



# Castleton University

**Summer 2020**

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

**Number of Credits: 3**

**Level:** Graduate

**Course Code:** (To be provided by Castleton at course set-up)

**Dates: [two identical sessions]**

- Session 1: July 13 – 17 in person + 2 weeks via LMS (July 6-24)
- Session 2: July 27 – 31 in person + 2 weeks via LMS (July 20-Aug 7)

**Times:** 9am – 5pm (participants make a full time commitment during their session – see the full program for the in-person component at the end of this syllabus for daily schedule)

**Format:** In-person + online/independent format

**Location:** Lake Champlain region, transportation will be provided from hotel (1712 Shelburne Rd) to:

- Ethan Allen Homestead Museum
- Crown Point and Chimney Point
- Arnold's Bay
- Lake Champlain Maritime Museum
- Mount Independence
- Hubbardton Battlefield

**Learning Management System:** Google Classroom

**Instructor:**

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**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 \$1200 stipend)

**Course Description:** In the summer of 2020, 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 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 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. While on board the life-sized replica of Benedict Arnold's USS Philadelphia gunboat and exploring 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 sites 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:**

Calhoon, 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 6 via LMS
  - b. Second session due date: July 20 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 6 via LMS
  - b. Second session due date: July 20 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 10 via LMS

- b. Second session due date: July 24 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 20 via LMS
  - b. Second session due date: Aug 3 via LMS
5. Photo journal entry: Participants will choose one day during the week to complete a photo journal entry following a standard format (to be provided). They will take at least 5 photographs throughout the day of the site(s) visited and develop brief paragraph caption descriptions for each photo.
  - a. First session due date: July 20 via LMS
  - b. Second session due date: Aug 3 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).

**Evaluation:**

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

**Grading:**

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 2018/2019 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 2018/2019 Castleton University Graduate Catalog Academic Policy section:

[http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic\\_Honesty](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/>

Additional information on this subject is contained in the publication "Questions and Answers on Copyright for the Campus Community." This document can be accessed online on the National Association of College Stores web site at the following address:

<http://www.nacs.org/toolsresources/cmip/copyright/questions.aspx>

### **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 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 notice should include the reason for withdrawing and be made as follows:

- 1 credit course (15 hours) – before 3 hours of the course have taken place
- 2 credit course (30 hours) – before 6 hours of the course have taken place
- 3 credit course (45 hours) – before 9 hours of the course have taken place
- 4 credit course (60 hours) – before 12 hours of the course have taken place

After that, 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 be liable for associated course costs.

For more Academic Policy information check the link below to access the 2018/2019 Castleton University Graduate Catalog:

<http://catalog.castleton.edu/index.php>

**Transcript Request:**

<http://www.castleton.edu/campus-life/student-resources/student-services-center/transcript-request/>

## 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?

### Day 1: Monday

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### **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?

#### Location: 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.

#### Teaching Resources:

- From Rebellion to Revolution Teaching Packet

Schedule	Faculty	Activity
10:00 a.m. – 12:00 p.m.	Susan Ouellette, Ph.D.	<b>“Practical Patriots: The Champlain Valley on the Eve of the Revolution”</b> Lecture and Primary Source exercise on voting rights in Colonial America.
12:00 – 1:00	Lunch	
1:00 p.m. – 4:00 p.m.	Dan O’Neil and Museum Staff	<p>Timeline Exercise: <b>Understanding the Events that led to the American Revolution</b>- Using Primary Sources, participants will examine key events and movements that led to the American Revolution and place them on a timeline.</p> <p><b>A Tale of Two Evictions:</b> Participants will engage in a formal debate over the rights of two settlers in The New Hampshire Grants. They will be provided documents and background information on each case and will be encouraged to do additional research to hold the debate.</p>

Day 2: Tuesday

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**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?

**Locations: Crown Point, NY and Chimney Point, VT**

**Required Readings:**

- *Champlain: The Lake Between* documentary
- 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 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	Faculty	Activity
9:30-11:00	Elsa Gilbertson and Jason Barney	<b>Champlain: The Lake Between</b> Presentation, discussion, and time-mapping exercise on the strategic importance of Lake Champlain in American history.
11:00 – 12:30	Group activity facilitated by Elsa Gilbertson, Jason Barney, and Angela Labrador	<b>Investigating the Narrows</b> Participants will conduct their own place-based investigation on the Crown Point-Chimney Point walking tour in small teams, completing a data collection sheet and brainstorming follow-up research questions.
12:30 – 2:00	Lunch	
2:00 – 3:30	Jason Barney	<b>Revolutions within a Revolution</b> Presentation on Benedict Arnold's and Ethan Allen's convergence in 1775 and the new tensions that arose among their militias as they planned their next military strikes. Participants will discuss why and how the ethical and social complexities of the past have been simplified or ignored over time.
3:30 – 5:00	Elsa Gilbertson and Angela Labrador	<b>Teaching with Museum Collections</b> Discussion and demonstration of the various ways educators can effectively incorporate museum collections in their curricula, including preparing pre- and post- visit activities, using virtual tools, and borrowing teaching kits.

