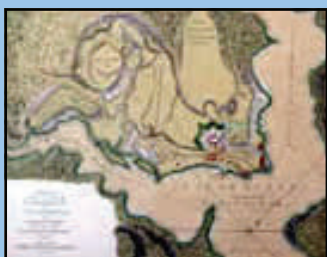


Forts, Legends, and Prophecy

An interdisciplinary unit for 11th grade
American Literature, American History, Denominational History



By
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Greater Boston Academy
Southern New England Conference

Forts, Legends and Prophecy

Legends Unit: Rondi Aastrup

NOTE TO TEACHERS: This 3-week interdisciplinary unit is to be taught in conjunction with American History, American Literature and Junior Religion (possibly as a bridge between denominational history and Adventist/Bible doctrines). The class needs to be taught first thing in the school year in order to take advantage of the field trip activities available *only* on the weekend listed. Assuming that the same students are in each of the three classes, one teacher should introduce the students to the whole unit and then each teacher should inform students of the responsibilities in their own classes. This outline pertains only to American Literature class. The textbook used here is Prentice Hall's *American Heritage*, 2002 edition. Students can read any edition of *The Last of the Mohicans*, but I usually have the sophomores purchase the book in June so they have the whole summer to read it.

NOTE TO STUDENTS: In American Literature, we will be studying Native American and Captivity Literature as an introduction to the beginnings of American Literature. This will be done through reports, co-operative learning groups, videos, worksheets, classroom lectures and discussions. The culminating activity will be a field trip in conjunction with your American History and Religion classes to Fort Ticonderoga, Fort William Henry (site of *The Last of the Mohicans*) and the William Miller Farm.

Towards the end of this unit (after the over night field trip), you will work independently in groups of four or five to create a magazine or documentary called *The Early New Yorker*. It may contain news stories, commentary, book reviews, photo essays, political cartoons, ads, and the like. Everyone will also be required to keep a journal about the trip. The final product will be presented in *this class* but graded for all three classes by all three teachers.

In American Literature you will read, on your own, James Fenimore Cooper's *The Last of the Mohicans*. No time will be given in class to do so, but reading must begin immediately so you will have reached chapter 18 by the time we get to Fort William Henry (an average of 25 pages over 8 nights). You are expected to finish reading the book by the end of September.

In American History, you will take a brief look at the beginnings of the American Revolution—enough so you will have background and context to appreciate the two forts you will visit towards the end of this unit.

In junior religion, you will review the genesis of SDA denominational history, especially the part about William Miller and the Great Disappointment in 1844. This will prepare you for spending the night at the Miller Farm.



Forts, Legends, and Prophecy

Sample daily plan



Teachers should adjust the schedule to their own calendar and class set-up. This is designed for a modified block schedule where the class meets for two 80 minute classes and one 40 minute block each week.



<u>Day</u>	<u>Class Activities and Assignments</u>
Day One—80 minutes	—Introduction to course —Introduction to 3-week unit —Assign <i>The Last of the Mohicans</i> if not already done for summer (get through chapter 18 by trip) **Read text pp 1-12; do activities #1 and 2
Day Two—80 minutes	—Native American Literature (NAL) —Text, pp 14-26
Day Three—40 minutes	—Native American Literature —Text, pp 27-29
Day Four—80 minutes	—Captivity Literature —Text, pp 68-69 —Mary Rowlandson (see source page)
Day Five—80 minutes	—Captivity Literature —John Williams (see source page)
Day Six—40 minutes	—Massacre at Fort William Henry in history (see source page) —James Fenimore Cooper (see source page)
Day Seven—80 minutes	— <i>The Last of the Mohicans</i> (see source page)
Day Eight—80 minutes	— <i>The Last of the Mohicans</i>
Day Nine—40 minutes	— <i>The Last of the Mohicans</i>
Days Ten and Eleven — Trip to New York	
Sunday-Monday	—See "Trip Information" and "Itinerary" pages
Day 12—80 minutes	—Work on <i>The Early New Yorker</i> (see worksheet)
Day 13—80 minutes	—Work on <i>The Early New Yorker</i>
Day 14—40 minutes	—Present/Share <i>The Early New Yorker</i>

New York Trip Information

Fort Ticonderoga

- <http://www.fort-ticonderoga.org/>
- September 9-10, 2006 [Revolutionary War Encampment](#) Over 500 re-enactors on site depicting British, German, Continental, and Native forces during the war for (and against) American Independence. Battle reenactments each day beginning at 2pm.
- 2006 Season
Fort Ticonderoga welcomes student groups for independent field study visits in 2006 from May 10th until October 22nd. Fort Ticonderoga is open daily from 9:00 a.m. to 5:00 p.m.
- Making Reservations
Student groups need to make reservations in advance through Nancy LaVallie, Group Tour Coordinator. There are days that fill up, so please make your reservations early to insure your first choice of day.
- Fees
Student groups receive a significant discount on admission to Fort Ticonderoga. The admission rate for students is \$4 per student. Each school group is entitled to one chaperone or teacher for every five students at no charge. Additional chaperones are charged the adult group rate of \$8 per chaperone.

