

BECKY



SAM



**the Real
Housewives**
OF THE HUDSON RIVER
VALLEY



MEG



CARLYN

JESS



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✦ Thesis:

The UPDO section of the Hudson River Valley combines the *picturesque* views and *historical significance* along with amusement and cultural values by incorporating *recreational* activities for people of all ages.



Bear Mountain Bridge

Photos by Jess
<http://www.flickr.com/photos/104197207@N06/>



View from Mt. Beacon



UPDO

THE HAPPIEST
PLACE ON EARTH

✦ History of Bridges

“Hamilton Fish” Newburgh-Beacon Bridge

Newburgh-Beacon Bridge

- Connects Orange County and Dutchess County
- Crucial during American Revolution



Bear Mountain Bridge

- Connects Orange/ Rockland County and Westchester/ Putnam County
- First Vehicular river crossing between NYC and Albany.

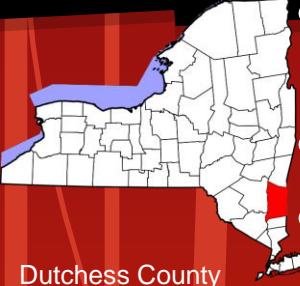


Bear Mountain Bridge Photo by Sam Solomita

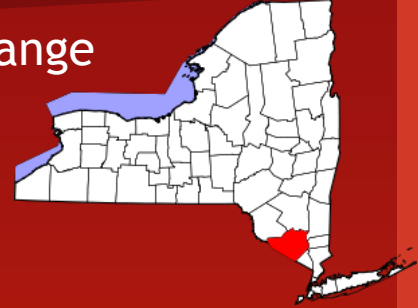


★ History of UPDO

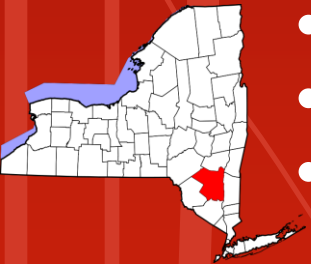
- Ulster County, Putnam County, Dutchess County, Orange County
- Henry Hudson arrived in the HRV in 1609.
- Originally belonged to Wappinger Indians
- European political and religious refugees began to populate area
- Poughkeepsie capital in 1777.
- Hudson River School- art movement
- Revolutionary War, First and Second Esopus Wars
- Kingston- decision making center during and after Revolutionary War
- Transportation of goods between NYC and Albany.



Dutchess County



Orange County



Ulster County



Putnam County

★ Tourism

- Make tourism links more visible on general county websites
- Increase social media presence
 - Instagram, Pinterest
- Keep all accounts updated
- Provide more detailed descriptions
 - Highlight historical significance as well as cultural and recreational opportunities





36-Hour Itinerary

Be prepared for a weekend full of *picturesque* views, historical facts, exercise, and cultural activities



Day 1 - Friday

Place 1



- **3:30 PM:** Foundry Café

55 Main St, Cold Spring, NY 10516-3014

- Stop to purchase picnic dinner

Place 2

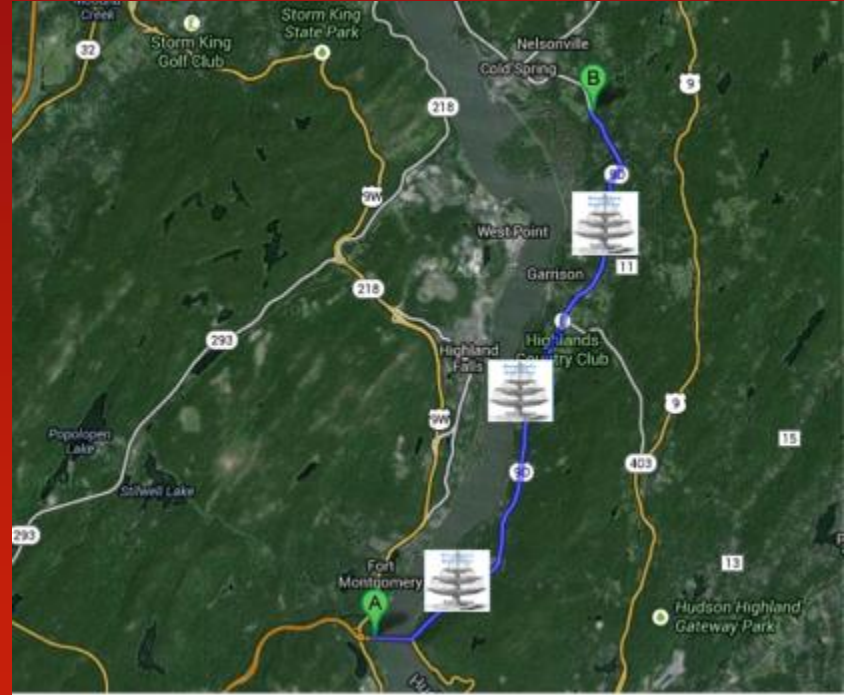
- **4:00 PM:** Arrive at Boscobel House and Gardens

1601 Route 9D, Garrison, NY 10524

- 4:00-5:00 Tour of the home, gardens, and grounds; refreshments provided at end of tour
- 5:00-6:00 Eat your prepared picnic dinner on the beautiful grounds that overlook the Hudson—the views are quite *picturesque*
- 6:00-8:00 Attend Big Band concert
 - Adult:\$17
 - Seniors: \$14
 - Children: \$8
 - Family of four: \$45



★ Bear Mountain Bridge -> Boscobel Gardens



Boscobel Home and Gardens

<http://www.boscobel.org/>

1601 Route 9D

Garrison, NY 10524

Phone: (845) 265-3638

Hours: April-October: Wednesday-Monday 9:30-5

November-December: Wednesday-Monday 9:30-4

January-March: Closed

Photos by Jess



The Boscobel Home

Historical Description: The Boscobel house was conceived by States Morris Dyckman, a British loyalist, and was built between 1804 and 1808. He died in the middle of the project and his wife, Elizabeth Corne Dyckman, finished it and lived in the house until her death in 1823. Boscobel was originally built 15 miles down the river of its current site in Montrose, New York however in the 1950s the house faced demolition when declared, “excess” by the federal government. The house was moved and reconstructed in its current location, opening its doors to the public in 1961. Boscobel is an elegant, neo-classical mansion that is recognized as an outstanding example of Federal domestic architecture in America.

Boscobel Home and Gardens



The Site: Boscobel is considered one of the leading historic house museums in the nation. Throughout the year, Boscobel provides guided tours, lectures, special events, workshops, and other unique programs. Boscobel's annual Candlelight Tours held in December are considered one of the Hudson Valley's greatest holiday traditions. Alternatively, during the summer, the property the site of the Hudson Valley Shakespeare Festival, a critically acclaimed festival that features two plays each year on the front lawn. Additionally, the site features 1.25 miles of hiking trails and breathtaking views to enjoy. The site offers neoclassical and federal architecture, artwork, original artifacts, fountains, gardens, orchards, extensive walkways, and a museum shop.

Directions: NY Thruway to I-84 to 9D south to Boscobel, or Taconic Parkway to Route 301 to Cold Spring traffic light, left on Route 9D.

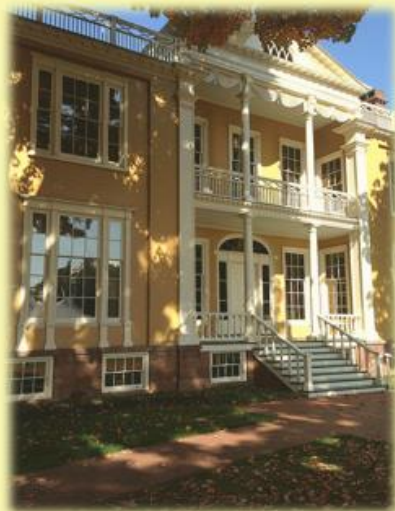


Statue at Boscobel

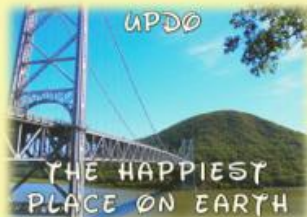
Photos by Jess

The Boscobel house was conceived by States Morris Dyckman, a British loyalist, and was built between 1804 and 1808. He died in the middle of the project and his wife, Elizabeth Corne Dyckman, finished it and lived in the house until her death in 1823. Boscobel was originally built 15 miles down the river in Montrose, New York however in the 1950s the house faced demolition. The house was moved and reconstructed in its current location.

The current museum opened its doors in 1961.



BOSCOBEL HOUSE & GARDENS



Today, Boscobel is home to one of the nation's leading collections of furniture and decorative arts from the Federal period. Throughout the year, Boscobel provides guided tours, lectures, special events, workshops, and other unique programs such as candle light tours and the Hudson Valley Shakespeare Festival.

Pictures by Jess
Rutter

Boscobel Lesson Plan

Overview: Students will take a tour of the Boscobel House. They will pay close attention to the lifestyle of the people who lived there in the early 1800s. The children will compare and contrast the chores, pastimes, games, and general lifestyle of the Dyckman family to their own.

Model Being Used: Cooperative Learning- students will work in groups in order to complete the task. Students must come up with five differences as a group.

Learning Intelligences Used: Students will use their visual intelligence as they tour the house.

They must pay close attention to all the aspects of the house in order to compare the lifestyle of the people of the 1800s to their own families. Students will use their auditory intelligence as they listen to the tour guide. He or she will discuss many differences in lifestyle that the students can use as examples. The students will use kinesthetic intelligence as they walk around the mansion. They will be learning as they are taking the tour of the house.

Standards: Social Studies Standard 1: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

English Language Arts Standard 4: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover

relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Objectives: 1) Students will be able to comprehend that there is a difference between their way of living and the Dyckman family's way of living. 2) Students will be able to compare and contrast the differences in lifestyles. 3) Students will be able to work collaboratively in order to complete the assignment. 4) Students will be able to orally present their examples to the class.

