

Battle of Bennington  
Fourth Grade Curriculum Guide

Compiled by Katie Brownell

2014

## **Introduction:**

This curriculum guide is 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.

## **Stations and Objectives:**

Each station should last approximately forty minutes, after which allow about five minutes to transition to the next station.

- The Story of the Battle Presentation: given previously to the field trip
  - Learn the historical context of the Battle of Bennington.
  - Understand why the battle was fought and who was involved.
  - Understand significance of the battle and conjecture how the battle may have affected the outcome of the Revolutionary War.
- Mapping Station: At the top of Hessian Hill using the relief map.
  - Analyze and discuss the transportation needs of people/armies during the 18<sup>th</sup> Century in this region based on information presented in the relief map at the top of Hessian Hill.
  - Create strategy for defense using relief map on top of Hessian Hill if you were Colonel Baum trying to defend it from a Colonial Attack.
- The Hessian Experience
  - Understand the point of view of the German soldiers participating in the battle.
  - Learn about some of the difficulties faced by the British.
- Historical Document Match Up: In field near upper parking lot\*
  - Analyze documents/vignettes of historical people who played a role during the battle of Bennington.
  - Determine the perspective of the speaker and match the document to the person who created it.
- Historical Simulation: In field near upper parking lot
  - Make judgments about people's beliefs and activities at the time of the Battle of Bennington based on an assigned to a character role.
  - Conduct interviews with other characters to understand their opinions to create a more global understanding of the people and opinions of the times.
- Tour of the battlefield site: final whole group station.
  - Students can make connections to people of the past by walking the same ground as the men at the Battle of Bennington.
  - Have students imagine dragging heavy cannon up "Hessian Hill"
  - Explain how Stark surrounded the hill forcing the soldiers to abandon the fort

- Allow students to take on a role and pretend to be a Hessian at the top of the hill or one of Stark's militia storming the hill. Provide students with the famous Molly Stark quote and explain its significance.
- In addition to the stations time should be set aside for students to have lunch (perhaps before the final tour of the battlefield).
- Life of a Soldier:
  - Meet historical re-enactors
  - Understand the weights of materials being carried by the soldiers, (10 lb. weights to represent 12 lb. broadswords carried by Brunsweigger soldiers, weighted wheel barrow to represent the weight of a cannon.)
  - Explore soldier's gear and artifacts through a presentation by re-enactor to better understand challenges faced by soldiers from both sides of the battle.
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\*For the Document Match up and Simulation Stations small groups would be more beneficial. One class can be divided in half for these two stations so that for twenty minutes one half of the class does the document match up while the other does the simulation after twenty minutes the groups will switch.

### Station Rotations

<b>Time:</b>	<b>Brownell</b>	<b>Laurin</b>	<b>Salerno</b>	<b>Culver</b>
9:30-10:10	Story of the Battle	Mapping	Life of a Soldier	Document Match up/Simulation
10:15-10:55	Mapping	Life of a soldier	Document Match up/Simulation	Story of the Battle
11:00-11:40	Life of a Soldier	Document Match up/Simulation	Story of the Battle	Mapping
11:45-12:25	Document Match up/simulation	Story of the Battle	Mapping	Life of a Soldier
12:30-1:00	Lunch			
1:30-2:40	Tour of the Battlefield Site			

### Station Rotations 2016

<b>Time:</b>	<b>Salerno</b>	<b>Laurin</b>	<b>Brownell</b>	<b>Culver</b>
9:15-9:30	Read the Story of the Battle aloud to students: pavilion area			
9:30-9:50	Mapping	Document Match up		
9:50-10:10	Document Match up	Life of a Soldier		
10:10-10:30	Life of a soldier	Mapping		
10:30-10:50	Historical Artifact Activity	Historical Artifact Activity		
10:50-11:10	Historical Artifact Activity	Historical Artifact Activity		
11:30-12:00	Lunch			
1:30-2:40				

## **The Story of the Battle Station:**

*Have students sit down in a circle to listen to the story of what happened at the Battle of Bennington. Should be read dramatically to capture the interest of the students*

### **The British Forces**

By the summer of 1777 the British had been trying to stop the American patriots for three years. General John Burgoyne created a plan to try to cut off New England from the rest of the colonies. Burgoyne referred to New England as the “seedbed of the revolution” and thought that by splitting the colonies the rebellion would be put down. His plan called for a three part attack: Sir William Howe would march his soldiers up from New York City, Barry St. Ledger would move in from the west, and Burgoyne would travel south from Quebec, Canada, all planning to meet up near Albany New York.

General Burgoyne was traveling with 8,000 troops including artillery (canons), a baggage train, and supply boats. Originally Burgoyne has requested 14,000 troops, but only 8,000 were gathered. His troops included British Regulars (enlisted British soldiers), Canadians, loyalist volunteers, Braunschweiger soldiers leased from German princes (mistakenly called Hessians by the colonists because the majority of the German soldiers were from the Hessian region.), as well as Native Americans.

There were many problems with Burgoyne’s campaign. Little preparation had been made for how to transport supplies, the carts that they had were made of raw, green lumber, with wooden wheels without iron rims. The carts would need to travel over rough rutted bumpy trails and without iron rims they would often break down. To make matters worse there were not enough draft animals such as oxen and strong work horses to pull the supply carts needed for the equipment, tents, blankets, and medical supplies. Another problem was that there were not enough horses for the dragoon soldiers, who were heavily armed trained mounted soldiers. The dragoons had to walk with the hopes of acquiring horses as they traveled. They removed their thigh high riding boots, but still carried their 12 pound broadswords.

For three months Burgoyne traveled south capturing forts at Crown Point, Ticonderoga, and Fort Ann without much colonial opposition. However by August he was running low on food, supplies, wagons, cattle, and horses. Another problem was that Burgoyne received a letter from Sir William Howe, who had determined not to travel north, but to head into Philadelphia instead where the Continental Congress had been meeting. Burgoyne determines to press on despite the lack of supplies, and Howe’s reinforcements. However in order to continue he knows that he will need to gather more supplies and men.

