

## Fort Ticonderoga the Gibraltar of the Northeast

### Lesson Objective

---

This lesson on Fort Ticonderoga during the American Revolution is part of a series of Common Core–based lessons. The lesson was written to enable students to understand, summarize, and analyze original texts of historical significance. Students will demonstrate this knowledge by answering questions and writing summaries of selections from the original documents.

### Introduction

---

Colonial documents are still relevant to our lives today. Certainly the Declaration of Independence and the Constitution are. They are quoted and referred to on a daily basis and are the source for “American Exceptionalism.” The thousands of other documents can also shed light on our American experience.

Students should have some background knowledge of the Fort having studied the French and Indian War. This knowledge will be relevant to assessing the Fort’s roll in the Revolution.

The American Revolution and subsequent independence was paid for with the blood sweat and tears of the soldiers who willingly put on uniforms and faced the best military of the age. Their sacrifices were great almost beyond belief and thankfully they endured.

A natural inland waterway existed between Canada and the colonies to the south. A trip from New York City up the Hudson River, then a short hike overland to either Lake George or Lake Champlain and on up to the Richelieu River and into the St. Lawrence Seaway connected them to the cities of Canada. The French knew that control of the waterway was vital to control of their imperial possessions and built Fort Carillon. The British knew they had to take that fort and did and in turn renamed it Fort Ticonderoga. Less than two decades later it would become the key to the American Revolution.

### COMMON CORE STANDARDS

This unit utilizes all of the following Common Core Anchor Standards for College and Career Readiness and Literacy in History/Social Studies.

#### College and Career Readiness Anchor Standards for Reading

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Craft and Structure</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>Integration of Knowledge and Ideas</b>
5. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Reading Standards for Literacy in History/Social Studies 6–12

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## College and Career Readiness Anchor Standards for Writing

### Text types and purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Research to Build and Present Knowledge

4. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## College and Career Readiness Anchor Standards for Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Vocabulary

The students will use the Primary Document Analysis activities to locate and cite specific vocabulary

## Objective (Essential Questions)

---

Students will be using close reading strategies to analyze various primary and secondary sources concerning Fort Ticonderoga in the American Revolution. Students will demonstrate their understanding by completing primary document analysis templates, participating in in-depth analysis of rhetoric and discourse, cooperative learning, document based questioning and creating and responding to higher order questions based on the text.

- How significant was Lake Champlain to the French and Indian War?
- Now that Canada had become a part of the British realm are the forts still significant? Particularly Fort Ticonderoga?
- Why did the British capture the lake and allow the forts to become dilapidated?
- Why did Allen and Arnold choose to capture Fort Ticonderoga?
- Why did the Rebels decide to keep the Fort?
- Locate New York and trace the Hudson River North to Canada.
- Do you think this map would have been useful to the people in the 18th century?
- Compare this contemporary map to the 338 year old John Speed map.
- What are the similarities and differences?
- In what mountains is Fort Ticonderoga located?
- What is the climate like up there?
- Study the map.
- Why would attacking forces choose to use the inland waterway?
- What are the advantages?
- What are the disadvantages?
- Study the map.
- Why do you think there are so many forts in this area?
- What are they protecting against?
- What does President Hancock want Washington and Schuyler to do?
- What was the outcome of the invasion of Canada?
- What recommendations does Arnold make for securing the area from a British counterattack?
- What was the outcome of the invasion of Canada?
- What recommendations does Arnold make for securing the area from a British counterattack?
- Essentially what has Arnold created on Lake Champlain?
- Do you think this would be an effective way to defend the lake?
- What happened to Arnold's Fleet?
- What must they brace for at Ticonderoga?
- Look at the map.
- How far is the British invasion force from Ticonderoga?
- Look at the date of the letter.
- What do you think the weather is like at this time of year?
- What are the British doing?
- What are their plans for next year?
- Why is Schuyler reducing his forces?
- Do armies of the 18th century fight through the winter?
- Where will he send the troops not needed over the winter?
- Washington says "the Troops in the northern department from this and the State of Pennsylvania."

