



Lesson: Forts and a Corduroy Road

(To follow Amplify CKLA 3, Knowledge 10: Colonial America, Lesson 14: The Road to Revolution, pt. 1)

At a Glance

In this lesson, students investigate how the construction of the Fort at No.4 and the Crown Point Road enabled troops from New Hampshire to participate in the French and Indian War while also developing the western part of the colony.

Primary Focus Objectives

- Students will read non-fiction text about how the French and Indian War impacted New Hampshire.
- Students will examine a map of the Crown Point Road and discuss the importance its location, why it was constructed, and how it and the Fort at No. 4 helped the New Hampshire colony grow.
- Students will write a short newspaper article about a relevant topic.

Formative Assessment

- Group discussion
- Reading Reflection
- Colonial newspaper article

Standards

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.W.3.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials

- Vocabulary Cards: frontier, fort, corduroy road
- Focus Text: [Unit 4: Building a Colony, Learn It! "French and Indian War" pages 1-8](#) (see note in Educator Rationale and Answer Guide)
- Focus Text Facts: A Frontier Highway
- Map: Supply Routes in the 1740s
- "Reading Reflection" worksheet
- Newspaper article template

Time Needed

Three 30-40 minute class sessions

Learning Activity

1. **Discuss the Vocabulary Cards.** Read each word aloud and ask students to create a "Definition Sketch" for each. Then project or display the cards and discuss their meanings. See Educator Rationale and Answer Key for details. *(15 minutes)*
2. **Read the Focus Text.** Select from the suggested pages and read the text in small groups. See the Educator Rationale and Answer Guide for details. *(20 minutes)*
3. **Examine the map.** Provide small groups with copies of map. Use vocabulary card words to discuss locations on the map. *(10 minutes)*



4. **Read the Focus Text Facts.** Project or distribute Focus Text Facts: A Frontier Road. Read and discuss in small groups. *(15 minutes)*
5. **Complete the Reading Reflection.** Distribute the worksheet and support students as they answer the comprehension questions. *(15 minutes)*
6. **Write newspaper articles.** Use a familiar writing process to help students prepare brief articles. Provide students with the final template to create finished articles. *(40 minutes)*
7. **Optional Mason's Challenge: corduroy road experiment.** Use materials collected from outside to create a model of a corduroy road. See Educator Rationale and Answer Guide for details. *(20 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify	<p>This lesson extends student understanding of the French and Indian War as presented in Amplify CKLA Grade 3, Knowledge 10: Colonial America, Lesson 14: The Road to Revolution Part 1 with a connection to state history. Students examine maps and images and read non-fiction text to learn how features of New Hampshire's frontier in the 18th century were part of the British defense during the French and Indian War and helped the population grow in the western part of the colony. Students demonstrate their comprehension by writing a short informational piece for a period newspaper about a related topic.</p>
Discuss the Vocabulary Cards	<p>Before sharing the definitions of these words, consider trying a "Definition Sketch" exercise for each word. Provide students with three small pieces of blank paper. Read each word and give students a few minutes to sketch the image that comes to mind when they hear the word. Give students a chance to explain their sketches with a partner or a small group. Then discuss the definitions together.</p>
Read the Focus Text	<p>For the purposes of this lesson, the most important portions in this Learn It! section are pp. 1-3 and pp. 6-8. Consider having students read these sections in small groups and complete the Reading Reflection page while reading.</p> <p>This is a good place to pause if dividing the lesson across multiple class sessions.</p>
Examine the map	<p>Explain that this is a 21st-century map of New England marked with approximate historical data. It shows an example of a route used to ship supplies for the British army from an Atlantic Ocean port, up the Hudson River, and overland to Lake George. It also shows the approximate location of the Crown Point Road and how it connected Fort Crown Point on Lake Champlain to the Fort at No. 4 on the Connecticut River. Help students read the key and apply it to the markings on the map. Use the map on this page to give the Vocabulary Cards context. Discuss the landscape, where people lived, and how they would have made their way across the land. Ensure that students understand:</p> <ul style="list-style-type: none">• The seacoast area was still the most populated part of New Hampshire and everything to the west and north of Concord was very much the frontier.• The landscape would have been covered with thick forests, mountains, and few roads.• Building a road of access to the Connecticut River created another option for getting supplies north that was relatively shorter and easier.
Read the Focus Text Facts	<p>Discuss why the British would want an easier connection between two forts. Help students identify the components of a corduroy road shown in a diagram. Connect to the map discussion. Why would a corduroy road be a useful innovation in that landscape? You may wish to try the optional Mason's Challenge at this point.</p>



**Complete the
Reading Reflection**

Answers will vary but should express the following: 1. The British built the Fort at Number 4 to protect settlers living in New Hampshire from the French; 2. The Fort housed soldiers but was more like a small village filled with settlers doing all kinds of different jobs. Abenaki people also visited the fort to trade with the settlers; 3. The Crown Point Road was a road built by the British between Fort Crown Point on Lake Champlain through Vermont and just over the Connecticut River to the Fort at No. 4 in New Hampshire; 4. The road was built by soldiers who cleared forest. Some of the road was covered with a log surface called a corduroy road; 5. The road allowed British supplies and soldiers to move more easily through the Green Mountains between the two forts; 6. The French and Indian War gave New Hampshire a safer border because now Canada was controlled by the British, who also controlled the American colonies. The war also made the people in New Hampshire feel more connected to each other.

This is a good place to pause if dividing the lesson across multiple class sessions.

