

Susannah Maxham
HIS 6710 CO 2
Teaching American History
Final Project
4/11/08

Table of Contents

1. Annotated Bibliography	Pages 3 – 8
2. Prior Knowledge Required	Page 8
3. Key Ideas	Page 9
4. Intended Learning Outcomes	Page 8-9
5. Essential Questions	Page 9
6. National History Standards	Page 9-10
7. Vermont Standards	Pages 10
8. Teaching Outline	Pages 13
9. Assessment	Pages 14-15
10. Accommodations	Pages 16
11. Appendix	
A. Captive of Pittsford Ridge Packet	Pages 27-33
B. Captive of Pittsford Ridge Packet with accommodations	Pages 34-45
C. Definitions for chapters 1 and 2	Page 46
D. Spy Letters of the American Revolution Webquest	Pages 47-48
12. Evaluation Reflection Paper	Pages 49-50

Annotated Bibliography

Course Books

Berkin, Carol. *Revolutionary Mothers* New York: First Vintage Books Edition, February 2006

I found this book to be very interesting. I enjoyed reading about the different perspectives of women from different walks of life during this most difficult time in history. I learned more about the role of women during the Revolutionary War by reading this one book than I had learned in all of my previous history courses. Although I found this book to be interesting, it would not be a book that I would use with my students. The information in it supplemented my knowledge of the Revolutionary War time period and I was able to pass some of what I had learned on to my students, but it would not be a resource that my students could use independently.

This book was given to me as a required reading for the Teaching American History course, HIS 6710 CO2.

Butterfield, Herbert. *The Whig Interpretation of History* New York: W. W. Norton & Company, 1965

This book was a very difficult one to read. I felt that the author's point, "the true historian studies the past for its own sake" otherwise it becomes distorted by the historian's values and beliefs, was made repeatedly throughout the book and could have probably been summed up in a much shorter piece of writing. Herbert Butterfield had some very good points. For example, in the past, bits and pieces of history have been summarized by someone with a certain perspective or bias and have been passed off as the whole story. However, *The Whig Interpretation of History* is a very dry book and requires the reader to have a certain mental alertness in order to get through it with any understanding. I would not recommend this book for a class of any age to read. I feel that the vocabulary used by the author makes the book a difficult and uninteresting read for the average person.

This book was given to me as a required reading for the Teaching American History course, HIS 6710 CO2.

McCullough, David. *1776* New York: Simon & Schuster, 2005

This book is well written and would appeal to the historian as well as the average reader. I feel that the story of the birth of our new nation was well told and gave the reader a full picture of

what was going on that fateful year. I would use this book as a resource for myself when teaching my students about the Revolutionary War. It has a lot of information about Washington and the events that occurred in that first year of America's fight for independence that I can share with my students. It is not a resource that they could read independently. Possibly a high school class studying the American Revolution would benefit from reading this book.

This book was given to me as a required reading for the Teaching American History course, HIS 6710 CO2.

Randall, Willard Sterne. *Alexander Hamilton A Life* New York: HarperCollins Publishers, 2003

This book is a thorough examination of the life of Alexander Hamilton. I learned many things about Alexander Hamilton that I had not known before. I found the beginning of the book, which had information about Hamilton's childhood, to be the most interesting. For my project, I did not find this book as useful as others. It would not be one that I would recommend for a teacher of elementary students to use as a resource because I don't think that there would be an occasion to discuss in depth Alexander Hamilton's life with students at that age level.

This book was given to me as a required reading for the Teaching American History course, HIS 6710 CO2.

Websites

"Battle of Hubbardton" *Facts About the Battle of Hubbardton*. 2008.

<http://www.answers.com/topic/battle-of-hubbardton>

This site provided basic facts about the Battle of Hubbardton. It offers a chart that has information about who was fighting, the commanding officers, the strength of the troops, and the casualties for each side. The site also provides background information, information on the attack, and the results of the Battle of Hubbardton. It has links to other sites so that students can find out more about the important people of the Battle of Hubbardton and has links to sites that offer more information about the Revolutionary War so that students can find out what happened before and after this important battle. Overall, I felt that this website could be used by students and would offer them a good summary of what happened. However, this website is part of Wikipedia, so students should find other sources to corroborate the information on this site if they were using it for a research paper.

I accessed this resource through Google.com. The search terms that I used were Battle of Hubbardton Vermont Revolutionary War.

"The Battle of Hubbardton 1777" *British Perspective – Facts About the Battle of Hubbardton*. 2007.

<http://www.britishbattles.com/battle-hubbardton.htm>

This site provided basic facts about the Battle of Hubbardton from the British perspective. This site has information about who was involved, the uniforms and equipment, what happened, and

who won. It was interesting to note that although the site mentioned that there were many casualties with regard to the number of troops which reflected the determination of the American soldiers, it does not mention the importance of the battle with regard to how the slowing down of the British troops led to their defeat at Saratoga. This site has a nice map of the Battle of Hubbardton showing where the troops were located and has an illustration of a British Grenadier which helps students to visualize what the troops looked like. I felt that this site was easy to use and offered students good information on the Battle of Hubbardton from the opposing perspective.