- What other state is he referring too?
- What battle famous battle will these troops from Ticonderoga take part in?

## Materials

---

1. Social Studies Lab Packet: Fort Ticonderoga the Gibraltar of the Northeast - contains all the sources necessary to complete the task.
2. **Introduction.** Article. BBC News: Gibraltar: The struggle for the Rock, March 2, 2004  
[http://news.bbc.co.uk/2/hi/uk\\_news/3521675.stm](http://news.bbc.co.uk/2/hi/uk_news/3521675.stm)
3. **Review.** Article. The French & Indian War; Declaration of Independence 2014, <http://www.ushistory.org/declaration/related/frin.html>
4. **Source I.** John Speed's 1676 hand-colored map of New England and New York  
[http://www.martayanlan.com/cgi-bin/searchresults.cgi?item=693&start=5&keywords=&map\\_or\\_book\\_id=0](http://www.martayanlan.com/cgi-bin/searchresults.cgi?item=693&start=5&keywords=&map_or_book_id=0)
5. **Source II.** Northeast Region Physical Map Courtesy of Rand McNally, Inc.  
<http://education.randmcnally.com/classroom/rmc>
6. **Source III.** Nelson, James L. *Benedict Arnold's Navy*, McGraw Hill, Camden, Maine 2006. Map: the Assault on Quebec, 1775, Page IX
7. **Source IV.** Map of Lake Champlain, Lake George and Hudson River.  
<http://www.awiatsea.com/Narrative/Attack-Lake%20Champlain%20I.html>
8. **Source V.** "To George Washington from John Hancock, 28 June 1775," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-01-02-0020>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 1, 16 June 1775 – 15 September 1775, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1985, pp. 42–44.
9. **Source VI.** "Instructions to Major General Philip Schuyler, 25 June 1775," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-01-02-0017>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 1, 16 June 1775 – 15 September 1775, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1985, pp. 36–40.
10. **Source VII.** "To George Washington from Brigadier General Benedict Arnold, 25 June 1776," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-05-02-0061>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 5, 16 June 1776 – 12 August 1776, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1993, pp. 96–97.
11. **Source VIII.** "To George Washington from Major General Horatio Gates, 3 September 1776," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-06-02-0167>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 6, 13 August 1776 – 20 October 1776, ed. Philander D. Chase and Frank E. Grizzard, Jr. Charlottesville: University Press of Virginia, 1994, pp. 205–207.
12. **Source IX.** "To George Washington from Major General Philip Schuyler, 16 October 1776," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-06-02-0439>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 6, 13 August 1776 – 20 October 1776, ed. Philander D. Chase and Frank E. Grizzard, Jr. Charlottesville: University Press of Virginia, 1994, pp. 579–580.
13. **Source X.** "To George Washington from Major General Philip Schuyler, 23 October 1776," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-07-02-0013>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 7, 21 October 1776–5 January 1777, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1997, pp. 20–21.
14. **Source XI.** "To George Washington from Brigadier General Benedict Arnold, 6 November 1776," Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-07-02-0065>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 7,

21 October 1776–5 January 1777, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1997, pp. 93–94.

15. **Source XII.** “To George Washington from Major General Philip Schuyler, 11 November 1776,” Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-07-02-0104>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 7, *21 October 1776–5 January 1777*, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1997, pp. 145–146.
16. **Source XIII.** “From George Washington to John Hancock, 27 November 1776,” Founders Online, National Archives (<http://founders.archives.gov/documents/Washington/03-07-02-0159>, ver. 2014-05-09). Source: *The Papers of George Washington*, Revolutionary War Series, vol. 7, *21 October 1776–5 January 1777*, ed. Philander D. Chase. Charlottesville: University Press of Virginia, 1997, pp. 223–224.