Burgoyne decides to send Lt. Col. Friedrich Baum, one of his German officers on an expedition to capture military supplies that the Americans had been stockpiling at Bennington. This store house was located at the current site of the Bennington Monument. Along the way Baum is to collect cattle, horses and loyalist volunteers to send back to the main army. Baum’s forces included 650 professional British and German soldiers, about 500 Canadian and Loyalist volunteers, and more than 100 Native Americans. Lt. Colonel Baum was given the following instruction from General Burgoyne:

It is highly probable that the corps [of Green Mountain Rangers] under Mr. Warner, now supposed to be at Manchester, will retreat before you; but should they, contrary to expectations, be able to collect in great force, and post themselves advantageously, it is left to your discretion to attack them or not, always bearing in mind that your corps is too valuable to let any considerable loss be hazarded on this occasion. . . . All persons acting

in committees, or any officers acting under the directions of Congress, either civil or military, are to be made prisoners.<sup>1</sup>

## **The Americans**

The American side for the Battle of Bennington included militiamen from the New Hampshire Grants, Vermont's Green Mountains, the Berkshires of Massachusetts, and Connecticut, as well as New York. These volunteers were mostly farmers and townspeople. Because they were not career soldiers they did not have a great deal of training, nor did they have money for uniforms or expensive weapons. They wore their own every day clothing, and carried their personal guns.

Lt. General John Stark had fought with the Continental Army at Bunker Hill, in Canada, and at the Battle of Trenton. He chose to leave the army after he was passed over for promotion, but agreed to take command of the New Hampshire militia as long as he was able to operate independently and was not under the authority of the Continental Congress. At Bennington he commanded about 2,200 men who had gathered to stop Burgoyne's advance through New York. Though his men were not accustomed to following military orders, Stark knew how to lead them. He used humor to calm the nervous soldiers about to face the cannon for the first time by joking, "The rascals know I'm an officer; they're firing a salute in my honor."

## **The Battle**

On August 11, 1777 Colonel Baum set out on his mission to gather provisions, horses, and cattle.

As Baum and his troops are moving about the countryside, they are seen by many colonists who help to spread the word that Baum is on the move and heading to Bennington. One of these colonists was John Weir. According to local lore John Weir of Cambridge earned the title the Paul Revere of Bennington by riding out to warn General Stark, "the Hessians are coming!" By August 13, 1777 Baum and his troops have made it to Cambridge New York. Baum rests the night at the "Checkered House", where he learns from a captured militiaman that Stark knows he's coming.

Baum continues to press on through rainy August heat, humidity, mosquitoes, and poor roads. On August 14<sup>th</sup> there is a skirmish between Baum's troops and an American scouting party at Sancoik Mill. Baum is able to take possession of the mill and food stored there, while the Americans retreat toward Bennington. His men are able to take five Americans prisoner during the skirmish and learn that fifteen to eighteen thousand men are gathered to fight against them in Bennington. Though he knows he is outnumbered he presses on expecting the militia to leave Bennington as they approach.

However Stark and his men do not retreat from Bennington but rather move toward Baum's troops. Baum had little respect for Stark's poorly trained backwoodsmen, but knew that they had more men than he, so he sends for reinforcements. Later that same day, Baum positions his men on the top of a steep hill with their two cannons. They build earthen fortifications around the top of the hill to offer more protection against colonial musket fire. This location will later be known as Hessian Hill. Baum also placed troops at the Sancoik bridge to guard it. Baum himself stays back with his baggage train. There is now a standoff between Baum's and Stark's men. The Braunschweigers hold a strong position at the top of the hill, but Stark has the strength of superior numbers.

On August 15, 1777 it rains. Baum decides to post a small force of Loyalists on a lower hill across the river (What is now Caretaker's Rd.) This spot becomes known as the "Tory Fort." The 500 German reinforcements that Baum had requested are slowly making their way over the muddy rain soaked roads under Colonel Breymann. Meanwhile, one of the Native American elders is killed and the Native Americans become nervous and move back behind Baum's rear guard.

The weather clears on August 16<sup>th</sup> and Stark moves forward on his plan to defeat Baum's troops. He divides his men into three groups in order to slowly surround Hessian Hill in a pincer attack. At three o'clock that afternoon the Patriots attacked from all sides. Stark is supposed to have said to his men, "There stand the redcoats; today they are ours, or Molly Stark sleeps this night a widow."<sup>2</sup>

Early in the fighting the Native Americans already nervous and dispirited leave the fighting and return west to rejoin Burgoyne. By five o'clock that evening the British had been defeated. After using up their supply of ammunition the Braunschweigers were forced to flee their fortification. The Americans chased after them killing or capturing them. Colonel Baum himself is gut shot and wounded before being taken prisoner. He later dies of his wound in a home east of the battle over the Vermont border. The Americans were also able to force the Loyalists to desert the Tory Fort and fired on them as they tried to escape by crossing the river.

At the end of the first Battle of Bennington the Americans had suffered few losses, however the troops were widely spread out: looting, guarding prisoners, and chasing down Baum's surviving men. It is at this point that Breymann with his 500 reinforcements finally arrives. Remember, Breymann would have no way of knowing that Baum has already lost the battle, the only way they could communicate was by sending messengers back and forth.

Luckily for the Americans Colonel Seth Warner's Regiment of Green Mountain Rangers faced Braymann until Stark could again gather his men to join the attack. The fighting lasted until night, with the Americans using the Braunschweiger's own cannon against them until Breymann's men were forced to retreat. General Stark explains, "At Sunset we obliged them to retreat a second time; we pursued them till dark, when I was obliged to halt for fear of killing my own men."<sup>3</sup>

The attempt to get supplies was a great failure for Burgoyne. He was in an even more dangerous position than he had been before sending Baum out. Now not only were they low on food and supplies, he had also lost approximately 10% of his men. For Burgoyne there was nothing to do now, but continue on toward Saratoga and the turning point of the American Revolution. There on October 17, 1777 General Burgoyne would surrender his entire army to the American Patriots.

