam the way and read the headstones. The lights play tricks on our eyes as we adjust to the night shadows and the reflections of the white stone markers.

The fort is haunted, this we have been told, but where the ghosts will appear, we just aren't sure. It seems a peaceful place as we walk among the graves, reading names and dates from the tombstones, imagining the cries of those killed in battle - on their horses, in the trenches, on the blood-stained terrain of war. It seems we hear the soft weeping of those left to mourn them.

Is it our imagination, or are those actual voices? Fear cuts through our thoughts, but rather than bolt for the gate, we gather our courage and move toward the back fence of the plot. The voices are louder and difficult to understand. Soon, it is obvious why: The words are German!

Suddenly I remember that nine German POWs from World War II are buried here. Captured in Europe and North Africa, they were brought to prison camp to labor on public work projects. They never saw their homes again, but met their final rest on American soil. Do they know we are here?

*"Yes, here we stay, left in the back of the graveyard, forgotten
even in the memories of our own people."*

The voice speaks in broken, halting English. Our eyes are forming figures from the shadows by the fence.

"Listen to us, remember our stories, hear our names."

Richard Barthel, Kurt Meyer, Rudolf Loehr, Willy Paap,

Heinz Braune, Heinrich Bauer, Emil Krauss, Egon Kranz, Kurt Roessger

Each soldier pronounces his name, then suddenly they are gone; all is silent. What did we just experience? We approach the gravesites and read the names on each stone with "German" printed underneath. Yes, we will remember.

As we walk quickly out the gate and back down the road toward the fort, strains of accordion music drift from the old stockade. Could those voices be singing in German? It sounds like it. We want to know their stories, and we shall.

Cemetery Identity Cards

Sgt. Edward B. Quinn

Company E, 15th U.S. Infantry
died October 5, 1890
Location: Section 5, Row E, #182
This is the oldest death in the cemetery.

Alfred Hedgero

Captain, 15th Regiment Infantry
died October 30, 1893
Location: Section 10, Row E, #198

Irving Henry Palmer

Troop A, 3rd U.S. Cavalry
born June 10, 1878
died November 19, 1899
Location: Section 7, Row F, #002
Killed near St. Thomas, Luzon, Phillipines

J.B. Donnelly

Bugler, Company K, 37th U.S. Infantry
interred February 27, 1901
Location: Section 5, Row C, #344

John Hackett

1st Sergeant, 7th Cavalry
died February 25, 1904
Location: Section 5, Row C, #348
Served with General George A. Custer at the Battle of the Little Big Horn

Infant son of

Staff Sergeant R.L. Bundy, U.S. Army
died June 15, 1911
Location: Section 7, Row B, #262

Jim Anderson

Private 21 Company 161 Depot Brigade
died October 7, 1918
(possibly from the Great Influenza of 1918-19)
Location: Section 6, Row A, #292

Edward J. Vattman

Major, U.S. Army, retired
died Sept. 29, 1919
Location: Large monument at cemetery entrance
Friend of President Theodore Roosevelt

“Unknown But to God”

interred January 1, 1932
Location: Section 7, Row E, #137

Robert G. Smith

Sergeant, 7th U.S. Cavalry
died March 18, 1939
Location: Section 7, Row B, #246
Indian Wars

Cemetery Identity Cards

Richard Barthel

died April 16, 1944

Location: Section 13, Row I, #024

German Prisoner of War (POW), died of pneumonia

Ervin C. Staples

Private First Class, U.S. Army

born October 14, 1914

died December 25, 1944

Location: Section 7, Row AA, #288

WWII, died in a bombing in Belgium

Cyrl H. Evans

Private, British Royal Army

died at Camp Grant, Rockford, IL; October 26, 1945; buried at Fort Sheridan; October 29, 1945

Location: Section 16, Row J, #034

Liberated from Japanese POW camp

Anna L.

wife of Sgt. R.G. Smith

born July 11, 1869

died February 15, 1969

Civilian (dependent)

Charles McClinic Jr.