Materials: Pen/ Pencil, Worksheet

Teacher Resources: Boscobel House and Gardens Website <http://www.boscobel.org/> Boscobel by Reed Sparling

Pre Procedure: 1) Students will visit the website. 2) Students will do readings about the history of the Dyckman Family. 3) Students will be expected to have background information on the mansion in order to assist their team in the assignment.

Procedure: 1) Students will travel to Boscobel House and Gardens. 2) On the way to the mansion, the worksheets will be distributed to the students. 3) Students will be informed of their task and have time to ask any questions about the assignment. 4) Students will be assigned groups. 5) Once at the mansion, students will go on a tour of the mansion. 6) During the tour, differences in lifestyles will be pointed out to the students. 7) Students will work collaboratively in groups to come up with five differences. 8) Each team will share their differences with their classmates. 9) Teacher will address any further differences that students did not think of and answer any other questions that students have. 10) Students will be assigned a homework assignment which will be a one paragraph reflection of their feelings on the house and gardens.

Closure: Teacher will review students' answers and address any further issues. Students will be assigned to write a one paragraph reflection of their opinions of the house and its landscape. The teacher will answer any questions that the students have regarding the trip.

Debrief: Teacher summarizes the lesson one last time and addresses any issues the students have. Students and chaperones are counted as they get on the bus. Once all students and chaperones are on the bus, the class will leave Boscobel.

Boscobel House and Gardens

Name:

Date:

Group Members:

Task: Each group will take a tour of the Boscobel House and gardens. Students will see many differences between the house and houses today.

Directions: Pay close attention to the rooms, past times, hobbies, and lifestyles of the Dyckman family. Compare and contrast the Dyckman family's lifestyle to the lifestyle of your family. Notice that the Dyckman family had different chores from the chores that children today are used to doing. Also, notice the types of activities the Dyckman family did for recreation.

- 1) Differences in rooms

- 2) Differences in chores

- 3) Differences in pastimes/recreational activities

- 4) Differences in way of life

- 5) List 5 similarities
 -
 -
 -
 -
 -

- 6) Write one paragraph of your opinions on the Boscobel House and Garden. (Use back)





Place 3

- **8:15 PM:** Moo Moo's Creamery
32 West St, Cold Spring, NY 10516

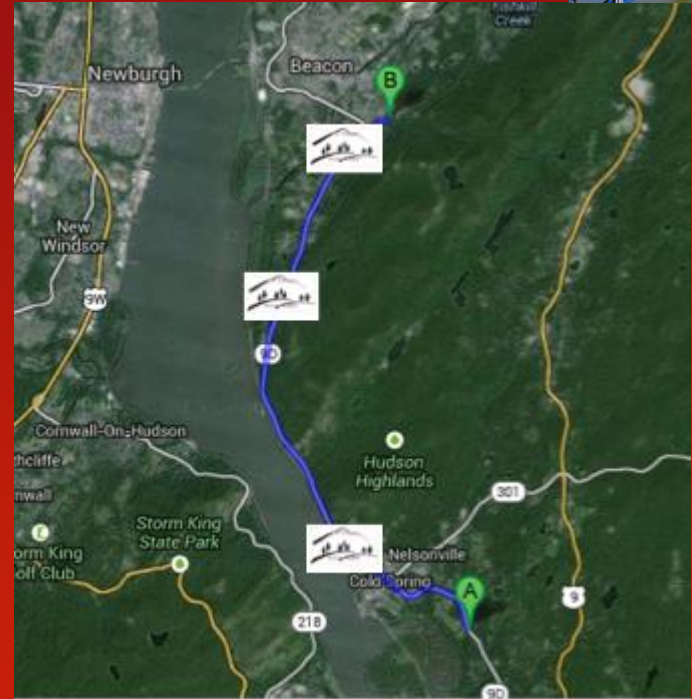
Place 4

- **9:00 PM:** Pig Hill Inn
73 Main St, Cold Spring, NY 10516
 - Check in



Day 2- Saturday

✦ Boscobel Gardens -> Mount Beacon



•7:00 AM: Breakfast at Pig Hill Inn; Check out

Place 1

•8:00 AM: Mt. Beacon

Intersection of Route 9D and Howland Avenue, City of Beacon, Town of Fishkill

•*Hike* to mid point (approximately 1-1 ½ hour one way)



Views from Mt. Beacon

✦ Mt. Beacon

<http://www.scenichudson.org/parks/mountbeacon>

Beacon, NY 12508

Phone: 845 473 4440

Fax: 845 473 2648

Hours: dawn to dusk

Historical Description: Mount Beacon is the highest peak in the Hudson Highlands with the north summit at 1,531 feet and the Southern peak at 1,610-feet above sea level. During the Revolution, there were signal fires built on top of the mountain to warn of British troop movement and later this gave the mountain its name. Mt. Beacon was also once the site of the Mount Beacon Incline Railway, which was the world's steepest incline railway until a fire burned it down in 1983. Today, The Beacon Incline Railway Restoration Society is working to restore the ruined railroad.



Mt. Beacon trail
Photos by Jess



✦ Mt. Beacon

The Site: Named for being a place for beacons during the Revolutionary War, the mountain is a popular destination for hiking, nature study and picnicking. Here visitors can view the *picturesque* scenes of fall as well as the panoramic view of the city of Beacon as well as the skyline of New York City. While these trails can be steep and winding, and are about a mile to the summit, the hike is well worth the views and experience of the Hudson River Valley as the second highest peak in the Highlands, which can be enjoyed on the observation deck on the top of the mountain. The site is supported by the Mount Beacon Incline Railway Restoration Society who are committed to restoring the site and allowing access to people of all abilities. Allow for at least 3 hours of visiting.

Directions: Parking area and trailhead are located at the intersection of Route 9D and Howland Avenue in the City of Beacon



Stairs to Mt. Beacon trail
Photos by Jess





Mt. Beacon

The hike begins on a staircase following the course of the Beacon Incline Railway. This was the world's steepest inclined railway in the 20th century until a fire burnt it down in 1983. Atop the summit are unreal views of not only the UPDO area, but also those stretching from the Hudson Highlands to the Catskill Mountains.



Also at the top of the summit are the ruins of the railway's powerhouse and a monument commemorating a signal fire built atop the mountain during the Revolutionary War. Mt. Beacon was one of many beacons that was intended to warn of British troop movement. This is how the mountain and the city gained their names.

Picture by Jess Rutter

Lesson Plan- Mt. Beacon

Overview: Students will travel to Mt. Beacon. Students will be split up in groups in order to complete the assignment. They will be inspired by Hudson River School Painters and view from Mt. Beacon. They will paint pictures of the landscape and answer reflection questions about their painting.

Model Being Used: Cooperative Learning- students will work in groups in order to complete the task.

Learning Intelligences Used: Visual Intelligence: Students will be observing the landscape of Mt. Beacon and painting their view. Kinesthetic: Students will be walking up and down the mountain in order to find a perfect spot to paint.

Standards: Social Studies Standard 1: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

English Language Arts Standard 4: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and

electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Arts: Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Objectives: 1) Students will be able to understand the importance that art has on history. 2) Students will be able to understand the way that different mediums of art influence each other. 3) Students will be able to apply their knowledge of art in the Hudson River Valley in order to paint their own view. 4) Students will be able to work collaboratively in order to complete the assignment. 5) Students will be able to orally present their examples to the class.

Materials: Paint, Paper, Brushes, Cups, Water, Worksheet, Pen/Pencil

Teacher Resources: <http://www.hudsonriverschool.org/>,

<http://www.pbs.org/wnet/ihas/icon/hudson.html>, <http://www.fandm.edu/david-schuyler/ams280/essay-on-american-scenery>, <http://www.scenic Hudson.org/parks/mountbeacon>, http://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm

Pre- Procedure: 1) Students will do assigned readings on the Hudson River School. 2) Students will visit at least 2 of the Hudson River School websites provided. 3) Students will have some knowledge about the Hudson River School before arriving at Mt. Beacon.

Procedure: 1) Students will arrive at Mt. Beacon. 2) Students will get off the bus and stand in their groups. 3) A chaperone will be assigned to each group. 4) Students will take travel up the mountain and observe the various views. 5) On the way back down, each group will stop at their



favorite spot and paint the view for 20 minutes. 6) Students will answer their reflection questions before they leave their painting spot. 7) Students will then travel down mountain to the starting point. 8) Once all groups return, each group will give present their painting to the class using their responses to reflection questions.

Closure: Teacher will review the paintings and reflection questions. The teacher will answer any questions that the students have regarding the trip.

Debrief: Teacher summarizes the lesson one last time and addresses any issues the students have. Students and chaperones are counted as they get on the bus. Once all students and chaperones are on the bus, the class will leave Mt. Beacon.

Mt. Beacon

Team Name:

Directions: Each team will pick a spot that inspires them to paint. Each team will paint the landscape of their favorite spot on the mountain. Students should be inspired by Hudson River School painters such as Thomas Cole while painting.

Reflection Questions

1. Why did your group pick this spot?
2. Which Hudson River School painter inspired your group? Examples: Thomas Cole, Frederic Edwin Church, Samuel Colman, Asher Brown Durand, Sanford Robinson Gifford, Hermann Ottomar Herzog, Jervis McEntee
3. Is your painting picturesque, beautiful, or sublime?
4. Describe, in detail, your painting.



