



2016 Fort Ticonderoga EWP Education Fellowship Project

## How Was Fort Ticonderoga a Crucial Part of the Northern Campaign during the American Revolution?



Photo credit: Richard Timberlake

### Supporting Questions

1. How were the capture of Fort Ticonderoga by Ethan Allen & Benedict Arnold and the retrieval of the artillery (cannon) by Henry Knox important moves for the Continental Army early on in the Revolutionary War?
2. What was General Burgoyne's plan for the northern frontier and how was Fort Ticonderoga a part of it?
3. How was the Battle of Valcour Island important for the Americans during the Revolutionary War?
4. What happens during the Battles of Saratoga in the northern frontier?



# 4th Grade NYS American Revolution Inquiry

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## New York State Social Studies Framework Key Idea and Practices

Key Idea	4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.
Social Studies Practices	Gathering, Interpreting, and Using Evidence Chronological Reasoning and Causation Geographic Reasoning

## Staging the Question

Discuss the importance of geography and the waterways that surround Ticonderoga. In addition, provide students with a brief background on the fort's use during the French and Indian War and the reasons the French constructed it. Lastly, discuss how to use primary sources with your students.

## Introductory Questions

1. How can geography impact a war?\*\*\*
2. What is the history of the creation of Fort Ticonderoga?
3. What types of primary sources are available to historians?
4. What can primary sources tell us about events in history?
5. How can one make an inference from the available sources?

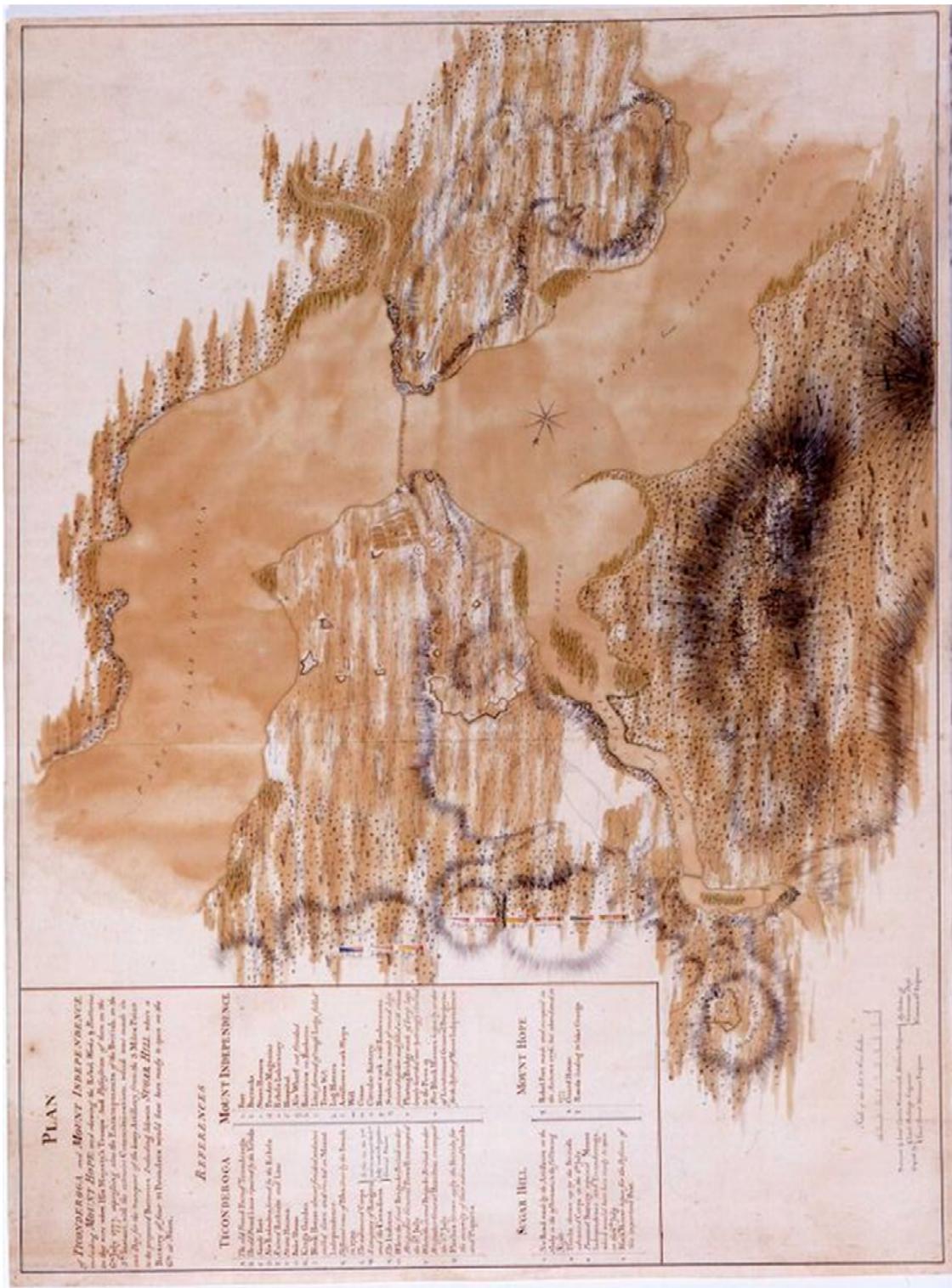
\*\*\*On the following pages you will find two maps taken from the Fort Ticonderoga Collection that can help your students better understand the geography surrounding Ticonderoga.



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"Plan of Ticonderoga and Mount Independence, including Mount Hope..."