Miller Farm

- <http://www.adventistheritage.org/article.php?id=23>
- Tours are available year-round. Please call in advance for group reservations. Please feel free to contact us at (518) 282-9617 for more information. [Ask for two tours specifically for teenagers: one in the early evening \(Miller Farm and Ascension Rock\) and one the following morning \(Miller Chapel\).](#)

Fort William Henry

- <http://www.fwhmuseum.com/>
- The Fort William Henry is open from 9 am -6 pm, April 30 - October 30, 2005
- **Admission:**
\$11.95 adult
\$7.25 children (5-11 years old)
\$10.55 senior (60 +) and active military
*Rates include NYS Tax 7.25%
*Free for children under 5
Group rates are available for groups of 15 or more. AAA discount also available.
- Guided tours are conducted every hour on the hour with the last tour beginning at 5 pm.

Sample Parent Information Letter

(Date)

Dear Parents:

I hope your junior son or daughter has told you about the two-day field trip the junior class is taking this coming Sunday and Monday, September [Fill in Date]. I wanted to tell you a little bit about it so you will feel comfortable with sending your child off on this trip.

The trip to upstate New York is part of a interdisciplinary unit entitled "Forts, Legends, and Prophecies" and is a joint effort of the Bible, English, and history departments here at school. The unit focuses on revolutionary colonial New York (English and history) and the very early beginnings of the Seventh-day Adventist church, specifically on William Miller and the Great Disappointment. We will be visiting Fort Ticonderoga (where we will see a re-enactment battle from the Revolutionary War), the William Miller Farm (where we will spend Sunday night) and Fort William Henry. The trip is a highlight of the early weeks of school for the juniors and I hope you will support your child in participating in this adventure. All students are expected to go on the trip; there will be no classes for juniors on Monday.

Cost for the trip is \$45 per student. This covers admission to the two forts, two provided meals (Sunday supper, Monday breakfast), token gift to the Miller Farm, and transportation assistance. Please make sure your child pays for the trip by Friday noon. We will take cash or a check (made payable to the school). Students will also need to bring the following:

- sack lunch for Sunday
 - money for souvenirs and lunch on Monday
 - sleeping bag and pillow (air mattress is optional...we sleep on the ground)
 - flashlight, extra batteries
 - warm clothing for Sunday and Monday that complies with the dress code (layers are recommended... one year it was 90+ during the day but may be much cooler this year)
 - jacket, hat, umbrella (in case it rains)
 - closed-in comfortable walking shoes
 - personal toiletries, toilet paper or Kleenex, washcloth and hand towel (there are no showers and only outhouses at the Miller Farm)
 - notebook, writing utensils, camera, film
- There is no phone available at the Miller Farm, but all three teachers have cell phones. Their numbers are available if necessary from the school office. Several students will have cell phones with them too, no doubt.

Departure is absolutely **NO LATER THAN 8:30 A.M.** on Sunday morning. Please, do not be late. We must leave no later than 8:30 in order to make the battle at Fort Ticonderoga. We will not be able to wait for late students. Plan ahead now to get your child to school **on time.**

Arrival back at school should be in the neighborhood of 7:30 p.m. Please be at the school ready to pick your child up at that time. It will be important that students (and teachers) don't have to wait for a ride home. Thank you for your attention to this request.

If you have any question about the trip, please call me at school during the day (_____) or at home in the evening (_____).

Sincerely,

English teacher



Sample Itinerary for New York Trip



Sunday



• 8 a.m.

Meet at school



Load vehicles



• 8:30

Depart for Fort Ticonderoga



• 11:30

Rest stop/lunch



• 1:30

Arrive at Fort Ticonderoga



• 2:00

Watch Re-enactment Battle at Fort



• 3:00

Tour Fort Ticonderoga



• 5:30

Arrive at William Miller Farm



• 6:00

Supper at farm (haystacks)



• 6:45

Guided Tour of Miller Farm



•

Sundown Worship on Ascension Rock



• 8:00

Watch *The Last of the Mohicans* (VHS, on Farm's VCR)



• 11:00

Bed time (I recommend sleeping on Ascension Rock...it's an amazing experience...look out for crickets and porcupines, though! If it's clear, you can see a number of shooting stars throughout the night.



