



Castleton University

Summer 2018

Course Title: Lake Champlain: Waterways of Empires

Number of Credits: 3

Dates & Times: July 30 to August 1, 2018

Location: Fort Ticonderoga - Crown Point

Format: Face-to-face on site in the field July 30 to August 1, plus independent online work using google classroom and book research review.

Instructor(s): Neil Murray, neilmurrayjr@gmail.com & Chris Dipasquale, cdipasquale@yorktown.org

Both instructors have Masters degrees in education and history with 60 plus post Masters' degree credits; are veteran teachers who have taught many in-service and graduate courses; are experienced reenactors and historians; have worked as historical consultants with many institutes of higher learning including Penn State, Marist College, and the United States Military Academy at West Point.

Course Cost to Student: \$865 including credit

Course Code: EDU 5515 C05

Course Description:

Come and see the sights and sounds of one of America's most historic lakes. We will be exploring the history of the Adirondacks and Lake Champlain from its use by Native Americans through the 21st century!

Themes will include:

- Native use of the land and geographical significance - what does Ticonderoga mean?
- First contact how the Lake got its name!- how the site became the scene of one of the first and worst Native-euro contact points in 1609 .
- French history -the building of Fort Carillon and the French and Indian War
- Legend meets history - Robert Rogers and his Rangers- are there stories of daring adventure true?
- How it played a role in the winning of our independence and founding of our country!
- How it became a symbol of historic conservation and tourism in the Adirondack park.

Participants will have access to primary sources and the material culture of the area. They will learn hands on techniques for creating Common Core based lessons which include:
Research and informative writing
Enduring Issues
Student led learning
The blending of historical documents, objects, etc. and technology
And much, much more!
Please contact the Living History Education Foundation for details on registration
<http://www.livinghistoryed.org/>

This course will use the Common Core Standards and the C3 Framework (College, Career, and Civic Life) as a guide.

For more information or a complete syllabus, please contact instructors Neil Murray or Chris Dipasquale.

Course Goals:

The writing and research component of the course is aligned with the common core standards for English language arts and literacy in history, social studies, science, and technical subjects. Participants will utilize their experiential authentic assessment experience in conjunction with the available primary sources and artifacts at the Fort to bring to life the following which will be included in daily activities and journal / note taking as well as the creation of their lesson plan.

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source distinct from prior knowledge or opinions
- Identify key steps in a text's description of a process related to history / social studies
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describe how a text presents information (eg. sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's point of view or purpose (eg. loaded language, inclusion, or avoidance of particular facts).
- Integrate visual information (eg. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- Distinguish among fact, opinion, and reasoned judgement in a text.

Participant writing will be aligned with the above and connected with their personal research into documentation and primary sources. For example, we will be cooking on an authentically recreated camp oven. Through research, participants will discover the Peale portrait of Col. Walther Steward's Pennsylvania line circa 1781 and discover a painting of the exact same oven

they had used during their experiential experience. Then, through lesson plan writing, align with the above standards.

While researching the plates of William Hogarth, for example the 1750 March of the Guards to Finchley, participants can again, through research and writing, discover how it applies to the common core, their writing, and our re creative immersion experience.

With a review of newspaper abstracts, participants will discover the documentation used to create the experiential overnight experience. For example, they will be wearing "cocked hats". The Virginia Gazette on November 15, 1776 mentions a "run away.....had on when he went away a brown coat with metal buttons.....a new cocked hat".

This type of writing and research as well as evening collegiate sharing will take place each night during wrap up sessions. Furthermore, the final project, a lesson plan based in this type of learning, will demonstrate inquiry based, common core aligned lesson plan research and writing.

Course Objectives:

Participants will engage in living history activities to bring relevant historical content and living history techniques to their educational classrooms.

Projects: Lesson plan utilizing a living history approach and incorporating the common core standards and the inquiry based model use of primary source documentation in addition to connections with the Enduring issues

Standards Addressed: common core, enduring issues, and inquiry based model

Participation in all activities & completion of a final project is required.

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

Additional grading information can be found in the 2017/2018 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 2017/2018 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/>

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 Kathy Perzanowski, 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 2017/2018 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/>.