Place 2



- **12:00 PM:** George Washington's Headquarters

84 Liberty St, Newburgh, NY 12550

- Tour of the site (1 hour)

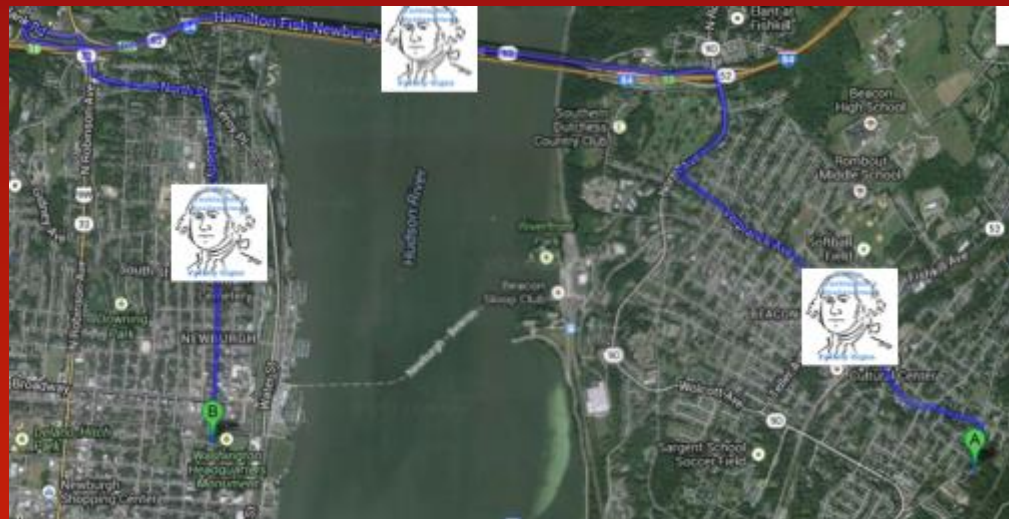
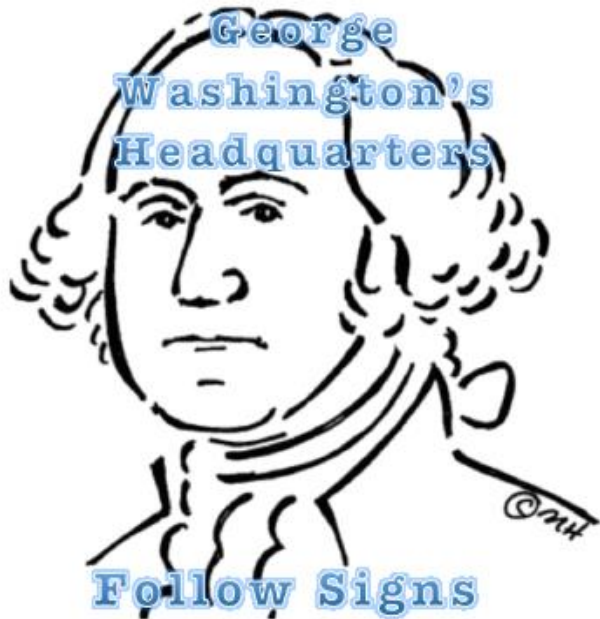
- Adult: \$4

Senior/Student: \$3

12 and under: Free



★ Mount Beacon -> George Washington's Headquarters





<http://www.nps.gov/vafo/historyculture/washingtonhq.htm>

84 Liberty Street,
Newburgh, NY 12550

Hours: Wednesday - Saturday, 10a.m.— 5p.m.

Sunday, 1p.m.—5p.m. After Oct. 31st: Open for special events and by appointment only. **Winter Hours: November - March** The last day for Autumn Schedule is Sunday, October 27th. The Winter Schedule starts Friday, November 8th, and will be open every **Friday and Saturday, 11AM - 3PM.**

Historical Description: Before becoming Washington's main headquarters, the property was owned by Jonathan and Tryntje Hasbrouck. In April of 1782, the widowed Trynje Hasbrouk rented out the house to General Washington and he stayed there while he managed the affairs of the main army until the end of the war in August of 1783. This was the longest he stayed at any of his headquarters during the eight and a half years of the Revolution. While at this headquarters, Washington created the Badge of Military Merit, the precursor to the Purple Heart, and ordered the "cessation of hostilities" which formally ended the fighting in the Revolutionary War. Washington's Headquarters became the first publicly owned and operated historic site in the Nation as well as a National Landmark. The Tower of Victory was built on the property from 1887 to 1888 by John Duncan and commemorates the end of the Revolutionary War. The museum was built in 1910 and includes muskets, personal items of the Washingtons, and one of the original Badges of Merit.

The Site: Washington's Headquarters is one of the important *historical* sites in Orange County. This national landmark is the location on the Hudson River, where General Washington made many of the decisive decisions during the Revolutionary War. As the first publicly owned national historic site, visitors can enjoy scenic *picturesque* views of the Hudson River and surrounding picturesque environment while embarking on a guided tour through the 18th century living quarters used by Washington, known as the Hasbrouck house, as well as the accompanying museum. Visitors can also enjoy a picnic at the site where they can dine while enjoying the scenic views and historical atmosphere.

Directions: Head **south** on **Edward St** toward **Lafayette St**



Bottom Photo by
Jess Rutter



Washington's Headquarters

From April 1782 to August 1783
General George Washington,
Commander-in-Chief of the
Continental Army, made his
headquarters and residence at
Jonathan and Tryntje

Hasbrouck family's fieldstone
farmhouse in Newburgh. It was the longest he stayed at any
headquarters throughout the 8 1/2 years of the Revolution.



Washington's Headquarters is the first publicly owned and operated historic site in the Nation and a National Landmark. It provides access for people to explore one of the most important historic and cultural aspects of the UPDO section of the Hudson River Valley. The Hasbrouck house is furnished to reflect Washington's stay and is open for guided tours.

The Tower of Victory was built from 1887 to 1888 by John Duncan and commemorates the end of the Revolutionary War. The museum was built in 1910 and includes muskets, personal items of the Washingtons, and one of the original Badges of Merit.



Lesson Plan: George Washington's Headquarters

Overview: Students will travel to George Washington's Headquarters. Students will put themselves in to George Washington's position and explaining why they believe that Newburgh is the best spot for his headquarters. Students will also be focusing on George Washington's overall role in the American Revolution.

Model Being Used: Cooperative Learning- students will work in groups to complete the task.

Learning Intelligences Used: Visual Intelligence: Students will be required to read signs and observe statues and other historical features of the headquarters. Kinesthetic: Students will be walking around the headquarters in order to complete the task.

Standards: Standards: Social Studies Standard 1: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

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Objectives: 1) Students will be able to work collaboratively in order to complete the task. 2) Students will be able to apply their knowledge of George Washington and the Hudson River Valley during the war in order to complete the assignment. 3) Students will be able to determine the advantages and disadvantages of the headquarters being in Newburgh. 4) Students will be able to identify key factors which contribute to George Washington's success during the Revolutionary War. 5) Students will be able to understand why George Washington was a war hero.

Materials: Pen/ Pencil, Worksheet

Teacher Resources: <http://mysparks.com/historic-sites/17/details.aspx>,
<http://www.history.com/topics/george-washington>,
<http://www.mountvernon.org/revolutionarywar>

Pre-Procedure: 1) Students will do assigned readings on George Washington. 2) Students will visit the headquarters' website. 3) Students will have background knowledge of George Washington before going on the field trip.

Procedure: Students will arrive at George Washington's Headquarters in Newburgh, NY. 2) Students will get off the bus and be assigned groups. 3) Each group will be assigned a chaperone. 4) Students will take a tour of the headquarters. 5) Students will fill out the worksheet and write a one page on George Washington during the Revolutionary War.

Closure: Each group will orally present their worksheet. The teacher will review all the answers after the last group presents. Teacher will ask for any further questions regarding the trip.



Debrief: Students will be assigned a one page paper on George Washington during the Revolutionary War for homework. Teacher will count students as they go onto the bus. Once all students and chaperones are on the bus, the class will leave George Washington's headquarters.

George Washington's Headquarters

Name:

Group Members:

Directions: After completing the tour, answer the following questions.

1. What are the advantages of the headquarters being in Newburgh, NY?
2. What are the disadvantages of the headquarters being in Newburgh, NY?
3. Overall, do you think that Newburgh was a good spot for the headquarters?
4. What role did George Washington play in the Revolutionary War?
5. Why was George Washington a war hero?
6. What new information did you learn from visiting the headquarters?



Place 3

- **1:30 PM:** Newburgh Brewing Co

88 South Colden Street, Newburgh, New York, 12550

- 1:30-2:30 Enjoy a well deserved lunch at a casual restaurant equipped for adults and children





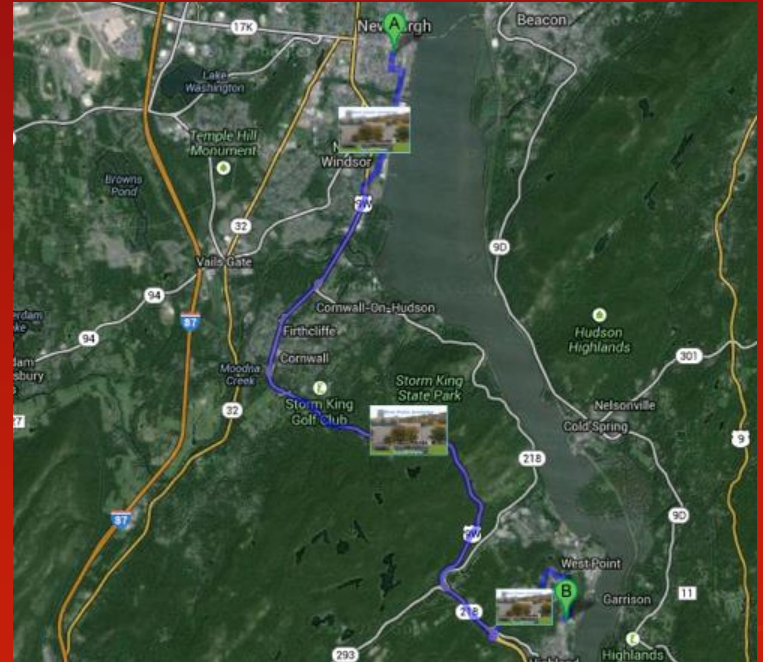
Place 4

• **2:45 PM:** West Point

600 Thayer Rd, West Point, NY 10996

- 2:45-3:45 1 Hour tour
- 3:45-4:15 Explore museum free of charge
- 4:15-5:00 Explore the grounds
 - Adults: \$13
 - Children 2-11: \$10
 - Children under 2: Free