Monday



• 8:00

Breakfast, clean up, pack vehicles



• 9:00

Worship at Miller Chapel with guides



• 10:00

Prayer and Good Byes at Miller grave in Cemetery



• 11:30

Arrive at Fort William Henry



• 12:00

Tour of Fort William Henry



• 1:00

Fort William Henry Museum

• 1:30

Lunch on own in town (below Fort)

• 2:30

Depart for home

Resource Page for Captivity Narratives

Captivity Narratives

- <http://classclit.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=classclit&zu=http%3A%2F%2Fwww.bedfordstmartins.com%2Fhistory%2Fmodules%2Fmod02%2Fmain.htm>
- <http://classclit.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=classclit&zu=http%3A%2F%2Fwww.gonzaga.edu%2Ffaculty%2Fcampbell%2Fenl310%2Fcaptive.htm>
- <http://classclit.about.com/cs/toppicks/tp/aatp-cn.htm>
- <http://www.wsu.edu/~campbelld/amlit/capbib.htm>

Mary Rowlandson

- http://womenshistory.about.com/library/bio/blbio_mary_rowlandson.htm
- <http://womenshistory.about.com/gi/dynamic/offsite.htm?site=http://college.hmco.com/english/heath/syllabuild/iguide/rowlands.html> —a teaching guide for Rowlandson's history and narrative
- <http://womenshistory.about.com/gi/dynamic/offsite.htm?site=http://digital.library.upenn.edu/webbin/gutbook/lookup%3Fnum=851> --index to locations for the online text version of the book
- <http://womenshistory.about.com/gi/dynamic/offsite.htm?site=http://www.library.upenn.edu/special/gallery/kislak/colonial/rowlandson2.html> —an image of the 1682 edition
- <http://womenshistory.about.com/gi/dynamic/offsite.htm?site=http://www.library.upenn.edu/special/gallery/kislak/colonial/rowlandson1.html> —an image of a later edition - note that the heroine wields a gun in the illustration, though this contrasts with her own story
- <http://womenshistory.about.com/gi/dynamic/offsite.htm?site=http://www.bio.umass.edu/biology/conn.river/mary.html> —a retelling of the story, illustrated with modern photographs of the area
- <http://womenshistory.about.com/gi/dynamic/offsite.htm?site=http://www.georgetown.edu/users/arsenauj/kpwttitle.html> —a class project at Georgetown University

John Williams

- http://www.csustan.edu/english/reuben/pal/chap1/williams_john.html
- <http://www.georgetown.edu/faculty/bassr/heath/syllabuild/iguide/williamj.html>
- <http://college.hmco.com/english/lauter/heath/3e/instructors/syllabuild/iguide/williamj.html>

Resource Page for *The Last of the Mohicans*

Resources

- <http://www.americanliterature.com/LM/LMINDX.HTML> —the book on-line
- <http://www.mohicanpress.com/mo08002.html> —biography of Cooper
- <http://www.mohicanpress.com/mo08000.html> —History and *The Last of the Mohicans*
- <http://www.mohicanpress.com/mo08009.html> —Massacre at Fort William Henry
- <http://webenglishteacher.com/cooper.html> —Lesson plans for *The Last of the Mohicans*
- <http://www.macmillanenglish.com/default.aspx?id=448> —Lesson plans for *The Last of the Mohicans*
- http://www.mediapede.org/filmhistory/guides/last_of_the_mohicans.pdf#search='The%20Last%20of%20the%20Mohicanslesson%20plans' —Lesson plans for the book and the film *The Last of the Mohicans*
- http://authorsdirectory.com/biography_online_book_portrait_picture/c_authors_james_fenimore_cooper.shtml —information about Cooper and *The Last of the Mohicans*
- <http://www.wyandot.org/jogues.htm>
- http://www.answerpoint.org/columns2.asp?column_id=368&column_type=feature
- <http://zibal.hubris.net/pipermail/acra-l/1996-March/000471.html>
- <http://www.mohicanpress.com/mo08011.html>
- <http://www.mohicanpress.com/mo06029.html>
- <http://www.mohicanpress.com/mo01000.html>
- <http://www.mohicanpress.com/mo08001.html> - real sites in NY
- <http://external.oneonta.edu/cooper/articles/nyhistory/1917nyhistory-holden.html> - Cooper's Cave
- <http://external.oneonta.edu/cooper/articles/informal/hugh-glensfalls.html> - Glens Falls
- <http://memory.loc.gov/ammem/armapquery.html> - Library of Congress
- http://www.historiclakes.org/wm_henry/wm_henry_battle.html - Historic Lakes Project
- <http://www.historiclakes.org/contents.htm> - Historic Lakes Project
- http://student.plattsburgh.edu/mann6756/last_of_the_mohicans_lesson_plan.ppt