I accessed this resource through Google.com. The search terms that I used were Battle of Hubbardton Vermont Revolutionary War.

“Spy Letters of the American Revolution – From the Collections of the Clements Library, University of Michigan” *Spy Letters of the American Revolution*. May 13, 1999.
<<http://www.si.umich.edu/spies/>>

This site had wonderful information about spies and spy letters of the American Revolution. It included the letters themselves, the stories of the spies and how they disguised the letters to transport them, the routes of the letters, a timeline, and a Teacher’s Lounge. The Teacher’s Lounge has information on how to use a primary resource, classroom activities that relate to the information provided on website, curricular themes, and study questions. The information at this website was a bit advanced for third and fourth grade students. I did a web-quest with the site and directed the students to the information that I wanted them to see. Students at an upper level would be able to do more independently with the site and explore it more in depth. Overall though, I felt that this was a great website for exposing my students to primary sources and for giving them an idea of what it would have been like to have been a spy during the Revolutionary War.

I accessed this resource through Google.com. The search terms that I used were Battle of Hubbardton Vermont Revolutionary War.

“Revolutionary War – North America’s Greatest Concentration of 18th Century Military Sites” *Information About the Military Sites Along Lake Champlain in the 18th Century*. March 16, 2008
<<http://www.historicvermont.org/sites/html/revwar.html>>

This site has information about military sites along Lake Champlain from Vermont Historic Sites. The page that this web address will take you to has a map of Lake Champlain with all of the major forts and Hubbardton Battlefield labeled. There is also a summary of how important Lake Champlain was during the Revolutionary War. From this site, you can click on a link to the Hubbardton Battlefield State Historic website where you can read a summary of the Battle of Hubbardton. The information on this site was limited, but I used the map on this website to

show the students where all of the forts were along Lake Champlain and to show them where the forts were in relation to Hubbardton Battlefield. One feature about this site that I liked was that after reading the summary of the Battle of Hubbardton, you can click on the Battle of Bennington to find out what happened next in the Revolutionary War.

I accessed this resource through Google.com. The search terms that I used were Battle of Hubbardton Vermont Revolutionary War.

“The New Frontier “History of *Vermont During the Revolutionary War*. 2006

http://www.vermonthistory.org/freedom_and_unity/new_frontier/frontier_intro.html

This site gives a brief summary of the impact of the Battle of Hubbardton and has a timeline of the events going on in Vermont during the Revolutionary War. My class was learning about the history of Vermont, so I used the timeline as a resource to explain to the students what was going on in Vermont in relation to what was happening in America’s fight for freedom. The site also has summaries of other time periods in Vermont which I think give just enough information without overwhelming a young student. The site also has a picture of William Brassier’s 1762 map of Lake Champlain. Students could look at the map and see how important control of it would be to the British. I found this site to be a useful teacher’s resource for providing background to my lessons.

I accessed this resource through Google.com. The search terms that I used were Battle of Hubbardton Vermont Revolutionary War.

Children’s Book

Ovecka, Janice. *Captive of Pittsford Ridge* Shelburne, VT: The New England Press, 1994

This book is a wonderful historical fiction book for young readers. It would be geared for students in grades three through five. It tells the story of the Battle of Hubbardton through the experiences of a young boy who lives nearby at Pittsford Ridge. During this story, the boy encounters Tory raiders, rescues a Hessian drummer boy, is captured by the British army, is turned over to the German army, and then escapes. This book gives students an accurate portrayal of what happened at the Battle of Hubbardton in a format that they can understand.

I have used this book in my grades three and four classroom. The vocabulary used in the book is a bit advanced and students may need help with it depending on their reading level, but the content in the book is well written and interesting to students.

Teacher Resources

Beninghof, Anne M. . *Engage All Students Through Differentiation* Peterborough, NH: Crystal Springs Books, 2006

This book offers teachers lesson plans, strategies, and reproducibles to help differentiate the lesson being taught so that all students can learn. There are many ideas for teachers to choose

from. For my project, I used the Boomerang Bookmarks found on pages 54 and 55 in place of comprehension questions as an accommodation for students who have difficulty answering higher level questions. I found this book to be very useful and would recommend it to others.

This book was recommended to me by a presenter at a workshop on differentiated teaching.

Forsten, Char , Gretchen Goodman, Jim Grant, Betty Hollas, and Donna Whyte. *The More Ways You Teach The More Students You Reach* Peterborough, NH: Crystal Springs Books, 2006

This book offers teachers eighty-six strategies for differentiating instruction. For my project, I used Thinking Inside the Box on page 29, Think-Tac-Toe on page 65, Assess Yourself on page 69, and Story Cubes on page 58. I used these activities as accommodations and as a way to bring variety into the unit. I found that the students enjoyed completing these activities. I would recommend this book as a resource to all teachers.

