



Castleton University

Summer 2021

Course Title: Freedom and Unity: The Struggle for Independence on the Vermont Frontier

Number of Credits: 3

Level: Graduate

Course Code: Session 1: EDU 5515 C81a
Session 2: EDU 5515 C81b

Dates: [two identical sessions]

- Session 1: July 5 - 23, with 20 hours of synchronous units July 12-16
- Session 2: July 19 - Aug 6, with 20 hours of synchronous units July 26-30

Times: During the synchronous unit weeks (July 12-16 and 26-30), participants will be working together in synchronous learning activities from 1pm – 5pm Eastern, Monday – Friday during their workshop session. Asynchronous learning activities will be completed prior to the day’s synchronous session, and participants should plan on spending 4 hours on asynchronous activities daily. (See the schedule for full details.)

Format: Online with synchronous and asynchronous units conducted via LMS and videoconferencing. Participants will be required to have a computer equipped with a high speed internet connection, webcam, and microphone.

Learning Management System: Vermont Archaeological Society Canvas

Instructor: Angela M. Labrador, angela@vtarchaeology.org, Mobile phone: +1 413-325-5548

Sponsor: Vermont Archaeological Society with funding provided by the National Endowment for the Humanities Landmarks of American History and Culture Grant

Course Cost to Student: \$375 for 3 credits (no additional course fees – successful applicants will receive \$1300 stipend at the end of their synchronous unit week)

Course Description: In the summer of 2021, 72 educators will have the chance to immerse themselves in Vermont’s unique Revolutionary War history while gaining hands-on experience in the benefits of place-based education. This remote, online

workshop will feature an integrated program of place-based and participatory learning activities related to the events and personalities of the American Revolution at seven partnering historic sites in Vermont's Champlain Valley. Workshop participants will "virtually" follow a route, on land and water, from a yeoman Vermonter's 18th century homestead to war, and back again. Along the way, they will encounter the landscapes, artifacts, sites, and primary sources that allow students to engage with the multiple stories and competing worldviews of frontier Vermont—and to relate them to the persisting tensions between rural and urban communities across contemporary America.

Using the backdrop of the area's Revolutionary War Sites, teachers from a range of disciplines and grade levels (although focused primarily on grades 6-12) will delve deeply into place-based education. This workshop will use interactive, web-based technology to enable participants to immerse themselves in the sites and material culture of Revolutionary Vermont. From the life-sized replica of Benedict Arnold's USS Philadelphia gunboat to the nation's best-preserved Revolutionary War archaeological site at Mount Independence, teachers will learn firsthand the potential of place-based education at historic sites: to provide personally resonant experiences that serve as a foundation for understanding contemporary issues of regional, national, or global importance.

Additionally, participants will discover practical assignments and lesson plans for use in their own classrooms. During the week, participants will use the Vermont historic sites and characters as a lens, looking back at their own schools and home areas to find the undiscovered gems in their own local histories.

Audience: This workshop has been designed principally for full-time or part-time teachers and librarians in public, charter, independent, and religiously affiliated schools, as well as home schooling parents. Museum educators and other K-12 school system personnel – such as administrators, substitute teachers, and curriculum developers – are also eligible to participate. Workshop content will be of most direct value to educators of 6-12 grade students in history, social studies, environmental sciences, as well as teachers who participate in team teaching with colleagues in these subjects.

Course Goals:

- Participants will learn different ways of engaging students in the process of historical inquiry with primary and secondary source documents.
- Participants will explore how to utilize historic site resources such as interpretive walking trails, living history exhibits, and museum collections in their existing curricula to meet relevant CCSS and C3 standards.
- Participants will learn about the advantages and how to mitigate the challenges of historic place-based education.
- Participants will understand how to tie local history topics to broader historical themes and contemporary social issues.

