

# The Vermont 250<sup>th</sup> in the Classroom

The purpose of this document is to provide lessons and resources to engage students in learning about the founding of the nation and the critical role that Vermont and Vermonters played in the War for Independence and the legacy they left on America. Members of the 250<sup>th</sup> Education Committee have identified lessons and resources that align with the four themes established by the Vermont 250th Commission on which to focus the commemoration of the Semiquincentennial; suggested grades have also been provided for upper **Elementary**, **Middle**, and **High** school students. The Committee is focused on sharing the underrepresented voices of the American Revolution, and making this work inclusive of the diverse communities that have contributed to Vermont's past and will continue to shape its future.

## Forming Identities

Examine how Vermont and Vermonters formed their identities during this time period. The signing of the Declaration of Independence in 1776 created a confederation of American colonies with a new, independent American identity. At the same time, Vermont was forming its own unique identity, including the formation of the Vermont Republic, which existed from 1777 to 1791.

- [A More Perfect Union](#) (National Endowment for the Humanities) This [Teacher's Guide](#) highlights EDSITEment resources in history, civics, literature, arts, and culture that bring these events and discussions into the classroom. Each set of resources is accompanied by a series of compelling questions and connections that invite students to reflect on broader themes and issues as they examine their own role in the enduring work of building “a more perfect union.” Encourage students to create a deeper connection to place as they consider Vermont's relationship to founding documents. **Middle**, **High**
- [Practice Exam Materials](#) DBQ as a Practice Exam for the AP US History Exam focused on Benedict Arnold. **High**

## Conflict and Struggle

Examine what Conflict and Struggle looked like here. Vermont's location ensured that the region would become a battlefield, on the lake and on the land, between British Canada, American-claimed territories, and Native Nations. Vermonters were deeply engaged in struggles that marked the American Revolution, both in their daily lives as well as the large political, social, and military events that define this period.

- [Consider the Source: Teaching with Historical Records](#)- search this site by grade level, learning activity, primary source type, collection; focus on the American Revolution or revolution and New Nation. [Elementary](#), [Middle](#), [High](#)
- [FORT TICONDEROGA: THE CAPTURE OF FORT TICONDEROGA](#) – from Fort Ticonderoga; Students read three accounts of the 1775 capture of Fort Ticonderoga, written by Ethan Allen, Benedict Arnold, and British Lieutenant Jocelyn Feltham, who was second in command at Fort Ticonderoga at the time, and analyze the differences in the three accounts. [Elementary \(grades 4,5\)](#)
- [Battle of Bennington](#)-In 2018, Bennington Museum, in partnership with Mount Anthony Middle School, the Bennington Battlefield, and local historians received funding from the Champlain Valley National Heritage Project to support the development of a curriculum around the Battle of Bennington. The guiding question of the project was “What is important to remember?” Students examined the Battle of Bennington through several resources and generated short videos, arguing the case for the resource they thought was most valuable. The resources here are the product of that grant and are intended for use by all interested educators and researchers. [Middle](#)
- [Teaching with Documents: Case Study: The Battle of Bennington](#)- from Parksny.gov; Middle School lesson where kids respond to the key questions: “What caused the American Revolution? What motivated patriots and loyalists? What was the turning point of the Revolution?”. [Middle](#)
- [Audio Enhancements Guided Tour | Bennington Battle Field](#): Audio components with first person accounts about Battle of Bennington. [Elementary](#), [Middle](#), [High](#)
- [The Battle of Bennington](#)- Power point from Parksny.gov answering the question, “Why Capture New York?”; provides information regarding the players, the plan, the problems, etc. [Elementary](#)
- [Battle of Bennington: Fourth Grade Curriculum Guide](#)- Parksny.gov has shared this curriculum guide designed “to serve as station plans for a fourth grade field trip to the Bennington Battlefield site. The students going on the field trip should be divided into small groups and then assigned to move between the stations described in this curriculum guide. A teacher or parent volunteer should be assigned to each station as well to ensure the stations are well conducted”. [Elementary](#)
- [Educational Resources relating to the Battle of Hubbardton](#)- Resources from the Vermont Division for Historic Preservation for teachers, students, and anyone interested in the history of the Hubbardton Battlefield and the July 7, 1777,

Revolutionary War battle. Includes a battle fact sheet, three classroom activities that are useful pre or post field trip or on their own, and links to several useful videos. [Elementary](#), [Middle](#), [High](#)

- [Educational Resources relating to Mount Independence-Resources from the Vermont Division for Historic Preservation for teachers, students, and anyone interested in the history of Mount Independence \(State Historic Site\) and its role in the American Revolution in 1776-77.](#) Includes Mount Independence fact sheets, three classroom activities for use before or after a field trip or on their own, and links to useful videos. [Elementary](#), [Middle](#), [High](#).