For the Patriots the victory at Bennington raised spirits and brought in hundreds of new militia enlistments. Many historians believe that had Baum been successful in his mission the outcome at Saratoga may have been very different and the Americans may not have gotten the French support we needed to win the American Revolution.

*This background reading was adapted from <http://www.nps.gov/nr/twhp/wwwlps/lessons/107bennington/107facts2.htm> Which was compiled from Richard Greenwood, "Bennington Battlefield" (Rensselaer County, New York) National Historic Landmark documentation, Washington, D.C.: U. S. Department of the Interior, National Park Service, 1975 and from Philip Lord, Jr., compiler, War Over Walloomscoick: Land Use and Settlement Patterns on the Bennington Battlefield-1777 (Albany: The State Education Department, 1989.)*

<sup>1</sup>Richard Greenwood, *"Battle of Bennington" (Rensselaer County, New York) National Historic Landmark documentation*, Washington, D.C.: U. S. Department of the Interior, National Park Service, 1975.

<sup>2</sup>Earle Williams Newton, *"Green Mountain Rebels," Vermont Life, Vol. III, No. 1 (1948), 36.*

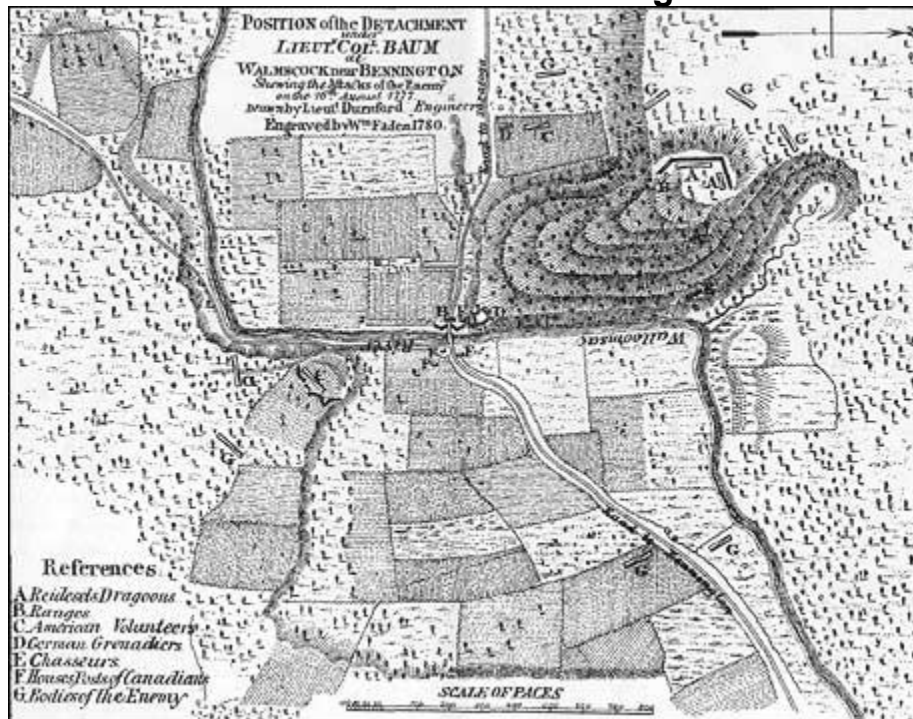
<sup>3</sup> *"Souvenir Program of the Battle of Bennington," 18.*



## Mapping Station Materials for Preparation and Discussion:

For this station use the relief map at the top of Hessian Hill the illustrations below should be used by teachers to prepare and explain locations on the relief map.

### Site of the Battle of Bennington.



(From John Burgoyne, A State of the Expedition from Canada, as Laid Before the House of Commons... [London: 1780], Courtesy of the Bailey-Howe Library, University of Vermont)

Illustration 1 was drawn in 1777 by Lt. Desmaretz Durnford, an engineer with the British army at the Battle of Bennington. It was later engraved and presented to the British Parliament in 1780 as part of General Burgoyne's explanation of the failure of his campaign. Unlike most modern maps, north is to the right, rather than at the top.

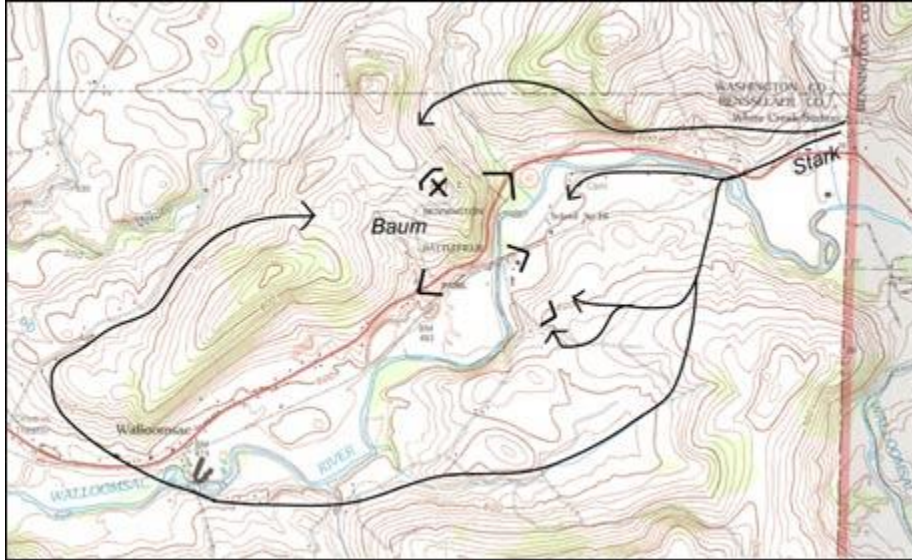
**NOTE on this map North is not at the top of the map, but at the right.**

### Questions for Discussion with the group

1. Find the Walloomsack River. What other natural features can you identify? What man-made elements can you locate?
3. Trees indicate woods, while the roughly rectangular areas along the river represent fields. Based on Illustration 1, how would you describe the landscape where the battle took place?
4. If you were commanding an army and looking for a good place to establish your camp, where might you have put it? Why?