- Participants will discover opportunities for team teaching “across” the curriculum with local history subjects and historical inquiry.
- Participants will make lasting collegial relationships and pursue mutual peer mentoring partnerships within their workshop cohort.

Course Objectives:

Participants will be able to:

- Identify local historical sites and sources that can be integrated into existing curricula.
- Critically analyze primary and secondary sources to identify possible (explicit and implicit) historical biases.
- Develop place-based curricular units and lessons that meet CCSS/C3 standards.
- Teach historical and archaeological inquiry using primary sources, artifacts, and/or historic places.
- Relate current events and media to historical events and sources.
- Communicate with historic site staff, archivists, reference librarians, and their school’s administration in order to effectively coordinate educational opportunities and access resources.
- Collaborate with colleagues to exchange ideas and develop interdisciplinary lessons and assignments for their students.
- Apply the Understanding by Design and Universal Design for Learning Guidelines when developing teaching units.

Required Readings/Texts:

Chapter 3, “The Lure of the Land: 1763-1807,” from Sherman, Michael, Gene Sessions, and P. Jeffrey Potash. 2004. *Freedom and Unity: A History of Vermont*. Barre, Vt: Vermont Historical Society.

Selections from Martin, Joseph Plumb. 1962. *Private Yankee Doodle Being a Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier*. First Edition. Boston: Little Brown & Co.

Chapter 2 from Bennett, David. 2014. *A Few Lawless Vagabonds: Ethan Allen, the Republic of Vermont, and the American Revolution*. Havertown, PA: Casemate.

Champlain: The Lake Between documentary film, Vermont PBS Documentaries.
<https://www.pbs.org/video/vermont-public-television-documentaries-champlain-the-lake-between>, accessed February 21, 2019.

Part IV "Revolutionary War" from Bellico, Russell P. 1999. *Chronicles of Lake Champlain: Journeys in War and Peace*. Fleischmanns, N.Y: Purple Mountain Pr. Quebec

Excerpts from Gabriel, Michael P., and S. Pascale Vergereau-Dewey, eds. 2005. *Quebec During the American Invasion, 1775-1776: The Journal of Francois Baby, Gabriel Taschereau, and Jenkin Williams*. Annotated edition. East Lansing: Michigan State University Press.

Excerpts from Lefkowitz, Arthur S. 2008. *Benedict Arnold's Army: The 1775 American Invasion of Canada During the Revolutionary War*. New York, NY ; El Dorado Hills, CA: Savas Beatie.

Tale of Two Gunboats video, viewable at Lake Champlain Maritime Museum

Chapters 7 and 9 from Bellico, Russell P. 2001. *Sails and Steam in the Mountains: A Maritime and Military History of Lake George and Lake Champlain*. Revised edition. Fleischmanns, N.Y: Purple Mountain Pr Ltd.

Excerpts from Nelson, James L. 2006. *Benedict Arnold's Navy: The Ragtag Fleet That Lost the Battle of Lake Champlain but Won the American Revolution*. Camden, Maine : International Marine/McGraw-Hill.

Starbuck, D. 1994. "Archaeology at Mount Independence: An Introduction," *The Journal of Vermont Archaeology*. 1(115-126).

Wickman, Donald H., and Gary Zaboly. 2017. *Strong Ground: Mount Independence and the American Revolution*. Orwell, Vt.: Mount Independence Coalition.

Williams, John. 2002. *The Battle of Hubbardton: The American Rebels Stem the Tide*. 2nd ed. Rutland: The Vermont Division for Historic Preservation.

Duling, Ennis. 2010. "Thomas Anburey at the Battle of Hubbardton: How a Fraudulent Source Misled Historians." *Vermont History* 78 (1): 1–14.

Chapters 14 and 15 from Randall, Willard Sterne. 2012. *Ethan Allen: His Life and Times*. New York, NY: W. W. Norton & Company.

Excerpts from Searls, Paul M. 2006. *Two Vermonts: Geography and Identity, 1865-1910*. UPNE.