This book was recommended to me by a presenter at a workshop on differentiated teaching.

Williams, John. *The Battle of Hubbardton The American Rebels Stem the Tide* Montpelier, VT: The Vermont Division for Historic Preservation, 2002

This book is a wonderful resource. The author has broken down the Battle of Hubbardton into five phases and he explains what happened during each phase. For each phase, a map of the troops' movements is provided and during phase four the author writes about the British perspective and the American perspective of what is happening. The appendices include primary documents which provide rationales for the American troops. I found this book to be a very useful resource. It is not something that the students could read independently, but I was able to share illustrations, maps, and information that I had read with them. I would recommend this book as a resource to teachers who are teaching their classes about the Battle of Hubbardton.

This book was recommended by a fellow Teaching American History teacher while we were on a field trip to the Hubbardton Battlefield. It can be purchased in the gift shop.

Bicentennial Educational Resources Program of the Regional Center for Educational Training. *Perspectives '76 being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire* Hanover, NH: The Vermont Bicentennial Commission and the New Hampshire American Revolution Bicentennial Commission, 1975

This is a fabulous resource for anyone who is teaching about Vermont history and the American Revolution. It has journal entries, maps, charts, activities, and other reproducibles. I used reproducibles of the different soldiers that my students enjoyed coloring. I also read a journal entry to my students which were written by a boy who was at the Battle of Hubbardton. It was nice to find so much useable information in one resource.

This resource was recommended to me by one of my colleagues at the Teaching American History course. It was given out to teachers in 1976, but is difficult to find now. You can view the New Hampshire's teacher's guide at the following website:

<http://www.nhptv.org/kn/itv/ournh/ournhtga.htm>

Prior Knowledge Required

Preparation for Teaching

This mini-unit on the Battle of Hubbardton is part of a larger Vermont unit. Prior to teaching this unit the students will have learned about the battle between New York and New Hampshire over the land that is now known as Vermont. They will have learned about the development of the Green Mountain Boys as a result of this conflict. The students will also have learned about the Battle of Valcour Island where Benedict Arnold fought the British and although he lost, he delayed their arrival at Fort Ticonderoga for about nine months. The arrival of the British at Fort Ticonderoga is where Captive of Pittsford Ridge begins.

Key Ideas

Our fourth grade social studies curriculum requires that we teach a unit on Vermont Maritime history. During this unit, I focused on the role of Lake Champlain during the French and Indian War and the Revolutionary War. With Captive of Pittsford Ridge I am able to go more in depth about one very important battle during the Revolutionary War in a format that is easy for the students to understand and get excited about. The ideas I focused on are:

- Ÿ The Revolutionary War was fought between America and England. Americans were fighting for their independence from England.
- Ÿ An important battle of the Revolutionary War, the Battle of Hubbardton, was fought in Vermont. As a result of this battle the British eventually lost at the Battle of Saratoga and were unable to separate the northern colonies from the southern colonies which would have permanently damaged the colonies ability to fight.
- Ÿ During the Battle of Hubbardton, Vermonters were faced with the reality of battle.

Intended Learning Outcomes

- Students will read Captive of Pittsford Ridge, by Janice Ovecka and will be able to describe what life was like in Vermont at the time of the Battle of Hubbardton.
- Students will be able to read various maps of the Battle of Hubbardton by using the

key on the map. From the information they gather, they will be able to discuss difficulties soldiers may have faced and what other possible outcomes may have occurred if the armies varied their courses.

- Students will be able to describe what life was like for a soldier to fight in the Battle of Hubbardton.
- Students will be able to describe the impact that the Battle of Hubbardton had on the outcome of Revolutionary War.

Essential Questions

Central Questions:

- Ÿ What was the Battle of Hubbardton?
- Ÿ Why was the Battle of Hubbardton an important battle during the Revolutionary War?
- Ÿ What was it like for a family to live in Vermont during the Revolutionary War, specifically during the Battle of Hubbardton?

Challenge Questions

- Ÿ How would life be different today in America and more specifically in Vermont, if England had won the Revolutionary War?
- Ÿ What was life like in other parts of the country during the Revolutionary War? How was it similar and/or different to life in Vermont?
- Ÿ During the Battle of Hubbardton, Vermonters were faced with the reality of battle.

National History Standards

- Ÿ Standard 2: The student comprehends a variety of historical sources. Therefore the student is able to:

E. Reads historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals involved - their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

G. Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and historical event occurring there.

- Ÿ Standard 5: The student engages in historical issues-analysis and decision-making. Therefore

the student is able to:

A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Vermont Standards

ÿ Standard 6.4: Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.