## Diversity of Experience

Explore the Diversity of Experiences during the time period. Many people in what is today Vermont found themselves caught in this tumultuous and historic moment. Their responses were different depending on their race, religion, class, and gender. The state's commemoration of the 250th Anniversary will give voice to the different ways in which Vermonters experienced this time period.

- [Telling Her Story: Women in the American Revolution](#)- from Fort Ticonderoga; Students will follow the Inquiry Design Model to explore the experiences of women during the American Revolution. Students will reflect on the compelling question: Is there more than one side to a story? and three supporting questions about women's roles during the American Revolution. [Elementary](#)
- [Analyzing Persifor Frazer's Letter](#)- from Fort Ticonderoga; Students will read a letter from Major Persifor Frazer to his wife Polly, written at Ticonderoga on September 21, 1776 then answer a series of questions. A map of Ticonderoga and Mount Independence is also provided for context. [Middle](#)
- [Fighting with Words and Deeds: Founding Mothers Breaking Stereotypes in Revolutionary America](#)- from NHD.org; In this lesson, students will explore the words and deeds of some Founding Mothers and evaluate which of these supported the mottos of the revolution and the ideas of freedom and equality. Using primary and secondary sources, students will learn about five influential women who bypassed the stereotypes of their traditional roles and contributed to the Revolutionary War and the shaping of the new nation. [Middle](#)
- [A Declaration and a Runaway](#)- from the Flow of History; On the front page of the July 10, 1776 issue of the Pennsylvania Gazette readers were presented with the Declaration of Independence. Most likely, it would have been read out loud to a crowd on the steps of a tavern or store. It must have been a profound moment for some to hear "We hold these truths to be self-evident, that all men are created equal." Later on that same page, the reader would come to an advertisement: "TEN DOLLARS REWARD. Run from the Subscriber...a dark

mulatto slave named HARRY.” The idea of equality was not a truth for everybody. In this lesson, students grapple with this truth about our country’s founding principle and consider the ramifications for our country today. **Middle, High**

- [Dinah Mason: A Case Study About Slavery in Early Vermont](#)- from Flow of History; In this case study, students learn about the recent initiative to re-name Windsor’s Jacob Street, named after Supreme Court Judge and slaveholder Stephen Jacob, reconstruct Dinah Mason’s life through primary sources, and at the end write a persuasive essay arguing whether or not the street should be renamed. **Middle, High**

## Legacies

Explore the legacy of this period over the past 250 years. The creation of the United States in 1776 was an earth-shaking historical event. For many, the Revolution was full of unfinished promises, setting the stage for battles to come over the next 250 years. The events and actions of this era laid the foundations of the country we share today.

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## Resources

[Fort Ticonderoga](#)- “Our [Lesson Plans](#) are designed to help support educators as they inspire present and future generations. Learn more about our immersive [Outreach school programs](#), [virtual classroom resources](#), [professional development opportunities](#), [National History Day](#), and teacher scholarships. And be sure to plan your Fort Ticonderoga [field trip](#)!”

[State of Vermont Historic Sites](#) - The Vermont Division for Historic Preservation’s State-Owned Historic Sites Program encourages the discovery and appreciation of our rich heritage through the stewardship and interpretation of historic sites that evoke an authentic sense of time and place. Teachers are welcome to bring students to experience “History Where it Happened” with a field trip to any of our state historic sites for free! Teacher resources and activities upon request. For more information about our state historic sites, visit the website or contact [elsa.gilbertson@vermont.gov](mailto:elsa.gilbertson@vermont.gov). Museum Kits are also available from the State of Vermont Historic Sites to assist students in developing investigative skills, learning about the natural forces that shaped the area, and gaining a better understanding of the Revolutionary War, particularly the Lake Champlain Valley area. Kits and the teacher resource guide are targeted for grades 4-6, and easily adaptable for grades K-12. To reserve a Museum Kit, call (802) 759-2412 or email [elsa.gilbertson@vermont.gov](mailto:elsa.gilbertson@vermont.gov).