Hendricks, N. 1966. A New Look at the Ratification of the Vermont Constitution, 1777. *Vermont Historical Society Journal*, 136-140.

Excerpts from Sheinkin, Steve. 2013. *The Notorious Benedict Arnold: A True Story of Adventure, Heroism & Treachery*. Reprint edition. Square Fish.

Other Suggested Readings/Texts:

Calhoun, Robert M., Timothy M. Barnes, Robert S. Davis, Donald C. Lord, Janice Potter-MacKinnon, and Robert M. Weir. 2010. "The Floridas, the Western Frontier, and Vermont: Thoughts on the Hinterland Loyalists." In *Tory Insurgents, The Loyalist Perception and Other Essays*. University of South Carolina Press.

CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Daigler, Kenneth A. 2014. "Benedict Arnold: Hero Turned Traitor." In *Spies, Patriots, and Traitors: American Intelligence in the Revolutionary War*. Georgetown University Press.

Gamble, Lauren Jacks. 2015. "Art-Artillery: Mapping the Military Logic of John Trumbull's Revolutionary War Paintings." *American Art* 29 (2): 10–18.

Howe, Dennis E, William Murphy, and Marjorie Robbins. 1994. "The Southern Battery at Mount Independence," *The Journal of Vermont Archaeology*. Vol. 1.

Kingsley, R. F. (1999). A German Perspective on the American Attempt to Recapture the British Forts at Ticonderoga and Mount Independence, September 18, 1777. *Vermont Historical Society Journal*, 5-26.

McLaughlin, Scott A. 2003. "Resume Of a Seventeenth-Century Top-Secret Weapon: The Story of the Mount Independence Cannon" *The Journal of Vermont Archaeology*. Vol. 4: 18.

Onuf, Peter S. 1981. "State-Making in Revolutionary America: Independent Vermont as a Case Study." *The Journal of American History* 67 (4): 797–815.

Richards, Leonard L. 2002. "The Revolutionary Government and Its Beneficiaries." In Shays's Rebellion, 63–88. *The American Revolution's Final Battle*. University of Pennsylvania Press.

Schmittroth, Linda, Barbara Bigelow, Lawrence W. Baker, and Stacy A. McConnell, eds. 2000. *American Revolution Reference Library: Primary Sources*. 1 edition. Detroit: U-X-L.

Starbuck, David R. 1993. "Building Independence on Lake Champlain." *Archaeology* 46 (5): 60–63.

Wickman, D. 1996. A Most Unsettled Time on Lake Champlain, The October 1776 Journal of Jahiel Steward. *Vermont Historical Society Journal* , 89-98.

Wiggins, Grant, and Jay McTighe. 2005. *Understanding By Design*. 2nd Expanded edition. Alexandria, VA: Assn. for Supervision & Curriculum Development.

Williams, Samuel. 1944. *Vermont during the War for Independence* (a Contemporary Account). Schenectady, N. Y.

Wilson, Barry K. 2001. "Arnold the Revolutionary." In *Benedict Arnold: A Traitor in Our Midst*. McGill-Queen's University Press.

Wren, Christopher S. 2018. *Those Turbulent Sons of Freedom: Ethan Allen's Green Mountain Boys and the American Revolution*. First Edition New York: Simon & Schuster.

Assignments:

1. Identification of local history focus: By May 1, participants will be given the required readings and will be asked to look at their own teaching through the lens of place-based education. Participants will identify 5 "local history" texts that they could use in their classroom. At least two texts should be primary sources. These texts need not be related to the Revolutionary War, but should be related to a place-based unit that they will develop for their class. Participants will submit their texts in the form of a bibliography with a 1 paragraph summary of the history unit on which they will focus.
 - a. First session due date: July 5 via LMS
 - b. Second session due date: July 19 via LMS
2. Introductions: participants will introduce themselves on the LMS to other students and share a short bio.
 - a. First session due date: July 5 via LMS
 - b. Second session due date: July 19 via LMS
3. Reading response discussion forum: Participants will respond to two discussion prompts that will require participants to critically reflect upon the assigned readings and relate the texts to their own pedagogical practice.
 - a. First session due date: July 9 via LMS
 - b. Second session due date: July 23 via LMS
4. Response journal: Participants will make 5 entries during the course of the workshop, reflecting upon the day's activities and how they may be able to apply the lessons learned in their own pedagogical practice.
 - a. First session due date: July 19 via LMS
 - b. Second session due date: Aug 2 via LMS

5. Story Map: Participants will complete 1 Story Map with 5 slides. Each slide will contain 1 location, a short narrative, and 1 image, and will be crafted in response to specific prompts issued during the workshop week on Canvas.
 - a. First session due date: July 19 via LMS
 - b. Second session due date: Aug 2 via LMS

Final Project: Participants will prepare either 1 place-based unit plan or 4 complete place-based lesson plans on the local history area of focus they identified in Assignment 1 unless otherwise directed by the course instructor. The final project should demonstrate the application of skills learned during the workshop. The final project does not have to be about the Revolutionary War, nor does it have to be for a social studies or history classroom, but should engage students in using historic places, primary sources, and historical/archaeological inquiry to meet identified curricular goals and standards. (For example, a math teacher may draw upon military fortifications to teach about geometry). (Due date will be negotiated per student.)

Evaluation:

- 25% Participation during the synchronous workshop activities
- 40% Five assignments (8% each)
- 35% Final project

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at:
<http://catalog.castleton.edu/index.php>

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit

the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog: <http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

Transcript Request:

www.castleton.edu/transcripts

Program for in-person Workshop Component

Essential Questions

- How do the seemingly contradictory terms of “Freedom and Unity” relate to the Vermont experience during the late 1700s and to the general American experience in 2020?
- How do different value systems contribute to social conflicts?
- How do we identify the causes and effects of complex historical events?
- How should we study and evaluate the past actions of a historical actor?
- How can we learn about the everyday experiences of the ordinary person from the past?
- What are the processes of historical and archaeological inquiry and how are they related?
- How can teachers use place as a learning tool in their classes?
- What can be learned by visiting historic sites?
- What can we learn from primary and secondary source documents? How do researchers evaluate them?
- Why are historic places important to us today?

Note: Prior to the workshop, all participants will be shipped a “care package” that will include a copy of the book, Strong Ground, a Revolutionary era fire striking kit, a short biography of an individual character that they will “follow” all week, and various resource material that could not be easily digitized. The workshop will also make use of Knight Lab’s free Storymap app. A tutorial on how to use it will be included on Canvas. Pre-recorded lectures will be presented in Panopto with closed captioning.

Day 1: Monday

THEME: FROM REBELLION TO REVOLUTION

Essential Questions:

- What is the difference between a rebellion and a revolution?
- Who had the right to vote in Colonial American and on what issues? How does this differ from our current voting system?
- What was the impact of social conditions and local politics on the choice of “side” during the American Revolution?
- Who was Ethan Allen and the Green Mountain Boys and what were their roles in the lead up to the American Revolution?

Site of Focus: Ethan Allen Homestead Museum

Required Readings:

- Chapter 3, “The Lure of the Land: 1763-1807,” from Sherman, Michael, Gene Sessions, and P. Jeffrey Potash. 2004. *Freedom and Unity: A History of Vermont*. Barre, Vt: Vermont Historical Society.

- Selections from Martin, Joseph Plumb. 1962. *Private Yankee Doodle Being a Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier*. First Edition. Boston: Little Brown & Co.
- Chapter 2 from Bennett, David. 2014. *A Few Lawless Vagabonds: Ethan Allen, the Republic of Vermont, and the American Revolution*. Havertown, PA: Casemate.

