

Book Study Group: Fall 2004 How did the reform movements of the early nineteenth century affect the rights of Indigenous Peoples, African Americans, and Women?

Who: Teachers of grades 3-10 in VT and NH schools along the Connecticut River Watershed.

What: Local book study groups, to look at the theme of rights, reform, and power during the time period leading up to the Civil War (1820-1850). Readings mix adult non-fiction, juvenile fiction, and related primary documents. Adult selections include: *The Lydia Maria Child Reader*, the narratives of Frederick Douglas and Harriet Jacobs, and *Ain't I a Woman*. Juvenile selections include: *Soft Rain*, *Trails of Tears*, and *Sojourner Truth: From Slave Ship to Freedom Road*.

When: Oct. 20, Nov. 3, Nov. 17, and Dec. 1, 2004

Where: First meeting to be held in Norwich, VT from 4:30-6:30. After that, small groups will meet locally throughout the region. Locations to be determined by enrollment.

This study group is being offered by the Flow of History, a non-profit history education network with funding from the US Department of Education, Teaching American History Program. Books will be provided.

Modest stipends for participation and re-licensing credits are available. For more information, call Southeast Vermont Community Learning Collaborative (802.257.8600/866.889.0042) or e-mail Fern Tavalin, tavalin@sover.net.

A companion series will be run in Newport, Vermont for teachers in the Northeast Kingdom School Development Center service area. For more information, call NEKSDC at (802.626.6798) or e-mail Paula Ranciato, cassie@together.net.

Continued from page 7

FoH: You are a trained scientist. Did you have difficulty making the shift to historical research?

CB: I don't see intellectual life as divided. Compartmentalization is not necessary when you have curiosity and a problem to solve. I used methods of investigation that apply across disciplines.

Charlie Butterfield gives public lectures about Isaac Butterfield and his surrender at the Cedars. A copy of his article "Major Isaac Butterfield and his Surrender at the Cedars, 1776" which originally appeared in the Spring/Summer 1997 issue of Historical New Hampshire can be found at the Southeast Vermont Community Learning Collaborative in Dummerston, Vermont. A larger manuscript entitled In the Matter of Major Isaac Butterfield and an edited/annotated version of A Narrative of Soldierly: The Journal of Zephaniah Shepardson, Guilford, Vermont, 1826 can be viewed there as well.



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THE FLOW OF HISTORY INCORPORATES

Three years ago, planners from the Vermont Museum and Gallery Alliance, the Vermont Rural Partnership, and the WEB Project saw the need for a history education network along the Connecticut River watershed. As a National Heritage River, the Connecticut holds important stories about our nation, how it began, and how it is progressing. A grant from the US Department of Education, Teaching American History Program in 2003 made it possible to begin this network and to connect the Connecticut River Valley experiences in Vermont and New Hampshire to their larger national context.

After two years of operation under grant funding, the Flow of History has become its own organization. Originally conceived as a Vermont initiative, we have learned how critical New Hampshire's history is to the development of the region and thus we are expanding our focus. This issue tells the dramatic story of the Western Rebellion and of the time when both sides of the river temporarily united.

Rivendell Interstate School District Partners with Flow of History

Rivendell Interstate School District will partner with Flow of History and others to improve students' critical reading skills in American history and to use primary resources as a tool to investigate important historical questions. More than fifteen schools in Vermont and New Hampshire will receive benefits over the next three years from a \$907,000 United States Department of Education, Teaching American History grant.

Rivendell will serve as the LEA (local educational agency) for this program, entitled *History Harvest*. Flow of History is Rivendell's primary partner; other partners include the Southeast Vermont Community Learning Collaborative, the Great Falls Region Chamber of Commerce at the Bellows Falls Waypoint Interpretive Center, and the University of Vermont.

Funds for *History Harvest* will be used for hands-on summer institutes, enhanced by follow-up study groups during the school year, to deepen teacher knowledge and to help teachers improve their own students' comprehension. Historians will serve as mentors to the project, guiding curricular

decisions related to American history offerings, reviewing teacher work, and writing professional articles. An online information center and primary resource database, *History Harvest*, will provide universal access to teachers, students, and community members around the region and throughout the country who have an interest in American history.



Rivendell teachers Gary Barton (foreground) and Bridget Fariel (background) use town records in Windsor, Vermont in a hands-on session to explore connections between local and national history.