### **Procedure (Instruction and Assessment)**

---

1. This lesson contains 13 complete sources “documents”
2. This lesson could be as long or as short as you would like it to be. Eliminating some documents or just giving students excerpts from each will still convey the “gist” of the lesson.
3. The teacher will have to be sure the students are appropriately prepared for this lesson. Prior to this lesson students should have a good understanding of the French and Indian War and the beginning of the Revolution.
4. The teacher will hand out the Social Studies Lab Packet: Fort Ticonderoga the Gibraltar of the Northeast
5. The teacher should read the background on the Rock of Gibraltar.
6. The teacher should prepare the students by reviewing the French and Indian War.
7. The teacher will do a close read with the students. There are several documents and the teacher must determine whether to work on each one at a time or to read through them all. It will depend on the class.
8. The first close read can be done independently, with a partner or out loud as a class. Since you are dealing with 18<sup>th</sup> century English you may wish to do it as a class. Tell students to read along and pencils down. Focus on the key ideas and details and make sure the students know the main idea of the author.
9. After the first read have students Think-Pair-Share. Student groupings can be random or determined prior based on needs. By listening to student discussions the teacher can determine whether they get the “gist” of the document. Use specific questions to keep students focused.
10. The third close read will require students to synthesize and analyze the information from several texts and record the information in the key idea portion of the lab.
11. Students will then answer the remaining questions which will help them with their response.

Name		Date
SS7		Period
<b>Social Studies Lab Packet</b>		
<b>Fort Ticonderoga the Gibraltar of the Northeast</b>		
<b>Introduction:</b>		
<p>Gibraltar is a 4 mile long peninsula on the Spanish coast that strategically controls the Straits of Gibraltar which historically have been important as the crossroads of the Mediterranean Sea and the Atlantic Ocean. It has been besieged 15 times earning the nickname the Rock. Gibraltar has been of strategic importance since ancient times and since 1713 the Rock has remained a British military base. (<i>BBC News: Gibraltar: The struggle for the Rock, Tuesday, 2 March, 2004</i>  <a href="http://news.bbc.co.uk/2/hi/uk_news/3521675.stm">http://news.bbc.co.uk/2/hi/uk_news/3521675.stm</a>)</p>		
<b>Review</b>		
<p>Until the invention of the railroad waterways have been the primary means of transportation, commerce and exploration. The French and British fought for control of North America. “The French and Indian War (1756-1763), which is the name given to the American theater of a massive conflict involving Austria, England, France, Great Britain, Prussia, and Sweden called the Seven Years War. The conflict was played out in Europe, India, and North America. In Europe, Sweden, Austria, and France were allied to crush the rising power of Frederick the Great, King of Prussia. The English and the French battled for colonial domination in North America, the Caribbean, and in India. The English did ultimately come to dominate the colonial outposts, but at a cost so staggering that the resulting debt nearly destroyed the English government. It was that debt that caused the escalation of tensions leading to the Revolutionary War.” <i>The French &amp; Indian War; Declaration of Independence 2014</i>, <a href="http://www.ushistory.org/declaration/related/frin.htm">http://www.ushistory.org/declaration/related/frin.htm</a></p>		
<b>Compelling Question:</b>		<b>Was Fort Ticonderoga essential to the Americans gaining their independence from Great Britain?</b>
<b>Step One:</b>		<b>Look at the question above. What is your hunch before looking at any documents?</b>
Hunch		
<b>Step Two: Examining the Evidence</b>		Examine the pieces of evidence. What is each source telling us about the location of Fort Ticonderoga during the America Revolution?
<b>Source I</b>	<b>Is it a primary or secondary source?</b>	<b>What is the source telling us? What is the gist?</b>



Locate New York and trace the Hudson River North to Canada.

Do you think this map would have been useful to the people in the 18<sup>th</sup> century?

*John Speed's 1676 hand-colored map of New England and New York*

Source II

Is it a primary or secondary source?