Forts, Legends, & Prophecy

American History

ESTIMATED LENGTH: 12 Days

GENERAL OBJECTIVES:

- to engage students in subject areas
- to bond socially and spiritually
- to see how history impacts present
- to see how religion impacts history

LESSON PLANS: see attached

DESCRIPTIONS OF LESSONS AND ACTIVITIES:

In American History, we will be studying a brief overview of early Americans, early exploration and colonization of the Americas, and the American Revolution. This will be done through reports, carousel charts, co-operative learning groups, videos, charting comparisons, worksheets, small group and classroom discussions. The culminating activity will be to take a field trip in conjunction with English and Bible classes to visit Fort Ticonderoga, Fort William Henry, and the William Miller farm – all in upstate New York.

CULMINATING PROJECT:

The culminating project in this unit will be the field trip. The students will work together to write a magazine called *The Early New Yorker*. It may contain news reports, biographies, photo essays, advertisements, political cartoons, and book reviews. Some students may choose to do a documentary on some aspect of the trip. Everyone will also be required to keep a journal of the trip. They will receive a grade for their project which will be given to them for American History, English and Bible.

EVALUATION TECHNIQUES:

In American History, students will be graded on their reports, worksheets and participation in group activities. The culminating activity will be graded by all three teachers and given a percentage so that each teacher can weigh it according to their own system of grading.

MATERIALS:

- cameras, including video camera
- film and videos
- journals, paper, pens, pencils, markers
- pocket folders to collect brochures, etc.
- large pad of poster size paper
- 4 pieces of poster board to chart colony comparisons
- 2 worksheets: Europeans in the Americas and British Acts of Parliament

Forts, Legends, and Prophecy
Suggested Daily Plan for American History

Day One – Introduction to course and general class policies.
Pass out syllabus, class outline, and student contract.
Introduce unit: *Forts, Legends, and Prophecies*.
Give 5-10 minute slide presentation of America with patriotic music.

Assignment:

Write a one-page report on the theory you subscribe to on how the first people came to America. This is more than just your opinion. This should be someone else's theory that makes sense to you. This requires a little research. Try the Internet. Here are some possible keywords that may help you: *Bering Strait, Beringia, Thor Heyerdahl, Kon-Tiki, the Ra Expeditions and the Tigris Expedition*.

Day Two – Discuss homework assignment on how first people came to the Americas.
Discuss daily life, homes and occupations of early peoples of the Americas through carousel charts. (*Hohokam, Anasazi, mound-builders/Hopewell, Mississippians, Mayas, Aztecs, Incas*)

What Is a Carousel Brainstorm?

Whether activating background knowledge or checking understanding after studying a topic, a carousel brainstorm allows you to have students pull out and think about what they know about subtopics within a larger topic.

How Does It Work?

Begin by putting students in groups of 3 or 4. Give each group a sheet of newsprint/chart paper. Each group's sheet has a different subtopic written on it. One student serves as the recorder and has a particular color of magic marker. Explain that the students will have a short time (say, 30 seconds) to write down on their chart paper all the terms they can think of that they associate with their topic. Explain upfront that you will then have them pass their sheet over to the next group, and a new topic will be passed to them. Make it clear which direction you'll have them pass the sheets so that this is orderly AND so that each group will receive each of the subtopic sheets. At the end of the 30 seconds, tell them to cap their

markers, remind them to keep their markers, but have them pass their sheets to the next group according to the pre-determined path for passing. After three or four passings, you will probably want to extend the writing time to 40 seconds, then 45 seconds, and perhaps up to a minute, because all the easy ideas will have been taken by previous groups, and the students will need more time to talk about and think of other terms to be added to the brainstorm list. Keep having students brainstorm, write, and pass until each group has had a chance to add ideas to each of the subtopic sheets. Let them pass it the final time to the group who had each sheet first.

Day Three – Discover what Europeans came to the Americas, why they came and what their accomplishments were through a worksheet activity.

Day Four – Study the English colonization of North America and the developing American ways of life through co-operative learning groups.