In this issue:

Flow of History Incorporates	1
History and Literacy	
<i>Inquiry-based book groups</i>	2
The Western Rebellion	3
The American Revolution, Constitutionalism, and the Connecticut River Valley:	
<i>A close-up on New Hampshire</i>	5
Primary Investigation:	
<i>Major Isaac Butterfield</i>	7
Book Study Group	8

History and Literacy: Inquiry-based Book Groups

By Fern Tavalin

Flow of History began offering book groups in the fall of 2003 so that teachers could have adult level conversations about history and so that they could consider the role juvenile literature (fiction and non-fiction) plays in learning about American history. Based on popular demand, the inquiry-based book groups are back!

The main purpose of inquiry-based book discussion is to share the range of questions and responses that emerge when a group of people read and respond to a common text. The Flow of History book groups are organized so that participants approach the readings through inquiry and observation. The discussion procedures focus on two strategies for critical reading: Asking Questions and Exploring Inferences. During the discussions, people cite passages from the text to anchor their comments to specific observations.

These particular strategies have been selected so that teachers can engage, on an adult level, with the two that students find most difficult to master. The emphasis of discussion is placed on asking questions—of the text, or other's responses to the text, of the impact of the text on prior knowledge and assumptions, etc—rather than mastering a specified body of content knowledge. This is not to say that an acquisition of content-knowledge isn't important; good readers integrate multiple strategies. Basic comprehension is the

foundation for these more complex interactions with text.

The Fall 2004 group begins with a common gathering in Norwich, Vermont on October 20 from 4:30-6:30. Subsequent meetings will be held locally, specific times and places to be determined by enrollment. The fall session will look at the theme of *Rights, Reform, and Power from 1820-1850*, the time period leading up to the Civil War. An emphasis will be placed on the rights of indigenous peoples, African Americans, and women. Readings include a mix of adult non-fiction, juvenile fiction, and related primary documents. Books are included.

Because the inquiry-based book groups are still in a design phase, modest stipends will be offered for VT and NH teacher participation. If you would like to join one of the regional groups, contact Fern Tavalin (tavalin@sover.net).

A companion series will be offered in Newport, Vermont by the Northeast Kingdom School Development Center. For more information about the Newport

group, contact Paula Ranciato (cassie@together.net) or call the Center at 802.626.6798.

History and Literacy: Getting Basic Information

Sometimes it's nice to just get some facts, especially if you are new to teaching or are taking on a new content area. Elementary teachers are especially familiar with the challenge that goes along with new grade level assignments that require new content mastery. If this sounds like your situation, Flow of History is piloting another type of book group in the southern part of the VT/NH watershed region. This one is based on comprehension strategies that include: Analyzing Text Structure, Determining Important Ideas and Themes, and Evaluating, Summarizing, and Synthesizing.

We are looking for five upper elementary teachers who would like to read *Making Thirteen Colonies* and *From Colonies to Country*. These titles are Volumes II and III of *A History of US* by Joy Hakim. Study group texts will also include accompanying teachers' guides and a companion book about reading comprehension.

The pilot will run in late fall or early winter, time and dates depending upon participants' schedules. The group will meet at the Southeast Vermont Community Learning Collaborative in Dummerston, Vermont. Participants will be selected on a first-come, first-served basis with priority given to teachers new to teaching the content of Colonial America and the American Revolution. Books and a modest stipend will be included. For more information, contact Fern Tavalin (tavalin@sover.net).



Walt Garner, Susan Bonthron, Janice Brisco, and Alicia Hingston pour over land records at the Windsor Town Hall as they learn how to search for information about the lives of Revolutionary Era residents of the Connecticut River Valley.

Primary Investigation: Major Isaac Butterfield

A Flow of History interview with Charlie Butterfield

When Charles H. (Charlie) Butterfield's father died in 1971, he became curious about his heritage. So, Charlie placed an ad in *Twigs and Branches* and to his amazement, a Charles A. Butterfield replied.