What is the source telling us? What is the gist?



Compare this contemporary map to the 338 year old John Speed map.

What are the similarities and differences?

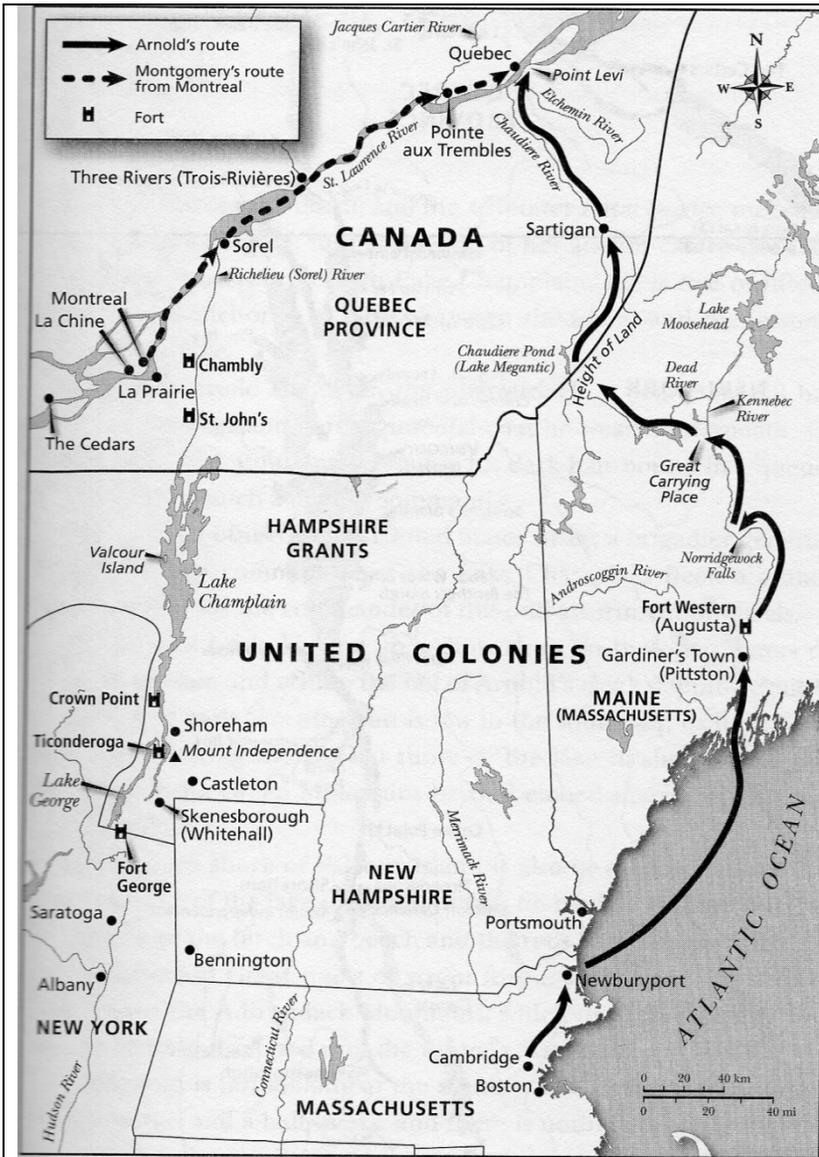
In what mountains is Fort Ticonderoga located?

What is the climate like up there?

Source III

Is it a primary or secondary source?

What is the source telling us? What is the gist?