Assignment: There will be 4 groups making posters that represent the people and their lifestyle in the following colonies: New England, Chesapeake, Middle and Southern. Together the class will chart out how the colonies were alike and how they were different.

Day Five – Show video on Benjamin Franklin.

Provide handouts of George Whitefield's sermon from the Great Awakening.

Point out how this was a great revival in American history and that we will be looking at another period of revival on our field trip (William Miller and the Millerites). Mention the Salem witch trials, refer them to the play, *The Crucible* (also to be studied later in English class), and explain that there will be a field trip to Salem in the spring.

Assignment: Read pages 132-140 in textbook.

Day Six – Discuss the French and Indian War.

Assignment: Do matching worksheet on the English *acts* that so infuriated the colonists.

Day Seven – The American Revolution begins.

Tell the students the objectives of the field trip they will be taking to Fort Ticonderoga – to find out what happened there and why it is significant in American History.

Discuss the key people that were involved in the battle.

Assignment: Decide on class assignments for project *The Early New Yorker*. Students sign up to do news reports, biographies, photo journalism, advertising, documentaries, political cartoons, book reviews and perhaps some song writing.

Days Eight and Nine – field trip to Fort Ticonderoga, Miller Farm, and Fort William Henry (see information and itinerary in English section).

Assignment: Everyone will be gathering information and materials for their projects while on the field trip. Each student will also be keeping a journal of the trip.

Day Ten – “The Two Toms” and what they wrote that started a Revolution. Read excerpts from *Common Sense* by Thomas Paine. Read the *Declaration of Independence* by Thomas Jefferson. Discuss these two men and the sides that people took in the controversy.

Assignment: Skim over Chapter 6, pages 156-182. You do not need to read the section on *The Declaration of Independence* or the story located in the middle of the chapter.

Day Eleven – Discuss the battles and generals of the Revolutionary War.

Day Twelve – Discussion questions – Discuss these questions in small groups, then share with the class.

1. How does the war end?
2. Do you think the Americans could have won the war without the French?
3. What do you think would have happened if the British had won?

The Early New Yorker assignment is due today.

American History

Name _____

Early Explorers and Settlers

MATCHING

- _____ 1. found the St. Lawrence River
- _____ 2. started first English colony – Roanoke
- _____ 3. explored southeastern part of present-day U.S. searching for Cibola
- _____ 4. cut through jungles of Central America to find South Sea (Pacific)
- _____ 5. took charge of Jamestown settlement
- _____ 6. conquered the Aztecs
- _____ 7. bought Manhattan Island for the Dutch
- _____ 8. first European in present-day California
- _____ 9. sailed to mouth of Mississippi claiming land for France (Louisiana)
- _____ 10. conquered the Incas
- _____ 11. founded Pennsylvania and Delaware
- _____ 12. traveled Mississippi River looking for Northwest Passage
- _____ 13. other person who traveled Mississippi looking for NW Passage
- _____ 14. founded colony of Rhode Island
- _____ 15. led first group of settlers to Georgia
- _____ 16. searched for fountain of youth but found Florida
- _____ 17. founded Quebec in New France
- _____ 18. accidentally discovered Americas while looking for shortcut to East Indies
- _____ 19. founded Maryland as a haven for English Catholics
- _____ 20. searched for Northwest Passage for the Dutch

- A. Vasco de Balboa
- B. Lord Baltimore
- C. Jua Rodrigo Cabrillo
- D. Jacques Cartier
- E. Samuel de Champlain
- F. Christopher Columbus
- G. Hernan Cortes
- H. Henry Hudson
- I. Louis Joliet
- J. Robert de La Salle

- K. Ponce de Leon
- L. Father Jacques Marquett
- M. Peter Minuit
- N. James Oglethorpe
- O. William Penn
- P. Francisco Pizarro
- Q. Sir Walter Raleigh
- R. Hernando de Soto
- S. Captain John Smith
- T. Roger Williams

American History

Early Explorers and Settlers – KEY

MATCHING

- D 1. found the St. Lawrence River
 Q 2. started first English colony – Roanoke
 R 3. explored southeastern part of present-day U.S. searching for Cibola
 A 4. cut through jungles of Central America to find South Sea (Pacific)
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E. Samuel de Champlain
F. Christopher Columbus
G. Hernan Cortes
H. Henry Hudson
I. Louis Joliet
J. Robert de La Salle

- K. Ponce de Leon
L. Father Jacques Marquette
M. Peter Minuit
N. James Oglethorpe
O. William Penn
P. Francisco Pizarro
Q. Sir Walter Raleigh
R. Hernando de Soto
S. Captain John Smith
T. Roger Williams