George Washington's Headquarters -> West Point Academy



West Point

<http://www.usma.edu/SitePages/Home.aspx>

600 Thayer Rd

West Point, NY 10996 **Phone:** (845) 938-4011

Hours: 9-4:45 daily

Historical Description: Thaddeus Kosciuszko, one of the heroes of Saratoga, was personally selected by George Washington to design the fortifications for West Point in 1778. Although there were never any battles fought there, the location and topography of West Point secured the Hudson River and prevented the British from cutting New England off from the rest of the colonies. In 1779, Washington transferred his headquarters to West Point. Many soldiers and legislators wanted to get rid of America's reliance on foreign engineers and artillerymen for war and so they advocated for creation of an institution devoted to the arts and sciences of warfare. In 1802, Thomas Jefferson signed legislation establishing the United States Military Academy. Colonel Sylvanus Thayer, the superintendent from 1817-1833 made civil engineering the foundation of the curriculum leading to many of the graduates being largely responsible for many of America's first railway lines, bridges, harbors, and roads. After World War I, Superintendent Douglas MacArthur pushed for a major improvement in the physical fitness and intramural athletic programs in order to meet the physical demands of modern warfare. In 1976, West Point enrollment was opened to women and in 1980, sixty-two women graduated. Today, West Point's curriculum allows cadets to major in more than a dozen of a wide range of fields and is the oldest continuously occupied military post in America.



✦ West Point



The Site: The United States Military Academy at West Point is more than just a school for up and coming cadets. Here, visitors can go to popular football games, as well as view theatrical performances and partake in tours of this important *historical* site. As a key point for the Revolutionary War and now a prominent educational institution, West Point has much to offer for *historical and cultural amusement*. Visitors can tour the museum on grounds and enjoy scenic views of the Hudson River at the restaurant on site.

Directions: West Point is located off Route 9W in the town of Highlands, New York. The visitor center is on your right hand side while heading towards USMA in the village of Highland Falls. Tours of West Point on buses of West Point Tours leave from here.



UNITED STATES MILITARY ACADEMY WEST POINT.

Founded in 1802, West Point has served to educate the United States Army for over 200 years. With many notable graduates, including former presidents Ulysses S. Grant and Dwight D. Eisenhower, and its locations along the Hudson River in the UPDO region, West Point is rich in American history and culture and has become a national landmark.



Academic Program:

West Point strives to create a classroom that serves as the foundation of critical thinking and creative problem solving. All cadets will graduate with a Bachelor of Science degree from one of 40 majors spanning a variety of topics.

Military Program:

West Point is geared towards the cadets becoming officers in the United States Army. From the first day, they are organized into companies and serve in leadership positions. By graduation, the cadets have all participated in small-unit leadership training, attended military schools such as Airborne and Air Assault, served as senior leadership to junior cadets' summer training, and interned as an office in active duty units across the globe. Each cadet is fully prepared to lead soldiers and serve the United States of America



Physical Program:

Every cadet must participate in both physical education and competitive sports throughout the year. This allows them to develop their physical and fitness that will hopefully continue after they graduate.



Lesson Plan: United States Military Academy at West Point

Overview: Students will travel to the United States Military Academy at West Point. They will take a tour of the campus. The students will be split up into groups in order to complete the assignment. Each group will be given a set of true and false questions to complete during the tour.

Model Being Used: Cooperative Learning- students will work in groups to complete the task.

Learning Intelligences Used: Visual Intelligence: Students will be required to read and take notes on various displays of information. Kinesthetic: Students will be walking around the property on their tour.

Standards: Standards: Social Studies Standard 1: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

English Language Arts Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

English Language Arts Standard 4: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Objectives: 1) Students will be able to understand the role of West Point. 2) Students will be able to apply their knowledge of past wars and war generals in order to complete the assignment. 3) Students will be able to identify past war heroes that attended West Point. 4) Students will be able to distinguish between true and false statements regarding West Point's history.

Materials: Pen/Pencil, Worksheet

Teacher Resources: <http://www.westpoint.edu/SitePages/Home.aspx>, <http://www.westpoint.org/parent/wppo-ne-ohio/WP-facts.htm>, <http://westpointknights.weebly.com/fan-facts.html>, <http://www.funtrivia.com/en/subtopics/Army-Football-224725.html>,

Pre-Procedure: 1) Students will do assigned readings about West Point. 2) Students will be required the websites provided to them. 3) Students will have background knowledge about West Point before going on the field trip.

Procedure: 1) Students will travel to The United States Military Academy at West Point. 2) Students will be divided into groups. 3) Each group will be provided with a worksheet. 4) Students will take a tour of the campus. 5) Students will fill out the worksheet during the tour. 6) After the tour, each group will have 10 minutes to finish any unanswered questions.

Closure: Teacher will provide the students with the answers to the questions. The teacher will answer any questions regarding the trip. The students will be assigned a one page reflection paper on their feelings and opinions of the field trip.

Debrief: Teacher summarizes the lesson one last time and addresses any issues the students have. Students and chaperones are counted as they get on the bus. Once all students and chaperones are on the bus, the class will leave West Point.



Team Name:

The United States Military Academy at West Point

Directions: Circle either true or false for the following statements:

- | | | |
|---|------|-------|
| 1. There have been five presidents that have graduated from West Point. | True | False |
| 2. Thaddeus Kosciuszko originally designed West Point. | True | False |
| 3. Manhattan is only 3 square miles larger than West Point. | True | False |
| 4. Robert E. Lee graduated from West Point. | True | False |
| 5. Robert E. Lee was the superintendent of West Point. | True | False |
| 6. 35 West Point graduates have been featured on postage stamps. | True | False |
| 7. West Point was the first school in the U.S. to use class rings. | True | False |
| 8. Edgar Allen Poe attended West Point. | True | False |
| 9. General George S. Patton graduated first in his class at West Point. | True | False |
| 10. West Point is the oldest military academy in the U.S. | True | False |
| 11. West Point established in 1775. | True | False |
| 12. West Point is a military reservation. | True | False |
| 13. Females were not allowed at West Point until 1990. | True | False |
| 14. The school colors are black, gold, and blue. | True | False |
| 15. The mascot is a mule. | True | False |

Answer Key:

1. ~~False~~ True 3. True 4. True 5. True 6. False 7. True 8. True 9. False 10. True 11. False 12. True 13. False 14. False 15. True

Place 5

•5:15: Thayer Hotel

674 Thayer Road, West Point, NY 10996

- Check in

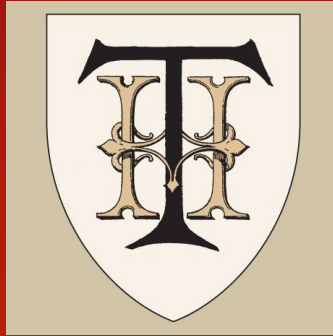
Place 6

•6:00: Zulu Time Rooftop Lounge

Attached to Thayer Hotel

- 6:00-8:00 Enjoy dinner on the incredible rooftop of the Thayer Hotel, overlooking the Hudson River

- For those looking for more nightlife, this rooftop lounge is open until 2:00 AM



Rooftop view of Thayer Hotel





Day 3- Sunday

Place 1

- **10:00:** MacArthur's Riverview Restaurant

Attached to Thayer Hotel

- 10:00-11:00 Brunch (\$34.95) or Regular Breakfast (\$11.95)
- 11:00 Checkout of Thayer Hotel



MacArthur's Riverview Restaurant

Place 2

•12:00 PM: Twin Forts

690 Route 9W, 10922

- 12:00 PM- 1:00 PM Group Tour

- 1:00 PM Artillery Demonstration

 - Fort Montgomery tour and demonstration for \$3

- 2:00-3:30 Walk through Bear Mountain State Park, view Fort Clinton

•3:30 PM: Head Home



Bear Mountain State Park



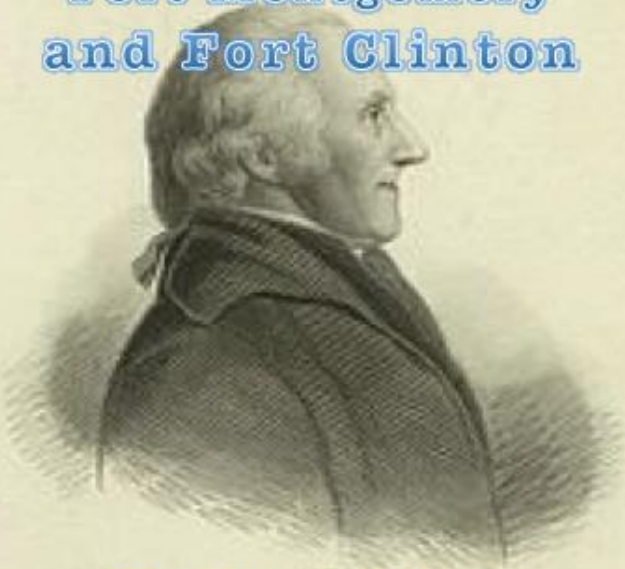
Fort Montgomery



✦ West Point Academy -> Twin Forts



Fort Montgomery
and Fort Clinton



Follow Signs



★ Twin Forts

<http://nysparks.com/historic-sites/28/details.aspx>

690 Route 9W P.O. Box 213
Fort Montgomery, NY 10922

Phone: (845) 446-2134

Fax: (845) 446-2403

Hours: Open mid-April through October 31, Wednesday through Sunday, 9 a.m. to 5 p.m.