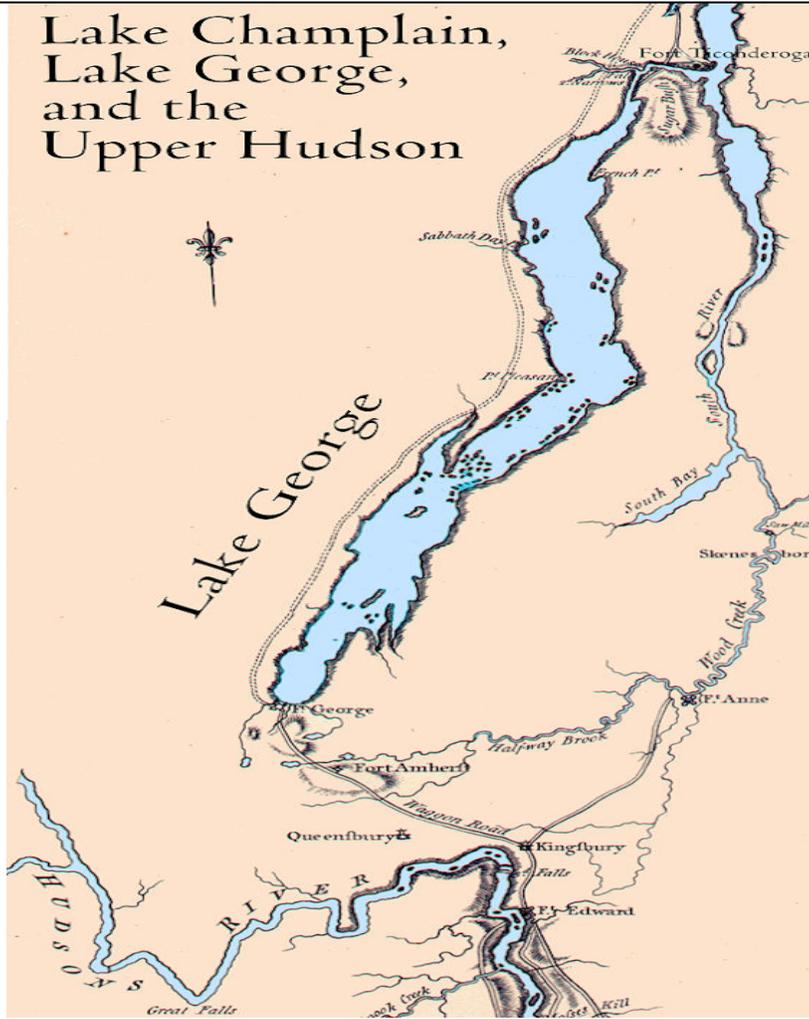
**THE ASSAULT ON QUEBEC: 1775**

*Nelson, James L. Benedict Arnold's Navy, McGraw Hill, Camden, Maine 2006. Page IX*

Study the map.  
 Why would attacking forces choose to use the inland waterway?  
 What are the advantages?  
 What are the disadvantages?

Source IV	Is it a primary or secondary source?	What is the source telling us? What is the gist?
-----------	--------------------------------------	---

# Lake Champlain, Lake George, and the Upper Hudson



Study the map.  
Why do you think there are so many forts in this area?  
What are they protecting against?

Source  
V

Is it a primary or secondary source?

What is the source telling us? What is the gist?

## To George Washington from John Hancock, 28 June 1775

From John Hancock

*Philadelphia June 28th 1775*

Sir

*By Direction of the Congress I now Transmitt you severall Resolutions pass'd yesterday, by which you will Observe they have Directed Major General Schuyler to Examine into the State of the Posts at Ticonderoga & Crown Point, and of the Troops Station'd there, as also to Enquire into the Disposition of the Canadians and Indians. You will likewise find they have Directed him to Take or Destroy all Vessells, Boats or Floating Batteries prepar'd by Governor Carlton on or near the Waters of the Lakes, and to Take possession of St Johns & Montreal if he finds it practicable, & not Disagreeable to the Canadians—...*

*I have the Honor to be, Sir Your most Obedt Hume servt*

*John Hancock President*

What does President Hancock want Washington and Schuyler to do?