American History
Intolerable Acts

Name _____

Provide the name of the Act described below – 2 points each = 14 points

- _____ 1. stated that Parliament could make laws to control colonists “in all cases whatsoever”
- _____ 2. allowed East India Company to sell tea directly to colonists but it was still to be taxed
- _____ 3. tax on molasses from West Indies
- _____ 4. ordered colonies to provide troops with food and lodging
- _____ 5. required stamps on all legal documents and many other items
- _____ 6. series of duties on goods Americans imported from Great Britain
- _____ 7. series of 4 laws aimed at punishing colonists or Boston Tea Party

American History
Intolerable Acts – KEY

Provide the name of the Act described below – 2 points each = 14 points

- _____ 1. stated that Parliament could make laws to control colonists “in all cases whatsoever”
- _____ 2. allowed East India Company to sell tea directly to colonists but it was still to be taxed
- _____ 3. tax on molasses from West Indies
- The Quartering Act 4. ordered colonies to provide troops with food and lodging
- The Stamp Act 5. required stamps on all legal documents and many other items
- _____ 6. series of duties on goods Americans imported from Great Britain
- _____ 7. series of 4 laws aimed at punishing colonists or Boston Tea Party

American History
Chapter 3 – Quiz

Name _____

IDENTIFY which group of colonies is being describe: Southern, Chesapeake, New England, or Middle Colonies – 12 points

- _____ 1. Roger Williams promoted religious freedom
- _____ 2. Indians attacked Jamestown
- _____ 3. people had short life spans
- _____ 4. Mayflower Compact
- _____ 5. called the Holy Experiment
- _____ 6. first settlers led by Oglethorpe
- _____ 7. John Smith took charge of colony here
- _____ 8. mostly commercial farming
- _____ 9. had plantation economy based on slavery
- _____ 10. William Penn established colony for Quakers
- _____ 11. exported tobacco/Virginia Company
- _____ 12. farmers, seafarers, and whalers

American History

Chapter 3 – Quiz – KEY

IDENTIFY which group of colonies is being describe: Southern, Chesapeake, New England, or Middle Colonies – 12 points

- | | |
|-----------------------------|-------------------------------------------------|
| New England (Rhode Island) | 1. Roger Williams promoted religious freedom |
| Southern (Virginia) | 2. Indians attacked Jamestown |
| Chesapeake | 3. people had short life spans |
| New England (Massachusetts) | 4. Mayflower Compact |
| Middle (Pennsylvania) | 5. called the Holy Experiment |
| Southern (Georgia) | 6. first settlers led by Oglethorpe |
| Chesapeake (Virginia) | 7. John Smith took charge of colony here |
| Middle (NY,NJ, PA, DEL) | 8. mostly commercial farming |
| Southern | 9. had plantation economy based on slavery |
| Middle (PA) | 10. William Penn established colony for Quakers |
| Chesapeake (VA) | 11. exported tobacco/Virginia Company |
| New England (MA) | 12. farmers, seafarers, and whalers |

Forts, Legends, and Prophecy

Name _____

The Early New Yorker Publication Planning

- Working in groups of three, choose an editor, a graphics editor, and a layout editor
- Each group will produce a 6-page (minimum) publication about the Revolutionary and Millerite periods (two distinctly time periods...)
- Each publication will include:
 - At least six news stories – pages 1, 3-4
 - An editorial – page 2
 - A cartoon – page 5
 - At least one ad – page 6
 - One column about a public figure or event – page 2
 - One sports article – page 5
 - One cultural review – page 2
- Each group member will write/create four of the above ingredients, one of which must be a news story.
- Publication should look as authentic as possible, keeping in mind that the technology used here would not have been available then...
- Publication needs to be printed, collated and stapled *before* coming to class on the due date.
- Publications will be presented to the whole class on the due date.



Supplement to the New-York Mercury.

MONDAY, August 1, 1757.

New-York, Aug. 1. Late last Night arrived here the Post from Albany; by whom we have the following
Extract of a Letter, from a Gentleman at Fort William-Henry, to his Friend in New-York.

A N U. M. B. 262.

FORT WILLIAM-HENRY, July 26, 1757.