This is evident when students:

A. Demonstrate understanding on concepts of past, present, and future (e.g., create time lines, create chronologies based on narratives, compare and contrast family life, or school, and community life in different periods).

B. Examine local history by reading historical narratives and documents, investigating artifacts, architecture, and other resources that illustrate key periods in local history (e.g. investigate local town's history and establish its connection/place with Vermont and other cultures).

ÿ Standard 6.18: Students analyze the nature of conflicts, how they have been or might be resolved, and how some have shaped the divisions in various times of their local community, Vermont, the United States, and the world. This is evident when students:

A. Identify conflicts and their resolutions in historical stories, myths, legends, and fables.

Vermont Grade Expectancies

ÿ Grade Expectation H&SS 3-4:8: Students connect the past with the present by examining how events, people, problems, and ideas have shaped the community of Vermont.

ÿ Grade Expectation H&SS 3-4:10: Students show understanding of the past, present, and future time by:

Constructing time lines of significant historical developments in the community and state, identifying the dates at which each occurred.

Identifying an important event in their communities and/or Vermont, and describing a cause and effect of that event.

Teaching Outline

Prior to beginning Captive of Pittsford Ridge, the students have learned about the Battle of Valcour Island and have been on a “virtual” fieldtrip to the Hubbardton Battlefield. I had taken some pictures of the battlefield and the markers that explain what happened and created a power point presentation that the students viewed. For this unit, I created two packets. One packet has bonus or higher level questions and one packet has accommodations. See the packet outline for the accommodations.

Day 1: Front Cover prediction, map and key, prologue

- What war have we been reading about in Social Studies? Revolutionary War
- What was the last battle that we read about? Battle of Valcour Island
- Where is Valcour Island? Lake Champlain – **overhead map**
- What happened during that battle? Benedict Arnold and the Americans slowed the British down so that they could not attack until the following year (1777)
- The book we are going to begin reading is called Captive of Pittsford Ridge and takes place in Vermont in 1777. You are going to make a prediction about what you think the book is about, but before you do let’s get some more information. From the power point presentation, does anyone remember where Pittsford Ridge is? Show on overhead map
- Let’s think about the title – Write “captive” on the board. What does the word captive mean?

Dictionary Skills – if I didn’t know what the word meant what could I do?
How would I look it up in a dictionary? With the person sitting next to you, look up the word captive. When you find it, read the definition and then put your finger on it. (have an **overhead** of the word captive)

- Pass out the books – take a moment and look at the cover of the book.
- Pass out the packets – answer the questions – one at a time and share on **overhead**. Do chart together.
- Discuss information we have so far and then have students write a prediction and then share with a partner. Pull three sticks to share.

Map

- Open book to map – what do you notice? What is missing? **Miles????**
How many forts do you see?
What does x mean?
- Pass out copies of map
Point to Lake Champlain – color it blue
Point to the arrows that represent the Americans – color them brown
Point to the spot where Capt. Johnson stops to rest – circle it with yellow.
- Does the map change your prediction?

Prologue

- What is a prologue? Could we look it up?
- What do you notice right below the prologue? The date
- I thought this was a book that took place during the Revolutionary War? Why would this date be here?
- Read prologue and respond to the questions. If there is a word you don't know use a sticky to mark the spot.

Day 2: Chapters 1 and 2

- Look in your packet. Notice at the beginning of each chapter there are vocabulary words that need to be defined. Let's do the first two together.
- With a partner, look up the definitions and write them in your packet.
- Go over the definitions to make sure everyone has them correct.
- Look at the picture on the cover of The Battle of Hubbardton, The American Rebels Stem the Tide by John Williams – what do you think is going on there?

Chapters 1 and 2

- Look at the map of the Strategy of the Burgoyne Campaign and discuss.
 - What do you notice about this map?
 - Read the print below the map explaining what the map is of. Explain to students that the Battle of Hubbardton is one of the reasons why General Burgoyne was stopped at Saratoga.
- Read the comprehension questions before beginning the chapters.
- Look at the date at the beginning of each of the chapters. What does that tell us?
- Read the chapters together and discuss. As you are reading look at the map of Ticonderoga and Mount Independence to see the progression of the troops. Point out that the illustration on the cover of The Battle of Hubbardton, The American Rebels Stem the Tide by John Williams is a depiction of what is happening in these chapters.
- When finished reading, the students should complete the comprehension questions in the packet.

The rest of the packet is broken up into the following section:

Chapters 3 and 4, chapters 5 and 6, chapters 7 – 10, chapters 11- 13, and chapters 14 – 16 and Epilogue. For each grouping of chapters there are vocabulary words to define before reading – I had students make a prediction based on the vocabulary words – and comprehension questions to answer after reading. You could do one section a day, depending on your time. Some additional activities while reading are:

Chapters 3 and 4: Give students a map of the towns in Vermont. Have them color in the towns that have been mentioned in the book so far: Orwell, Benson, Hubbardton, and

Pittsford are on the map before the prologue. Students could label Mt. Independence in Orwell. Rutland is mentioned in chapter 3 and Castle Town is mentioned in chapter 5.