U.S. Navy

born December 15, 1947

died March 9, 1977

Location: Section 7, Row A, #271

John H. Belbeck

Master Gunnery Sergeant, U.S. Marine Corps

born October 9, 1926

died December 7, 1980

Location: Section 7, Row AA, #291

WWII, Korea, Vietnam

Wendy L. Boivin

baby daughter of Sergeant First Class Kenneth D.

Boivin, U.S. Army

born March 24, 1981

died August 27, 1981

Location: Section 7, Row AA, #299

Hubert B. Bramlet

Colonel, U.S. Army, retired

born December 9, 1894

died December 21, 1989

Location: Section 7, Row AA, #298

WWI, WWII

Stella E. Try

Seaman 2, U.S. Navy, retired

born August 31, 1922

died December 3, 1991

Location: Section 14, Row H, #007

WW II

Josue Perez

Private First Class, U.S. Army

born April 4, 1973

died October 8, 1993

Location: Section 16, Row A, #252

Cemetery Identity Cards

Samuel Katz

Sergeant First Class, U.S. Army, retired
Star of David
born September 22, 1923
died January 24, 2004
WWII, Korea, Silver Star, Bronze Star

James E. Adams

Brigadier General, U.S. Army
born December 21, 1934
died April 16, 2005



Photo courtesy of Jonathan Bizzaro



A Reflection of the Past

Overview

In the late 1880s, Chicago's Commercial Club identified a site 25 miles north of Chicago to be the future home of Fort Sheridan. Lake Michigan provided sand and gravel necessary for construction; the ravines a place to practice military maneuvers; and the rich forests aesthetic value. When it was originally constructed, Fort Sheridan's architecture and landscaping emphasized both form and function. Today, the Town of Fort Sheridan maintains the integrity of the original architecture and landscape while taking advantage of modern amenities.

During this lesson, students compare and contrast Fort Sheridan as it was in the early years with the Fort Sheridan of today. They will research how the original functions of the fort were tied to the landforms in the area and how the Town of Fort Sheridan is still tied to the land today. Students will conduct research using primary sources such as maps and photographs. This lesson combines a study of social studies, art and science.

Core Subject Areas

social studies, science, language arts

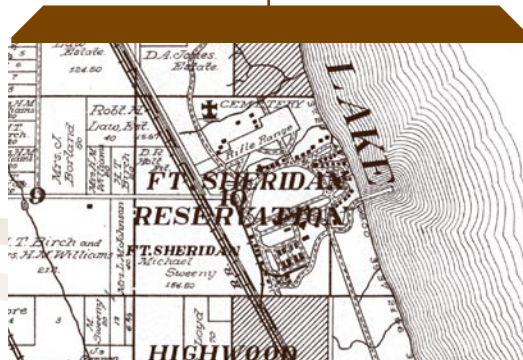
Instructional Level

intermediate

Learning Objectives

By completing this lesson, students should be able to:

- Evaluate the relationship between architecture and fort function in the past and present.
- Compare and contrast buildings and landscape on the same site in two different eras, recognizing the importance of architectural continuity in preserving history.



A 1907 plat map shows the area around Fort Sheridan.

State Standards Addressed

This lesson addresses the following Illinois State Standards:

English Language Arts

State Goal 5: Use the language arts to acquire, assess and communicate information.

5. C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

3a. Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.

3c. Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Science

State Goal 11: Understand the processes of scientific inquiry and technological design to

investigate questions, conduct experiments and solve problems.

11.B. Know and apply the concepts and principles and processes of technological design.

3a. Identify an actual design problem and establish criteria for determining the success of a solution.

3b. Sketch, propose and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.

Social Science

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

17. C. Understand relationships between geographic factors and society.

3a. Explain how human activity is affected by geographic factors.

State Goal 18: Understand social systems, with an emphasis on the United States.

18. A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

3a. Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.