During off-season, Fort Montgomery will still be open **by reservation** for group tours.

Historical Description: On October 6, 1777, Sir Henry Clinton led 2,100 British Loyalist and Hessian forces attacked the American Patriots at Fort Montgomery and Fort Clinton. Their aim was to divert American forces from General Burgoyne's expedition from Canada to New York. The American Patriots were outnumbered 3 to 1, however under the leadership of James and George Clinton they fought with great determination and refused to surrender to the British when they were given the chance. Five American ships protected an iron chain in the river that was used to stop British troops from sailing further up the river. More than half the Patriot forces were killed, wounded, or captured in this British victory, however the battles of Fort Montgomery and Fort Clinton kept a large amount of British soldiers from the battles at Saratoga, American victories that are now known as the turning point in the American Revolution.



★ Twin Forts



The Site:

Visitors can enjoy the zoo featuring animals native to the area, such as black bears and red foxes, as well as visit the museum featuring artifacts from the War excavated when the site was being established as well as large scale models of the forts and highly detailed mannequins. Visitors can also tour the remains of the 14-acre fortification perched on a cliff overlooking the Hudson River and enjoy *hiking* trails that are available to travel between Fort Montgomery and Fort Clinton.

Directions: At the traffic circle, take the 2nd exit onto US-202 W/US-6 W/Bear Mountain Bridge Rd/Grand Army of the Republic Hwy

Continue to follow US-202 W/US-6 W/Grand Army of the Republic Hwy

At the traffic circle, take the 1st exit onto US-9W N



Ruins of Fort
Montgomery
Photos by Jess



On October 6, 1777, British Loyalist and Hessian forces attacked the American Patriots at Fort Montgomery and Fort Clinton. The American Patriots were outnumbered 3 to 1, however they fought with great determination and refused to surrender to the British when they were given the chance. More than half the Patriot forces were killed, wounded, or captured in this British victory, however the battles of Fort Montgomery and Fort Clinton kept a large amount of British soldiers from the battles at Saratoga, American victories that are now known as the turning point in the American Revolution.

Fort Montgomery And Fort Clinton

The museum contains original artifacts and weapons from the battle, large-scale models of the forts and attacks, and replica mannequins of different soldiers who would have fought in these battles. Although the forts have not been rebuilt, there are remains of them, which include stone foundations of barracks, the gunpowder magazine and eroded redoubt walls. Facing the views of the Hudson River are reproduction cannons that were used to attack the incoming troops. These, along with demonstrations of artillery, musketry, music and camp life activities, allow visitors to experience the past history of the UPDO region of the Hudson River Valley.



Middle Picture
From Jess Rutter

Bottom Picture
from Carlyn
Criscenzo

Lesson plan: Scavenger hunt in Fort Montgomery museum

Overview: Students will be split into separate groups and will divide up in the Fort Montgomery museum with a list of items on display to find. After groups find their items, they will come together as a class and explain what they have found and the significance they believe the items had. Students will also watch a reenactment of the Revolutionary War.

Model Being Used: The students will be participating in cooperative learning as they are working in groups to reach a goal. The tour guides at the site will also contribute to the knowledge the students will gain from the site.

Learning Intelligences Used: Visual: Students will be learning about the events that took place at fort Montgomery through viewing the objects and watching the reenactment. Auditory: Students will listen to the tour guides to learn additional information about the items they are viewing.

Standards: NY State Standards: 1. Social Studies: Standard 1- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. English Language Arts Standard 1: Students will listen, speak, read, and write for information and understanding.

Objectives: 1) Students will be able to explain the events that took place at Fort Montgomery. 2) Students will be able to identify items or artifacts located around the museum. 3) Students will be able to teach each other about the items they have found and their significance for the time period.

Materials: Worksheet, Pen/Pencil

Teacher Resources: Fort Montgomery State Historic Site Guide 2. *Key to the Northern Country* by James M. Johnson, Christopher Pryslopski, and Andrew Villiani

Pre-Procedure: 1) Students will do assigned readings on Fort Clinton and Fort Montgomery. 2) Students will have some background information on the Revolutionary War.

Procedure: 1) Students will get off the bus and enter the Fort Montgomery museum. 2) They will then receive a tour by one of the tour guides who will be dressed in colonial uniform. 3) Students will split into their assigned groups with handouts and pen/pencils. 4) Students will search the museum as groups to find the assigned items for that team. 5) Before, watching the reenactment, students will fill out the first two columns of the KWL chart. 6) Students will watch a reenactment of the Revolutionary War. 7) Students will fill out the last column of the KWL chart.

Closure: Once back at the classroom, students will present an explanation of the objects their group had found. They will explain the significance of each of these objects and will teach each other more about Fort Montgomery. Students will tie together what they had found, what they had seen, and their overall experience at Fort Montgomery. Teacher will review the KWL charts and address any further questions. Teacher will address any issues that the students wanted to learn but didn't see in the reenactment.



Twin Forts

Group Members:

Fort Montgomery and Fort Clinton Scavenger Hunt

1. Stones
2. Timber
3. Coins
4. Cufflinks
5. Statues
6. Stone foundations of barracks
7. Eroded walls of the North Redoubt
8. Powder from magazines

KWL Chart on the reenactment film

Directions: Fill out the first two columns before watching the reenactment. After watching the movie, fill out the last column.

What you know	What you want to know	What you learned





**Hip Hip
Huzzah!**



The Real Housewives of the Hudson River Valley and
Colonel Johnson- Photo from Jess Rutter

BECKY



SAM



**the Real
Housewives
OF THE HUDSON RIVER
VALLEY**



MEG



CARLYN

JESS



Synthesis Essay

The “Hamilton Fish” Newburgh-Beacon Bridge **connects Orange and Dutchess County**. The area where the bridge is, originally a ferry route, acted as a communication between patriots in New England and the Continental Congress in Philadelphia. In 1954, the Mailler-Hatfield Bill was passed which allowed construction of the bridge. The bridge was opened on November 2, 1963.¹

The Bear Mountain Bridge **connects Orange/ Rockland County and Westchester/ Putnam County**. It was **the first vehicular river crossing between New York City and Albany**. The Appalachian Trail crosses the bridge. The bridge was opened to the public on November 27, 1924.²

Henry Hudson sailed up the river to the area of Dutchess County in **1609**. This area belonged to the **Wappinger Indians** and the Algonquin Federation. The Village of Fishkill served as an encampment for George Washington’s troops. Poughkeepsie became the capital of New York State in 1777. There was an art movement, **The Hudson River School**, which made advances in arts and landscape throughout this time period. Throughout the 19th century, trade thrived on the waterfront.³

The growth of Orange County was slow until the **Revolutionary War**. The Battle of Fort Montgomery and Fort Clinton took place in Orange County. The British outnumbered the American troops 3-1. The British won both the Battle at Fort Montgomery and Fort Clinton.⁴

¹ "The “Hamilton Fish” Newburgh-Beacon Bridge," New York State Bridge Authority, accessed October 5, 2013, http://www.nysba.net/bridgepages/NBB/NBBpage/nbb_page.htm.

² "Bear Mountain Bridge," New York State Bridge Authority, accessed October 6, 2013, http://www.nysba.ny.gov/bridgepages/BMB/BMBpage/bmb_page.htm.

³ "History of Dutchess County," Dutchess County New York, last modified 2013, accessed October 5, 2013, <http://www.co.dutchess.ny.us/Tourism/HistIndex.htm>.

⁴ "British Capture Forts Montgomery and Clinton," History, last modified 2013, accessed October 4, 2013, <http://www.history.com/this-day-in-history/british-capture-forts-montgomery-and-clinton>.

The French took over Ulster County in 1663. **The First and Second Esopus Wars** were fought in Ulster County. This county played a huge role in the **decision making** of the communities during and after the war because the Provincial Congress and the State Legislature were both **centered in Kingston**.⁵

Putnam County, originally inhabited by the Wappingers, was purchased by the Dutch in 1691. Its landscape played a crucial role in the Revolutionary War. General Putnam strategically stationed many of his troops in the mountains during the war. Putnam County has played an important role in **the transportation of goods from New York City to Albany** over the years due to its great positioning along the Hudson River. *⁶For the final, I did a lesson plan for each of the key sites. In addition, I did a brief summary of the history of UPDO and the bridges.*

The UPDO section of the Hudson River Valley is unique in that it has many significant sites that *can* serve more than one purpose *for many different types* visitors. Sites such as Washington's Headquarters, Mt. Beacon, the Twin Forts, Boscobel House and Gardens and West Point cater to a multitude of activities for visitors to enjoy, including **hiking, tours, museums and events**. Visitors have the ability to enjoy **picturesque** views and sporting activities while learning about the historical and culture significances as well. *These significant contributions provided a multi-faceted experience that a variety of visitors can appreciate. Whether visitors are looking for a learning experience or just a say of amusement,* these sites provide a variety of **educational and recreational** opportunities *for visitors to encounter*.

⁵ "Ulster County," Ulster County Genealogical Society, last modified 2013, accessed October 8, 2013, http://www.ucgsny.org/uc_history.html.

⁶ "A Brief History of Putnam County," Putnam County Online, accessed October 15, 2013, <http://www.putnamcountyny.com/countyhistorian/putnams-past/>.

The four counties in UPDO all have a tourism website, which can be found on each county's general website. *The Orange County and Putnam County tourism websites actually feature the previously mentioned key sites, and include a short description about them, which helped me when creating a 36-hour itinerary.* Facebook and Twitter accounts are also prominent means of communication for each county, as they list upcoming events and tourism opportunities. Though Ulster, Putnam, Dutchess, and Orange County do a good job of promoting events and attractions, a greater social media presence would increase tourism at each site and county. The counties in UPDO would benefit from creating a Pinterest and Instagram because the photos would create a lot of interest in the area. *More facts and **historic** details in the description of each site would also bring more tourists to the area, and entice them to participate in the tours available at each site. Tourists may participate in some of the events and tours provided by each of our key sites, which are mentioned in the itinerary that I created.* Once tourists have selected sites to visit, they will need to locate them, which is made simple by the key location signs.