Schedule	Mode	Activity
Asynchronous	Self-Guided on Canvas	Journaling: A Place in Dispute Based on the readings that you have completed ahead of time, and the character you were assigned, please answer the prompt listed in the Canvas portal.
Asynchronous	Self-Guided on Canvas	Take a Virtual Tour of Ethan Allen's Homestead Ethan Allen dominates many of the stories of early Vermont. Historians have labeled him a patriot, a traitor, a criminal, a philosopher, and an opportunist. Participants will learn a little about the man, and the daily life of 18 th Century Colonists.
Asynchronous	Self-Guided on Canvas	Divided Communities Through story maps, presentations, and supplemental readings, participants will learn about how the political disputes in Vermont divided communities and caused leaders to make radical decisions.
Asynchronous	Self-Guided on Canvas	Practical Patriots Guest Lecturer Susan Ouellette will offer a lecture on the way in which colonists approached the American Revolution, and how loyalties and patriotism shifted based on political and economic realities, or whose army was camped outside your door.
Asynchronous	Self-guided on Canvas	From Spark to Flame Participants will record and share videos of themselves attempting to start a fire using flint and steel (or journal the process if video is not possible). Discover the challenges of daily living in Colonial America through experiential learning!
1:00 - 2:00pm	Live discussion via Zoom	Q&A and Voting rights activity with Susan Ouellette Participants will engage with our guest lecturer and ask questions related to her presentation. They will also explore the intersection of race, class, and gender with political agency, through an activity which examines voting rights.

2:00-2:15	Break	
2:15-4:00	Small group activity via Zoom breakout rooms	A Tale of Two Evictions: James Breakenridge and Charles Hutcheson Using an Inner Circle/ Outer Circle discussion format, Participants will debate about two evictions in Vermont, one of a New Hampshire Grantsman, and one of a New Yorker. The discussion will examine the complicated nature of loyalty, and how it determined “side” during this time period.
4:00-4:15	Break	
4:00-5:00	Live discussion via Zoom	Positionality and power in the interpretation of historic events Participants will revisit their characters, and using the information they have learned during the day, reflect and group share how their assigned character might react to the events discussed during the day.

Day 2: Tuesday

THEME: CHAMPLAIN: THE LAKE BETWEEN

Essential Questions:

- What makes certain places strategically important at different historic moments?
- What can we learn by visiting a historic place or accessing a museum collection?
- Why does some history go untaught – and how can we teach “difficult” history?
- Who was Benedict Arnold and how did he clash with the Green Mountain Boys?
- What were the northern and naval theaters of the Revolutionary War?

Sites of Focus: Crown Point, NY and Chimney Point, VT

Required Readings:

- *Champlain: The Lake Between* documentary
- Chapters 7-8 from Bellico, Russell P. 1999. *Chronicles of Lake Champlain: Journeys in War and Peace*. Fleischmanns, N.Y: Purple Mountain Pr. Quebec
- Excerpts from Gabriel, Michael P., and S. Pascale Vergereau-Dewey, eds. 2005. *Quebec During the American Invasion, 1775-1776: The Journal of Francois Baby, Gabriel Taschereau, and Jenkin Williams*. Annotated edition edition. East Lansing: Michigan State University Press.
- Excerpts from Lefkowitz, Arthur S. 2008. *Benedict Arnold’s Army: The 1775 American Invasion of Canada During the Revolutionary War*. New York, NY ; El Dorado Hills, CA: Savas Beatie.