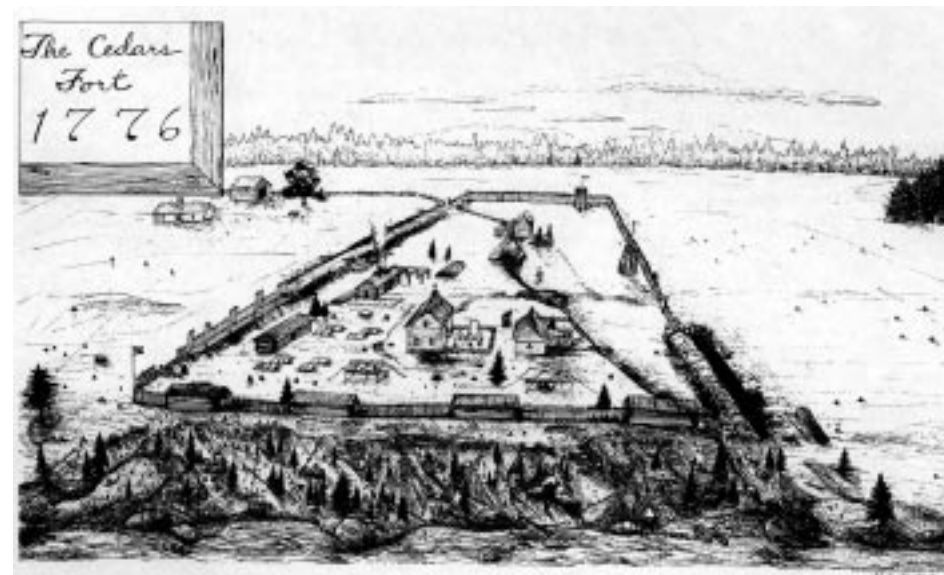
After some correspondence, Charlie learned about a compelling 18th century family drama concerning Major Isaac Butterfield of Westmoreland, NH. Since the story had not been handed down through the generations, Charlie wanted to know more. As a full-time science teacher, he had to place his curiosity on hold for over 20 years.

Finally, with the luxury of retirement in 1994, Charlie began a five-year journey to learn more about this ancestor. The following interview with Flow of History gives a glimpse as to how Charlie uncovered the long-lost tale of Isaac Butterfield who became, through unfortunate circumstance, the first American to surrender to British troops during the American Revolution. The surrender took place at the Cedars in an ill-fated attempt to capture Canada.

FoH: How did you get started?

CB: I asked myself some basic questions like, "Who was this Butterfield? Who were his children? What was life like during the 18th century?" I looked through local historical society collections and the probate records of Cheshire County to find out more about Isaac Butterfield and his life. I found town records and town histories especially helpful.

My search also led me to the library of the American Antiquarian Society in Worcester, MA. I went there to read the manuscript of the diary of Westmoreland, NH's first minister. The minister described the Westmoreland of Isaac Butterfield's time by writing his diary on loose-leaf paper and inserting the entries between the pages of almanacs. As I was reading the diary, I glanced at the almanac. To my sur-



Charles H. McLean prepared this sketch of the Cedars in 1996 based on descriptions from C. Butterfield's research notes.

prise, there was an entry for Isaac Butterfield's tavern in Westmoreland under a list of "well-known houses of entertainment." This confirmed that Isaac Butterfield was indeed a tavern owner.

To find out more about the general story, I turned to history books. My wife Nancy was a librarian at Keene State College and she found references to books about the invasion of Canada that I obtained through interlibrary loan. I used the bibliographies of these books to locate primary resources related to the Cedars.

FoH: Where did the bibliography lead you?

CB: Through inter-library loan and visiting archives in New Hampshire, Vermont, and Massachusetts, I was able to locate 4 journals by people with different perspectives on the Cedars and what happened there. One is by an officer in the King's Own 8th Regiment of Foot (Parke), another is by a brash French Canadian employed by the British (deLorimier), a

third is the journal of an American civilian guide hired by the New Hampshire regiment and who ended up at the Cedars (Bayley), and the fourth is by a private from Guilford, VT who was under Butterfield's command throughout (Shepardson).

By looking at these journals, which were often at odds, I was able to piece together the story as no one had done before.

FoH: How do you distinguish your work from that of a genealogist?

CB: A genealogist is devoted to tracing out family lines. The point of research is the family. I approached the research from the angle of an historian, placing the life of this person into a larger social context. For me, knowing that Isaac Butterfield is probably an ancestor has a certain appeal, but the drama of the story was the draw that kept me going.