Each key location sign represents a symbol of the site. These signs will be placed strategically along highways leading up to the site. The signs will be constructed mainly from steel. They have a large, readable, and simple font for drivers to see without becoming distracted. The signs will have reflectors on both the top and the bottom, as well as on the letters, so travelers are able to locate the sites at night. Tourists will be able to easily find the sites, as well as gain brief insight as to what the site has to offer. *Following the design of the sign, next, it is important to know where the signs will be placed. Signs must be placed in strategic locations leading to each site. These signs are mostly located on major roads, for example, the Bear Mountain Bridge, the Newburgh-Beacon Bridge, Route 9D, and Route 9W. The symbols of these signs, as well as the location of these signs are important, as we want potential*

tourists to visit our sites.

Each interpretive sign focuses on the thesis by connecting the historical significance, amusement, and cultural values of each of the sites in order to inform visitors of what they can do at each location. Each panel has been designed with specific attention to details such as the background, fonts, and colors of everything in order to best represent the site as well as make the signs interesting and easy for the visitor to read. They also all incorporate pictures in order to catch the attention of the visitors and show the significance of the site with not only words, but also images. *For the final Case Study, I used the history from each of my Wayside Exhibits, along with other information I looked up, to create the history section of the guidebooks for each site.*

The UPDO section of the Hudson River Valley has a rich history and offers many opportunities for learning and enjoyment. By visiting the key sites, especially with the help of tourism websites, interpretive signs, and key location signs, tourists will experience picturesque views and learn about historical significance. And by incorporating recreational activities for all ages, visitors will also experience amusement and cultural values.

Samantha Solomita
History and Culture in the Hudson River Valley
Professor Johnson
December 9, 2013

History of UPDO



The “Hamilton Fish” Newburgh-Beacon Bridge connects Orange and Dutchess County. It is the most traveled of the New York State Bridge Authority bridges. An “official” ferry was established in 1743 by Alexander Colden, which played a huge role in the American Revolution. It acted as a communication between patriots in New England and the Continental Congress in Philadelphia. It was used by George Washington and John and Samuel Adams to lead armies during the war. Heirs of Colden gave the rights to the ferry to the Ramsdell family until the NYSBA took over the ferry services in 1956. The cost of the bridge estimates at about \$18 million. In 1954, the Mailler-Hatfield Bill was passed by the Legislature; the bill allowed construction of the bridge in order to replace the ferries. The bridge was originally supposed to be 4 lanes; however, due to lack of funds the state decided to build a two-lane bridge without federal assistance. On November 2, 1963 the Newburgh-Beacon Bridge was open to traffic. In 1997, the Newburgh-Beacon Bridge was renamed the “Hamilton Fish Newburgh-Beacon Bridge” in honor of Hamilton Fish.⁷

The Bear Mountain Bridge connects Orange/Rockland County and Westchester/Putnam County. It is the oldest of the NYSBA bridges. It was the first vehicular river crossing between New York City and Albany. The Appalachian Trail from Mount Katahdin, Maine, to Springer Mountain, Georgia, crosses the Bear Mountain Bridge. The bridge was built privately by the Harriman family, which owned the Bear Mountain Hudson River Bridge Company, in order to promote the Bear Mountain State Park. The bridge is located just south of Fort Montgomery,

⁷ "The “Hamilton Fish” Newburgh-Beacon Bridge," New York State Bridge Authority, accessed October 5, 2013, http://www.nysba.net/bridgepages/NBB/NBBpage/nbb_page.htm.

which is where a battle took place during the American Revolution. The bridge was opened to the public November 27, 1924 and was taken over by the NYSBA September 26, 1940. ⁸

In 1609, Henry Hudson sailed up the Hudson River to the east bank of the river, which belonged to the Wappinger Indians and the Algonquin Federation. Today this area is Dutchess County. Many people believe that Dutchess County is named after the Dutch; however, it was named after England's future Queen Mary. Many European political and religious refugees began to populate this area. The Village of Fishkill served as an encampment for General George Washington and his troops during the Revolutionary War. In 1777, the capitol of New York State became Poughkeepsie. Landscape painters such as Frederick Church and Thomas Cole became popular as the Hudson River School flourished. Landscape architecture also advanced during this period. In the 19th century, industry in Dutchess County thrived. There was a lot of trade along the Hudson River waterfront. ⁹

The Orange County land was purchased by Colonel Thomas Dongan, the Governor of the Province, from the Indians. The growth of Orange County was slow until the Revolutionary War. The Battle of Fort Montgomery took place in Orange County, NY. Sir Henry Clinton led his troops into Fort Montgomery and Fort Clinton. General Clinton divided his troops into two separate groups in order to simultaneously attack the American forts. Colonel Mungo Campbell led the British troops to Fort Montgomery, and General John Vaughn led British troops to Fort Clinton. The British outnumbered the American



Picture from
Sam Solomita

⁸ "Bear Mountain Bridge," New York State Bridge Authority, accessed October 6, 2013, http://www.nysba.ny.gov/bridgepages/BMB/BMBpage/bmb_page.htm.

⁹ "History of Dutchess County," Dutchess County New York, last modified 2013, accessed October 5, 2013, <http://www.co.dutchess.ny.us/Tourism/HistIndex.htm>.

troops 3-1. The British won the Battle of Fort Montgomery and the Battle of Fort Clinton.¹⁰

Ulster County, originally dominated by Indians, was taken over by French Huguenots in about 1663. The river towns were taken by the British in 1777. The Provincial Congress and State Legislature were in Kingston. Kingston played a critical role in the decision making of the communities during the war and after the war. Two Indian Wars, the First Esopus War and the Second Esopus War, were fought in Ulster County.¹¹

Putnam County was originally inhabited by the Wappingers. During the 17th Century the Wappingers had regular contact with Dutch traders; however, there were no European settlers at this time. In 1691, two Dutch traders purchased Putnam County from the Wappingers. Putnam County occupies most of the Highlands east of the Hudson River. The mountains were strategically significant during the Revolutionary War. Many troops were stationed with General Putnam during the war. Putnam County has a great positioning on the Hudson, which allowed good, cheap means of transporting good and people from New York City to Albany.¹² *For the final, I did a lesson plan for each of the key sites. In addition, I did a brief summary of the history of UPDO and the bridges.*



¹⁰ "British Capture Forts Montgomery and Clinton," History, last modified 2013, accessed October 4, 2013, <http://www.history.com/this-day-in-history/british-capture-forts-montgomery-and-clinton>.

¹¹ "Ulster County," Ulster County Genealogical Society, last modified 2013, accessed October 8, 2013, http://www.ucgsny.org/uc_history.html.

¹² "A Brief History of Putnam County," Putnam County Online, accessed October 15, 2013, <http://www.putnamcountyny.com/countyhistorian/putnams-past/>.

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Jessica Rutter
Individual Final Essay
December 9, 2013

For the midterm, I choose the key sites and described why they were significant sites for our UPDO region. The sites I choose were the Twin Forts, Mt. Beacon, Boscobel Home and Gardens, Washington's Headquarters and West Point. Each of these sites offered historical, cultural, educational and most importantly enjoyable significance to the UPDO region.

Washington's Headquarters



Washington's Headquarters is one of the important historical sites in Orange County. This national landmark is the location on the Hudson River, where General Washington made many of the decisive decisions during the Revolutionary War. As the first publically owned national historic site, visitors can enjoy scenic views of the Hudson River and surrounding picturesque environment while embarking on a guided tour through the 18th century living quarters used by Washington, known as the

Hasbrouck house, as well as the accompanying museum. Visitors can also enjoy a picnic at the site where they can dine while enjoying the scenic views and historical atmosphere.

Mt. Beacon



Mt. Beacon is one of the many recreational outdoor sites along the Hudson River and is opened year-round. Named for being a place for beacons during the Revolutionary War, the mountain is a popular destination for hiking, nature study and picnicking. Here visitors can view the beautiful

scenes of fall as well as the panoramic view of the city of Beacon as well as the skyline of New York City. While these trails can be steep and *winding, and are about a mile to the summit*, the hike is well worth the views and experience of the Hudson River Valley as the second highest peak in the Highlands, *which can be enjoyed on the observation deck on the top of the mountain. The site is supported by the Mount Beacon Incline Railway Restoration Society who is committed to restoring the site and allowing access to people of all abilities.* Allow for at least 3 hours of visiting.

Boscobel House and Gardens



Boscobel House and Gardens is a cultural site where many special events and exhibitions occur year round. During the summer, visitors can experience the Shakespeare Festival where critically acclaimed theatrical performances are held. Other events such as art exhibitions, bon fires, lectures and holiday festivities can be enjoyed by guests throughout the rest of the year in addition to the 1.25 miles hiking trails and breathtaking views. Visitors can also enjoy a guided tour of the house showcasing architecture and furniture from the *neoclassical and Federal* period. *The site also has a museum shop for visitors to enjoy.*



The United States Military Academy at West Point



West Point is more than just a school for up and coming cadets. Here, visitors can go to popular football games, as well as view theatrical performances and partake in tours of this important Historical site. As a key point for the Revolutionary War and now a prominent educational institution, West Point has much to offer for historical and cultural amusement. Visitors can tour the museum on grounds and enjoy scenic views of the Hudson River at the restaurant on site.

Twin Forts – Fort Montgomery and Fort Clinton

Forts Montgomery and Clinton are locations of key sites during the Revolutionary War that have recently been established as historic sites in the Hudson River Valley. Visitors can enjoy the zoo featuring animals native to the area, such as black bears and red foxes, as well as visit the museum featuring artifacts from the War excavated when the site was being established. Hiking trails and ruins from the forts are also popular tours *on the 14-acre fortification* as visitors can participate in the experience of the soldier's habitats and environments.