<http://www.nps.gov/nr/twhp/wwwlps/lessons/107bennington/107visual1.htm>

## The British position and the American attack.



These modern maps use contour lines to show topography. Each line represents a specific elevation above sea level. When contour lines are close together, they show steep slopes. Widely spaced contour lines show flat lands.

The lines with arrows represent Stark's troop movements. The "v" marks indicate the locations of Baum's forces.

Use routes indicated on the map above to show students on the relief map how Stark was able to attack Baum. Have students discuss the advantages of this plan of attack.

5. What advantages did Baum's men have making their fort at the top of the hill?
6. Why do you think Stark decided to divide his men up instead of just running full force at the hill?

<http://www.nps.gov/nr/twhp/wwwlps/lessons/107bennington/107visual1.htm>

## The Hessian Experience

*Pick a spot near the bottom of the hill to have the students sit down. Encourage the students to close their eyes and use their imaginations to travel back in time to 1777. . .*

“You are a young Braunschwieger soldier. For the last few years you have been trained in Germany to defend your home kingdom. One day you are given unusual orders from your commander. You along with the rest of your regiment are being sent to the New World.

Great Britain is at war with her Colonies because they seem to think that they should be allowed to rule themselves. Britain needs more soldiers in order to put down the rebellion and has decided to lease soldiers from some of the German princes, including your prince. For you this is not fighting for your prince, or defending your kingdom from enemies. Instead you will be traveling to the other side of the world, to a land full of people who do not even speak your language, fighting for a king who is not your king, fighting because those are your orders. You are a trained soldier, and soldiers follow orders. Pause for a moment and reflect about how you feel about this. . .”

*Pause and have students comment on how they would feel in this situation.*

“You say goodbye to your family and all those who you know and love. You do not know if you will ever see them again. Your boat could be lost in the treacherous sea, you may lose your life to illness, or in battle, you could be captured and taken prisoner by the rebels. All of these dangers and more face you as you set out to fight for a cause that is not your own.

You spend a month on board a boat sailing across the world. Some days the sea is so rough that the boat groans around you like an old man in pain. Men grow ill from disease and seasickness. Below decks everything seems damp, cold, and musty. The air is thick and heavy with the odors of vomit, spoiled meat, unwashed bodies, and salty sea air. On deck the air is clearer, but the wind slices through your clothing clawing at you, until shivering you are forced to return below deck.

At last you reach Canada and you question if you even want to return to your home in Germany, knowing that you would have to sail across the sea again to get there. Of course, in order to return to your home, you have to survive the battles to come.

In Quebec, Canada you receive some bad news. There is a lack of supplies. There are not enough horses, wagons, food, even the number of soldiers is less than what was expected. Many of the dragoon soldiers who have been trained to fight from horseback will have no choice but to walk. Never the less in May you set out from Canada, heading south through the wilderness. The commanding officers hope to gain more volunteers, supplies, and horses along the way.

For weeks you walk. Left, right, left, right, step, step. The weather grows hot and humid, and mosquitoes and other biting insects plague you. Left, right, left, right, step, step, step. Some men are able to acquire horses, but there are still not enough for all the dragoons. Left, right, left, right, step, step, step.

Through forests, along river banks, over fields, uphill and down you march. Left, right, left, right, step, step, step.”

*Pause and discuss: what would you be feeling as a soldier in this situation? What would be something that you are hoping for or looking forward to? What might be something you are worried about?*

“One day you are given new orders. You are to go on an expedition under the command of Lieutenant Colonel Friedrich Baum. The goal of the expedition will be to capture military supplies from a store house in Bennington. Along the way you are also to forage and gather food. Officers also plan to seek out loyalist volunteers to send back to the main army.

On August 11, 1777 you set out. Left, right, left, right, step, step, step. You travel through villages that have been deserted in fear of your approach. You hear one of your fellow Braunschweigers boast, “They ran away in fear of us Germans!” But perhaps the villagers were more afraid of the Native Americans accompanying the expedition. Left, right, left right, step, step, step. You continue on, over poor roads thick with mud dragging along your cannons toward Bennington. Left, right, left, right, step, step, step. As you march you feel sweat trickling down your back underneath the heavy wool waistcoat of your uniform. Mosquitoes seem to hover around your head no matter how often you swat them away. Left, right, left, right, step, step, step. Over steep hills you press onward.

On August 14<sup>th</sup> some fighting breaks out at a mill. Your troops are able to take the mill because the cowardly rebels ran. Your troops are able to capture five rebel prisoners, and from them Lt. Colonel Baum learns that many rebels are gathering to defend the store house in Bennington. However you know that these backwoodsmen are not trained soldiers. When faced with real soldiers, they will run in fear like the soldiers at the mill did. Baum does not anticipate much trouble from the rebels and so your march continues. Left, right, left, right, step, step, step.”

*Pause and discuss, why would the soldiers continue on, even though they knew they were outnumbered? What do you think would have happened if they decided to return to the main army without going on to Bennington? How might this have impacted the American Revolution? (Use information from your knowledge of Social Studies and the presentation from yesterday to help discuss this.)*

“Later that day you are surprised to learn that the Americans have not run off, but have instead moved forward coming toward you and Lt. Colonel Baum’s troops.”

You are given orders to drag your cannons to the top of a hill and build earthen fortifications. Left, right, left, right, step, step, step.”