Suggested Time Allocation

Four 45-minute sessions

Materials Required

- Images of different building types (5a-5m; one set per student group) and teacher's key
- *Fort Sheridan: A History of Transition and Change* DVD and/or photos of Fort Sheridan structures (5n-5s)

- *Common Architectural Features* reproducible
- *Fort Sheridan - Past and Present* reproducible
- Internet access
- Graphic organizer reproducible
- Copies of assessment rubric
- Index cards

Lesson Preparation

1. Read through *Fort Sheridan History: VI. Construction of the Fort*, found at <http://www.globalseeker.com/users/fortorg/history.htm>.
2. Review all photographs and DVD clips.
3. Using the building style key, write the function of each building on an index card. These will be used in a matching game during the lesson introduction. Make photocopies of the building photo cards and create a set of index cards for each student group.

Important Terms

architecture: a style of construction

landscape: a view of natural scenery on land

prairie-style landscape: natural style using native plants and the lines of the existing terrain

Lesson Steps

Introduction

1. Divide students into groups of 3-4. Distribute the photo cards of different buildings (NOT the fort pictures), along with a set of index cards describing the building uses. Ask students to match the building functions on the index cards with the building pictures on their photo cards. Have a mini-contest to see which



group correctly matches all pairs first.

2. Go over the correct matches with the class while facilitating a discussion about architecture:

- When do you think this building was constructed?
- Where do you think it is located (cold climate, warm climate, city, small town, etc.)?
- What structures do you see in the image (i.e. windows, arches, doors, etc.)?
- What is the use of this building? How does the building's design relate to its function?
- What do you think you would find next to this building?
- How is the area around the building landscaped?

3. Distribute the *Common Architectural Features* reproducible. In your discussion, emphasize the definitions of the important terms listed above and on the reproducible.

Fort Sheridan, Past and Present

4. Play the “Fort Sheridan Snapshots” chapter of the DVD, which includes information about the different buildings and architecture at Fort Sheridan.

5. Divide the students into two groups and give each group two sets of photos (Fort Sheridan past and present). In addition, give the students copies of the *Fort Sheridan – Past and Present* reproducible, which depicts Fort Sheridan's structures and geographical features.

6. Each group should discuss and then record as many observations as possible in their graphic organizer. As they work, walk around and listen to their discussions, reminding them to be as detailed as possible in their observations. They

should note architectural features, landscape details, and comparisons between past and present.

Architects and Landscapers

7. Assign one group to be the architects and the other to be the landscapers. Each group will research Fort Sheridan's past and present within their discipline and prepare a presentation to teach the class what they have learned.

8. Before the groups begin their research, distribute the assessment rubric to give them an idea of how their presentations will be evaluated. Ask students to make suggestions for additional criteria to add to the rubric. A class vote can determine which criteria will be added.

9. Give students a time limit for the presentation and ask them to be creative as they teach about the architecture or landscape.

Assessment

10. Following each presentation, students will use the rubric to evaluate the presenting group. You should use the same rubric to determine the groups' grades.

Lesson Extensions and Modifications

Extensions

- Research the architectural firm Holabird & Roche (designers of Fort Sheridan) and make a collage using pictures of their various works.
- Visit Fort Sheridan and take pictures of the architecture. Write captions and display the pictures in a museum-like fashion in the classroom for other classes to see.



- Visit Fort Sheridan as a class and plan a scavenger hunt for students where they search for architectural features on the buildings.
- Set up a fictional redevelopment scenario around one of the buildings presented in Lesson Step 1. Students act as buyers interested in turning the building into an apartment complex, an art gallery, or office space. In order for the city to approve the purchase, however, students must demonstrate their intent to retain the historical integrity of the building and its grounds. Students would need to consider contemporary requirements that affect the exterior structure—wheelchair ramps, parking, etc.

Modification

- Shorten the lesson by using the writing prompts as assessment exercises.

Writing Prompts

- How does preserving architectural integrity help preserve history? If an historical building could talk, what would it say to a developer who wants to tear down one of the Fort Sheridan buildings to make room for a new structure? Write a letter to the developer from the perspective of the building and explain why any new development should retain the historical integrity of your architecture and landscape.
- Pretend you are a young soldier from the 1890s who has just arrived at Fort Sheridan. Write a letter to your family that will let them “see” your new surroundings.



