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NEH Lesson Plan – Fort Ticonderoga, July 2015

## **Benedict Arnold and the Battle of Valcour Island**

### **Objectives:**

- Students will be able to:
  - Identify where the Battle of Valcour Island occurred
  - Identify who the key people at the Battle of Valcour were
  - Evaluate primary and secondary sources related to the Battle of Valcour Island and write an appropriate analysis citing evidence and using proper conventions (grammar, spelling, capitalization, punctuation)

### **Standards:**

This lesson meets the following **Oregon State Social Studies Standards:**

Oregon 5th Grade: U.S. History 1492-1786

5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.

Oregon 5th Grade: Historical Thinking

5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.

5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

8th Grade U.S. History, 1765-Reconstruction/U.S. History: Historical Thinking

8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.

8.8. Evaluate information from a variety of sources and perspectives.

8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

This lesson meets the following **National Council for the Social Studies Standards:**

Time, Continuity and Change

Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past

Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others

This lesson meets the following **NCSS C3 Framework:**

Change, Continuity and Context: History

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant

This lesson meets the following **Common Core State Standards:**

Literacy, Reading and Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Materials:**

- Images of *Philadelphia II* from Lake Champlain Maritime Museum
- [http://www.lcmm.org/our\\_fleet/philadelphia.htm](http://www.lcmm.org/our_fleet/philadelphia.htm)
- Valcour Island Battle Map
- Valcour Island Placards
- Video: *All About the Battle of Valcour Island*  
<https://www.youtube.com/watch?v=NszGdFPq1ag>

- National Archives Primary Source Analysis Form  
[https://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

## Procedure:

### 1. **Daily Opener:**

- When students enter the classroom they will have a daily opener on the overhead. Students are to copy it on their Daily Opener sheet and write a response. This will serve as a review from the previous day as well as an introduction to the day's lesson.
  - **Daily Opener:** The Battle of Valcour Island took place on October 11, 1776 and was the first battle fought by the United States Navy. In your own words and in a minimum of 2-3 complete sentences, explain the significance and importance of the Battle of Valcour Island and how this battle shaped the remaining years of the American Revolution.
  - After a few minutes, where students reflect on, and answer the daily opener, we will discuss the answer as a class.
- **Response:**

- **Pictures** from Lake Champlain Maritime Museum  
[http://www.lcmm.org/our\\_fleet/philadelphia.htm](http://www.lcmm.org/our_fleet/philadelphia.htm)

### 2.

### 3. **Video**

- Video: *All About the Battle of Valcour Island*  
<https://www.youtube.com/watch?v=NszGdFPq1ag>

### 4. **Placard Activity**

- Create several (6-7) placards with locations, people, and/or important events of Valcour Island. Put the title on one side along with a picture/image and on the back side of the paper put a description of the location, person, event, and why they were significant.
- Call students up to share the various placards and the information they contain.
- Use this as an opening to start a conversation about each image on the placards.
- Try to keep them in chronological order so the Battle of Valcour Island can be discussed as it unfolded.

### 5. **Valcour Island Map Activity**

- On the overhead projector, display a map of the Battle of Valcour Island.
- Discuss with the students the events that unfolded and how the war progressed from stage one to the conclusion, marking the map as you go.

## 6. Primary Source Analysis

- Using the National Archives Primary Source Analysis Form [https://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf), have students get into groups of 2-3 students.
- Give each group a primary source letter from the period of the Battle of Valcour Island. Each group should have a different letter.
- Have the groups read their letters, discuss them, and complete the Analysis Form.
- When all groups are finished, have the groups read their letters aloud and discuss the various content and their analysis.

## 7. Writing Activity

- Have students respond to the following prompt:
  - It has been said, "Though a tactical defeat, the Battle of Valcour Island was critical strategic victory for Arnold as it prevented an invasion from the north in 1776." In a minimum of 2-3 complete paragraphs, explain how the Battle of Valcour Island can be seen as both a defeat, yet a victory for Arnold and how this victory shaped the remaining years of the American Revolution. In your own opinion, and by pulling citations and evidence from our readings and shared information, do you agree with the summation that the Battle of Valcour Island was a victory for Benedict Arnold?
  - Responses must include:
    - A Cover Page
    - A minimum of 3 primary sources
    - A minimum of 2 secondary sources
    - Proper In-text citations, footnotes or endnotes
    - A correctly cited bibliography
  - **Talented and Gifted Students**: Encourage TAG students to complete the assignment in greater length than 8 sentences and/or to prepare a presentation on their response to share with the class.
  - **Special Education Students**: Shorten the length of the assignment length from 2-3 complete paragraphs to 1-2 complete paragraphs.

## 8. Assessments

- Quiz to be given at a determined date
- Chapter test to be given at a determined date
- Unit Project related to the three lesson plans to be assigned

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