Charles Wintersmith, 1777

Map

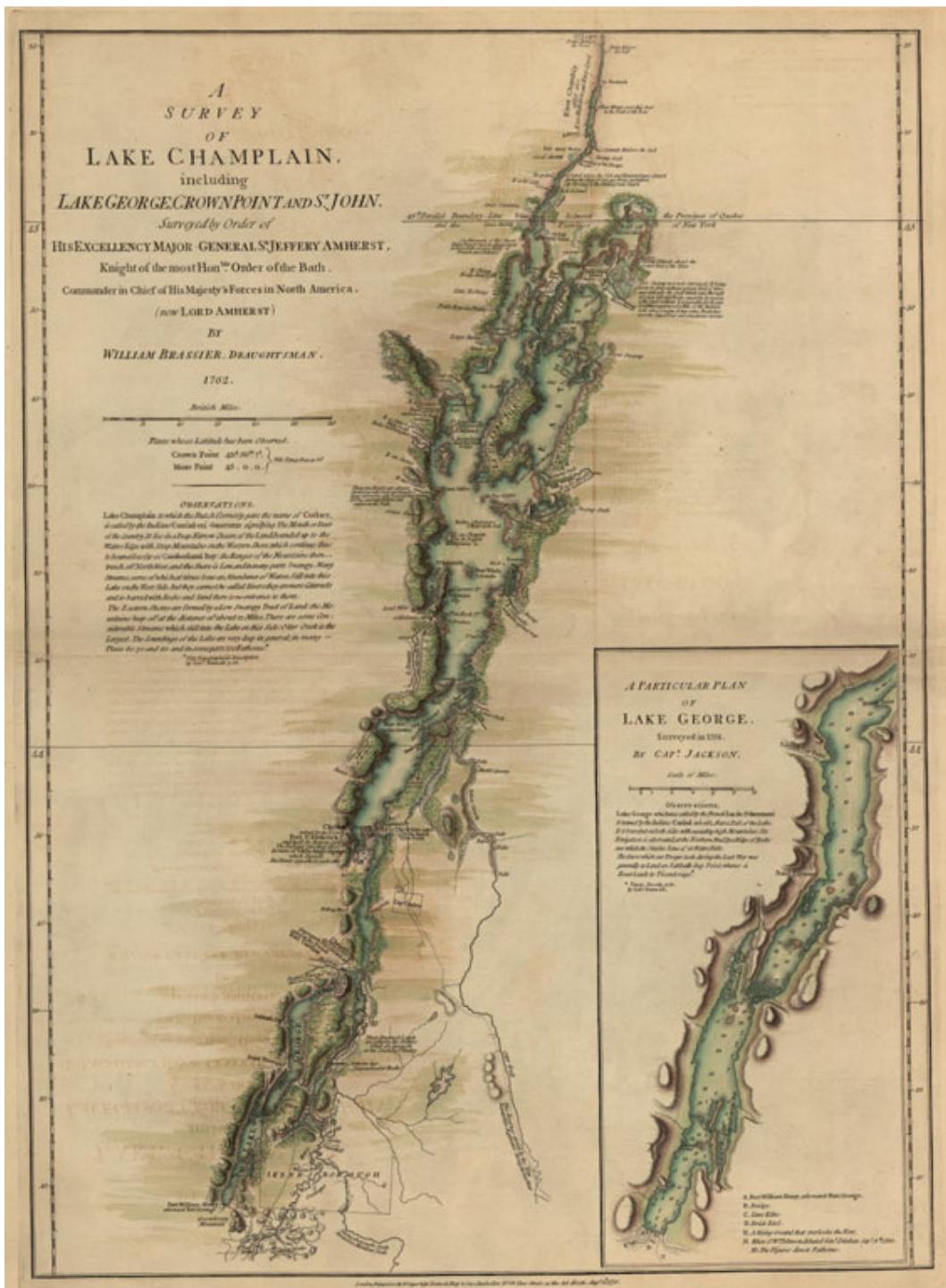
Collection of the Fort Ticonderoga Museum



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"A Survey of Lake Champlain including Lake George, Crown Point, and St. John..."

William Brassier, 1762

Map

Collection of the Fort Ticonderoga Museum



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Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How were the capture of Fort Ticonderoga by Ethan Allen & Benedict Arnold and the retrieval of the artillery (cannon) by Henry Knox important moves for the Continental Army early on in the Revolutionary War?	What was General Burgoyne's plan for the northern frontier and how was Fort Ticonderoga a part of it?	How was the Battle of Valcour Island important for the Americans during the Revolutionary War?	What happens during the Battles of Saratoga in the northern frontier?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Using the sources provided create a flow chart that depicts how the capture of Fort Ticonderoga in 1775 led to the British evacuation of Boston on March 17, 1776.	Write a short diary entry from the perspective of General Burgoyne that includes his plan for the northern frontier. Make sure to include evidence and facts from the sources and include his plan for Fort Ticonderoga.	Using the sources provided make an evidence-based claim about the importance of the Battle of Valcour Island for the Americans.	Write a summary paragraph describing what happens during the Battles of Saratoga. Pay special attention to what is happening in Ticonderoga while General Burgoyne is fighting in Saratoga.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<u>Source A:</u> Ethan Allen to the Committee of Correspondence of the City and County of Albany (May 11, 1775) <u>Source B:</u> Excerpt from journal of Epaphras Bull <u>Source C:</u> Excerpt from a Letter from Henry Knox to General George Washington <u>Source D:</u> The Noble Train of Artillery <u>Source E:</u> Excerpt from a Letter from Gen. John Thomas to Hannah Thomas, 9 March 1776	<u>Source A:</u> Map of the Country in which the Army under Lt. General Burgoyne acted in the Campaign of 1777, showing the marches of the army & the places of principal actions. Drawn by Mr. Medcalfe & Engraved by WM. Faden <u>Source B:</u> Excerpt from General John Burgoyne's Letter to Lord George Germain, May 19, 1775 <u>Source C:</u> Excerpt from General John Burgoyne's State of the Expedition	<u>Source A:</u> The Attack and Defeat of the American Fleet under Benedict Arnold, by the King's Fleet Commanded by Captn. Thos. Pringle, upon Lake Champlain. The 11 <sup>th</sup> of October, 1776. <u>Source B:</u> Excerpt from the Address to General St. Clair's Brigade October 1776 <u>Source C:</u> Excerpt from James Murray Hadden's Journal and Orderly Book <u>Source D:</u> God Bless Our Armes	<u>Source A:</u> Map of the Battles of Saratoga <u>Source B:</u> MSS Map of Brown's Attack on the Fort, 1777 – Lieut. John Starke <u>Source C:</u> Excerpt from a Letter from Major General Benjamin Lincoln to General Horatio Gates, Pawlet September 14, 1777 <u>Source D:</u> Excerpt from the Orderly Book for Burgoyne's Campaign of 1777, Ticonderoga to Saratoga



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## Summative Performance Task

### Argument

How was Fort Ticonderoga a crucial part of the northern campaign during the Revolutionary War?