Additional Resources

- <http://www.fortsheridan.org>
- <http://www.explorethefort.org>
- Additional architectural terms can be found at the following sites:
<http://architecture.about.com/library/bl-glossary.htm>
<http://www.archiseek.com/guides/glossary>

Supplemental Photos - Teacher's Building Style Key

Look for the full-size versions of these photos in your Educator Kit.



5a - Hospital



**5b - Beach
Condominium**



5c - Barn



5d - Home



**5e - College
Dormitory**



5f - Bank



**5g - Industrial
Building**



**5h - Sports
Arena**



5i - Museum



**5j - Air Traffic
Control Tower**

**5k - Brownstone
Apartment**



**5l - Office
Building**



**5m - Hotel
and Store**

Supplemental Photos

Look for the full-size versions of these photos in your Educator Kit.



5n



5o



5p



5q



5r



5s



Common Architectural Features (page 1)

Architecture is the art and science of designing buildings and other structures. When architects design a building or a set of buildings, they must think about several factors. The building construction, landscaping, and street designs all must be considered in order to make the buildings both functional and attractive.

Landscaping, for example, can be used to create privacy, enhance buildings with colorful plants and trees, or preserve the natural environment surrounding the buildings. Further, building features such as gables, entrances, and window treatments are used to enhance portions of the buildings.

The following are some of the more common architectural features seen at and around Fort Sheridan.

arcade: a series of arches supported by piers, pillars, or columns, used typically for decorative purposes

arch: a curved structure used as a support over an open space, as in a doorway

balustrade: a railing and row of repeating balusters (small posts that support the railing). Staircases and porches often have balustrades.

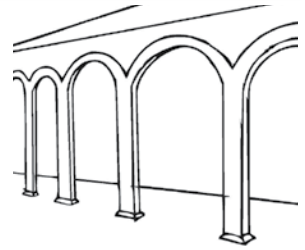
column: an upright pillar or post used to support a roof or beam, or for decoration

cornice: the uppermost section of moldings along the top of a wall or just below a roof

cupola: a dome-shaped structure placed on the top of a larger roof or dome to provide ventilation and decoration

dentil: a series of small rectangular blocks projecting like teeth from a molding or beneath a cornice

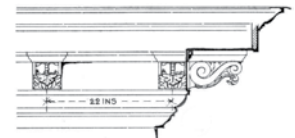
dormer: a window that sits vertically on a sloping roof and has its own roof, which may be flat, arched, or pointed



arcade



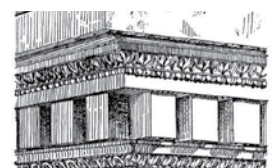
balustrade



cornice



cupola



dentil



dormer

Common Architectural Features (page 2)

eave: the edge of a roof, usually projecting beyond the side of the building



gable: the triangle formed by a sloping roof

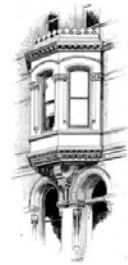
masonry: stonework or brickwork

Oriel window: a window that projects from the wall and does not extend to the ground



Palladian window: a large window divided into three parts; the center section is typically arched and larger than the two side sections

Queen Anne style: a style of architecture popular in the late 19th century and characterized by a steep roof, towers, gabled dormers, porches and an abundance of decorative ornamentation



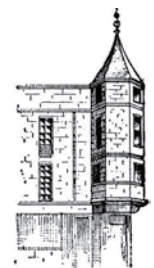
Oriel window

Richardsonian Romanesque style: a style of architecture developed by H.H. Richardson in the late 19th century and characterized by brick or stone construction, arches, deep windows, recessed door openings, short columns and towers

