



# 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:** World Wars: Historical Comparison of the French & Indian War and World War I

**Course Description:** A three-credit course for teachers participating in the Seventh Annual Fort Ticonderoga Teacher Institute “World Wars: Historical Comparison of the French & Indian War and World War I” July 21-26, 2019.

**Course Code:** EDU 5515 C09

**Meetings:** Sunday, July 21, 2019, 7:30pm-9:00pm  
Monday, July 22, 2019, 8:00am-5:00pm  
Tuesday, July 23, 2019, 8:30am-5:00pm  
Wednesday, July 24, 2019, 8:30am-5:00pm  
Thursday, July 25, 2019, 8:30am-4:00pm & 6:30pm-9:00pm  
Friday, July 26, 2019, 8:00am-1:00pm

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

**Registration:** Participants in the course **must be participants** in the Seventh Annual Fort Ticonderoga Teacher Institute in summer 2019—open through a competitive applications process (applications due April 1, 2019).

**Required Readings:** Fred Anderson, *The War That Made America: A Short History of the French & Indian War*  
Hew Strachan, *The First World War*

### **Goals and Objectives:**

- To understand the similarities and differences between the Seven Years’ War (1754-1763) and the Great War (1914-1918) as global conflicts.
- To understand the Ticonderoga experience during the Seven Years’ War as a microcosm of the larger global conflict.
- To learn how local history can be used as a connection to global historical themes, using the World War I experiences of Stephen Pell as an example.
- 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 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 the French & Indian War and/or World War I.
- To learn how historical documents, maps, and artifacts can be utilized to facilitate learning about the Seven Years’ War and World War I.

**Course Requirements:**

- **Reflective Essay (2 pages)**—Identify a lecture or presentation that changed your thinking on a matter related to the comparison of the French & Indian War (Seven Years' War) and World War I.
  - How did the session impact your thinking about global conflicts?
  - 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 a template shared in class, related to Fort Ticonderoga and the French & Indian War (Seven Years' War) and/or World War I using your district's curriculum map, state standards/framework, and if needed, the Common Core State Standards, 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 a minimum of three different primary sources per lesson plans.
  - Discuss your reasons for selecting the sources and what you expect your students to learn about the French & Indian War and/or World War I 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."
  - One of the lessons must compare and contrast the French & Indian War and World War I.
- **Paper (5-7 pages)**—Using the required reading, along with the week's discussions and sessions, write a paper comparing the two conflicts (French & Indian War and World War I) and what strategies you would use to discuss these two conflicts with your students.

All assignments are due by **September 15, 2019**, 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 2018/2019 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 2018/2019 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>.

### **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 the 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 2018/2019 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 21-26, 2019

### “Great Wars: Historical Comparison of the French & Indian War and World War I”

#### SCHEDULE

##### SUNDAY

4:00-5:30	Registration
6:00-7:30	Welcome Dinner
7:30-8:30	Introductions and “Ticonderoga: A Key to the Continent?”

##### MONDAY

6:30	Breakfast Opens
8:00-9:00	1758 Geography of the Champlain Valley atop Mount Defiance, Rich Strum, Director of Academic Programs
9:00-9:30	Ticonderoga 1758, Public History Staff
9:30-10:15	“Great Wars” exhibit walk-through, Matthew Keagle, Curator
10:30-11:30	Two World Wars: Bringing the Seven Years’ War and the Great War, Dr. David Silbey, Cornell University
11:30-12:30	Lunch
12:30-1:45	Introduction to Using Documents and Objects with Students, Rich Strum
2:00-2:30	1758 Artillery Demonstration
2:30-3:30	Discussion: Why Did the Leaders Decide to Fight? Led by Dr. David Silbey
3:45-5:00	The Battle of Carillon at Ticonderoga, July 8, 1758, Nicholas Spadone, Director of Interpretation
5:00	Return to Hotel

## TUESDAY

8:30-9:30	Fighting the Wars in Europe: Armies, Campaigns, Battles, Culture, and Technologies, Dr. David Silbey
9:45-10:30	The Pell Story at Ticonderoga
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.
12:00-1:00	Lunch
1:00-2:00	Discussion: How did soldiers and civilians experience and remember the wars? Led by Dr. David Silbey
2:15-3:15	Using French & Indian War Documents, Rich Strum
3:30-4:00	An Introduction to Ticonderoga's Online Data Base
4:00-5:00	Using the Online Data Base with Students
5:00	Return to Hotel

## WEDNESDAY

8:30-9:30	Global Wars, Global Combats: The Wars Around the World, Dr. David Silbey
9:45-12:00	The "Stuff" of History: Examining Original Collections Items at the Thompson-Pell Research Center, Matthew Keagle, Curator
12:00-1:00	Lunch
1:00-2:00	Discussion: How did non-Europeans from New York to India Experience and understand the wars? Led by Dr. David Silbey
2:15-3:15	Stephen Pell's Great War, Matthew Keagle, Curator
3:30-5:00	Letters from the Front: Using Stephen Pell's Letters from the Front, Rich Strum
5:00	Return to Hotel

## THURSDAY

8:30-9:30	The Ends of the Wars, the Failures of the Peaces, and the Remakings of the World, Dr. David Silbey
9:45-10:45	The Plattsburgh Movement, Keith Herkalo, author
11:00-12:00	Teaching About the Harlem Hell-Fighters, George Grobusch, middle school teacher
12:00-1:00	Lunch
1:00-2:00	Wrap Up Discussion: How do wars remake the societies that fight them? Led by Dr. David Silbey
2:15-4:00	Bateau Excursion up the La Chute with a discussion of the 1758 Battle at Ticonderoga
4:00	Arrive at Hotel
6:30 -9:00	Guns By Night Program at Fort Ticonderoga

## FRIDAY

8:30-9:30	Pedagogical Connections for the Classroom, Rich Strum
9:45-11:15	Historic Trades Immersion
11:30-12:30	Project Sharing and Institute Wrap-Up
12:30-1:00	Graduate Credits Wrap-Up