Sir,

I AM sorry that I have nothing better to relate to you than the following melancholly Affairs, viz. Colonel John Parker, with three of his Captains, and six or seven Subalterns, with Captain Robert Maginn, Captain Jonathan Ogden, Lieutenants Campbell and Coates, of the New-York Regiment, with about 550 Men, went out on the 21st Instant, in Order to attack the advanced Guard at Ticonderoga by Water, in Whale and Bay-Boats: They landed that Night on an Island, and sent before Break of Day to the Main Land three Buoys, which the Enemy way-laid, and took. These Buoys were to land two Miles this Side; they being taken, gave the Enemy Intelligence of their Design of Landing. Our Men next Morning at Day Break, made for Lad Point, and the Enemy, who knew our Scheme, contrived as a Deceit, to have three Buoys smoking for Lad Point, which our People imagining to be the three Buoys sent out the Evening before, eagerly got to the Land, where about 300 Men lay in Ambush, and from behind the Point came out 40 or 50 Canoes, Whale and Bay Boats, which surrounded them entirely, and cut off every one that was in the Circle. Colonel Parker and Captain Ogden, are the only two Officers that have escaped with Life, the Latter much wounded in the Head. Capt. Maginn, and every one in the Boat with him, are killed; and not one Man left alive that were in the Bay-Boats. Captain Woodward being terribly wounded, jumped over-board, and was drown'd. Captain Shaw killed; Lieutenant Campbell and Coates of the New-York Regiment, they lay for certain are killed; a Captain of the New-Jersey Regiment is also killed, but have not yet learnt his Name. Upon the Whole, only Parker and Ogden escaped, with about 70 Men, all the Remainder, being about 250, are killed, or taken.

Since the foregoing, Colonel Glazier has received a Letter from a Sergeant belonging to Captain Maginn's Company, who says, that in the hottest of the Fire they fought their Buoys thro' the Enemy's Lines, being favoured with the Sun and Fog, and escaped with 6 or 7 more, that were alive with him in the Buoys, and landed on the East Side, where he luckily met with Captain West from Fort Johnson, on a Scout, and as every Man made the best of his Way as soon as they landed, those but himself is yet come in safe.

P. S. What could the Enemy be doing there? They certainly were going on some great Design, by being there in so large a Body, as is judged 1000 Men at least.



Forts, Legends, and Prophecy

Prophecy Unit: Mark Ishikawa

Here is a brief list of some materials and assignments that you may find helpful in instructing your students on the events surrounding the Great Disappointment of 1844 and then the formation of the Seventh-day Adventist Church.

Helpful Reference Materials:

A Brief History of Seventh-day Adventists

By George R. Knight

A Search for Identity

By George R. Knight

A Virtual Tour of the William Miller Farm in Low Hampton, NY.

http://northlakeventh-dayadventists.com/william_miller_tour.htm

A brief but helpful history of the Millerite Movement and the events up to and following 1844.

<http://www.tagnet.org/anotherviewpoint/Daniel/24ex.htm>

“Pathways of the Pioneers” - Audio Presentation of William Miller, Ellen White, James White, and others.