transom: a small window just above a door



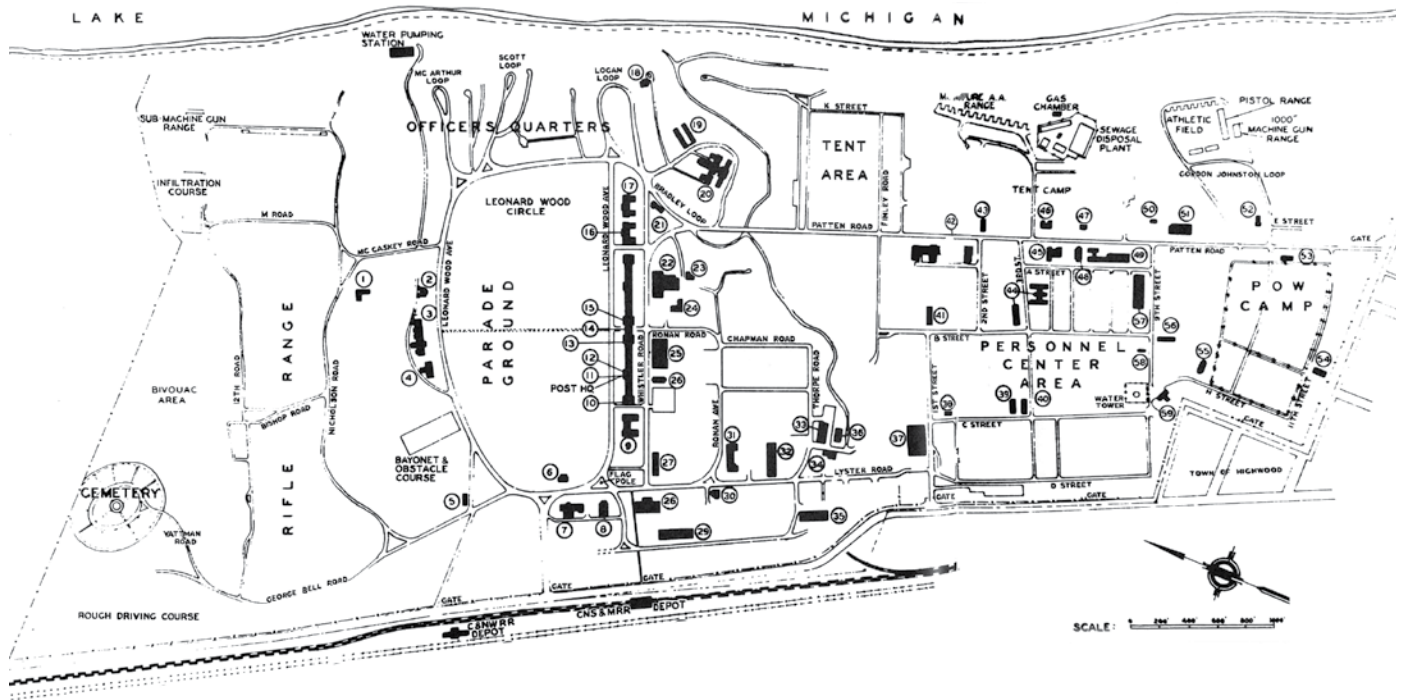
turret: a small tower, usually attached to the corner of a building



turret

Fort Sheridan - Past and Present

Fort Sheridan - 1948



Fort Sheridan - Present Day



Graphic Organizer: Comparing Past and Present

Name: _____

	FORT SHERIDAN: PAST	FORT SHERIDAN: PRESENT
General Description		
Architectural Features		
Features of the Landscape		
Other Notes		

Assessment Rubric for Student Presentations

Name: _____

	4	3	2	1	Value	Total
Description of Past Features	Excellent, detailed description of features using correct terminology and several examples	Very good description of features and examples	Adequate description of past; very little detail	No description of past features	x 3	
Description of Present Features	Excellent, detailed description of features using correct terminology and several examples	Very good description of features and examples	Adequate description of present; very little detail	No description of present features	x 3	
Creativity	Unique presentation that is entertaining and original	Original twist to the presentation	Somewhat creative	No creativity involved	x 2	
Neatness/ Organization	Visual aids are attractive, clear and easy to follow; team is highly organized	Visual aids are clear and easy to follow; team is organized	Visual aids are clear; team is somewhat organized	Visual aids hard to follow and distracting; no organization	x 2	
Followed Directions	All teacher directions followed	Most directions followed	Some directions followed	Did not follow directions	x 2	
Teamwork	Excellent team players	Teamwork obvious	Some teamwork involved	No teamwork	x 1	
Presentation Within Time Limit	Within the time limit allowed			Not within the time limit allowed	x 1	