*Have students form up into lines for marching as done on Colonial Day. Have students march up to the top of Hessian Hill. Have students imagine dragging a cannon up that hill, then building an earthen-work barricade for protection. Also point out that the buses have already brought us most of the way up this hill, the soldiers didn’t have that benefit! Once at the top of the hill position your group so as not to disturb the students at the mapping station. Discuss: how would you feel to learn that the Americans seem ready to face you in battle when you had been expecting them to run?*

“This will be a strong position and easy to defend using your musket and the cannons. It will be difficult for the rebels to fire uphill from below. The dirt you and your fellow soldiers have piled up chest high at the top of the hill will also help to deflect musket balls from hitting you as you fire down upon the rebels. You have a strong position, but you know that the rebel General Stark has more men.

You spend that night waiting. Standing guard at the top of this steep hill, which will later be known as “Hessian Hill” even though you and your fellow soldiers are Braunschweigers, not Hessians. Overhead the night sky is cloudy with only a few stars looking down on you as you wait in the steamy August heat.

The next day it rains. The earthen-work fort that you build the day before has become a mud pit. You are careful to wrap the flint lock of your musket to prevent it from getting wet. Your clothes grow damp in the August rain, but there is no shelter for avoiding it. You wait. For the rebels to attack? For the rain to stop? For the rebels to turn tail and run? You know not what will happen, you can only wait as fat rain drops trickle warmly down the back of your neck.

On August 16<sup>th</sup> the weather clears. The Americans begin to spread out. That afternoon at three o’clock the waiting ends. The patriots attack the hill from all sides. The air is filled with the percussion of muskets firing, the thunder of the cannon, the screams, and battle cries of men. You are a trained soldier and you follow orders. You bite into a cartridge, prime the pan, use your ramrod to shove the rest of your powder and musket ball into the barrel, remove the ramrod from the barrel, secure it beneath the barrel, shoulder your musket, pull the lock back to full cock, remove the leather safety over the flint. Fire - one round. Reload. Fire - two rounds. Fire – three rounds. The smell of black powder fills your nostrils and smoke hangs thick in the humid August air. Looking around you realize this battle is lost. The cannon are useless with no more cannonballs to fire. With the rebels coming ever closer you have no choice but to abandon the hill. Hoping to escape with your life you try to make your way through the mob of oncoming rebels intend on taking the hill. Leftrightlefttrightlefttrightleft. . .”

*Discuss: How do you think imagining the situation faced by the Braunschweigers might have given you a different perspective on the role they played in this war? What do you think the most challenging part of this soldier’s journey was? What do you think might have happened to the soldier in this story after abandoning the fort at the top of the hill? Use an adjective to describe how imagining yourself as a Braunschweiger soldier made you feel.*

### **Life of a Soldier Station:**

At this station students will meet with historical re-enactors to learn about what life was like for soldiers during the American Revolutionary War. Re-enactors will present different replicas of gear and tools carried by a soldier at this time. Mrs. Brownell has made contact with a local re-enactor family who portray a German soldier and his wife who are willing to present to fourth grade on our field trip. This will provide students with a wonderful opportunity to experience living history from a less known point of view. In addition to learning about the life of a soldier students can learn about the lives of women during the American Revolution as well.

### People of the Battle Historical Document Match Up Station:

All people descriptions and quotations are to be printed on laminated card stock. Quotations and People cards are to be laid out so that students read, analyze, and match up the person to what he or she may have said. An

Answer key will be available to check. For a greater challenge the cards may be laid face down to create a memory game.

#### Historical Document Source Information:

1 *Philip Lord, Jr., compiler, War Over Walloomscoick: Land Use and Settlement Patterns on the Bennington Battlefield--1777 (Albany: The State Education Department, 1989), 54.*

2 *Philip Lord, Jr., War Over Walloomscoick, 99.*

3 *"Souvenir Program: One Hundred and Fiftieth Anniversary of the Battle of Bennington" (Wallomsac, NY: State of New York Cooperating with the State of Vermont, 1927), 7.*

4 *Philip Lord, Jr., compiler, War Over Walloomscoick: Land Use and Settlement Patterns on the Bennington Battlefield--1777 (Albany: The State Education Department, 1989), 67.*

5 *Translated from the German. As cited in Philip Lord, Jr., War Over Walloomscoick, 7.*

6 *Julius Friedrich Wasmus, "Journal," manuscript translated by Lion Miles and Helga Doblin, n.p.; cited in War Over Walloomscoick, 68, note.*

7 *"A Narrative of John Peters, Lieutenant Colonel of the Queens Loyal Rangers;" cited in War over Walloomscoick, 58.*

### Document 1:

I lived not far from the western borders of Massachusetts when the war began. . . . Believing that I owed duty to my King, I became known as a loyalist, or, as they called me, a tory; and soon found my situation rather unpleasant. I therefore left home, and soon got among the British troops who were coming down with Burgoyne, to restore the country to peace, as I thought.<sup>1</sup>





Speaker C:  
A New England Man who fought on the side of the  
British at Bennington.

Picture from: <https://leavingbabylon.wordpress.com/category/problem-of-power/>

## Document 2:

The load a soldier generally carries during a campaign, consisting of a knapsack, a blanket, a haversack that contains his provisions, a canteen for water, a hatchet and a proportion of the equipage belonging to his tent, these articles (and for such a march there cannot be less than four days provisions), added to his accoutrements, arms and sixty rounds of ammunition, make an enormous bulk, weighing about sixty pounds. . . . [The dragoons] have in addition a cap with a very heavy brass front, a sword of an enormous size, a canteen that cannot hold less than a gallon, and their coats, very long skirted. Picture to yourself a man in this situation, and how extremely well calculated [he is] for a rapid march.<sup>2</sup>

## Speaker D

Thomas Anbury a British Man described the German dragoons.