**Write newspaper
articles**

Explain to students they should imagine that they work for a New Hampshire newspaper in the year 1759. The French and Indian War has been going on for nearly five years and word is spreading that the British are building a road through the Green Mountains of Vermont to connect Crown Point and Fort Ticonderoga to the Fort at No. 4. Ask students to write a short article that tells readers why the road is important, how it is being constructed, and what it could mean for people living in or near the fort. Students can use completed Reading Reflections to plan the content of their articles. Use the writing process most familiar to your students. Consider showing students what 18th-century newspapers looked like. The front page of this 1759 [New Hampshire Gazette](#) can be viewed through the Library of Congress historic newspaper collection. They should give their newspaper a name, include the date under the masthead, and the title of their article.

**Optional: Mason's
Challenge**

Students can work in pairs or small groups to conduct an experiment towing a small wagon across terrain with and without a corduroy road. Fill plastic dish tubs with dirt, rocks, and moss. Provide students with miniature toy carts or wagons. (Or, let them explore the properties of simple machines and build their own.) Load the wagons with cargo and let students test pulling them across the rugged terrain. Then, provide students with round dowels or sticks and challenge them to construct a corduroy-style road across the tub. Students can then compare pulling the wagon across the road to the regular terrain.



FRONTIER

Part of speech: noun

Definition: An unsettled area

How to use it: The **frontier** of New Hampshire in the 1700s was covered with thick forests and mountains but had few English colonists living on it. .



FORT

Part of speech: noun

Definition: A strong, secure building or set of buildings

How to use it: The British built the **fort** to protect their border from the French.



CORDUROY ROAD

Part of speech: noun

Definition: A road constructed of logs

How to use it: The soldiers built a **corduroy road** through the forest so wagons wouldn't get stuck in the swampy ground.

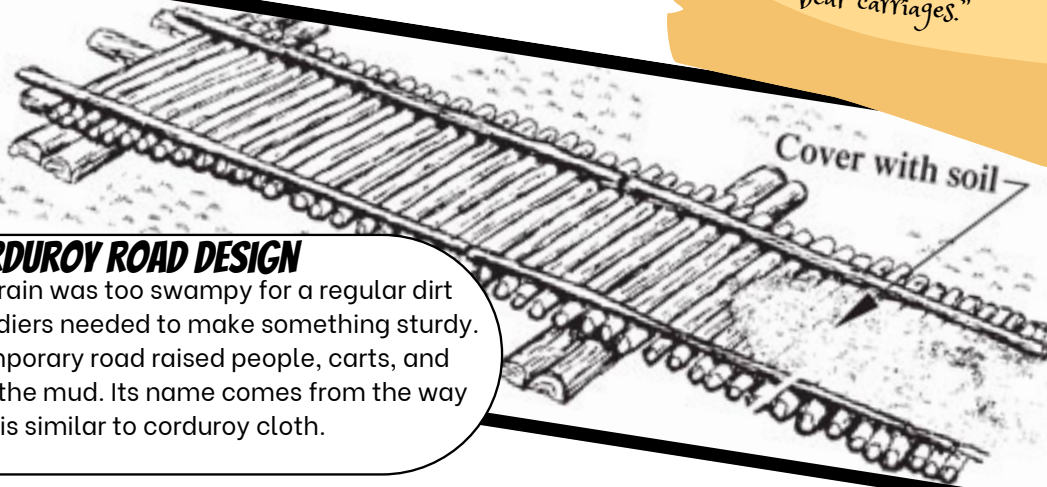


A FRONTIER HIGHWAY



During the French and Indian War, the British army needed supplies for soldiers defending the American colonies from France. The usual route north to Fort Crown Point and Fort Ticonderoga from the Atlantic Ocean, along the rivers, took a long time. British leaders realized that a road across Vermont would save time and make the journey easier, not just for soldiers but for anyone who lived, or wished to live, in that part of the colonies. A new highway would connect New Hampshire to the north!

Order to Officers:
"You will carry out in the most direct line possible to No. 4 clearing the forest all the way you go and widening it in every part to at least twenty feet and wherever it may be necessary to lay any bridges across you will lay them sufficiently strong to bear carriages."



CORDUROY ROAD DESIGN

Some of the terrain was too swampy for a regular dirt road, so the soldiers needed to make something sturdy. This type of temporary road raised people, carts, and animals above the mud. Its name comes from the way its appearance is similar to corduroy cloth.



What in this drawing tells you the Fort at Number 4 was designed to protect people? What tells you it is located on the frontier?

Connecting Fort Crown Point to the Fort at Number 4 in New Hampshire helped the British secure their territory and supply their soldiers. After the French and Indian War, people continued to use it as more towns developed and grew. The Crown Point Road improved transportation and communication on the New England frontier.



MASON'S CHALLENGE

Experiment with your own miniature corduroy road. Fill a dish tub with rocks, dirt, moss and a bit a water to make the surface swampy. Pull a small toy cart across the terrain. Then, collect small sticks and arrange them to make a corduroy-style road across the terrain. Cover the road surface with dirt. Is it easier to pull the cart across?



Supply Routes in the 1740s





Reading Reflection

1. Why did the British build the Fort at Number 4?	2. Who used the fort?	3. What was the Crown Point Road?
4. How was the road built?	5. Why was the road useful?	6. How else did the French and Indian War impact New Hampshire?



The worksheet is enclosed in a decorative, hand-drawn border. It features the following sections:

- Top Section:** A single horizontal line for a title or header.
- Left Column:** A series of horizontal lines for writing, starting below the top line and ending above the bottom section.
- Right Column:** A large, empty rectangular box for a drawing or illustration, positioned to the right of the left column's writing lines.
- Bottom Section:** A series of horizontal lines for writing, located at the bottom of the page.