Construct an argument in the form of a short essay that makes a claim and uses evidence from the sources provided explaining how the fort was a critical part of the northern campaign during the Revolutionary War.

### Extension

Create a visual aid (Poster, Scrapbook, PowerPoint, Video, etc.) that depicts your argument and shows how you came to your conclusion OR write a short story from the perspective of either a British or American soldier that stayed at Fort Ticonderoga at some point during the Revolutionary War, while using some of the sources you used to support your argument.



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### Overview

#### Inquiry Description

Throughout this inquiry, students learn how one location can play a major part over the course of a war, as well as how locations can constantly switch hands. The students will work with documents, images, and artifacts to determine how critical Fort Ticonderoga was for both the British and the Americans during the Revolutionary War. By the completion of the inquiry, students will be able to make an argument that is supported by evidence from both primary and secondary sources.

In addition to the Key Idea listed above, this inquiry also highlights the conceptual understanding:

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

NOTE: This inquiry is meant to take eight 40-minute class periods, with the option to expand the time as necessary to meet students' needs.

#### Structure of the Inquiry

In order to address the compelling question “How was Fort Ticonderoga a crucial part of the northern campaign during the American Revolution?” students will work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument and make an evidence-based claim.

### Staging the Compelling Question

The compelling question may be staged by introducing students to the geographic area surrounding Fort Ticonderoga, specifically the waterways and access to the Atlantic from going either north or south on Lake Champlain. While discussing the geographic desirability, also give students a brief history of the fort and why it was constructed.

Once students get the background necessary to start understanding the significance of the location to the site of Fort Ticonderoga, go over a brief introduction to the different types of primary sources and why primary sources give critical insight into specific historical events. The introductory questions act as an entry point for this inquiry and will help students ease into the more detailed aspects as the inquiry develops.



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## Additional Information

It is encouraged that the class make a trip to Fort Ticonderoga at some point over the course of this inquiry before the students complete the summative performance task so that they will get a better sense of the location, structure, and the soldiers who were here – a tour of the site is recommended to learn the story of the fort. Fort Ticonderoga has a very extensive collection of artifacts and archival materials and while some are featured in this inquiry, many are also on display that the students would be able to see during a visit to the site.

In addition there are several non-primary source materials that might be useful for your students to take a look at over the course of the inquiry. They include but are not limited to: Henry Knox by Richard Strum, Guns for General Washington by Seymour Reit, Drums at Saratoga by Lisa Banim, and Liberty Kids Episode 23 – The Hessians are Coming.

## Supporting Question 1

The first question “How were the capture of Fort Ticonderoga by Ethan Allen & Benedict Arnold and the retrieval of the artillery (cannon) by Henry Knox important moves for the Continental Army early on in the Revolutionary War?” provides students with the chance to start seeing some of the reasons besides geography why Fort Ticonderoga was an asset for the Continental Army. Through the sources and formative performance task students will be able to see how the capture of Fort Ticonderoga was more than just an additional asset in the northern frontier. The flow charts that the students will be making will put the chain of events into perspective and be a great resource for them when they are working on the summative performance task at the end.

## Supporting Question 2

The second question “What was General Burgoyne’s plan for the northern frontier and how was Fort Ticonderoga a part of it?” will once again provide the students with a greater sense of how much of an asset Ticonderoga was by linking Canada to New York City. In this part of the inquiry, students will study Burgoyne’s plan for his northern campaign and continue to build evidence to support an argument for the significance of the fort’s location. The formative performance task is meant to give the students a chance to see things from the British perspective and place themselves in the mindset of a general during war.



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## Supporting Question 3

The third question “How was the Battle of Valcour Island important for the Americans during the Revolutionary War?” gives students an opportunity to study a naval battle that occurred during the Revolutionary War. Through closely studying the map of the battle and reviewing the other sources, students will be able to understand how this battle stalled the British advance toward Ticonderoga even though it was technically an American defeat. The formative task allows the students to summarize their understanding of this event and its significance to the northern campaign.

## Supporting Question 4

The fourth question “What happens during the Battles of Saratoga in the northern frontier?” allows students to gain a sense of conclusion to the northern campaign to help shape their opinion of how critical Fort Ticonderoga was to the entire northern campaign. The sources include a range of material that highlights the battles in Saratoga, but also a simultaneous attack on Fort Ticonderoga and its surrounding area. The formative performance task gives the students the chance to summarize the Battles of Saratoga and what happened in Ticonderoga.

## Summative Performance Task

All of the formative performance tasks leading up to this point are meant to get students to start thinking about Fort Ticonderoga in relation to the Northern Campaign during the Revolutionary War. Through their responses and analysis of the sources students will construct an argument and make a claim about how Fort Ticonderoga was a crucial part of the northern campaign during the Revolutionary War. Their responses can range depending on what they find most important from the sources, but whatever their claim may be, the students must use evidence from the sources to construct their argument. Some possible examples may be:

- Fort Ticonderoga was crucial because of its geographic location of being between two important waterways.
- Fort Ticonderoga was crucial because it was a good place for supply and communication stops between Canada and New York City.
- Fort Ticonderoga was crucial because it represented holding power in the north.

To extend this project, teachers might encourage their students to produce a visual aid to coincide with their argument or write a short story from the perspective of an individual that stayed at Fort Ticonderoga at some part of the northern campaign.



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## Supporting Question 1

<b>Featured Source</b>	<b>Source A:</b> Ethan Allen to the Committee of Correspondence of the City and County of Albany (May 11, 1775)
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Transcription: “I Have the Inexpressible Satisfaction to Acquaint you that at Day break of the Eleventh Instant (Pursuant to my Directions from Sundry Leading Gentlemen in the Colonies of Massachusetts Bay and Connecticut) I Took the Fortress of Ticonderoga with About one Hundred and thirty Green Mountain Boys.”