The information used from this midterm essay was an integral part of my final contribution. The key sites provided an outline for which to write my guidebook and much of what I wrote in the midterm became key information provided in the guide. The information from the midterm became an outline for what I would write in the guidebook pages on information for the sites as well as provide outlines for additional final contributions such as the itinerary and the lesson plan.

All photos taken by Jessica Rutter

Rebecca Warne
Final Individual Essay
December 9, 2013

UPDO Tourism

The UPDO slice of the Hudson River Valley includes Ulster County, Putnam County, Dutchess County, and Orange County, which all offer their own interesting sites and activities. UPDO has a great sense of **history** and **culture** that would appeal to all tourists. But in order for people to travel to this area, they must first learn about all of its opportunities.



Each county has a general website, all of which are rather dull, giving information about various departments, budgets, and legislature of the county. Tourists are not interested in these aspects, which is why each website has a “Tourism” or “Discover” link. Once clicked on, the links bring the county to life, providing upcoming events, itineraries, photos, attractions, and more (Home - Orange County; New York, Dutchess County New York - The Official Web Site of Dutchess County; Welcome- Ulster County; Putnam County Online | Discover Putnam).

“Orangetourism.com” has information about the weather of the area, an events calendar, and places to dine and sleep (Welcome to Orange County - Orange County Tourism). The site provides itineraries, such as the “Free Attractions Tour,” which features West Point. These itineraries will entice large groups to visit Orange County. Another great feature is the photo gallery, which helps tourists decide which beautiful sites to visit.

Four of our key sites are featured on these tourism sites. West Point, The Twin Forts, and George Washington’s Headquarters are listed on the Orange County site, and Boscobel House and Gardens on the Putnam site (Putnam County Arts and Culture). These locations are listed because they are of **historical** and **cultural** importance to the region, but the short blurbs written about each one are not enough to intrigue tourists. More detailed descriptions are needed. For example, the Boscobel House and Gardens blurb should include information about the Shakespeare festival and tours for children. Though links to each attraction’s webpage are provided, the multiple hyperlinks may confuse international tourists. The tourism websites do provide plenty of transportation information, like local train stations and airports, transit schedules, highway directions, and even directions for boats, proving that each county appreciates visitors from nearby, or miles away. Unfortunately, our fifth site, Mount Beacon was not prominently featured on the Dutchess County website (Welcome to Dutchess County!).

Mount Beacon provides tourists with exercise and breathtaking views of the Hudson River and the New York City skyline, which all tourists would enjoy.



Social media activity is very important in today's society, so Facebook and Twitter are great means of communication. The county Facebook pages and Twitter accounts are organized and updated, with the exception of Ulster's Twitter, which has not been updated since August. Dutchess County also has a Pinterest, which shows photos of attractions, scenery, and dining establishments. Dutchess and Orange County even have their own YouTube channels. Technologically savvy tourists will be thrilled to learn about the Hudson Travel App, which allows them to access all necessary information right on their smart phones (Welcome to Orange County - Orange County Tourism).

In order to bring more tourism to UPDO, I would create a more inviting general webpage for each county, complete with a prominent tourism link. These links were difficult to find on some of the county websites. I would keep all social media accounts up to date and create a Pinterest and Instagram for each county, because photos will really spark the interest of potential UPDO visitors. Increased focus on social media and detailed descriptions would definitely increase tourism in the area.

The tourism research that I performed for the midterm helped me when creating my final 36-hour itinerary because I was able to see different example itineraries on the tourism sites of each county. I also saw what kinds of activities and attractions would entice tourists to visit UPDO, and I incorporated those aspects into my itinerary. The itinerary for the final case study combines five key sites, of historical and cultural significance, into an enjoyable weekend trip.

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Meg Hafford
History Midterm
16 October 2013

When traveling from the Bear Mountain Bridge to the Hamilton Fish Bridge, one will enter many different counties, all of which offer many important and interesting key sites. While traveling on the various parkways in between these major bridges, it is imperative to have signs directing to key sites. These signs should be attractive, representative of the site, and placed in critical locations. The signs should offer a good representation of what the site has to offer, and what they can expect to find at that site.

At Fort Montgomery and Fort Clinton, or the Twin Forts, a traveler can expect to find a battlefield, where many critical battles between the British and the Americans were fought, as well as an informative museum. This sign will be constructed using an image from the actual site. This will attract travelers on the road to the site. The signs will be placed along the Bear Mountain Bridge, due to the close proximity of Fort Montgomery and Fort Clinton and the bridge.



Signs for Mt. Beacon will also represent the site. A traveler will expect to climb the mountain and experience the picturesque views the Hudson River has to offer. The park is great for families. This sign will represent a simple image of a mountain, as that is the main attraction to the site. These signs will be found on New York 9D, as travelers will be on this road for a majority of the trip.



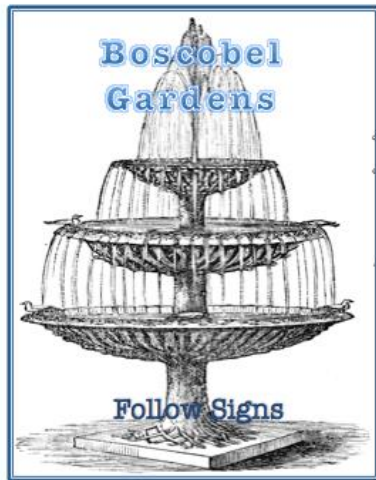
West Point Academy has the feel of a college campus, yet is the location in which many soldiers gain their exceptional talents. This image of West Point symbolizes the campus feel while incorporating the soldiers marching attentively, which is what one would expect to experience at this key site. West Point Academy is also located very close to the Bear Mountain Bridge; signs can be placed on the bridge.





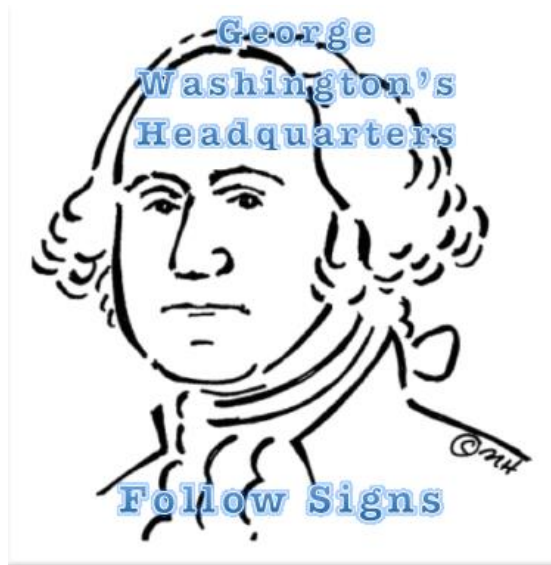
To symbolize the beautiful Boscobel Gardens, a peaceful water fountain is an eye-catching image for those traveling. This image signifies the serenity, which the site definitely expresses. The Boscobel Garden and House is located close to Bear Mountain Bridge, as well, signs should be placed along the bridge.



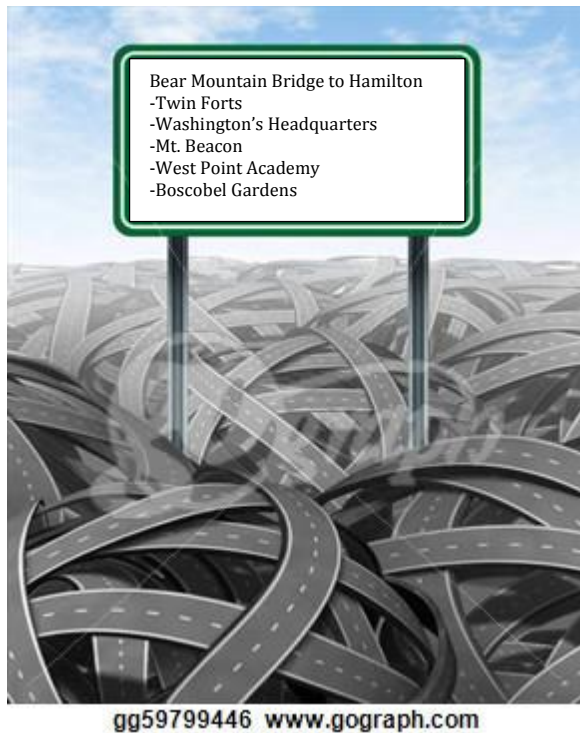


As it states, of course, George Washington's Headquarters is yet another historic site. This simple image is one that many will be able to recognize, as it is the face of our first president. Signs for George Washington's Headquarters can be placed along Old Route 9W.





Each key location sign represents a symbol of the site. These signs will be placed strategically along highways leading up to the site. The signs will be constructed mainly from steel. They have a large, readable, and simple font for drivers to see without becoming distracted. The signs will have reflectors on both the top and the bottom, as well as on the letters, so travelers are able to locate the sites at night. Tourists will be able to easily find the sites, as well as gain brief insight as to what the site has to offer.




History of the Hudson River Valley
Colonel Johnson
12/9/13

Final Case Study


The informational signs for each site will be made of materials that will be able to withstand all weather conditions because they will be located outside. They will be in aluminum frames and located at the entrance to each location (The Wayside Companion A Guide to Developing Outdoor Exhibits). For each of the sites there will also be other signs installed throughout the exhibits and so these would just be introductory signs with background information. Also, each sign will contain information about how the site relates to our thesis: The UPDO section of the Hudson River Valley combines the picturesque views and historical significance along with amusement and cultural values by incorporating recreational activities for people of all ages. They all will also have the logo for our sector on them.