Source VI	Is it a primary or secondary source?	What is the source telling us? What is the gist?
	<p><b>Instructions to Major General Philip Schuyler, 25 June 1775</b></p> <p><b>Instructions to Major General Philip Schuyler</b></p> <p style="text-align: right;"><i>New York 25 June 1775.</i></p> <p><i>Sir</i></p> <p><i>You are to take upon you the Command of all the Forces destined for the New York Department; and see that the Orders of the Continental Congress are carried into Execution with as much precision and Exactness as possible.</i></p> <p><i>For your better Government therein you are herewith furnished with a Copy of the Instructions given to me by that Honorable Body.<u>1</u></i></p> <p><i>Such parts thereof as fall within the Line of your Duty, you will please to pay particular Attention to.</i></p> <p><i>Delay no Time in occupying the several posts recommended by the provincial Congress of this Colony, and putting them in a fit posture to answer the End designed—neither delay any Time in securing the Stores which are or ought to have been removed from this City by Order of the Continental Congress.<u>2...</u></i></p> <p><i>The posts on Lake Champlain &amp;c. you will please to have properly supplied with provision and ammunition, and this I am persuaded you will aim at doing upon the best Terms, to prevent our good and just Cause from sinking under a heavy Load of Expence.<u>5...</u></i></p> <p><i>Your own good Sense must govern in all Matters not particularly pointed out, as I do not wish to circumscribe you within too narrow Limits. I remain with great Regard Sir Your most obedt Servt</i></p> <p style="text-align: right;"><i>Go. Washington</i></p>	<p>What does Washington order Schuyler to do? What concerns does Washington have?</p>
Source VII	Is it a primary or secondary source?	What is the source telling us? What is the gist?
	<p><b>To George Washington from Brigadier General Benedict Arnold, 25 June 1776</b></p> <p><b>From Brigadier General Benedict Arnold</b></p> <p style="text-align: right;"><i>Albany June 25th 1776</i></p> <p><i>Dear General</i></p> <p><i>By this express, you will receive advice From Genl Schuyler of our evacuateing Canada,<u>1</u> an event which I make no doubt (from our distressed situation) you have some time expected, the particulars of Genl Thompsons repulse, &amp; Captivity, as nearly as could be ascertained, have ben transmitted, you. on advice of which, very direct Intelligence</i></p>	<p>What was the outcome of the invasion of Canada? What recommendations does Arnold make for securing the area from a British counterattack?</p>

that the Enemy were greatly superior to us In numbers...

*Crown Point, was Judged the only place of health & Safety to which the Army could retire, and Oppose the Enemy...*

*It now appears to me of the Utmost Importance, that the lake be emediately secured by a large Number of (at least Twenty or /thirty) Gundaloes Row Gallies & floating Batteries, the Enemy from undoubted intelligence have brought over a large Number (it Is said One hundred) Frames for Flat Bottom Boats design'd to be made use on lake Champlain, and from their Industry & Strength will doubtless become masters of the lake, unless Every nerve on our part is Strained to exceed them in a Naval Armament. I think it absolutely necessary that at least three hundred Carpenters be emediatley employd Fifty Sent from Philadelphia, who are acquainted with Building those kind of Craft would greatly Facilitate the matter—...*

*I flatter my Self our Arms under your Emediate direction will meet with more Success than they have done in this quarter, I make not the least doubt our Strugles will be Crowned with Success, I am with every Friendly wish, most respectfully Dear Genl Your affectionate & obedt Humble Servt*

*B. Arnold*

Source  
VIII

Is it a primary or secondary source?

What is the source telling us? What is the gist?

### **To George Washington from Major General Horatio Gates, 3 September 1776**

**From Major General Horatio Gates**

*Tyconderoga 3rd September 1776.*

*Sir,*

*Nothing extraordinary since my Last to your Excellency has occurred here. The Fleet under General Arnold down the Lake is Increased to Twelve Sail Carrying Sixty Seven pieces of Cannon, The Three Row Galleys, and one more Gondola, will be ready to Join The Fleet in ten or fifteen Days at farthest The Excessive Rains has caused so much Fever and Ague at our Dock Yards at Skeensborough that the Ship Carpenters are almost all Sick which has very much retarded the finishing the Row Gallies.*

*I expect every Hour to hear from General Arnold, and the Return of my Scouts towards Canada I then shall immediately make a Report to your Excellency. with great Respect I am Your Excellencies Most Obedient Humble Servant*

*Horatio Gates*

Essentially what has Arnold created on Lake Champlain?  
Do you think this would be an effective way to defend the lake?