Teaching Resources:

- *Champlain: The Lake Between*, bonus footage, and Classroom Connections CD-ROM

Schedule	Mode	Activity
Asynchronous	Self-Guided on Canvas	Journaling: “The Surprizal of the Fort” Based on your assigned character and the assigned reading of Chapter 7 in Bellico, how would your character have reacted to Feltham’s account of the seizure of Fort Ticonderoga?
Asynchronous	Self-Guided on Canvas	Storymap It’s a summer day in August 1775. Participants will consider what a typical day would be for their character and place their probable location on their storymap.
Asynchronous	Self-Guided on Canvas	Local History Vignettes Join high school history teacher Jason Barney as he discusses his transition from the “traditional classroom” to one which tries to explore the value of place-based education.
Asynchronous	Self Guided on Canvas	Mapping: A Matter of Perspective? As the film <i>Champlain: The Lake Between</i> portrayed, the first European explorers in the region moved through territory occupied by Native Americans for thousands of years. Yet, as the French mapped the region, they began imagining the world from their own perspective. Participants will complete a Wobanakiak place name exercise and analyze real historical maps to compare these differing worldviews.
Asynchronous	Self Guided on Canvas	What The Past Means Here Join guest lecturers Elsa Gilbertson and Jess Robinson as they present a virtual tour of Chimney Point, focusing on the significance of the site at three different time periods.
1:00-2:00	Live discussion via Zoom	Heroes and Villains This session will examine Benedict Arnold’s role in the early months of the American Revolution and how historians have interpreted that role. Participants will consider what it means to be labeled a “hero” or “villain” and discuss if Arnold has been treated fairly by modern historians.
2:00-2:15	Break	
2:15- 4:00	Small group activity	Objects Tell Stories Participants will observe and analyze artifacts found at Chimney Point. Participants will step into the shoes of a museum curator to consider the stories they could tell about Chimney Point from the objects they analyze before turning a

		curatorial eye to their own lives and material culture of personal significance.
4:00-4:15	Break	
4:15-5:00	Live discussion via Zoom	Teaching with Historic Sites Elsa Gilbertson will lead a discussion on how teachers can develop meaningful relationships between their classrooms and historic sites.

Day 3: Wednesday

THEME: LAKE CHAMPLAIN: KEY TO LIBERTY

Essential Questions:

- How do archaeological resources influence the creation of historical knowledge?
- How do underwater archaeologists approach an artifact?
- How have the unique features of waterways influenced historical events?
- What history should be preserved?

Sites of Focus: Arnolds Bay and Lake Champlain Maritime Museum

Required Readings:

- Chapters 7 and 9 from Bellico, Russell P. 2001. *Sails and Steam in the Mountains: A Maritime and Military History of Lake George and Lake Champlain*. Revised edition. Fleischmanns, N.Y: Purple Mountain Pr Ltd.
- Excerpts from Nelson, James L. 2006. *Benedict Arnold's Navy : The Ragtag Fleet That Lost the Battle of Lake Champlain but Won the American Revolution*. Camden, Maine : International Marine/McGraw-Hill.

Schedule	Mode	Activity
Asynchronous	Self-Guided on Canvas	Geography and Hydrology Consider how history is influenced by geographic watersheds and technology, both in the 18th century Champlain Valley and in your own region. Participants will complete an associated journal and Storymap assignment.
Asynchronous	Self-Guided on Canvas	Observing and Inferring Observation and inference, though seemingly basic skills, are key tools for any archaeologist. Through an investigation of a shipwreck at the bottom of Lake Champlain, we will practice these skills in preparation for our next conversation about...

