



# Castleton University

## COURSE SYLLABUS

Three (3.0) credits hour

**Instructor:** Rich Strum, Director of Academic Programs, Fort Ticonderoga,  
[rstrum@fort-ticonderoga.org](mailto:rstrum@fort-ticonderoga.org)

**Course Title:** Forgotten: Overlooked Participants in the American Revolution

**Course Description:** A three-credit course for teachers participating in the Sixth Annual Fort Ticonderoga Teacher Institute “Forgotten: Overlooked Participants in the American Revolution” July 22-27, 2018.

**Meetings:** Sunday, July 22, 2018, 7:30pm-8:30pm  
Monday, July 23, 2018, 8:00am-5:00pm  
Tuesday, July 24, 2018, 8:00am-5:00pm  
Wednesday, July 25, 2018, 8:00am-8:00pm  
Thursday, July 26, 2018, 8:00am-5:00pm  
Friday, July 27, 2018, 8:00am-12:15pm

**Costs:** \$375 graduate credits. In addition to graduate credits, participants must pay a \$150 deposit, refundable when final project is submitted.

**Course Number:** EDU 5515 C09

**Location:** Fort Ticonderoga

**Registration:** Participants in the course must be participants in the Sixth Annual Fort Ticonderoga Teacher Institute in summer 2018—open through a competitive applications process (applications due April 15, 2018).

**Required Readings:** Ray Raphael, *A People’s History of the American Revolution*  
Gary Nash, *The Unknown American Revolution*

### **Recommended Readings:**

#### **African Americans:**

*Standing in Their Own Light* by Judith Van Buskirk  
*Death or Liberty* by Douglas Egerton  
*Forgotten Fifth* by Gary Nash  
*Black Americans in the Revolutionary Era: A Brief History with Documents* by Woody Houlton

#### **Native Americans:**

*The American Revolution in Indian Country* by Colin Calloway

#### **Women:**

*Belonging to the Army* by Holly Mayer  
*Revolutionary Mothers* by Carol Berkin

### **Loyalists:**

*Generous Enemies* by Judith Van Buskirk

*Black Patriots and Loyalists: Fighting for Emancipation in the War for Independence* by Alan Gilbert

### **Goals and Objectives:**

- To understand the multiple perspectives of overlooked participants in the American Revolution: Loyalists, Women, African Americans, and Native Americans.
- To dig beneath the stereotypes to learn about the actual experiences and motivations of Loyalist, Women, African Americans, and Native Americans during the American Revolution.
- To understand the Ticonderoga experience during the American Revolution as a microcosm of the larger global conflict.
- To understand the role of geography in warfare in North America, utilizing 18<sup>th</sup>-century maps and the historic landscape at Ticonderoga as an example.
- To appreciate how the various overlooked groups contributed to the ultimate success or failure of the side they backed during the American Revolution.
- To appreciate how opposing forces maintained and supplied vast armies in remote locations like Ticonderoga.
- To use critical thinking, literacy skills, historical thinking skills, and where possible, interdisciplinary connections in creating lesson plans and/or units of study related to Ticonderoga and the various participants studied during the American Revolution.
- To learn how historical documents, maps, and artifacts can be utilized to facilitate learning about the American Revolution.

### **Course Requirements:**

- **Reflective Essay (2 pages)**—Identify a lecture or presentation that changed your thinking on a matter related to the experiences and motivations of one of the overlooked groups (Loyalists, Women, Native Americans, African Americans) in the American Revolution.
  - How did the session impact your thinking about the American Revolution?
  - How will you translate the information learned to your students in an engaging manner?
- **Lesson Plans (3 lessons)**—Create three lesson plans (lessons can be stand-alone or a unit of study), using the template provided in class, related to Fort Ticonderoga and the American Revolution using your state standards, the Common Core State Standards, (primarily related to ELA and Social Studies), and the C3 Framework.
  - Identify primary sources and apply the various pedagogical methodologies learned during the week to analyze these sources with students and incorporate these practices into your lesson plans. You must use at least three sources.
  - Discuss your reasons for selecting the sources and what you expect your students to learn about Fort Ticonderoga and the American Revolution through their analysis of these primary sources.
  - Evaluation: Describe how you would use one of these strategies to model historical thinking skills with your students. Evaluate your strategy and how it would help establish or expand your “historical thinking classroom.”
- **Paper (5-7 pages)**—Using the books read, along with the week’s discussions and sessions, write a paper exploring how the ideals of the American Revolution failed overlooked one or more of the groups discussed during the course (women, loyalists, African Americans, Native Americans).

All assignments are due by **September 15, 2018**, and ideally will be submitted electronically, though hard copies will be accepted.

**Schedule: ATTACHED**

**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 2017/2018 Castleton University Graduate Catalog, under Academic Policies, accessible online at:  
<http://catalog.castleton.edu/index.php>

The final grade for the course will be based on the following criteria:

- **Attendance and Participation:** Attendance in all sessions and participation in activities and discussions is essential to successful completion of the course. (5%)
- **Lesson Plans:** Lesson plans or unit plan that builds upon the course contents. Use of primary sources and/or artifacts. Promotes literacy in relation to your local and state standards. Teachers familiar with the College, Career, and Civic Life (C3) Framework for Social Studies may cite dimensions. Lesson plans must include questions that promote higher-level thinking skills, as in Bloom’s Taxonomy. (50%)
- **Reflective Essay:** Summary of lecture/presentation and its possible applications and adaptations demonstrates an understanding of the lecture/presentation content and the potential use of the content at multiple levels in the classroom. (15%)
- **Paper:** Uses the required and recommended reading, as well as the content and discussions from the week to discuss how the ideals of the American Revolution failed one or more of the overlooked groups discussed during the week.. (30%)