Source  
IX

Is it a primary or secondary source?

What is the source telling us? What is the gist?

### **To George Washington from Major General Philip Schuyler, 16 October 1776**

What happened to Arnold's Fleet?  
What must they brace for at Ticonderoga?

<p><b>From Major General Philip Schuyler</b></p> <p style="text-align: right;"><i>Saratoga [N.Y.] Octo. 16. 1776</i> <i>Six oClock Afternoon</i></p> <p><i>Dr Sir</i></p> <p><i>Inclosed you have Copies of Letters from Generals Gates and Arnold, announcing the total Destruction of our Fleet on Lake Champlain. <u>1</u> I shall write to every State nearest me to march up their Militia to support our Army as the Enemy will doubtless very soon attack it, and do every thing in my Power to prevent their penutrating into the Country, should our Army be obliged to give way which I have good Hopes will not be the Case.</i></p> <p style="text-align: right;"><i>I am Dr Sir Your Excellency's most obedt hum. Servt</i> <i>Ph: Schuyler</i></p>		
<p><b>Source</b> <b>X</b></p>	<p><b>Is it a primary or secondary source?</b></p>	<p><b>What is the source telling us? What is the gist?</b></p>
<p><b>To George Washington from Major General Philip Schuyler, 23 October 1776</b></p> <p><i>From Major General Philip Schuyler</i></p> <p style="text-align: right;"><i>Saratoga [N.Y.] Octr 23d 1776</i></p> <p><i>Dear Sir</i></p> <p><i>The British Army under the Command of General Carlton were at Crown point on Monday last, <u>3</u> and I suppose will make an Attempt on Tyonderoga in a few Days, if they have not already—The Militia move up slowly and very reluctantly. Finding that Mr Avery the present Commissary, in this Department, as being a Stranger, was not likely to get a Supply of Flour, I have requested the Committee of Albany and others to make purchases, <u>4</u> and have so arranged Matters that I hope the Enemy will not be able to interrupt the necessary Supplies for the Army, if the Militia will do their Duty.</i></p> <p><i>I am Dear Sir with great Esteem Your Excellency's most obedient humble Servant</i></p> <p style="text-align: right;"><i>Ph: Schuyler</i></p>		<p>Look at the map. How far is the British invasion force from Ticonderoga?</p>
<p><b>Source</b> <b>XI</b></p>	<p><b>Is it a primary or secondary source?</b></p>	<p><b>What is the source telling us? What is the gist?</b></p>
<p><b>To George Washington from Brigadier General Benedict Arnold, 6 November 1776</b></p> <p><i>From Brigadier General Benedict Arnold</i></p> <p style="text-align: right;"><i>Ticonderoga November 6th 1776</i></p> <p><i>Dear General,</i></p> <p><i>On the 3rd Instant the Enemy began to embark at Crown Point, and several Vessells sailed yesterday Morning, two Vessells only remain there, on board of which the last Troops were embarked, they give out their Intention is to return to</i></p>		<p>Look at the date of the letter. What do you think the weather is like at this time of year? What are the British doing? What are their plans for next year?</p>