Continued on page 8

Continued from page 5

of the secessionists was that states were composed of towns whose inhabitants had a constitutional right to join whatever state they wanted. Killington, Vermont's electorate has recently acted on a similar idea.

The narrative of events that shaped these constitutional developments is both complex and confusing. The timetable below should help readers keep things straight.

1776

January

New Hampshire Provincial Congress adopts a constitution. No voter approval sought.

Winter

Westerners (Berkshire County) protest the assumption of power by the Massachusetts Provincial Congress.

May

Continental Congress, citing NH's January action, asks the other states to write constitutions.

July

Declaration of Independence

Fall

United Committees from Valley towns around Hanover attack the New Hampshire constitution.

1777

January

Settlers west of Green Mountains announce plan to leave New York and form a new state.

April

New York Provincial Congress adopts a constitution.

Government created by the Massachusetts Provincial Congress decides to write a constitution.

July

Vermonters, meeting in Windsor, adopt a constitution. The document, in many specifics, is based on the Pennsylvania constitution. Popular approval is not sought.

1778

February

New Hampshire General Court, responding to criticism from both the Connecticut River Valley and the Portsmouth area, calls for a constitutional convention.

March

16 New Hampshire towns secede and join Vermont in what historians call the First Union.

June

New Hampshire constitutional convention meets. Valley secessionists boycott the meeting.

Summer

First Union dissolved.

Massachusetts rejects its proposed constitution. Opposition heavy in Hampshire County, which includes all towns bordering the Connecticut River. Voters insist the General Court has no authority to propose a constitution.

1779

Winter

Continental Congress rejects feelers to have towns west of the river become part of New Hampshire.

June

New Hampshire convention sends out proposed constitution. It is rejected. Many Valley towns refuse to vote.

Massachusetts General Court reluctantly agrees to call a constitutional convention.

1780

Winter

Massachusetts convention sends out a proposed constitution whose main architect is John Adams.

June

Massachusetts constitution 'ratified' despite strong Valley opposition.

1781

April

A new New Hampshire constitutional convention called.

October

48 valley towns, including the original 16, secede and join Vermont in a Second Union. Conflict arises in many of these towns over accepting Vermont authority.

Fall

Another New Hampshire constitution proposed and rejected. Few in 48 seceding states participate in voting.

1782

Winter

Warned by the Continental Congress to stop trying to absorb neighboring land, Vermont dissolves the Second Union.

Fall

Still another New Hampshire constitution proposed and rejected. Valley towns begin to participate.

1783

All Year

Valley towns east of river re-join New Hampshire by sending delegates to the General Court. Towns west of river accept Vermont authority.

September

Treaty of Paris. England formally acknowledges the independence of the United States.

October

New Hampshire voters approve latest convention proposed constitution. Valley towns full participants in the process.

THE WESTERN REBELLION

By Jere Daniell

From *New Hampshire Profile (Special Issue, 1976)* Reprinted with permission.

In many of the colonies the general revolution against imperial domination triggered protests against state authority, protests which threatened, at times, to undermine the entire fabric of civil government. New Hampshire experienced perhaps the most serious of these revolutions within the Revolution.

Soon after the signing of the Declaration of Independence community leaders from a number of towns in Grafton County complained about the hastily adopted state constitution, then organized a boycott of the General Court, and eventually convinced their fellow townsmen to secede from New Hampshire. The secession took various forms—refusal to pay state courts, a half-hearted attempt to form an entirely new river valley state of New Connecticut, and at two different times formal union with the self-created neighboring state of Vermont. But in the end it failed.