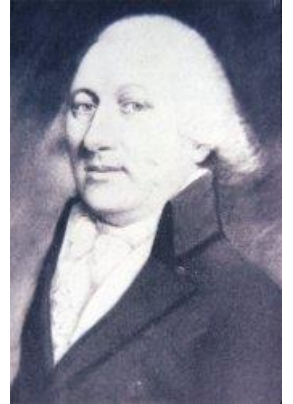
## Document 3

I have \$3000 in hard money; my plate I will pledge for as much more. I have seventy hogsheads of Tobago rum, which shall be sold for the most they will bring. These are at the service of the State. If we succeed, I shall be remunerated; if not, they will be of no use to me. We can raise a brigade; and our friend Stark who so nobly sustained the honor of our arms at Bunker's hill may safely be entrusted with the command, and we will check Burgoyne.<sup>3</sup>

## Speaker F:

In July of 1777 delegates from Vermont appealed to the New Hampshire legislature for assistance in stopping the British invasion. John Langdon, presiding officer of the legislature and a wealthy man, made an offer to help.

Picture from: <http://teachingamericanhistory.org/static/convention/delegates/langdon.html>



## Document 4

Each had a wooden flask of rum hung on his neck. They were all in bare shirts, had nothing on their bodies but a shirt, vest, long linen trousers which extended to the shoe, no stockings--powder horn, bullet bag, rum flask, and musket.<sup>4</sup>

## Speaker A

A British soldier captured at Bennington described the appearance of the colonial militia.



<http://www.twcenter.net/forums/showthread.php?50800-Soldiers-In-America-1754-1865>

## Document 5

Sancoick, Aug. 14, 1777, 9 o'clock

Sir: I have the honor to inform your Excellency that I arrived here at eight in the morning, having had intelligence of a party of the enemy being in possession of a mill, which they abandoned at our approach, but in their usual way fired from the bushes, and took the road to Bennington. . . . They left in the mill about seventy-eight barrels of very fine flour, one thousand bushels of wheat, twenty barrels of salt, and about one thousand pounds' worth of pearl and potashes. . . . By five prisoners here they agree that fifteen to eighteen hundred men are in Bennington, but are supposed to leave it on our approach. I will proceed so far today as to fall on the enemy tomorrow early, and make such disposition as I think necessary from the intelligence I may receive. People are flocking in hourly and want to be armed. The savages cannot be controlled; they ruin and take everything they please.

I am, etc. F. Baum

P.S. Beg your excellency to pardon the hurry of this letter, it is written on the head of a barrel.<sup>5</sup>



## Speaker B

Lieutenant Colonel Baum wrote to General Burgoyne reporting on his progress toward Bennington.

## Document 6:

Our Dragoons fired at the enemy with cool deliberation and much courage but it did not last long. They loaded their carbines behind the breastworks but, as soon as they raised up to aim their weapons, a bullet went through their heads, they fell backwards and no longer moved a finger. Thus in a short time our largest and best Dragoons were sent to eternity.<sup>6</sup>

## Speaker E

Julius Friedrich Wasmus a German surgeon traveling with Baum described the fight on Hessian Hill during the Battle of Bennington.

## Document 7

The Rebels pushed with a Strong party on the Front of the Loyalists where I commanded. As they were coming up, I observed A Man fire at me, and I returned, he loaded again as he came up & discharged again at me, and crying out Peters you Damned Tory I have at you, he rushed on me with his Bayonet, which entered just below my left Breast, but was turned by the Bone. By this time I was loaded, and I saw that it was a Rebel Captain, an Old School fellow & Playmate, and a Couzin of my wife's: Tho his Bayonet was in my Body, I felt regret at being obliged to destroy him.<sup>7</sup>

## Speaker G:

Lieutenant Colonel John Peters, a member of the Queens Loyal Rangers fought with the British and described the fierce action at the “Tory Fort.”

### **Historical Document Match Up Answer Key:**

*While going over answers, be sure to discuss how students figured this out and what clues they used to find the matches. If mistakes were made discuss which clues could have been used.*

**Document 1: Speaker C**

**Document 2: Speaker D**

**Document 3: Speaker F**

**Document 4: Speaker A**

**Document 5: Speaker B**

**Document 6: Speaker E**

**Document 7: Speaker G**

## Historical Simulation Station:

*Print the historical simulation page on cardstock and cut into individual cards. Divide students into two groups of ten – if needed teachers may participate as well. Provide each student with one of the following cards please note that the following roles are more challenging and should be given to dependable students: John Pfister, Daniel Powers, Sargent William Morgan, Major Cornelius Tack, Sam Sherwood. In the playing area designate areas for the British and the American camps. We can use flags to show these areas. People who are not starting out with the army should spread out on the field to allow more space for playing.*

**Directions for Students:** Each of you will be given a simulation card and some of you will have prop cards as well. **DO NOT SHOW YOUR CARDS TO ANY ONE WHO IS PARTICIPATING IN THE SIMULATION!** Read the card and assume the role of the character described on your card. Each card tells you a little bit about your character and it also includes a mission which you should complete through interaction with other characters in the group or in some cases by avoiding other characters in the group. Take a few minutes now and carefully read through your character's description. As you read think about how you are going to play this character. Have fun with your role, maybe your character will walk a certain way or speak with an accent. If you have any questions about your character raise your hand and I will come to you.

Now read your mission on your card. This is what you are trying to accomplish during our simulation. Some of you have more than one task to accomplish so make sure that you understand everything you have to do for your mission. Also some of you have prop cards that go with your role. If you have directions to "capture" your enemies you do so by tagging them, like you would in a game of tag. You may only take one prisoner at a time. If you are captured by enemy soldiers you accompany your captor into the enemy camp. All prisoners are presented to officers who should determine where they should go (there should be no goose guarding). If you are captured the only way to escape is to be helped by one of your own soldiers. If you have any questions raise your hand for help. Anyone carrying or gathering food can only carry one bag of grain at a time. There is no running in this simulation everyone should be walking.