<p><i>Canada, and pay us a Visit in the Spring, I Wish it may not be a Feint to put us off our Guard, and to return the first Fair Wind as the Season is so far advanced, I am rather inclined to think, they are in earnest to return I wish to hear the Enemy with you have taken up their Winter Quarters, I hope this Winter will effect as much for us as a Victory.</i></p> <p><i>I am with Sentiments of perfect Esteem and Respect Dear General Your Affectionate &amp; Most Obedient Hble Servant</i></p> <p style="text-align: right;"><i>B. Arnold</i></p>		
<b>Source XII</b>	<b>Is it a primary or secondary source?</b>	<b>What is the source telling us? What is the gist?</b>
<p><b>To George Washington from Major General Philip Schuyler, 11 November 1776</b></p> <p><b>From Major General Philip Schuyler</b></p> <p style="text-align: right;"><i>Albany Novr 11th 1776</i></p> <p><i>Dear Sir</i></p> <p><i>On Tuesday the 4th Instant no Sign of the Enemy was seen forty Miles North of Crown point—General Gates has sent a Flag with Lieutenant Evans; by the Return of which he will know if the Enemy are really gone into Winter Quarters, if so we shall do the like<sup>1</sup>—I am in Hopes that in three Weeks, at farthest, we shall have Barracks sufficient for what Troops may remain in the Service—I propose 2500 at Tyonderoga and Mount Independence; 100 at Skenesborough, 100 at Fort Ann, 400 at Fort George, 1000 at Saratoga, 500 in this place[,] 500 in Schenectady, about 100 at John’s-Town[,] 100 at Fort Dayton<sup>2</sup> and 400 at Fort Schuyler—I hope this Disposition of the Troops will be agreeable to your Excellency.<sup>3</sup>...</i></p> <p><i>I am Dr Sir very affectionately &amp; with perfect Esteem Your Excellency’s most obedient humble Servant</i></p> <p style="text-align: right;"><i>Ph: Schuyler</i></p>		<p>Why is Schuyler reducing his forces? Do armies of the 18<sup>th</sup> century fight through the winter? Where will he send the troops not needed over the winter?</p>
<b>Source XIII</b>	<b>Is it a primary or secondary source?</b>	<b>What is the source telling us? What is the gist?</b>
<p><b>From George Washington to John Hancock, 27 November 1776</b></p> <p><b>To John Hancock</b></p> <p style="text-align: right;"><i>New Ark Novr the 27th 1776</i></p> <p><i>Sir</i></p> <p><i>I do my self the Honor to acknowledge the receipt of your favors of the 21st &amp; 24th with their Several Inclosures. The execution of the Resolves has been &amp; will be attended to, as far as in my power. I have wrote to Genl Schuyler to send down as early as possible, the Troops in the northern department from this and the State of Pennsylvania.<sup>1</sup> The proposition for exchanging Mr Franklin for Genl Thompson, I</i></p>		<p>Washington says “<i>the Troops in the northern department from this and the State of Pennsylvania.</i>” What other state is he referring too? What battle famous battle will these troops from Ticonderoga take part in?</p>

shall submit to Genl Howe as soon circumstances will allow me.<sup>2</sup>

*I have nothing in particular to advise you of respecting the Enemy, more than that they are advancing this way. Part of 'em have passed the Posaick, and I suppose the main body that they have on this side the north River would have done the same before now, as they are coming on, had their progress not been retarded by the Weather, which has been rainy for several days past.<sup>3</sup> I have Scouts & Detachments constantly out to harrass them and watch their motions and to gain, if possible, intelligence of their designs...*

Go: Washington

<b>Step Three:</b>	<b>Based on the evidence how important was Fort Ticonderoga to the rebel's war effort?</b>
<b>Develop a Claim</b>	
<b>Step Four:</b>	<b>What specific evidence do the sources provide that support your claim?</b>
<b>Cite Evidence Supporting Your Claim</b>	
<b>Step Five:</b>	<b>Communicating Your Conclusions</b>
	In <b>TWO</b> paragraphs (8-10 sentences each), communicate your conclusion. Be sure to begin your paragraph by identifying your claim and then support your claim with evidence from the sources.
<b>Was Fort Ticonderoga essential to the Americans gaining their independence from Great Britain?</b>	