After reading chapter 4, students can act out the scene between Josiah and his family and the raiders.

Chapters 5 and 6: Have students look at the map on page 23 and compare it to the map that was passed out before reading the book. Note where the troops are and have the students add the date and time to their maps.

Chapters 7 – 10: Have students look at the map on page 34 and compare it to the map that was passed out before reading the book. Note where the troops are and have the students add the date to their maps.

After reading chapter 8 students can act out the scene when Josiah first meets Hans.

Hardtack is mentioned in both chapters 9 and 10. You could discuss what hardtack is and why it was used as a staple in the military. Then students could try a sample that either they made or you made for them.

Students could look up the German words that Hans and Mother speak in chapter 9. Sicher – safe, danke – thank you, nein – no, freiheit – freedom, ja –yes.

Chapters 11-13: After reading about the Germans thinking that Josiah was a spy, students can go to the website: <http://www.si.umich.edu/spies/> . This website has information about real spies during the American Revolution. I had my students do a webquest at this site and then had them answer the question: Do you think the Germans were right in thinking that Josiah could have been a spy?

Chapters 14 – 16 and Epilogue: Read the Afterword with the students and explain that although the British claimed a tactical victory at Hubbardton, the Americans accomplished their objective of slowing the British and Germans down.

Make copies of coloring pages of Vermonters, Hampshiremen, Hessians, and Redcoats from Perspectives '76, being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire for students to color.

Read “It Happened at Hubbardton: Fifer Ebenezer Fletcher, Age 16, Is Wounded and Captured, But Then Escapes” from Perspectives '76, being a Compendium of Useful Knowledge About Old-Time Vermont and New Hampshire. This is an abbreviated narrative written by Ebenezer Fletcher who experienced the Battle of Hubbardton.

Assessment

The completed comprehension packet and completion of one of the following projects were used as assessments.

Captive of Pittsford Ridge Project

Choose **one** of the activities below to complete for your Captive of Pittsford Ridge project. The project is due on Thursday, Feb. 28.

- 1) Josiah's Keepsake Box – The keepsake box could include sketches, imaginary letters, journal entries, maps, and three dimensional treasures which Josiah might have saved. You must have at least 4 items in your box and no more than two items from each category. If you put “treasures” in your box then you need to be able to explain why those treasures would be something that Josiah would keep.
- 2) Time Line with Illustrations – your timeline must include all of the major events listed in Captive of Pittsford Ridge (at least 7) and there should be a small illustration for each event.
- 3) Story – you may write the next chapter of the book. Be sure to tell your reader what happens to Josiah and his family. This should be at least 3 paragraphs.
- 4) Puppet Theater – you can create puppets of some of the main characters and act out a scene from the book with your puppets. The scene that you choose to act out should be written out with who says and does what at what time (in play format). You should also be able to tell your audience why you chose the scene that you are acting out.
- 5) News Article – you can look up additional facts about the Battle of Hubbardton and either write a news article or do a news broadcast. If you choose to do a news broadcast you need to write what you are going to say so that it can be handed in.
- 6) Journal Entries – you can pretend that you are one of the main characters in the book and write at least 5 journal entries from that person's perspective. Each entry should be at least a paragraph or three sentences.

*Captive of Pittsford Ridge Project**Scoring Rubric*

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Neatness	Work is illegible and or sloppy.	Work has three or four areas that are illegible or sloppy.	Work has one or two areas that are illegible or sloppy.	Work is neatly done.	_____
Project Requirements	Student is missing more than one of the requirements of the assignment.	Student is missing one of the requirements of the assignment.		Student met the requirements to complete the assignment.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about project.	Student is uncomfortable with content, but is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has ten or more spelling and/or grammatical errors.	Presentation has 5 or more misspellings and/or grammatical errors.	Presentation has no more than four misspellings and/or grammatical errors.	Presentation has no spelling or grammatical errors.	_____
Pace and Volume	Student speaks too quickly or slowly and is difficult to understand.	Student either speaks too quickly or slowly or is too loud or soft.	Student speaks at a pace and volume that is easy to understand.	Student speaks at a pace and volume that is easy to understand and makes eye contact with the audience.	_____
				Total--à	_____

Teacher Comments:

Accommodations

Chapters	Vocabulary	Comprehension
Cover prediction and Prologue	None	Same
Chapters 1 & 2	Students will look up the words in the dictionary and mark the pages that the words are on with a sticky note. They will match these definitions with ones that are on a paper. Then they will cut the ones on the paper and glue them in place in the packet.	On map of Ticonderoga and Mt. Independence label location of troops, answer questions 1, 4, 8, and discuss 5, 6, & 7.
Chapters 3 & 4	Inside the Box – students have the words written in a box and then a smaller box is in the corner. In the smaller box, students write a word or draw a picture that will help them to remember the definition of the word.	Same
Chapters 5 & 6	Word Map – students have a vocabulary word circled. Around the circle are four arms: antonym, synonym, definition, and a sentence or picture. Students can do one or two words and then share with group.	Questions 1 and 3, and answer 4 questions on boomerang bookmark for each chapter. Questions could include, who, what happened, when, where, why, what was your favorite part, what do you think will happen next.
Chapters 11- 13	Look up and define words with a partner.	Think – Tac – Toe – students complete three activities in a row to make a tic-tac-toe.
Chapters 14 – 16, Epilogue	Inside the Box	Thinking Inside the Box – students complete 4 statements or answer 4 questions within the box. This could include: I think..., I feel..., I wonder..., My favorite part of this book was....

Appendix A

Captive of Pittsford Ridge

By Janice Ovecká

Cover Picture Prediction:

Look at the picture on the cover of the book and answer the following questions.

1) What do you think is happening in this picture?

2) Who do you think the people in the picture are?

3) Make a chart of what is the same and what is different about them.

Same

Different

Prologue

1) In the prologue, where are Andrea and her class going on a field trip?

2) Why is Andrea excited about going on this field trip? Why do you think the author explained to the readers that Andrea was excited?

3) What is the date mentioned at the beginning of the prologue? Why do you think that date was written?

Chapters 1 and 2 – Vocabulary

Scouts - _____

Allies - _____

Evacuate - _____

Recruits -

Stagger -

Trough -

Campaign -

Raiders -

Chapters 1 and 2 – Comprehension Questions

1) Who is fighting and why?

2) Who is at Fort Ticonderoga?

3) Who is at Mt. Independence? Why are they trying to leave quickly? What problems did they have while trying to leave?

4) Who are the Germans allies with? How did Captain Johnson know that they were getting closer?

5) What does it mean to be the “rear guard”?

6) Where is Josiah Freeman’s father?

7) Why is Josiah worried that his father may not return?

8) What news does Sally Williams bring at the end of chapter 2? Who do you think she is talking about?

Chapters 3 and 4 – Vocabulary

1) Cavity - _____

2) Dismay - _____

3) Confiscated - _____

4) Detect - _____

5) Varmint - _____

6) Oath - _____

7) Rebels - _____

Chapters 3 and 4 – Comprehension Questions

1) Describe or draw the “hidey-hole”. What was put there and why? Do you think it was a good idea? Why or why not?

2) Make a list of things that Josiah's mother did to prepare for the coming of the raiders. Tell why she did each thing.

3) The Indians did not harm Grandfather, Mother, or Josiah. The reason for not harming each of them was different. Write the reason for not harming them next to their names.

Grandfather – _____

Mother – _____

Josiah - _____

2) What did Mother mean when she said, “Let’s not worry about trouble till it finds us.”?

3) Describe Josiah’s mother’s character. Support your description with at least two examples from the book.

Chapters 5 and 6 – Vocabulary

1) Skirmish - _____

2) Pursuit - _____

3) Sentry - _____

4) Plunder - _____

5) Sporadic - _____

Chapters 5 and 6 – Comprehension Questions

- 1) Why did Colonel Johnson think that Colonel Francis was a good leader?
List examples from your book.

- 2) On page 25, why did Matthew think that Colonel Warner had chosen a good place to camp?

- 3) On page 26 the author describes an abatis. Why did the troops make an abatis at their camp?

- 4) Why did Josiah's mother allow him to go check on the fighting? If you were Josiah, would you have done the same thing? Why or why not?

Bonus: Answer on back

- 1) Why would Mother rather take her chances with the raiders than be safe by leaving?
- 2) What did Mr. Hardy mean when he said, "Now we pay for our independence."?

Chapters 7, 8, 9, and 10 – Vocabulary

- 1) Courier - _____

- 2) Detachment - _____

- 3) Mercenaries - _____

- 4) Treason - _____

Chapters 7, 8, 9, and 10 – Comprehension Questions

- 1) We follow Captain Johnson in chapter 7. List three things that happen in this chapter. What do you think he is feeling in this chapter? At the end of the chapter, why do you think the author wrote that he thought he heard "... drums beating, beating, beating."?

2) How does Josiah feel when he sees the battle? Find evidence in the chapter to support your answer.

3) Josiah helped the wounded German boy even though he was an enemy. Would you have done the same? Give reasons for your answer.

- 4) Why did mother help the boy when he was the enemy? Find the quote that would support your answer.

- 5) How did Hans feel about being called a mercenary? How do you know he felt this way?

- 6) Pretend that you are either Hans or Josiah. Write a journal entry from his perspective. Include how you feel about your experience with each other, whether or not you think you will be able to remain friends with each other and what you think will happen next.

Bonus: Answer on the back or on a separate sheet of paper.