If you have accomplished your mission before time is up, you can pretend to play out your role as a soldier in an encampment, talking with friends, making food, rolling cartridges, digging trenches, caring for animals, hauling water etc. use your imaginations! These are all activities that soldiers would have to do every day.

*When students all understand their roles and their missions begin the simulation allow approximately fifteen minutes for the simulation to take place and help out as needed. There should only be one person in the role of "It" from each side and only one person from each side with the power to free prisoners. Help out students in need of assistance, but most students should be able to complete their missions on their own.*

*When the simulation has played out have students sit down in a circle to discuss the activity. Some questions for discussion might include:*

- What was the greatest challenge that you had with your role?
- What did you enjoy most about the simulation?

- How do you think it would feel to be a person involved with the battle?
- Were you pleased with the role that you got? What did you enjoy or not enjoy about playing this role?
- Point out people who really did a good job getting into character have them describe things that they did to help them play their role.

**Johan Pfister:**

You are Johan (Yo-han), a young Braunschweiger dragoon soldier. You are in the service of a German Prince who has leased you and your fellow soldiers to fight for Britain. You have been sent to the Colonies knowing only a few words of English. When you arrive in Canada you learn that there are not enough horses and you will be forced to march until you can find a horse.

**Mission:**

Find someone willing to sell you a horse. Perhaps you have something of value in your knapsack to trade.

There are rumors in the camp that the Native Americans have stolen some horses and might be willing to trade. Remember you speak very little English and do not speak any of the Native American Languages you will have to make a lot of gestures in order to work your trade. Also as you go about be on the lookout for enemy soldiers and scouts. You have orders to capture any you come upon and take them to Major Cornelius Tack. Good Luck!

**Dancing Eagle:**

You are a Mohawk Native American. Your people have been told that if you join the British you can raid the settlements you pass through and take anything that you can carry with you. You have been traveling with the British for weeks now and have grown prosperous from your raids you also have a horse to sell. But you are beginning to grow restless.

**Mission:**

Find someone to sell your horse to. Be sure to make a good trade so you will have more wealth to bring home with you. Later you can steal back the horse and sell it again to someone else for another profit, unless you are caught by a British officer! As you continue to raid look for food that you can trade to the British officers. Good luck!

**Philip Jones:**

You are a sixteen year old boy working your family farm in Schuylerville, New York. When the British and Hessian soldiers traveled through your village they took all of your family's livestock and all of the ripe vegetables from your fields. Now your family faces difficult times with seven people to feed, and food in scarce supply. Until now you hadn't really thought much about the fighting between the American Rebels and the British soldiers. But now you need to make a decision: to which side will you pledge your loyalties?

**Mission:**

Determine which side you intend to support, the American Patriots or the British. Both sides are looking for volunteers. Find an officer from the side you support and join up as a soldier. But beware; you will need to avoid enemy soldiers in the area who may try to capture you! Good Luck!

**Daniel Powers:**

You are a militiaman in the service of Lieutenant Colonel John Stark. Your father was a trapper and you have grown up hunting in the New England Forests. You know how you move quickly and quietly through the forest, for this reason you have been selected for a scouting mission.

**Mission:**

You must find Sargent William Morgan to receive your orders. Upon the completion of your orders you must report all information you have learned to Sargent William Morgan. Good Luck!



### **Sargent William Morgan:**

You are a veteran of the French and Indian War, where you fought with the British, but now you have decided to take up arms against your mother country because of unfair representation in Parliament. Because of your experience you have been promoted to the rank of Sargent under Lieutenant Colonel John Stark.

#### **Mission:**

As an officer you have your own mission to complete as well as orders for your men. As an officer you need to remain in your camp to be sure your orders are being carried out. Your mission is to gather more volunteers to join the militia and fight against the British. As volunteers come to you to join you can order them to guard your camp or search for enemy soldiers in the nearby area to capture.

In addition, you are to send out a scouting party to spy on the British forces moving toward Bennington. You are told there is a reliable woodsman by name of Daniel Powers. Find Powers and give him the following orders:

*Locate the British forces and gather information about them as they move toward Bennington. Try to determine about how many Hessians, Regulars, and Native Americans they have traveling with them. But beware, so that you are not captured by the British! If you find that the enemy has captured any of our soldiers you may attempt to free them. Upon the completion of your mission you are to report back to Sargent William Morgan.*

**Good Luck!**

### **Major Cornelius Tack:**

You are a British career soldier from a wealthy English family. You have traveled to Canada with General Burgoyne where you found inadequate supplies to meet the needs of the army. You have been chosen to accompany Lieutenant Colonel Baum on a mission to gather supplies and volunteers. As you have been traveling you have been receiving complaints about horses being stolen from the mounted soldiers.

#### **Mission:**

As an officer you have your own mission to complete as well as orders for your men. As an officer you need to remain in your camp to be sure your orders are being carried out. Your mission is to search out and stop any horse thieving taking place within your camp. In addition you will need to seek out loyalist volunteers and send them to search for food supplies from the countryside. While seeking volunteers you should be on the lookout for rebel soldiers. You are to capture any enemy soldiers that you find.

In addition you are to send out a scouting party to determine how many men Stark has gathered in Bennington. The locals know the land better than your men. Find a local volunteer who is willing to be a scout and provide him with the following orders:

*Locate the rebel forces gathering near Bennington. Determine their numbers of men as well as the state of their forces. Beware that you are not captured by the rebels. If you find that the enemy has captured any of our soldiers you may attempt to free them. Upon completing your mission report back to Major Cornelius Tack.*

**Good Luck!**

### **George McCrae:**

You were apprenticed to a cooper in Schuylerville when your master began speaking badly about Parliament and King George III you decided to run away. For many weeks now you have been secretly preparing to run away and join the British. Now seems to be the perfect time.