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?

## Locations: Arnolds Bay and Lake Champlain Maritime Museum

### Required Readings:

- *Tale of Two Gunboats* video
- 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.
- *Sample Teacher Guide (provided by LCMM to participants)*
- 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.

### Teaching Resources:

- Arnold's Bay historic plaque
- LCMM *Key to Liberty* exhibit
- Artifacts from Valcour Bay
- *Philadelphia II* replica gunboat

Schedule	Faculty	Activity
9:30-10:30	Chris Sabick and Elizabeth Lee	<b>Visit to Arnolds Bay</b> Participants will envision the conclusion of the Battle of Valcour Island where it occurred and discuss its implications.
10:30-11:00		<b>Transport from Arnold's Bay to LCMM</b>
11:00-12:00	Chris Sabick and LCMM Staff Interpreter	<b>Visit <i>Philadelphia II</i> (historic gunboat replica)</b> Participants will experience an 18 <sup>th</sup> century naval gunboat and “meet” the men who fought at the Battle of Valcour Island. Participants will discover their fates using historical evidence.
12:00-1:00	Lunch	
1:00-3:00	Chris Sabick and Elizabeth Lee	<b>Explore Key to Liberty exhibit</b> Participants will learn about and discuss the Battle of Valcour Island from historical research and archaeological resources. They will review ongoing and future research opportunities in this area including a discussion of the Gunboat <i>Spitfire</i> and plans for its future.
3:00-3:30	Break	<b>(Optional: Revisit exhibits)</b>

3:30-4:30	Chris Sabick and Elizabeth Lee	<b>Personalizing Place-Based Learning Practicum</b> Participants will explore options for engaging young minds through various approaches to this topic and continue to discuss using local artifacts and other primary sources in lesson plans.
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Day 4: Thursday

**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?

**Locations: 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*
- *Project Archaeology: Investigating Mount Independence Curriculum Guide*

Schedule	Faculty	Activity
9:30 - 10:00	Elsa Gilbertson	<b>Welcome and Orientation, Mount Independence Visitors’ Center</b>

10:00 - 11:00	Ennis Duling	<b>The History of Mount Independence</b> Presentation about why the Americans invested so much effort into building the extensive fortifications and amenities at Mount Independence and why they are no longer standing.
11:00 - 12:00	Angela Labrador	<b>Daily Life at Mount Independence</b> This lesson demonstrates how historical archaeological inquiry can shed new light on the everyday lives of the different people who lived at the site during the war.
12:00 - 1:00	Lunch	
1:00 - 3:00	Ennis Duling, Elsa Gilbertson, and Angela Labrador	<b>On-site Investigation of Mount Independence</b> Participants will walk in the footsteps of soldiers as they apply historical and archaeological inquiry skills to analyze the features along the Baldwin Trail (ADA accessible). This experiential lesson will demonstrate to teachers how visiting historic sites can offer inquiry-based learning opportunities into the economy, social life, culture, and values of the people who occupied the site in the past.
3:00 - 3:45		Bus ride to Hubbardton Battlefield
3:45 - 5:00	Ennis Duling and Tracy Martin	<b>One Battle, Many Stories, and One Tall Tale</b> A presentation on the historiography of the Hubbardton Battle with a discussion of the benefits and challenges of using primary sources in historical research. Participants will learn how historians critically analyze source material and how they identify potential falsehoods, plagiarisms, and bias using the example of Thomas Anburey's account of the Battle of Hubbardton. The presentation will be outdoors and make use of the battlefield grounds to illustrate the differing accounts.

### 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?

**Locations: 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.

**Teaching Resources:**

- Sample maps and lesson plans

Schedule	Faculty	Activity
10:00 – 12:00	Willard S. Randall	“ <b>The Haldimand Affair</b> ” Lecture and Primary Source Exercise that explores the controversial series of negotiations about the future of Vermont late in the Revolutionary War
12:00 – 1:00	Lunch	
1:00 – 4:00	Dan O’Neil and Museum Staff	<p><b>Jacob Bayley, Yorker Rebels, and The Vermont Republic: Infighting in the Grants</b>, a study of the internal disputes that characterized early Vermont. A study of maps that reveal the various factions within Vermont. Participants will use maps to locate the various factions within Vermont.</p> <p><b>The Path to Statehood: The End of the War and the new Status Quo</b>, looking at the commodities trade, and its role in the War of 1812. Participants will learn to make potash from wood ashes and water, they will look at how the post-war situation gave the commodities trade critical importance in rural communities.</p>