<http://www.whitestate.org/pathways/pioneers.asp>

Sketches of the Christian Life and Public Labors of William Miller

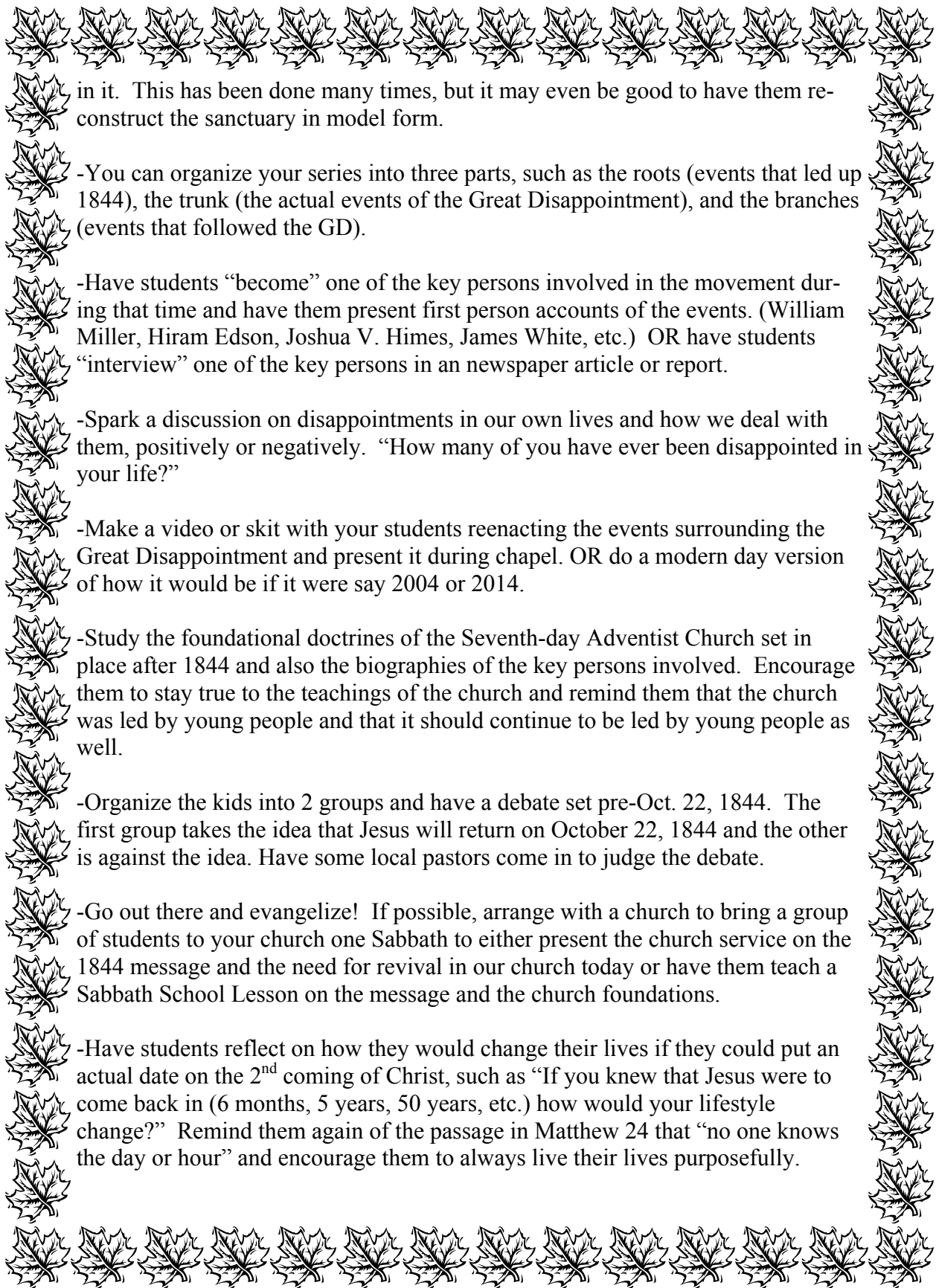
By James White

The entire book can be found online at www.earlysda.com/miller/william-miller-biography.html

Helpful Lesson Ideas:

-Do an inductive search with your students into the 2,300 Day Prophecy, the writings that sparked the 1844 message found in the books of Daniel, Ezekiel, and Revelation. Have students make a timeline of events that happened up to 1844

-Study the significance of the Sanctuary, Investigative Judgment, and Jesus’ role



in it. This has been done many times, but it may even be good to have them reconstruct the sanctuary in model form.

-You can organize your series into three parts, such as the roots (events that led up to 1844), the trunk (the actual events of the Great Disappointment), and the branches (events that followed the GD).

-Have students “become” one of the key persons involved in the movement during that time and have them present first person accounts of the events. (William Miller, Hiram Edson, Joshua V. Himes, James White, etc.) OR have students “interview” one of the key persons in a newspaper article or report.

-Spark a discussion on disappointments in our own lives and how we deal with them, positively or negatively. “How many of you have ever been disappointed in your life?”

-Make a video or skit with your students reenacting the events surrounding the Great Disappointment and present it during chapel. OR do a modern day version of how it would be if it were say 2004 or 2014.

-Study the foundational doctrines of the Seventh-day Adventist Church set in place after 1844 and also the biographies of the key persons involved. Encourage them to stay true to the teachings of the church and remind them that the church was led by young people and that it should continue to be led by young people as well.

-Organize the kids into 2 groups and have a debate set pre-Oct. 22, 1844. The first group takes the idea that Jesus will return on October 22, 1844 and the other is against the idea. Have some local pastors come in to judge the debate.

-Go out there and evangelize! If possible, arrange with a church to bring a group of students to your church one Sabbath to either present the church service on the 1844 message and the need for revival in our church today or have them teach a Sabbath School Lesson on the message and the church foundations.

-Have students reflect on how they would change their lives if they could put an actual date on the 2nd coming of Christ, such as “If you knew that Jesus were to come back in (6 months, 5 years, 50 years, etc.) how would your lifestyle change?” Remind them again of the passage in Matthew 24 that “no one knows the day or hour” and encourage them to always live their lives purposefully.