**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](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>.

**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/>.

# FORT TICONDEROGA AMERICA'S FORT™

**FORT TICONDEROGA TEACHER INSTITUTE**  
**July 22-27, 2018**

## **“Forgotten: Overlooked Participants in the American Revolution”**

### **TENTATIVE SCHEDULE**

#### **SUNDAY**

|           |  |
|-----------|--|
| 3:30-5:00 | Registration   |
| 6:00-7:30 | Welcome Dinner   |
| 7:30-8:30 | Introductions and Brief Introductory Program<br>introducing the lesson plan template |

#### **MONDAY**

|             |  |
|-------------|--|
| 6:30        | Breakfast Opens  |
| 8:00        | Depart for Mount Defiance  |
| 8:15-8:45   | Mount Defiance Geography Lessons   |
| 8:45        | Depart for Fort Ticonderoga  |
| 9:00        | Welcome/Orientation  |
| 9:15-10:30  | Loyalists and the Revolution Part I, Todd Braisted, author   |
| 10:30-11:15 | Classroom Applications: Project Introduction, sharing<br>examples of Social Studies Labs, Inquiries, Lesson Plan<br>Templates, |
| 11:15-12:00 | Tour of Fort Ticonderoga   |
| 12:00-1:00  | Lunch  |
| 1:00-2:00   | Loyalists and the Revolution Part II: Discussion based on<br>readings, Todd Braisted, author                                   |
| 2:00-2:30   | Cannon Demonstration   |
| 2:30-3:15   | Classroom Applications: Who's Loyal to Who?  |
| 3:30-5:00   | Learning from History: An Introduction to Using Primary<br>Sources and using the exhibition “Object Lessons”                   |
| 5:00        | Return to Hotel  |

#### **TUESDAY**

|      |                             |
|------|-----------------------------|
| 6:30 | Breakfast Opens             |
| 8:00 | Depart for Fort Ticonderoga |

|             |   |
|-------------|---|
| 8:30-9:45   | Learning from History: An Introduction to Using Artifacts (Learning with Objects: start with a modern object, use “Object Lessons” approach to modern objects. Dating Nail activity.) |
| 9:45-10:10  | Classroom Applications: Using Exhibitions to Learn About History  |
| 10:10       | Depart for Cruise   |
| 10:30-12:00 | Cruise on board the <i>Carillon</i> boat. Importance of waterways in 18 <sup>th</sup> -century and vantage points of water and land.  |
| 12:00       | Depart from Cruise  |
| 12:15-1:00  | Lunch   |
| 1:15-2:00   | Women at Ticonderoga, Interpretive Staff  |
| 2:00-3:15   | Women and the Revolution, Joshua Canale, SUNY Jefferson   |
| 3:15-3:45   | Classroom Applications: Women and the Revolution documents  |
| 4:00-5:00   | Learning from History: Historic Landscapes (hike the Carillon Battlefield trail) using primary source documents: Wayne Orderly Book and the Letters of Timothy Tuttle.                |
| 5:00        | Return to Hotel   |

### WEDNESDAY

|             |   |
|-------------|---|
| 6:30        | Breakfast Opens   |
| 8:00        | Depart for LaChute River Tour   |
| 9:00-10:45  | The “Stuff” of History: Examining Original Examples at the Thompson-Pell Research Center                          |
| 10:45       | Depart for Fort Ticonderoga   |
| 11:00-12:15 | African Americans and the Revolution, Joshua Canale, SUNY Jefferson   |
| 12:15-1:15  | Lunch   |
| 1:15-2:00   | Soldiers of Color at Ticonderoga, Stuart Lillie   |
| 2:00-3:30   | Native Americans and the Revolution, Maeve Kane, University at Albany   |
| 4:00-5:00   | Learning from History: Documents related to Philip Skeene, Persifer Frasier, and African Americans at Ticonderoga |
| 5:00-8:00   | Fort Ticonderoga after Hours  |
| 5:00-6:00   | After Hours Tour with the Curator   |
| 6:00-6:45   | Picnic at the King’s Garden   |
| 6:45-8:00   | “Guns by Night” program   |
| 8:00        | Return to Hotel   |

### THURSDAY

|            |  |
|------------|--|
| 6:30       | Breakfast Opens  |
| 8:00       | Depart for Fort Ticonderoga  |
| 8:30-10:00 | Classroom Applications: Integrating Field Trips into Your Curriculum (maps, placed-based activities, etc.), Tim Potts, |

|             |  |
|-------------|--|
|             | teacher facilitator  |
| 10:00-11:30 | Connecting Ticonderoga and Mount Independence:<br>Crewing a Bateau |
| 11:30-12:30 | Lunch  |
| 12:30       | Depart for Mount Independence                                      |
| 1:15-2:00   | Visitor Center at Mount Independence                               |
| 2:00-4:00   | Hiking Trails on Mount Independence with guide Mike<br>Barbieri    |
| 4:00        | Depart for Ticonderoga   |
| 5:00        | Arrive at Hotel  |

## **FRIDAY**

|             |                                    |
|-------------|------------------------------------|
| 6:30        | Breakfast Opens                    |
| 8:00        | Depart for Fort Ticonderoga        |
| 8:30-9:30   | Using Video Clips in the Classroom |
| 9:30-10:30  | Historic Trades Immersion          |
| 10:30-11:15 | Project Sharing                    |
| 11:15-11:45 | Institute Wrap-Up                  |
| 11:45-12:15 | Graduate Credits Wrap-Up           |