[Vermont History Explorer](#)- Vermont Historical Society; [History Lending Kits](#), and information on both [Vermont History Day](#) and [All in Vermont: Put Your History on the Map](#)

[Ethan Allen Homestead Museum](#)- resources including “Who was Ethan Allen?”, “Abenaki Heritage”, “Women in Early Vermont”, “Homesteading and Artisan Crafts”, and Slavery in Early Vermont”.

[PBS Learning Media](#)- filter resources by type ( video, lesson, document, audio), topic (Three Worlds Meet, the Colonial Era, Revolution and the New Nation), and grade (K-2, 3-5, 6-8, 9-12).

[Teaching the 250<sup>th</sup> with Historic Places: A Field Guide to Lessons for America's Semiquincentennial](#)- “This guide contains lessons designed to give students both a sense of place and the big themes in American history. The lesson plans will help students evaluate the values of the Declaration of Independence through a diverse set of historical places. These lessons are inquiry-based, student-centered and built on primary source documents. Most of them will give students extensions to explore these themes in their own community”.

[Vermont: Selected Library of Congress Primary Sources | Classroom Materials at the Library of Congress | Library of Congress \(loc.gov\)](#) - List of primary sources that could be used in the classroom, but is not time specific. Also includes a link to [additional Vermont Sources](#).

[Road to Revolution Timeline | Boston, MA](#)- select a date from 1761-1774, and a Boston event is shared on the timeline.

[The Vermont Movie Classroom Kit](#)- “A collaboration of several Vermont filmmakers, The Vermont Movie explores our state’s independent spirit over the centuries. It’s the first Vermont documentary to examine the values and themes, over history to the present day, that define the Green Mountain State and its people”. [Trailer](#). (2013)

## **American Battlefield Trust Resources**

- [Vermont in the Civil War | American Battlefield Trust \(battlefields.org\)](#) - 3 minute video going through the involvement of Vermont and Vermonters in the Civil War
- [The Stand of the 8th Vermont at Cedar Creek | American Battlefield Trust \(battlefields.org\)](#) - 2 minute video on the movements of the 8th Vermont Regiment at the battle of Cedar Creek

- [The Battle of Bennington: Victory in the North | American Battlefield Trust \(battlefields.org\)](https://battlefields.org/bennington) - 2 minute cartoon styled video on the Battle of Bennington
  - Additional information on the Battle of Bennington including casualty chart [Bennington Battle Facts and Summary | American Battlefield Trust \(battlefields.org\)](https://battlefields.org/bennington)
- [Hubbardton Battle Facts and Summary | American Battlefield Trust \(battlefields.org\)](https://battlefields.org/hubbardton) Overview of Battle of Hubbardton that includes a casualty chart and an interactive map of the Saratoga Campaign.

## History of Vermont and Enslavement

- [Vermont 1777- early Steps Against Slavery](https://americanhistory.si.edu/aahc/exhibitions/vermont-1777) Smithsonian National Museum of African American History and Culture
- [July 2, 1777: Vermont Abolished Slavery](https://www.zinnproject.org/teaching/vermont-1777) Zinn Education Project /

## Buffalo Soldiers in Vermont

- [Buffalo Soldiers](https://vermonthistoryexplorer.org/buffalo-soldiers)- Vermont History Explorer
- [Buffalo Soldiers in Vermont](https://vermonthistoryexplorer.org/buffalo-soldiers-in-vermont)- Vermont History Explorer

## Ethan Allen

- [Ethan Allen](https://vermonthistoryexplorer.org/ethan-allen)- Vermont History Explorer
- [Images of Ethan Allen](https://www.youtube.com/watch?v=Kj8Q8Q8Q8Q8)- "This Place in History" video
- [Ethan Allen Homestead Museum](https://www.ethanallenmuseum.org/): Information on Ethan Allen, the Green Mountain Boys, Women in Vermont, and Slavery in Vermont