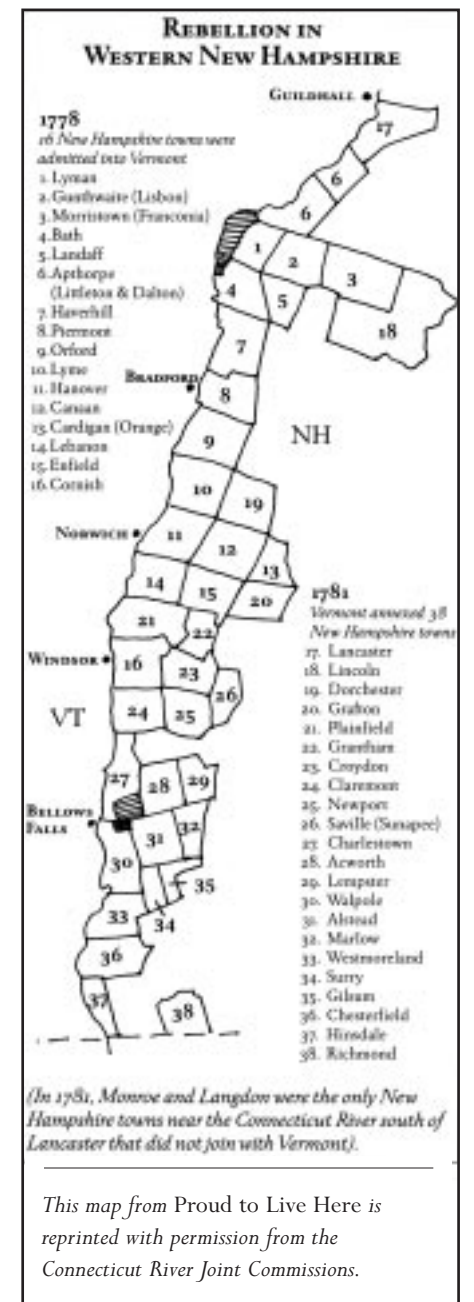
A complex mix of legal, demographic, geographic, constitutional, historical and political factors fed into the initial refusal of Grafton County residents to accept New Hampshire authority. To be sure, the royal government in 1764 had made the Connecticut River the western boundary of New Hampshire, but independence could be interpreted to mean that past actions of the Crown no longer had the sanction of the law. Legal justification of the refusal also came from the fact that Grafton County was not included in the land originally granted to John Mason and known as the Masonian patent.

Equally important, the entire upper river valley had been settled by migrants from eastern Connecticut with close family, economic and religious ties. Community leaders on both sides of the river wanted somehow to take advantage of the current situation to reinforce traditional bonds through political union. The destruction of royal government, they increasingly convinced themselves, returned them to a "state of nature" and freed them to make any kind of constitutional

arrangements they wanted. They wanted, above all, to eliminate the river as a jurisdictional boundary.

The behavior of New Hampshire's Revolutionary leader — whom Eleazar Wheelock, one of the Upper Valley's most prestigious citizens, described as "not of the greatest abilities" — only reinforced the initial doubts about accepting state authority. The constitution adopted at Exeter in January, 1776 left many Grafton County towns without representation in the General Court, a fact made especially irritating because back in Connecticut every town had had its own representative. Furthermore, the few delegates from the region found travel to sessions of the legislature difficult and their influence with governmental leaders minimal. In the fall of 1776 the frustrated westerners took matters into their own hands.

Elisha Payne of Lebanon, and Hanover's Bezaleel Woodward and John Wheelock (Eleazar's son and heir apparent to the presidency of Dartmouth College) organized the protest by convening a group they called the United Committees, with members from more than a dozen local committees of safety. The group's initial demands included a new constitution guaranteeing each town its own legislative representative and transferring the seat of government from Exeter to the center of the state. After negotiations broke down with President Meshech Weare and other members of the New Hampshire Council, the rebels shifted tack and announced formal secession. They flirted with the idea of a separate state — Dresden, the corner of Hanover where Dartmouth was located, would have become the capital — but settled on union with Vermont as a more practical way in



Continued on page 4

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which to assure association with their friends across the river.

That plan, however, ran afoul of the political ambitions of Ethan and Ira Allen, who worried lest annexation of the New Hampshire towns erode their control of the newly created Green Mountain State. The Allens therefore engineered a vote rescinding the first union with Vermont. In retaliation Payne, Woodward, Wheelock and Jacob Bayley of Newbury launched a campaign to have the entire upper valley join New Hampshire. When they almost succeeded, in 1781 the Vermont Assembly reannexed the towns it earlier had rejected, plus several others in Cheshire County. Soon Payne was chosen Vermont's lieutenant governor, both Payne and Woodward became justices in the Vermont Supreme Court, and the state took Dartmouth College under its wing.