The sign for Fort Montgomery and Fort Clinton has a red, white and blue background because of its significance in the Revolutionary War and the fact that America is a country today. The title is also in red and blue for this reason. I chose to keep the rest of the information just in black because I did not want to have too much going on that it distracted the reader. The information is split up into two main sections. The top section is all about the history of the battles at Fort Clinton and Fort Montgomery and the bottom section is about what you can do when you visit there now. On the sign, there are three pictures. The one on the top is from a reenactment of the battles and I think shows how the culture and history of the Revolutionary War is being brought to the area. Another picture is of some of the remains of the forts and the third is of the view of the Hudson with the Bear Mountain Bridge in it to show the surrounding picturesque environment.


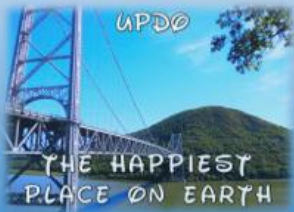


On October 6, 1777, British Loyalist and Hessian forces attacked the American Patriots at Fort Montgomery and Fort Clinton. The American Patriots were outnumbered 3 to 1, however they fought with great determination and refused to surrender to the British when they were given the chance. More than half the Patriot forces were killed, wounded, or captured in this British victory, however the battles of Fort Montgomery and Fort Clinton kept a large amount of British soldiers from the battles at Saratoga, American victories that are now known as the turning point in the American Revolution.

Fort Montgomery And Fort Clinton




The museum contains original artifacts and weapons from the battle, large-scale models of the forts and attacks, and replica mannequins of different soldiers who would have fought in these battles. Although the forts have not been rebuilt, there are remains of them, which include stone foundations of barracks, the gunpowder magazine and eroded redoubt walls. Facing the views of the Hudson River are reproduction cannons that were used to attack the incoming troops. These, along with demonstrations of artillery, musketry, music and camp life activities, allow visitors to experience the past history of the UPDO region of the Hudson River Valley.


Information on sign: (Fort Montgomery State Historic Site); Pictures: (Fort Montgomery State Historic Site)

I made West Point's sign so that it was all in the school's colors of black, gray, and gold. The top picture is the logo they use on their website. Under that is a brief history of the school and its role in the Hudson River Valley. There are also pictures of the campus and cadets marching to show more aspects of what the school is like




UNITED STATES MILITARY ACADEMY
WEST POINT.

Founded in 1802, West Point has served to educate the United States Army for over 200 years. With many notable graduates, including former presidents Ulysses S. Grant and Dwight D. Eisenhower, and its locations along the Hudson River in the UPDO region, West Point is rich in American history and culture and has become a national landmark.




Academic Program:
West Point strives to create a classroom that serves as the foundation of critical thinking and creative problem solving. All cadets will graduate with a Bachelor of Science degree from one of 40 majors spanning a variety of topics.

Military Program:
West Point is geared towards the cadets becoming officers in the United States Army. From the first day, they are organized into companies and serve in leadership positions. By graduation, the cadets have all participated in small-unit leadership training, attended military schools such as Airborne and Air Assault, served as senior leadership to junior cadets' summer training, and interned as an office in active duty units across the globe. Each cadet is fully prepared to lead soldiers and serve the United States of America



Physical Program:
Every cadet must participate in both physical education and competitive sports throughout the year. This allows them to develop their physical and fitness that will hopefully continue after they graduate.



UPDO
THE HAPPIEST PLACE ON EARTH

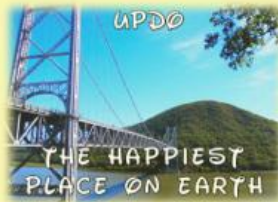
Information and Pictures: (United States Military Academy at West Point)

The Boscobel sign is on a yellow background because that is the color of the house. The information is split into two sections, one about the history of the house and the other about the exhibits and programs there today. The two pictures are of the house itself and a fountain that is on the grounds. I wanted this sign to be simple because there would be so much other information on signs as you walked through the different exhibits.

The Boscobel house was conceived by States Morris Dyckman, a British loyalist, and was built between 1804 and 1808. He died in the middle of the project and his wife, Elizabeth Corne Dyckman, finished it and lived in the house until her death in 1823. Boscobel was originally built 15 miles down the river in Montrose, New York however in the 1950s the house faced demolition. The house was moved and reconstructed in its current location. The current museum opened its doors in 1961.



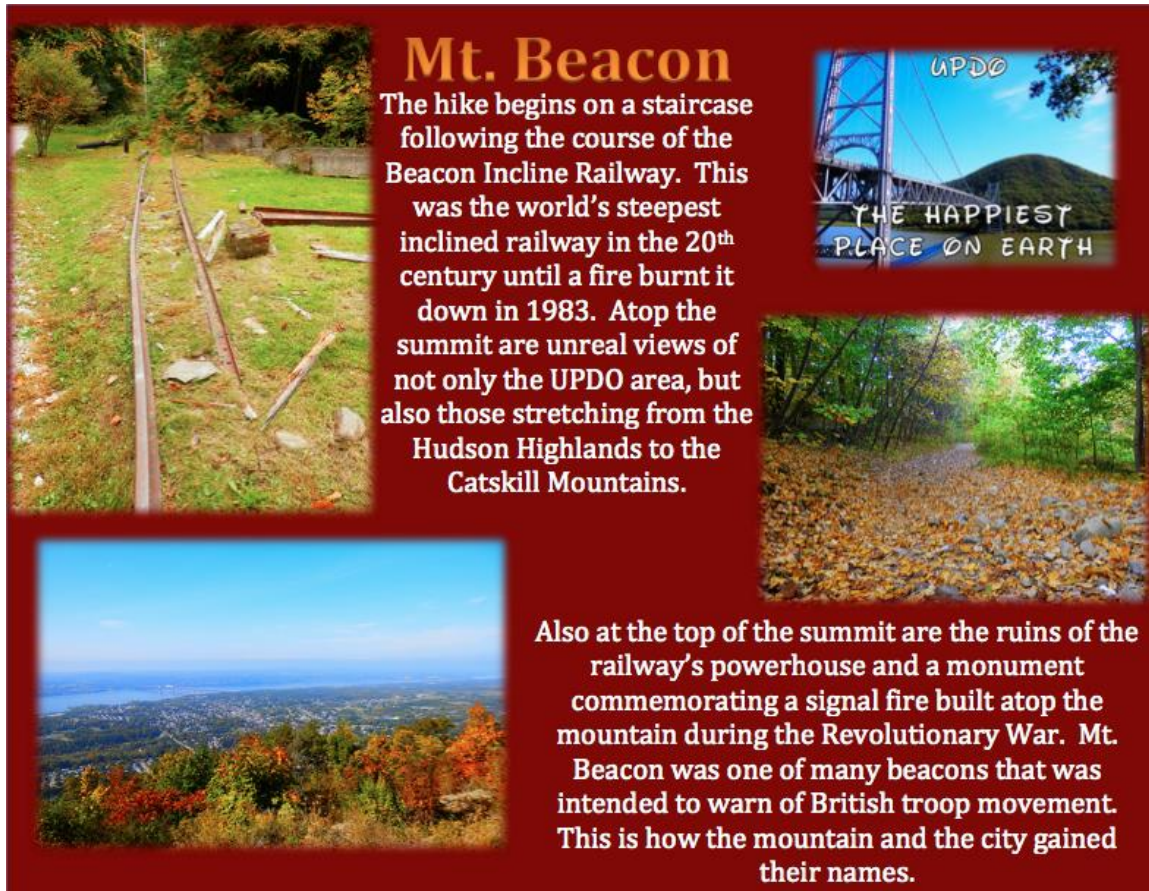
BOSCOBEL HOUSE & GARDENS



Today, Boscobel is home to one of the nation's leading collections of furniture and decorative arts from the Federal period. Throughout the year, Boscobel provides guided tours, lectures, special events, workshops, and other unique programs such as candle light tours and the Hudson Valley Shakespeare Festival.

Information and Pictures: (Boscobel · House and Gardens)

Mount Beacon's sign contains two sections of information. The first is about the incline railway that used to be on the mountain. The second is about how the peak used to be used as a signal to tell when British troops were marching. The pictures all show the picturesque nature of the mountain and the views from the top of it.




Mt. Beacon

The hike begins on a staircase following the course of the Beacon Incline Railway. This was the world's steepest inclined railway in the 20th century until a fire burnt it down in 1983. Atop the summit are unreal views of not only the UPDO area, but also those stretching from the Hudson Highlands to the Catskill Mountains.

Also at the top of the summit are the ruins of the railway's powerhouse and a monument commemorating a signal fire built atop the mountain during the Revolutionary War. Mt. Beacon was one of many beacons that was intended to warn of British troop movement. This is how the mountain and the city gained their names.


Information and Pictures: (Mount Beacon Park)

The sign for Washington's headquarters is blue to stick to the patriotic theme that is similar to that of the Twin Forts. It has a picture of George Washington because it was his headquarters and two pictures of the actual headquarters as it stands today. The writing is white so that you can see it on the blue background.




Washington's Headquarters


From April 1782 to August 1783 General George Washington, Commander-in-Chief of the Continental Army, made his headquarters and residence at Jonathan and Tryntje Hasbrouck family's fieldstone farmhouse in Newburgh. It was the longest he stayed at any headquarters throughout the 8 1/2 years of the Revolution.



Washington's Headquarters is the first publicly owned and operated historic site in the Nation and a National Landmark. It provides access for people to explore one of the most important historic and cultural aspects of the UPDO section of the Hudson River Valley. The Hasbrouck house is furnished to reflect Washington's stay and is open for guided tours.

The Tower of Victory was built from 1887 to 1888 by John Duncan and commemorates the end of the Revolutionary War. The museum was built in 1910 and includes muskets, personal items of the Washingtons, and one of the original Badges of Merit.





Information and Pictures: (Washington's Headquarters State Historic Site)

For the guidebooks that I worked on with Jess, I was in charge of the history sections. For this I used the history that I put on my signs combined with other history I researched about each key site.

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