Taken from the Fort Ticonderoga Collection

Questions to Consider:

1. What is the main point of this document?
2. What information can we gain about the American capture of Fort Ticonderoga?
3. Do you think there is anything missing from this document?



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## Supporting Question 1

<b>Featured Source</b>	<b>Source B:</b> Excerpt from the Journal of Epaphras Bull – Stockbridge, Mass., to Fort Ticonderoga and Return to Connecticut, May 1775
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Transcription: “Mr. Benedict Arnold of New Haven Came from Boston with a Colelship from the Provincial Congress to...take Ticonderoga & now Seems to be amind to ta[k]e the Command of our Party...but we already appointed Colel. Ethan Allen for that Purpose...Disputes have Arrisen on Acct. of Capt. Arnold’s taking any Command. Have however Agreed that he take the Left hand of Coll. Allen...When we Entered at the Fort Gate with a Shout we met a man with a gun which Some of our men Caughted...there was a muster amonge all the Soldiers which amount to 38 who Immediately Surrendered”

Taken from the Fort Ticonderoga Collection

### Questions to Consider:

1. What are the main points of this document?
2. How is this document different from Ethan Allen’s letter on the previous page?
3. What new information have we learned about the American capture of Fort Ticonderoga?
4. Why do you think Ethan Allen left out any mention of Benedict Arnold in the previous document?



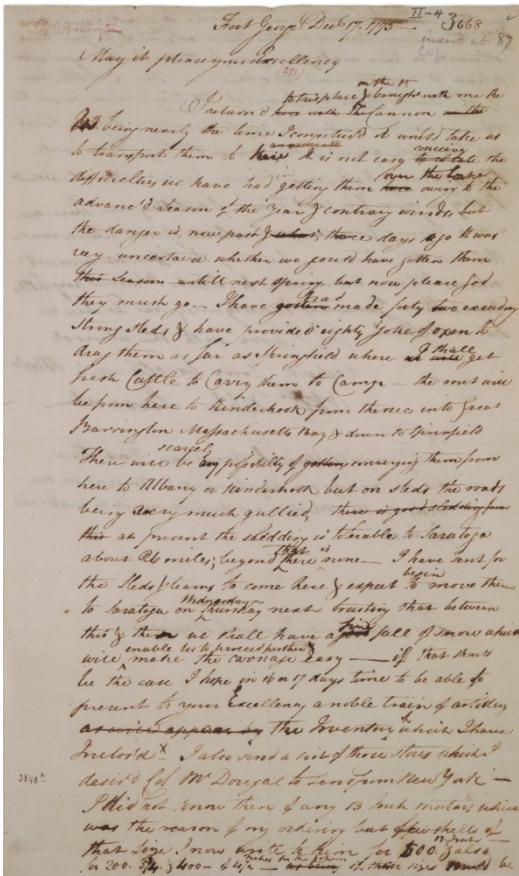
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### Supporting Question 1

Featured Source	Source C: Excerpt from a Letter from Henry Knox to General George Washington, December 17, 1775
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Transcription of an Excerpt: "I have sent for the Sleds & teams to come here & expect to begin move them to Saratoga on Wednesday or Thursday next trusting that between this & then we shall have a fine fall of snow which will enable us to proceed further & make the carriage easy – if that should be the case I hope in 16 or 17 days time to be able to present to your Excellency a noble train of artillery"

Taken from the Gilder Lehrman Collection, The Gilder Lehrman Institute of American History, New York.

### Questions to Consider:

- What is the main point that Henry Knox is trying to portray to General Washington in this letter?
- What do we learn about the noble train of artillery?
- What can you infer will happen when he makes it to Boston?



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## Supporting Question 1

**Featured Source**

**Source D:** The Noble Train of Artillery



“The Noble Train of Artillery”

Tom Lovell, 1946

Oil painting

On loan to the Fort Ticonderoga Museum courtesy of the Dixon Ticonderoga Company

### Questions to Consider:

1. What do you see in this painting?
2. What does it show you about the journey that Henry Knox and his team had to make?



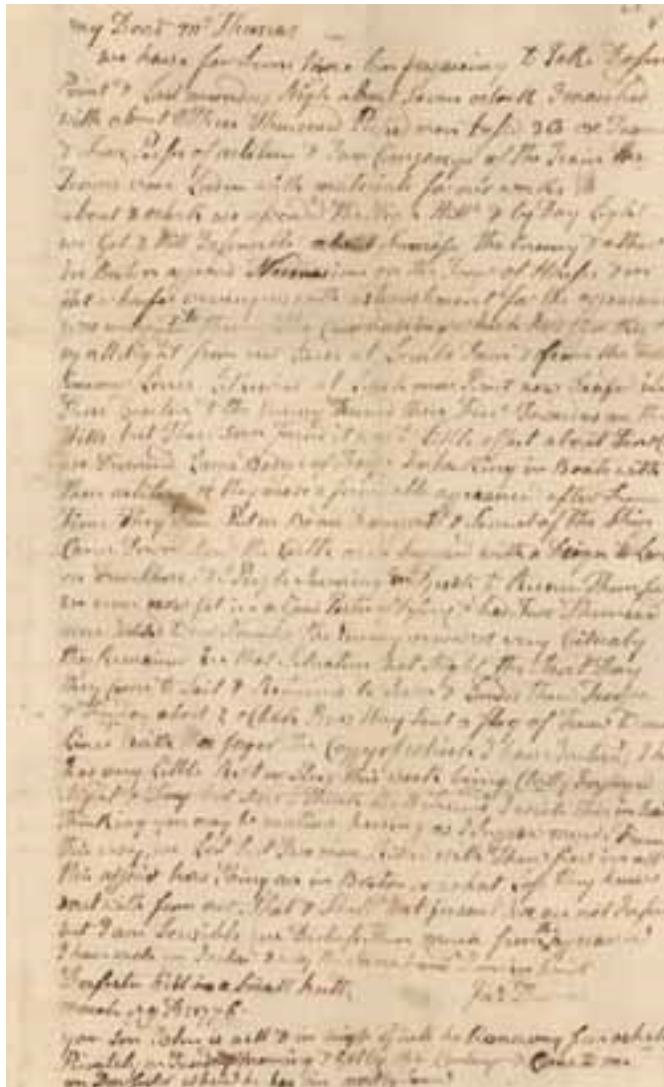
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## Supporting Question 1