- 1) Why was retreating to the log fence not such a good idea for the Americans?
- 2) Why did Mother want to send Hans back to his own army when that would be treason on her part?
- 3) What is life like in the German army?

Chapters 11, 12, and 13 – Vocabulary

- 1) Desert - _____

- 2) Rendezvous - _____

- 3) Festooned - _____

- 4) Escort - _____

- 5) Ornate - _____

- 6) Insignia - _____

Chapters 11, 12, and 13 – Comprehension Questions

1) Why did Hans give Josiah his medal? What did Hans say that Josiah had given him in return?

2) What did Josiah see when he was taken to the top of the hill?

3) Why did Josiah feel like a traitor when he told the American prisoners about saving Hans? Would you have told the truth about saving Hans if you were Josiah? Why or why not?

4) What did Josiah find out about his father?

5) Why did the Germans think they should have Josiah as a prisoner? How did Josiah feel about this?

6) Reread the description of Baron von Riedesel's tent on page 70. What is unusual about it?

7) List the reasons that Josiah gave Baron von Riedesel for the Americans fighting against the British.

8) How did Hans get himself out of trouble?

Chapters 14, 15, 16, and Epilogue – Vocabulary

1) Mulled - _____

2) Rations - _____

3) Adversity - _____

4) Forge - _____

5) Epilogue -

Chapters 14, 15, 16, and Epilogue – Comprehension Questions

1) What was Hans' gift to Josiah? Would you have done the same?

2) What was Baron von Riesel's reaction when Hans told him that Josiah had escaped? What does his reaction tell you about the Baron?

3) The last sentence of chapter 16 is, "Refreshed, he bounded down the ridge toward his waiting home – and a battle worth fighting." What does this sentence mean?

Appendix B

Captive of Pittsford Ridge

By Janice Ovecka

Cover Picture Prediction:

Look at the picture on the cover of the book and answer the following questions.

1) What do you think is happening in this picture?

2) Who do you think the people in the picture are?

3) Make a chart of what is the same and what is different about them.

Same

Different

Prologue

1) In the prologue, where are Andrea and her class going on a field trip?

2) Why is Andrea excited about going on this field trip? Why do you think the author explained to the readers that Andrea was excited?

3) What is the date mentioned at the beginning of the prologue? Why do you think that date was written?

Chapters 1 and 2 – Vocabulary

Scouts - _____

Allies - _____

Evacuate - _____

Recruits - _____

Stagger - _____

Trough - _____

Campaign - _____

Raiders - _____

Chapters 1 and 2 – Comprehension Questions

1) Who is fighting and why?

2) On your map, make a key and label who is fighting at Fort Ticonderoga and Mount Independence.

3) Who are the Germans allies with? How did Captain Johnson know that they were getting closer?

4) What news does Sally Williams bring at the end of chapter 2? Who do you think she is talking about?

Chapters 3 and 4 – Vocabulary

1) Cavity -

2) Dismay -

3) Confiscated -

4) Detect -

5) Varmint -

6) Oath -

7) Rebels -

Chapters 3 and 4 – Comprehension Questions

1) Describe or draw the “hidey-hole”. What was put there and why? Do you think it was a good idea? Why or why not?

2) Make a list of things that Josiah’s mother did to prepare for the coming of the raiders. Tell why she did each thing.

Chapters 5 and 6 – Vocabulary

- 1) Skirmish - _____

- 2) Pursuit - _____

- 3) Sentry - _____
- 4) Plunder - _____

- 5) Sporadic - _____

Chapters 5 and 6 – Comprehension Questions

1) Why did Colonel Johnson think that Colonel Francis was a good leader? List examples from your book.

2) On page 26 the author describes an abatis. Why did the troops make an abatis at their camp?

Chapters 7, 8, 9, and 10 – Vocabulary

1) Courier -

2) Detachment -

3) Mercenaries -

4) Treason -

Chapters 7, 8, 9, and 10 – Comprehension Questions

1) Pretend that you are either Hans or Josiah. Write a journal entry from his perspective. Include how you feel about your experience with each other, whether or not you think you will be able to remain friends with each other and what you think will happen next.

Chapters 11, 12, and 13 – Vocabulary

1) Desert - _____

2) Rendezvous - _____

3) Festooned - _____

4) Escort - _____

5) Ornate - _____

6) Insignia - _____

Think – Tac – Toe

Chapters 11, 12, 13

Directions: Complete three activities. Your activities must make a tic-tac-toe either up and down, across, or diagonally.