Asynchronous	Self-Guided on Canvas	Archaeological Context Through an examination of evidence and conclusions drawn from the Valcour Bay Archaeological Report, we will consider the large quantities, sources, and types of information that are distilled to create <i>archaeological context</i> . What does this mean and why does it matter?
Asynchronous	Self-Guided on Canvas	Preservation, Conservation, Interpretation? After the establishment of a local historical narrative, communities often want to memorialize those histories. Doing so often requires a selected mix of interpretation, conservation, and preservation of the physical artifacts left behind. We will think about how, when, and why we try to “preserve history”.
1:00-2:00	Live group discussion	Introduction to our place: Valcour Bay to Arnold’s Bay Join Elizabeth Lee and Chris Sabick in this series of short presentations followed by Q&A sessions in which participants will gain a richer understanding of the “place” of Lake Champlain and how its geography, weather patterns, and seasons shaped historic events.
2:00-2:15	Break	
2:15-3:15	Small group activity	The Valcour Bay Research Project: Gaining an initial understanding of Archaeological Context. After reviewing historic documentation and artifact distribution maps, participants will generate research questions and will attempt to answer them by taking a deeper dive into the artifact distribution at Valcour Bay.
3:15-3:30	Break	
3:30-4:30	Live group discussion	What History should be saved? ...and How? Through interactive presentation and conversation, participants will explore options of preservation and conservation of archaeological resources with the ongoing discussions on the future of <i>Spitfire</i> as a case study.
4:30-5:00	Live group discussion	Day 3 Wrap up session and Q&A We will close out our day with an open format discussion for participants to gain additional information on particular topics of interest or to clarify points made during the rest of the day.

THEME: THE SOLDIERS' EXPERIENCE ON THE VERMONT FRONTIER

Essential Questions:

- What was the significance of Mount Independence to the war?
- What were soldiers' lives like while living at Mount Independence?
- How can archaeological inquiry complement historical research?
- How do historians apply critical thinking skills to assess primary sources and eyewitness reports of historic events?
- Why is it important to protect historic sites like Mount Independence and the Hubbardton Battlefield?

Sites of Focus: Mount Independence and Hubbardton Battlefield

Required Readings:

- Starbuck, D. 1994. "Archaeology at Mount Independence: An Introduction," *The Journal of Vermont Archaeology*. 1(115-126).
- Wickman, Donald H., and Gary Zaboly. 2017. *Strong Ground: Mount Independence and the American Revolution*. Orwell, Vt.: Mount Independence Coalition.
- Williams, John. 2002. *The Battle of Hubbardton: The American Rebels Stem the Tide*. 2nd ed. Rutland: The Vermont Division for Historic Preservation.
- Duling, Ennis. 2010. "Thomas Anburey at the Battle of Hubbardton: How a Fraudulent Source Misled Historians." *Vermont History* 78 (1): 1–14.

Teaching Resources:

- *From Wilderness to Fortress: Exploring the History of a Revolutionary Site*

Schedule	Mode	Activity
Asynchronous	Self-guided on Canvas	Journaling: Living at Mount Independence Participants will be asked to reflect upon their readings and a short letter written by a soldier regarding the living conditions on Mt. Independence. How would they have fared? What would have been most difficult for them?
Asynchronous	Self-guided on StoryMap	Character StoryMap Where were "you" on July 5, 1777? Participants will add a StoryMap slide to identify where they think their character was -- and how their character would have reacted to news that the British troops had occupied Sugar Hill.
Asynchronous	Self-guided on Canvas	Virtual Hike of Mount Independence Participants will join guest lecturer, Ennis Duling, for a video hike/tour across the Mount Independence landscape. They'll learn what the significance of the Mount was to the