<b>Featured Source</b>	<b>Source E:</b> Excerpt from a Letter from Gen. John Thomas to Hannah Thomas, 9 March 1776
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Transcription of an Excerpt: "We have for Some time been preparing to Take Dorchester Point & Last Monday Night about Seven o'clock I marched with about Three Thousand Picked men beside 360 ox Teams & Some Pieces of artillery & Two Companys of the Train the Teams were Laden with materials for our works about 8 o'clock we ascended The High Hill & by Day Light we Got 2 Hill Defensible about Sunrise the Enemy & others in Boston appeared Numerous on the Tops of Houses & on the wharfes viewing us with astonishment for the appearance was unexpected to them. The Cannonading which had been kept up all Night from our Lines at Lamb's Dam & from the Enemys Lines Likewise at Leachmere Point now Ceased in These



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Quarters & the Enemy Turned their Fire Toward us and the Hills but They Soon Found it was to Little Effect about Ten o'clock we Discovered Large Bodys of Troops Embarking in Boats with Their artillery & they made a formidable appearance after Some Time They were Put on Board Transports & Several of The Ships Came Down Near the Castle as we Supposed with a Design to Land on our Shore & People Seeming in Spirits to Receive Them for we were now Got in Good Poster of Defense & had Two Thousand men added to our Number the Enemy viewed us very Critically they Remained in that Situation that Night the Next Day they Came to Sail & Returned to Town & Landed Their Troops & Friday about 2 o'clock P.M. they Sent a flag of Truce."

Taken from the John Thomas papers, Massachusetts Historical Society

Questions to Consider:

1. What is the main point of this letter?
2. What do we learn about the American attack on Boston from this account?
3. How does this attack on Boston connect to the retrieval of cannon from Fort Ticonderoga?
4. What do you believe will happen after the British call a truce?



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## Supporting Question 2

### Featured Source

**Source A:** Map of the Country in which the Army under Lt. General Burgoyne acted in the Campaign of 1777, showing the marches of the army & the places of principal actions. Drawn by Mr. Medcalfe & Engraved by WM. Faden





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The Image on the previous page was taken from Fort Ticonderoga Collection

Questions to Consider:

1. What does this map depict?
2. What information can this map give us about Burgoyne's plan, if any?
3. From looking at this map, what do you think some of the reasons were that General Burgoyne made Fort Ticonderoga part of his plan?



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## Supporting Question 2

<b>Featured Source</b>	<b>Source B:</b> Excerpt from a Letter from Lieutenant General Burgoyne to Lord George Germain, dated Montreal, May 19, 1777
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Transcription: "It is my design, while advancing to Ticonderago, and during the siege of that post, for a siege I apprehend it must be, to give all possible jealousy on the side of Connecticut. If I can by maneuver lead the enemy to suspect, that after the reduction of Ticonderago, my views are pointed that way, the Connecticut forces will be very cautious of leaving their own frontier, and I may gain a start that may much expedite and facilitate my progress to Albany. Your Lordship may rest assured, that, whatever demonstrations I may endeavor to impose on the enemy, I shall really make no movement that can procrastinate the great object of my orders."

Taken from the Fort Ticonderoga Collection

### Questions to Consider:

1. What is the main point of this letter?
2. What does this document tell us about the importance of Ticonderoga to General Burgoyne's overall plan for the northern frontier?
3. What else can we possibly infer from this document about the British campaign in the north?



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## Supporting Question 2

<b>Featured Source</b>	<b>Source C:</b> Excerpt from General Burgoyne's State of the Expedition from Canada
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Transcription: “On the one hand, my communications were at an end; my retreat was insecure; the enemy was collected in force; they were strongly posted; Colonel St. Leger was retiring from Fort Stanwix. These were difficulties, but none of them insurmountable. On the other hand, I had dislodged the enemy repeatedly, when before in force, and more strongly posted; my army was conscious of having the superiority, and eager to advance; I expected co-operation”

Taken from the Fort Ticonderoga Collection

## Questions to Consider

1. In your own words, summarize this statement.
2. What can it tell us about the progress of General Burgoyne’s expedition?
3. Looking ahead, what do you believe will happen to General’s Burgoyne’s northern campaign?



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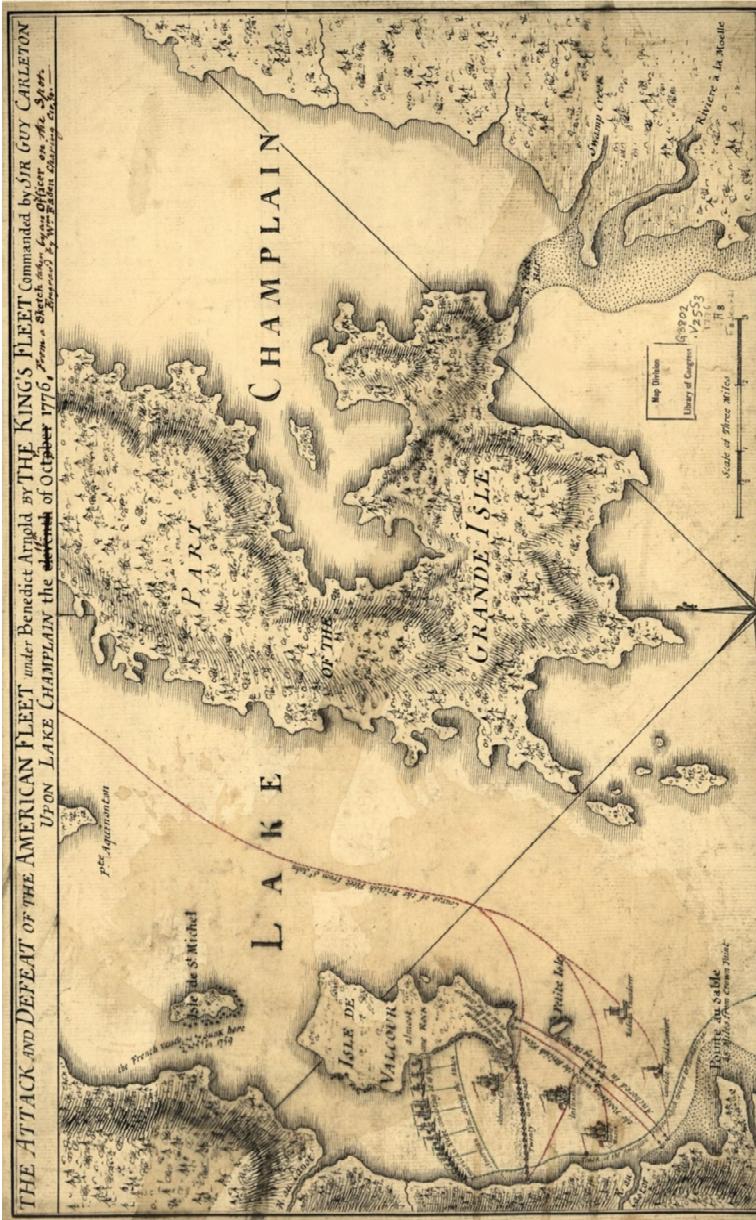