<p>Draw a picture of what Josiah saw when he was taken to the top of the hill. (page 60)</p>	<p>Why did Josiah feel like a traitor when he talked about saving Hans?</p>	<p>What is Josiah's problem at the end of chapter 13?</p>
<p>Make a list of the reasons that Josiah gave the Baron for the American's fighting the British.</p>	<p>Find the pages that Josiah finds out something about his father.</p>	<p>Reread page 70 and draw a picture of Baron von Riedesel's tent.</p>
<p>What do you think Josiah's mother is thinking happened to him?</p>	<p>What would you do if you were Josiah at the end of chapter 13?</p>	<p>Why did the Germans think that Josiah should be their prisoner?</p>

Chapters 14, 15, 16, and Epilogue – Vocabulary

1) Mulled _____

2) Rations - _____

3) Adversity - _____

4) Forge - _____

5) Epilogue - _____

Thinking Inside the Box

Directions: After reading chapters 14, 15, 16, and the epilogue, complete the statements for each box.

I think ...	I wonder ...
I feel ...	My favorite part of this book was ...

Appendix C

Definitions: Chapters 1 and 2

A person sent out to get information.

A series of military operations for a specific objective. Your plan to fight the enemy.

A long, narrow, open receptacle. Something that is used to put an animal's food in on a farm.

Your friend in battle.

To remove from a place for safety reasons.

Someone who does a sudden attack on an enemy.

A new person in the armed forces.

To walk, move, or stand unsteadily.

Appendix D

Spy Letters of the American Revolution

- 1) Go to the website <http://www.si.umich.edu/spies/>
- 2) Click on Stories of Spies and Letters
- 3) Click on Saratoga Miscalculations – you will see pictures of the three British Generals who were supposed to meet in Albany. The Battle at Hubbardton slowed down the British troops and they ended up being defeated at Saratoga which was the turning point of the Revolution. Who were the three British Generals that were supposed to meet Burgoyne at Albany? Be careful there are four pictures at the top. You will have to read a bit to answer the question.
- 4) At the bottom of the page click on Next Story. You will see one method of getting secret messages to each other. What was this method? Who was the message from and to? When was it written?
- 5) At the bottom of the page click on Next Story. You will see another method of writing secret messages. What was this method? Who was this message to and from? When was this message written?
- 6) On the left side of the page, click on the circle marked Routes. You will see a map. Which numbers show the routes of the letters written that you just described? What else do you notice about the map?
- 7) On the left side of the page, click on Methods. Then click on Invisible Ink. Write three facts about writing with invisible ink. Why did letters written with invisible ink need to be treated with special care?

- 8) On the left side of the page, click on People. At the top of the page, click on Bates. Ann Bates was a spy during the Revolutionary War. Which side did she spy on and how did she do it?

- 9) After reading about spies and spy letters, what do you think it would have been like to be a spy? Would you have been willing to do it? Do you think that the British and German troops should have been suspicious of Josiah being a spy?

Evaluation Reflection Paper

This year has been my first year back in teaching after taking six years off. This past summer I was asked by a co-worker to join her in taking the course “The Enduring Legacy of the American Revolution: Liberty, Freedom, and Equality”. After considering it for a while I decided to join the class. I believe that taking this course has helped me in many ways to create a quality product for my classroom that I will be able to use in years to come.

The one week course this summer was a wonderful experience, particularly for someone who was just getting back into teaching. The course offered interesting speakers who were very knowledgeable in their subject area and presented different practical ideas for integrating history into the classroom. We also had the opportunity to experience history first hand on the two field trips that we went on. The trips were well organized and offered us a lot of information on the American Revolution that we could use in our classrooms. The summer course also provided me with the opportunity to network with other educators.

The regular meetings have also been a wonderful opportunity to network with other educators. The atmosphere was relaxed and provided us with the opportunity to get to know and learn from each other. The time that I was able to spend with my peers discussing our projects and getting feedback was extremely valuable. We were able to share ideas, resources, and learn from each other about what worked and what didn't work in our classrooms. Educators are so busy and isolated in their classrooms that we don't often have the time to share with one another. That is why the time provided by this course to communicate with each other was so beneficial.

Another benefit of taking this course was the resources that I was able to purchase for my classroom because of the grant. For my project, I created a comprehension packet to accompany the book Captive of Pittsford Ridge by Janice Ovecka. I have a class of twenty-one students and at the beginning of the school year I realized that I only had eight copies of the book. The grant allowed me to purchase additional copies so that every student in my class was able to have one. This really helped the students because they were able to read their own copies or follow along as I read. Without taking this course I would not have been able to purchase the additional copies and would not have had as much flexibility in teaching the book.

In addition, because of taking this course I was able to observe one of my peers teaching and I was able to attend the VASS conference in Burlington. Both opportunities would not have been possible without my participation in this course. From both experiences, the time that I feel was most valuable was the time spent sharing with other educators. I was able to learn from others what they have done to integrate history and social studies in their classrooms. I was also given names of resources that others had found to be useful, which is a real time saver.

In conclusion, my experience with this course has been a positive one. The benefit of this course for me has been the resources, both the books that I have been able to purchase and the teachers that I have met and worked with. I think that these resources and the experiences that I

have had have helped me to create a project for my classroom that both my students and I have enjoyed.