## Vermont Archaeological Society - videos

- [Full catalog of videos](https://www.vermontarchaeologicalsociety.org/)
- [9,000 Years Under the Bridge \(Chimney Point\) Part 1: Precontact](https://www.vermontarchaeologicalsociety.org/9000-years-under-the-bridge-chimney-point-part-1-precontact)
- [9,000 Years Under the Bridge \(Chimney Point \) Part 2: New France](https://www.vermontarchaeologicalsociety.org/9000-years-under-the-bridge-chimney-point-part-2-new-france)
- [9,000 Years Under the Bridge \(Chimney Point\) Part 3: English and Vermonters](https://www.vermontarchaeologicalsociety.org/9000-years-under-the-bridge-chimney-point-part-3-english-and-vermonters)
- [Hubbardton Battlefield Drone Footage](https://www.vermontarchaeologicalsociety.org/hubbardton-battlefield-drone-footage)
- [Hike on the Mount: Mount Independence](https://www.vermontarchaeologicalsociety.org/hike-on-the-mount-mount-independence)
- [Picturing Mount Independence, Part 1: Artwork and Maps](https://www.vermontarchaeologicalsociety.org/picturing-mount-independence-part-1-artwork-and-maps)
- [Picturing Mount Independence, Part 2: Who They Were and How They Lived](https://www.vermontarchaeologicalsociety.org/picturing-mount-independence-part-2-who-they-were-and-how-they-lived)
- [Picturing Mount Independence, Part 3: 1777](https://www.vermontarchaeologicalsociety.org/picturing-mount-independence-part-3-1777)
- [Thinking Like an Archaeologist, Part 1](https://www.vermontarchaeologicalsociety.org/thinking-like-an-archaeologist-part-1)
- [Thinking Like an Archaeologist, Part 2, Research Design](https://www.vermontarchaeologicalsociety.org/thinking-like-an-archaeologist-part-2-research-design)
- [Thinking Like an Archaeologist, Part 3, Fieldwork](https://www.vermontarchaeologicalsociety.org/thinking-like-an-archaeologist-part-3-fieldwork)
- [The Homestead After Ethan Allen](https://www.vermontarchaeologicalsociety.org/the-homestead-after-ethan-allen)

## Vermont Division for Historic Preservation, State Historic Sites

["The Voices of Hubbardton"](#) Video about the Battle of Hubbardton, narrated with voices from the many types of people who participated in the battle.

**Mount Independence Revolutionary War Artifacts-** short video clips of artifacts

"The Artifacts of Mount Independence and the Stories They Tell" A series of brief explorations of Revolutionary War artifacts found during archaeological investigations over the years at the Mount Independence State Historic Site. Four experts look at these artifacts and fragments, identify them, and explain how they might have looked originally, how they were made, and how the soldiers would have used them.

[How We Identify Artifacts](#)

[Axes](#)

[Bayonets](#)

[British 40<sup>th</sup> Button](#)

[Canteens](#)

[Construction-related Artifacts](#)

[Foodways: Food-related Artifacts](#)

[Foodways: Rations and Beef](#)

[Foodways: Locally Procured Food Sources](#)

[Foodways: Passenger Pigeons](#)

[Foodways: Pork](#)

[Gunflints](#)

[Musket Balls](#)

[Musket Parts](#)

[Pipes](#)

[Wine Bottles](#)

**LOST NATION for Schools**

Filmmaker Jay Craven is now touring his new Vermont film *LOST NATION* to schools throughout the region. The movie is a Revolutionary War-era action drama that is firmly



rooted in Vermont history. It follows Ethan Allen on his quest for a lasting legacy in the Green Mountain state, and Lucy Terry Prince, a formerly enslaved Guilford homesteader whose poem "Bars Fight," about a Native attack on Deerfield in 1746, is the first known work of African American literature.

Randolph Union High School Principal Lisa Floyd recently showed *LOST NATION* and wrote to say, "I appreciated the opportunity for us to show, in our own auditorium, a film that illustrates the ways that Vermont's fight for independence occurred. The film also conveyed a sense of how community can be a place from which to draw strength, but also a place that can represent disharmony and strife. So much of what was depicted remains relevant. It has given us a lot to unpack and discuss with our students."

Bennington historian Phil Holland adds, "*LOST NATION* is first-rate historical storytelling, adept at dramatizing the turbulent and diverse origins of the contested territory that would become in 1777 the independent republic of Vermont, and in 1791 the 14th U.S. state. The movie has assimilated recent advances in historical scholarship to present a new and compelling story of early Vermont."

Screenings include a concise but contextualizing introduction - and a lively post-showing Q&A - with director Jay Craven. We can also provide educational materials to prepare students and teachers for the film and to help organize discussion afterwards. To date, *LOST NATION* has sold out shows in more than 32 Vermont and New Hampshire towns. The film has been hosted by historical societies, libraries, museums, and theaters alike.

The screening price for schools is \$550 plus mileage from Peacham, Vermont. Some schools stage an evening community screening as well, which can be added for \$350 and provide an opportunity to raise the funds needed to cover costs.

Please feel free to contact Nicole Doerges ([nicoleldoerges@gmail.com](mailto:nicoleldoerges@gmail.com)) or Jay ([jcraven1590@gmail.com](mailto:jcraven1590@gmail.com)) with any questions.