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## Supporting Question 3

### Featured Source

**Source A:** The Attack and Defeat of the American Fleet under Benedict Arnold, by the King's Fleet Commanded by Captn. Thos. Pringle, upon Lake Champlain. The 11<sup>th</sup> of October, 1776



[zoomed in section of the map]

Taken from the Fort Ticonderoga Collection

### Questions to Consider:

1. What is this map depicting?
2. What can we learn about the Battle of Valcour Island from this map?
3. What information is lacking from this map to fully understand the battle?



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## Supporting Question 3

<b>Featured Source</b>	<b>Source B:</b> Excerpt from An Address to General St. Clair's Brigade at Ticonderoga when the enemy were hourly expected, October 20, 1776
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Transcription: “We are fighting for all that is near and dear to us, whilst our enemies are engaged in the worst of causes their design being to subjugate, plunder and enslave a free people that have done them no harm”

Taken from the Fort Ticonderoga Collection

Questions to Consider:

1. What is the main point of this address?
2. How does this explain the American viewpoint during the war?
3. Does this tell us anything about the American soldiers at Ticonderoga?
4. Looking specifically at the date of this document, why do you think the Americans are fearing an attack from the British?



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## Supporting Question 3

<b>Featured Source</b>	<b>Source C:</b> Excerpt from James Murray Hadden's Journal and Orderly Book
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Transcription: “*Arnold* ran his own vessels & 5 others on shore and set fire to them, the *three foremost* only escaped to Tyconderoga; as did Gen'l Arnold with most of the Crew's of the burnt Vessels...It appearing too late in the *Season* for an attack on Tyconderoga 16 miles from hence.”

Taken from the Fort Ticonderoga Collection

### Questions to Consider:

1. What do we learn about the Battle of Valcour Island from this quote?
2. How do you think the Battle of Valcour Island benefited the Americans, even though they were defeated by the British?



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## Supporting Question 3

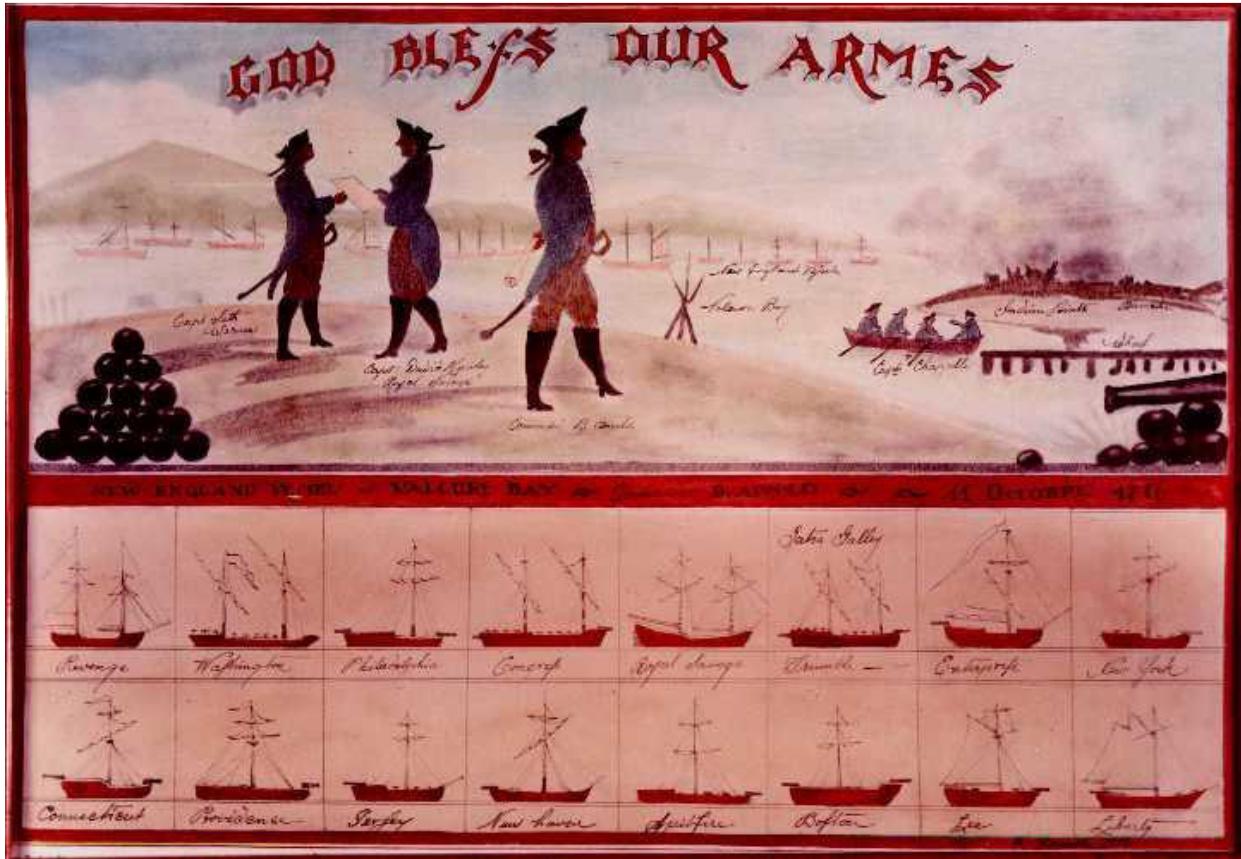
### Featured Source

**Source D:** "God Bless Our Armes"

Charles Randle, 1776

Watercolor

Collection of the Fort Ticonderoga Museum



Taken from the Fort Ticonderoga Collection

### Questions to Consider:

1. What do you see in the image above?
2. Why do you think the American fleet is being honored in this way after the Battle of Valcour Island?



