

Civil War Hard Bread

Grade Level: Grade 4

Topic: Mathematics / Social Studies

Resources Needed: Recipe requires:

- Salt
- Water
- Flour
- Access to an oven
- Baking trays
- Measuring cups

Other Materials:

- Rulers
- Pencils
- Notebooks
- Overhead Projector
- Vermonters in the Civil War letters:
 - <http://cdi.uvm.edu/collections/getCollection.xql?rows=1&start=2&term1=hardtack&field1=kw&pid=civilwar>
 - <http://cdi.uvm.edu/collections/search.xql?rows=1&start=4&term1=hard%20bread&field1=ft>

Student Learning Objectives:

- Students will accurately measure all ingredients.
- Students will understand the significance of “hard bread” or “hard tack” during the Civil War.
- Students will begin to build a contextual understanding of everyday life for soldiers in the Civil War.

Assessment of Stated Objectives:

- Students will create hard bread and be able to articulate its importance during the Civil War.

Standards:

VT- Vermont Grade Level Expectations

Subject: History & Social Sciences

Grade: Grades 3 – 4

Strand: History

GE Stem: H&SS3-4:8 Students connect the past with the present by...

Expectation: Explaining differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time.

Expectation: Describing ways that life in the community and Vermont has both changed and stayed the same over time.

Subject: Mathematics

Grade: Grade 4

Standard/GE Stem: Standard 7.7: Geometry and Measurement Concepts

Expectation: M4: 15 Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands. (Benchmarks in Appendix B.)

Procedures:

Orientation: Students begin with a brainstorming activity. Students are asked to think about what they would do if their parents didn't have access to grocery stores, farms, refrigerators, or freezers. What would they eat? What foods will not go bad without refrigerators and freezers? Students will share their thoughts with the rest of the class.

On an overhead, read the letters from Valentine Barney to Maria Barney in 1862 and Justus Gale to Jonah Gale March 28, 1862. What types of foods were soldiers eating?

Teaching/Learning Process: Introduce hard bread to the class and provide background history. Provide pictures of the bread and explain the baking process. Explain that the class will be making hard bread and note the differences in the baking process from then to now (use of an oven vs. being left to dry outside).

Split students into groups and provide them with the recipe (provided below). Lead students through the measuring and baking process, using rulers and measuring cups to measure. Note how well students are following the measurements.

After each group has made dough, collect it and place it on the baking parchment. Mark student names on the baking parchment. Allow the bread to bake while students are away.

Closure / Wrap Up: During the next class period, have students try their hard bread. Collect written observations about the bread. Have students share their observations about the bread with the class and tie the lesson back into everyday life during the Civil War.

Recipe:

Mix together 2 cups of flour, cup of water, and six pinches of salt.

Flatten dough to a uniform thickness of about inch.

Cut the dough into 3- or 4-inch squares.

Poke four rows of four holes (16 holes in all) in each dough square.

Bake on a baking sheet for 30 minutes at 400 degrees F.

Turn dough over and bake for another 30 minutes.

Turn off the oven, but leave hardtack in the oven until it cools.

Time allotment: 2 class periods of 45 minutes per class

Lesson plan created by Carly Edelstein 4/13/2013 as part of the University of Vermont Education Class: *EDEL 157 – Social Education and Social Studies*.