#### **Mission:**

Locate an officer and join the British forces. Since you know the land you should offer your services as a scout!

### **Sam Sherwood:**

You are a free African American as well as a patriot. Before you were born your father had been a slave in New York City. You hope that if the Patriots win the war they will end slavery, they are fighting for freedom after all.

#### **Mission:**

You have been assigned to guard duty. You should march around your camp keeping an eye out for enemies, if you see any you should alert your officer and attempt to capture the enemy. Good Luck!

### Thomas Graystone:

You are a wealthy young man growing up on a manor owned by your father in New York Colony. Your father's family received the manor in a land grant from the King and your family has gained much prosperity from this land. Several months ago while on business in Boston your father's carriage was mobbed by rebels. Your father was injured in the assault. You have taken this as a call to action and have decided to volunteer as a soldier.

#### Mission:

Determine which side you intend to support, the American Patriots or the British. Both sides are looking for volunteers. Find an officer from the side you support and join up as a soldier. You should bring food supplies from your manor to help support the army as well. As you travel avoid enemy soldiers who may try to capture you. Good Luck!

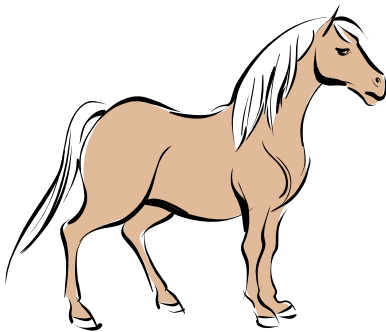
### Abigail Davis:

You are a young mother living on a farm near Waloomsac your husband is a militiaman and has joined General Stark. You know that British soldiers are moving closer to your land. You have heard that the soldiers and Native Americans have been taking food right out of people's fields. You are nervous that if the British take your harvest you will not have enough food to feed your family for the winter.

#### Mission:

You must locate a good spot to hide what grain you can so that the British are not able to take it. You must make many trips because each bag of grain weighs fifty pounds so you will only be able to carry one bag at a time. If you are approached by enemy soldiers, you will have to turn your grain over to them. (Each soldier may take only one sack of grain.) You may wish to talk to people to find Patriots who would be willing to help you by guarding your grain. Good Luck!

Prop Card  
Dancing Eagle



Prop Card  
Thomas Graystone



Prop Card  
Abigail Davis



Prop Card  
Abigail Davis



Prop Card  
Abigail Davis



Prop Card  
Abigail Davis



Prop Card  
Abigail Davis



Prop Card  
Abigail Davis

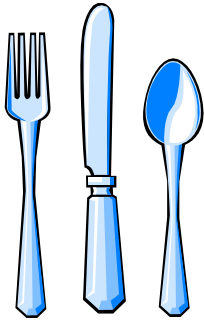


Prop Card  
Johan Pfister

Prop  
Abigail



Card  
Davis



Many people at this time would carry their wealth in the form of silverware perhaps you can trade these silver utensils for a horse.

### Historical Simulation Role Guide:

Name:	Side:	Powers:	Weaknesses:
John Pfister "IT"	Braunschweiger (British)	<ul style="list-style-type: none"> <li>• Can capture enemy soldiers</li> <li>• Has silver to trade</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks little English</li> <li>• Can be captured by enemies.</li> </ul>
Dancing Eagle	Mohawk (British)	<ul style="list-style-type: none"> <li>• Has horse to trade</li> <li>• Can attempt to steal back horse</li> <li>• Can raid for food</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can be caught stealing horses</li> </ul>
Philip Jones	(American)	<ul style="list-style-type: none"> <li>• Seek Patriot camp</li> </ul>	<ul style="list-style-type: none"> <li>• Can be captured</li> </ul>
Daniel Powers	American	<ul style="list-style-type: none"> <li>• Scout out British camp to determine numbers</li> <li>• Can free American Prisoners</li> </ul>	<ul style="list-style-type: none"> <li>• Can be captured</li> </ul>
Sargent William Morgan	American	<ul style="list-style-type: none"> <li>• Give Orders to men</li> <li>• Determine where to hold prisoners</li> <li>• Make sure orders are followed</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot leave your camp</li> </ul>
Major Cornelius Tack	British	<ul style="list-style-type: none"> <li>• Give Orders to men</li> <li>• Determine where to hold prisoners and gathered food supplies.</li> <li>• Make sure orders are followed</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot leave your camp</li> </ul>
Thomas Graystone	(British)	<ul style="list-style-type: none"> <li>• Join British</li> <li>• Bring in food from his manor</li> <li>• Can search for food</li> </ul>	<ul style="list-style-type: none"> <li>• Can be captured</li> </ul>
Abigail Davis	American	<ul style="list-style-type: none"> <li>• Cannot be captured</li> <li>• Can move grain into hiding</li> <li>• Can ask for patriot help</li> </ul>	<ul style="list-style-type: none"> <li>• Can have grain stolen from her by British</li> </ul>
George McCrea	British	<ul style="list-style-type: none"> <li>• Can join the British</li> <li>• Can forage for food</li> <li>• Can go on scouting mission to spy on Americans</li> <li>• Can free Prisoners</li> </ul>	<ul style="list-style-type: none"> <li>• Can be captured</li> </ul>
Sam Sherwood "IT"	American	<ul style="list-style-type: none"> <li>• Can guard American camp</li> <li>• Can capture British Prisoners</li> </ul>	<ul style="list-style-type: none"> <li>• Must stay near camp.</li> </ul>

# *Ticket Out*

**Directions:** Use complete sentences to answer the following questions to show what you learned from your Battle of Bennington field trip.

1. Write a sentence explaining one thing you learned about the Battle of Bennington.

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2. Which station challenged you the most? Explain why.

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3. Which station made you think about history in a different way? Explain why.

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4. Which station was your favorite? Why?

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