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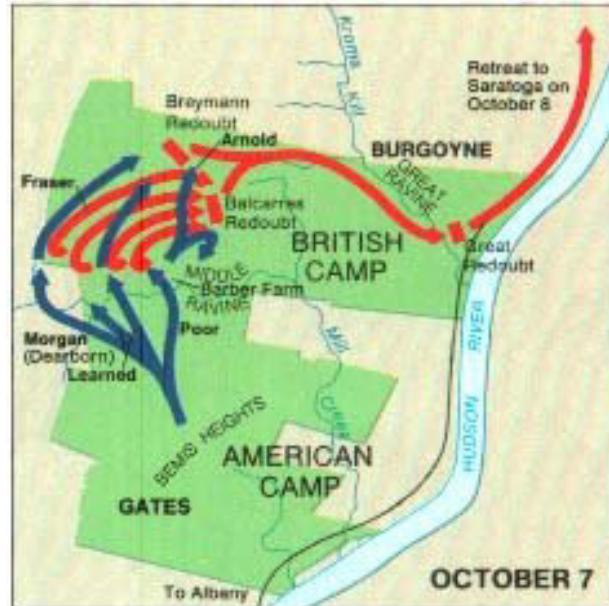
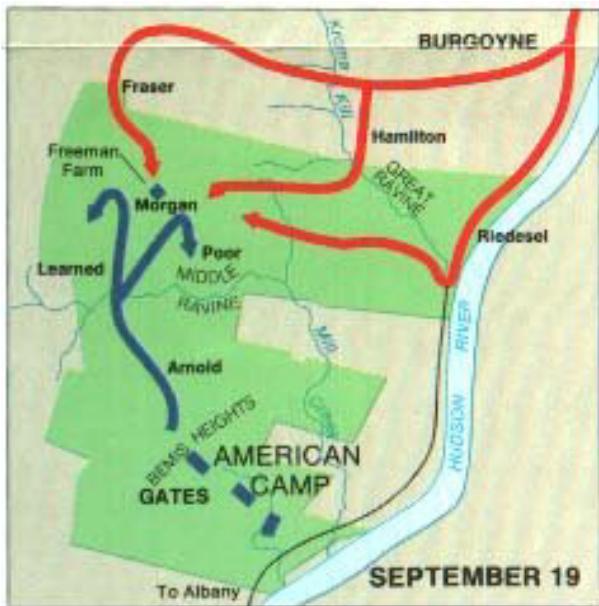


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## Supporting Question 4

### Featured Source

Source A: Maps of the Battles of Saratoga



Taken from the Saratoga Battlefield National Park Services Brochure

### Questions to Consider:

1. What do these maps tell us about the Battles of Saratoga?
2. From these maps can you tell who won each battle?
3. What information, not shown on the map, might be helpful to know when studying the Battles of Saratoga?



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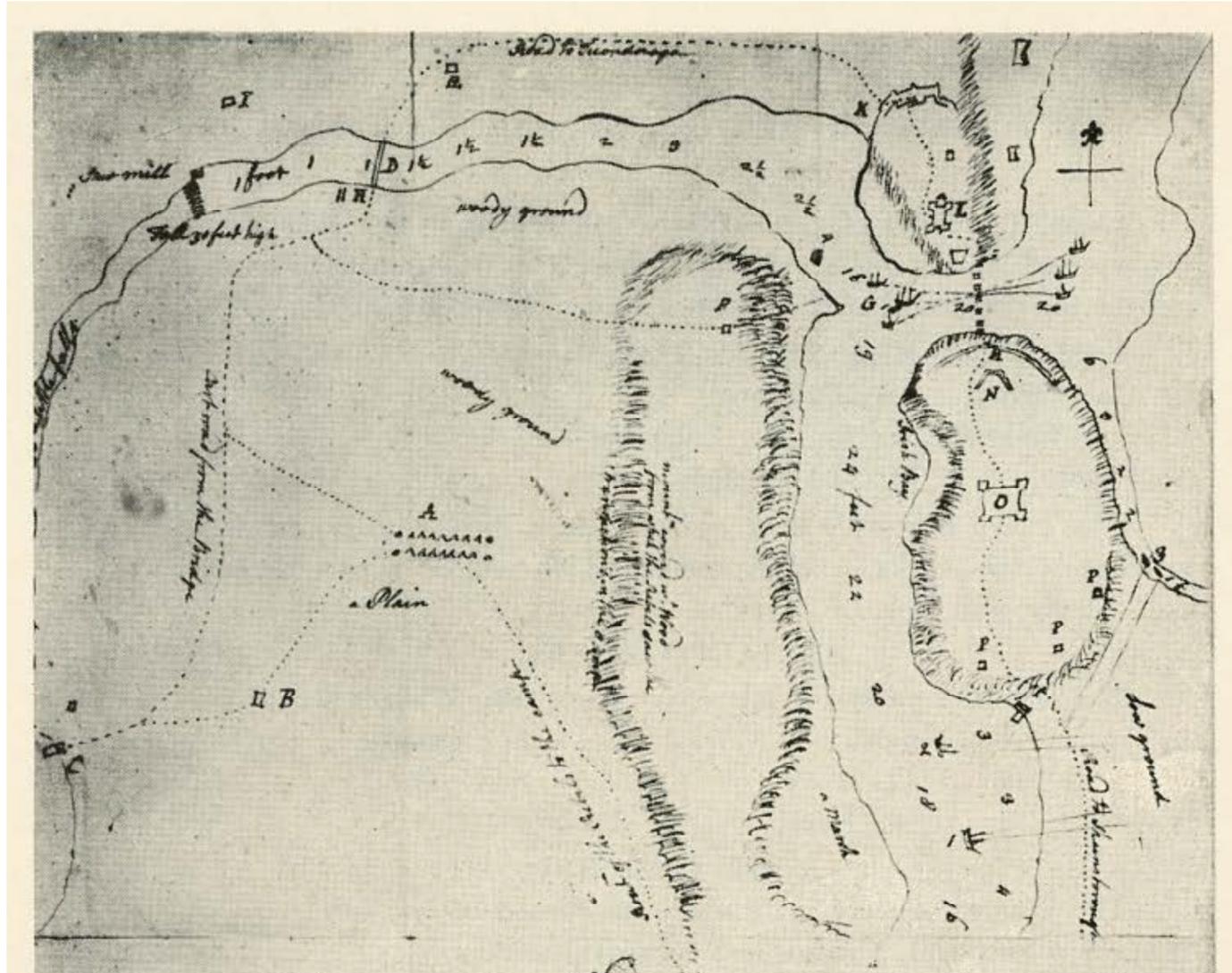