		war and what soldiers’ living conditions were like. The virtual hike, filmed on location, will allow participants to experience the topography and environment of the Mount firsthand.
Asynchronous	Self-guided on Canvas	Hike Reflection Participants will reflect upon the virtual hike and prepare at least one question for Ennis Duling’s synchronous Q&A session.
Asynchronous	Self-guided on Canvas	Thinking like an Archaeologist What does archaeology teach us about soldiers’ lives on the Mount? This set of activities will introduce participants to key concepts and steps in archaeological inquiry. The exercise culminates in a “virtual excavation” where participants will discover and catalog artifacts found at the Mount in their quest to answer an assigned research question.
1:00 - 1:45pm	Live discussion via Zoom	Q&A Discussion with Ennis Duling Participants will engage with our guest lecturer and ask questions related to the virtual hike and readings to dig deeper into the significance of Mount Independence -- in the past and today.
1:45 - 2:30	Small group activity via Zoom breakout rooms	Thinking Like an Archaeologist In this follow up activity from the morning, participants will meet with their small “dig team” to compare what artifacts they identified in the morning in order to make inferences that can help answer their assigned research questions.
2:30 - 2:45	Break	
2:45 - 4:00	Small group activity via Zoom breakout rooms	History Detectives: Battle of Hubbardton Historians are a lot like detectives: they have to consider the relative truthfulness of various testimonies about the past. In the case of the Battle at Hubbardton, historians face a variety of conflicting testimonies and sources of evidence. Participants will work together to evaluate four testimonies along with maps and drone footage of the site to determine which interpretation of the battle is most likely and why. Participants will learn how historians critically analyze source material and how they identify potential falsehoods, plagiarisms, and bias.
4:00 - 5:00	Small group activity + full group roleplay	Battle for Hubbardton A developer has announced plans to purchase the Hubbardton Battlefield from the State, but local residents

		and various stakeholders are divided on the issue. Participants will be assigned roles and prepare for a major town meeting where the future of the site will be debated. Participants will learn about the importance of protecting historic sites -- and how various stakeholders may be at odds and why.
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Day 5: Friday

THEME: A COMPLICATED PEACE

Essential Questions:

- How do wars conclude?
- Did the American Colonies need to rebel?
- Were Ethan Allen or Benedict Arnold traitors or heroes? By what standards?
- How did Vermont resolve the conflicts over “freedom” and “unity”?
- How are we still experiencing these tensions and conflicts today?

Site of Focus: Ethan Allen Homestead Museum

Required Readings:

- Chapters 14 and 15 from Randall, Willard Sterne. 2012. *Ethan Allen: His Life and Times*. New York, NY: W. W. Norton & Company.
- Excerpts from Searls, Paul M. 2006. *Two Vermonts: Geography and Identity, 1865-1910*. UPNE.
- Hendricks, N. 1966. A New Look at the Ratification of the Vermont Constitution, 1777. *Vermont Historical Society Journal*, 136-140.
- Excerpts from Sheinkin, Steve. 2013. *The Notorious Benedict Arnold: A True Story of Adventure, Heroism & Treachery*. Reprint edition. Square Fish.

Schedule	Mode	Activity
Asynchronous	Self-guided on Canvas	Journaling: An Uneasy Peace Based on the required readings and the character you have “played” throughout the week, please respond to the prompt on Canvas.
Asynchronous	Self-guided on Canvas	Compromises and Endless Disputes Using primary sources and the assigned readings, participants will examine how Vermont became a state, and how that process had future implications for another conflict seventy years later.

Asynchronous	Self-guided on Canvas	The Slow Death Of Slavery in Vermont Vermont officially abolished Slavery in 1777, or did it? Through presentations, and supplemental readings, participants will learn about how vague wording in the Constitution allowed slavery to persist in Vermont, and how some Vermonters kept others enslaved.
Asynchronous	Self-guided on Canvas	Second Class: Coverture and Property in Early Vermont Learn How the laws in early Vermont and other places turned women into second class citizens with few to no political or legal rights.
1:00 - 2:00pm	Live discussion via Zoom	The Haldimand Affair Guest Lecturer, Willard S. Randall will present on a controversial negotiation between Vermont leaders and British Officials to discuss Vermont becoming an independent colony.
2:00-2:15	Break	
2:15 - 3:45	Small group activity via Zoom breakout rooms	Out of Many, One: How to build a state out of many factions Participants will read primary sources and find specific locations on historical maps. The various factions that vied for influence after the Revolution will be examined, and the process that lead to statehood will be looked at in detail.
3:45- 4:00	Break	
4:00 - 5:00	Live discussion with entire group	Understanding and Interpreting Historic Events. Participants will revisit their characters. They will reflect and group share how their historical character might have reacted to the events discussed during the day.