



**“The American Revolution: Subjects, Citizens, and Soldiers”**  
**NEH Landmarks of American History and Culture**  
**Workshop for School Teachers**  
**June 22-27, 2025**  
**July 27-August 1, 2025**

*(schedule subject to change)*

**NARRATIVE OVERVIEW OF THE SCHEDULE**

**Day One (Monday) – “Power of Place”**

“Power of Place” is the logical starting point for the week. In addition to introducing the importance of “place” in the unfolding events of the American Revolution, Monday serves as a day for teachers to orient themselves to the lay of the land at Ticonderoga. Project Director Rich Strum (Director of Academic Programs at Fort Ticonderoga) will begin the day by taking the group to the top of nearby Mount Defiance, which offers a birds-eye view of the Ticonderoga peninsula and sweeping vistas both up and down Lake Champlain. Upon arrival at Fort Ticonderoga, participants will engage with period maps of Ticonderoga, the Champlain-Hudson corridor, and the broader region to gain an appreciation for the geography armies grappled with over the course of the war. Dr. Ricardo Herrera, U.S. Army War College, will lead a lecture/discussion about the impact of geography on the tactics, strategies, and logistics of armies fighting in and through the region in 1775-1777.

Teachers will continue working with historic maps during a working lunch. Due to the lack of restaurants within several miles of our meeting location, working lunches will be provided Monday-Friday. The afternoon begins with a walking tour of the fort and its immediate surroundings with Dr. Matthew Keagle, Curator at Fort Ticonderoga. Fort Ticonderoga’s Director of Archaeology, Margaret Staudter, will discuss recent and upcoming archaeological explorations that help us better understand the experiences of the common soldier at Ticonderoga during the Revolution. Both Keagle and Staudter then lead a walking tour of “Liberty Hill,” the site of the 1758 Battle of Carillon during the Seven Years’ War and the location of American military encampments during the Revolution, particularly for the hundreds of Pennsylvania and New Jersey troops at

Ticonderoga in 1776 and 1777. Each day concludes with a re-cap discussion with Rich Strum and Tim Potts.

### **Day Two (Tuesday) – “Subjects, Citizens, Service”**

As we begin thinking about military roles and the concept of citizenship and service during the war, Dr. Ricardo Herrera leads a discussion of how the Continental Congress created the Continental Army from scratch, beginning in June 1775. Building on this and Dr. Herrera’s Monday discussion on the role of geography on tactics and logistics, teachers will embark on a 75-minute boat cruise of Lake Champlain, exploring Ticonderoga, Mount Independence, and Mount Defiance from the water. After a working lunch engaging with muster rolls and orderly books, teachers will work with Dr. Holly Mayer, Duquesne University emeritus, to learn about the roles of women, both formally and informally, within the structure of the Continental and British armies. Following an artillery demonstration, Rich Strum and Tim Potts will lead a session on working with orderly books and muster rolls, modeling activities that teachers can duplicate with their students. Strum and Potts are then joined by Tabitha Hubbard, Collections Manager at Fort Ticonderoga, to introduce the Ticonderoga Online Database of the collections and ways teachers and students can access these resources.

### **Day Three (Wednesday) – “Revolutionary Possibilities”**

Wednesday’s focus on “Revolutionary Possibilities” sparks conversation about the contingent nature of the revolution as it unfolded, including unintended consequences. Dr. Mayer opens the morning with a lecture/discussion about “Congress’ Own,” and the fate of Canadians who chose to support the Continental Army during its 1775 invasion of Quebec and ended up retreating into New York with the army in the spring of 1776. Strum and Potts lead a session examining key documents in the Ticonderoga collection to discuss the difficult decisions faced regarding being a “Patriot,” “Loyalist,” or neutral during the War, a discussion that continues over a working lunch. That exploration transitions into a discussion of the debate over independence, not just in Philadelphia, but amongst officers in the field, including here at Ticonderoga in the summer of 1776. Dr. Matthew Keagle then talks about the fragile nature of the American army at Ticonderoga and elsewhere, using the Christmas 1776 Riot at Ticonderoga, where Massachusetts and Pennsylvania troops open fire on each other, as an example. Dr. Keagle then expands the theme “Revolutionary Possibilities” with an illustrated talk and walking tour to discuss Ticonderoga as an early example of historic preservation, beginning in 1820 and into the 21st century.

### **Day Four (Thursday) – “Shaping Nations, Forging Identities”**

Thursday’s theme, “Shaping Nations, Forging Identities,” is discussed by Dr. Matthew Keagle as teachers explore the role of uniforms to forge identities on both sides of the conflict. He will be joined by Stuart Lilie, Vice President of Public History. He will discuss how modern reproduction uniforms for his staff are researched and created, using original examples, myriad sources of documentation, and illustrations. Teachers

will work with these documents to dig deeper with Rich Strum and Tim Potts. Dr. Maeve Kane, University at Albany, will lead a discussion about the impact of the Revolution on the Haudenosaunee nation, which found itself on the front lines of the conflict and torn apart by changing alliances and promises. Dr. Kane will also work with teachers, sharing sources and approaches for teaching about Indigenous history with students. The afternoon concludes with Todd Braisted, an independent historian, on “A Different American Identity”—Loyalists and their role in founding the Canadian nation.

### **Day Five (Friday) – “Manufacturing Independence”**

“Manufacturing Independence” is taken both literally and figuratively. Dr. Matthew Keagle begins the day discussing the elaborate system in place in Great Britain and Ireland to produce and supply the British soldiers with firearms. He will use Ticonderoga’s vast collection of 18th-century muskets to illustrate the complexity of these weapons. Dr. Robert Smith, Valley Forge Military Academy and author of *Manufacturing Independence: Industrial Innovation in the American Revolution*, explores the challenges the colonists grappled with to supply the Continental Army with limited industrial capacity. Just before and after lunch, teachers will engage with Fort Ticonderoga’s historic trades staff, trying their hands at making shoes, sewing uniforms, building a bateau, and driving oxen. The afternoon concludes with a discussion of the American Revolution led by teacher participants, sharing concepts and ideas developed over the course of the week.