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## Supporting Question 4

### Featured Source

**Source B:** MSS Map of Brown's Attack on the Fort, 1777 –  
Lieut. John Starke





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Transcription:

- A The Camp where Capt. Davis commanded
- B The Barn where the Rebel prisoners were confined at Night after they had done work
- C The house and quay where the officers and seamen employed in the transport service were lodged and the vessel lying off, she had been a Gunboat, and fitted to carry three 6 Pounders
- D The Bridge
- E The Barn where the troops under Capt. Baird were lodged
- F The Block House on Sugar Loaf Hill, it overlooks Ticonderoga and is within cannon shot of it, from this hill the fort of Crown Point and part of Lake Champlain and all of Mt. Independence are visible
- G The Ships disarmed and employed as transports to which the artificers fled, they upon being fired at ran through the boom and anchored outside of it out of cannon shot from Sugar Loaf Hill
- H the two 6 Pounders with their carriages designed for the Blockhouse on Sugar Loaf Hill one of which was carried off by the Rebels, the other
- I the Blockhouse where Lieut Lord & a Party of the 53<sup>rd</sup> were stationed
- K the French Lines, some of the guns on which were turned against Ticonderoga
- L the old stone fort of Ticonderoga defended by Capt. Taylor of the 21<sup>st</sup> Regt.
- M A Battery mounting 2 Pounders, 18 Pounders, & 12 Pounders and commanding Ticonderoga and the river
- N a Battery higher than the former mounting 12 Pounders
- O the picketed fort in which was the Barracks and some cannon called Fort Independence
- P Blockhouses none of them finished
- 1 The Maria of 14 guns commanded by Capt. Starke, moored head and stern her bow guns pointed up River and her broadside to the shore
- 2 the Carlton of 12 guns commanded by Capt. Longcraft moored as above her bow guns pointing down river
- 3 two Gunboats with a 6 Pounder in each commanded by Lieut. Mowat their guns pointing in the direction of their lines

Taken from the Fort Ticonderoga Collection

Questions to Consider:

1. What is being depicted in this map?
2. How can this map give insight into Fort Ticonderoga during 1777?



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## Supporting Question 4

### Featured Source

**Source C:** Excerpt from a Letter from Major General Benjamin Lincoln to General Horatio Gates, Pawlet September 14, 1777

Transcription: “[I] was induced with the advice of the officers yesterday to send Col. Brown with 500 men to the landing at Lake George to release the prisoners & destroy the stores there, the same number of men under Col. Johnson to Mount Independence the latter to give a diversion to the enemy while the former should execute his commission. If an opp[ortunit]y should offer without risking too much to push for Mount Independence while Col. Browne would attempt Ticonderoga. Further to amuse & divert the enemy by attacking this outpost a like number of men are sent under Col. Woodbridge to Skenesboro thence to Fort Ann & on toward Fort Edward.”

Taken from the Massachusetts Historical Society (reprinted in the Bulletin of the Fort Ticonderoga Museum Volume XI, Number 4, July 1964)

### Questions to Consider:

1. What is the main point of this letter?
2. What does it tell us about the upcoming American attack on Fort Ticonderoga and the surrounding area?
3. According to this letter, what is the purpose of the American mission?
4. If this attack succeeds, how do you think it will affect General Burgoyne’s campaign?



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## Supporting Question 4

### Featured Source

**Source D:** Excerpt from the Orderly Book for Burgoyne's Campaign of 1777, Ticonderoga to Saratoga

#### CAMP AT FREEMAN'S FARM, } 28<sup>th</sup> Sept. 1777. }

Parole, *St. Charles.*      Countersign, *Madrid.*

Field Officer British Piquet, Lt. Col. *Lind.*

The Lieut. General has received intelligence of an attempt made by the Enemy upon Ticonderoga, in which they miscarried and have retired, but have made prisoners some part of the 53d Regiment posted upon the carrying place of Lake George.

Till circumstances are more authentically known, it would be unjust to accuse any of so great a fault as suffering a surprize, but the occasion cannot be overlooked of repeating to Officers in general the necessity of vigilance and unremitting alertness upon their posts, and warning them that no distance of the Enemy or situation of ground is security or excuse, if they are found off their guard.

Transcription: "The Lieut. General has received intelligence of an attempt made by the Enemy upon Ticonderoga, in which they miscarried and have retired, but have made prisoners some part of the 53<sup>rd</sup> Regiment posted upon the carrying place of Lake George. Till Circumstances are more authentically known, it would be unjust to accuse any of so great a fault as suffering a surprise, but the occasion cannot be overlooked of repeating to Officers in general the necessity of vigilance and unremitting alertness upon their posts, and warning them that no distance of the Enemy or situation of ground is security or excuse, if they are found off their guard."

Taken from the Fort Ticonderoga Collection

### Questions to Consider:

1. What is the main point of this document?
2. What do you think the British in Saratoga were thinking after hearing about the attempted attack on Fort Ticonderoga?
3. If the attack on Fort Ticonderoga had succeeded, do you think it would have impacted the Saratoga campaign?