The second union with Vermont finally forced the hand of the New Hampshire legislature. Earlier Weare, Josiah Bartlett, Timothy Walker, and other leaders had tried to mollify the rebels with political appointments (which were refused), promises of constitutional reform, and support for the idea of New Hampshire annexing the

They flirted with the idea of a separate state – Dresden, the corner of Hanover where Dartmouth was located, would have become the capital – but settled on union with Vermont as a more practical way in which to assure association with their friends across the river

Vermont towns along the Connecticut River. Now stronger measures were adopted. Weare informed the Continental Congress, the only external authority potentially able to settle the dispute, that unless it did so New Hampshire could contribute nothing further to the war effort. The state Committee of Safety, which Weare also headed, threatened to send troops westward, ostensibly to protect against Indians and the British, but in fact to prevent Vermont officials from exercising authority in the recently annexed valley towns. In January, 1782 the legislature as a whole reinforced the committee action by resolving to use force as a necessary, though disagreeable measure.

The threat of firm action by New Hampshire played a major role in resolution of the conflict, for it gave encouragement to those inhabitants in the towns who had tired of the machinations of both the 'College Party' (a term used to describe spokesmen for the rebellion) and the Allens. But two other developments were more important. Sentiment in many of the annexed towns began turning against the new arrangement after a few overzealous officials appointed by Vermont tried to arrest or seize the property of men who refused to pay state taxes. Then, much to the distress of Payne and Woodward, the Vermont Assembly did a sudden about face: prodded in part by a letter from George Washington critical of Assembly behavior, the members voted to renounce jurisdiction over all towns east of the river.

The vote, for all intents and purposes, ended the rebellion. Within a year virtually all the towns that had joined Vermont had accepted the authority of New Hampshire. The citizens of Hanover were the last to capitulate. They did so in 1784 by electing Bezaleel Woodward their representative to the New Hampshire General Court. He accepted.

Those admitted in 1778:

Lyman	Enfield
Morristown	Gunthwaite (Lisbon)
(Franconia)	Bath
Apthorpe	Landaff
(Littleton & Dalton)	Piermont
Haverhill	Lyme
Orford	Canaan
Hanover	Lebanon
Cardigan (Orange)	Cornish

The following additional towns joined with Vermont during the second union, 1781. There was, however, strong resistance to the union in many of the towns in present day Sullivan and Cheshire counties.

Lancaster	Lincoln
Dorchester	Grafton
Plainfield	Grantham
Croyden	Claremont
Newport	Saville (Sunapee)
Charlestown	Acworth
Lempster	Walpole
Alstead	Marlow
Westmoreland	Surry
Gilsum	Chesterfield
Hinsdale	Richmond

THE AMERICAN REVOLUTION, CONSTITUTIONALISM, AND THE CONNECTICUT RIVER VALLEY: A Close-up On New Hampshire

By Jere Daniell

The inhabitants of the Connecticut River Valley north of the southern border of Massachusetts played a major role in the constitutional history of revolutionary America.

They protested both loudly and effectively against the efforts of self-appointed state governments in the Bay State, New York and New Hampshire—operating as Provincial Congresses—to claim authority over Valley towns. The protest against New York helped in the formation of Vermont and accounts for the fact that the new state's constitution was written and adopted in Windsor. Valley residents in both New Hampshire and Massachusetts insisted that the only way the revolutionists could legitimately take up state government was to call a special convention of town representatives for the sole purpose of drafting a document (constitution) defining the basic structure and principles of government, and submitting that document for citizens to accept or reject.

In a very real sense Valley residents thus forced the idea of constitutional conventions on a new nation. And, finally, Valley residents experimented in challenging established pre-revolutionary boundaries. Not only did what is now Vermont secede successfully from New York, but numerous towns east of the river twice joined Vermont, and between these two secession movements many west of the river tried to join New Hampshire. The fundamental assumption

Continued on page 6

THE CONNECTICUT RIVER VALLEY: A REBELLION WITHIN THE REVOLUTION

1735: Colonial governor of Massachusetts charts four towns along the Connecticut River in present day southern Vermont and New Hampshire.

1740: King George II settles boundary dispute between Massachusetts and New Hampshire, placing the border where it is today. Description of boundaries exacerbates boundary issues with New York.

1744: Fort #4 is built in Charlestown, NH, to protect British interests on the frontier.

1749- New Hampshire's provincial governor Benning Wentworth grants over 63 Vermont and New Hampshire charters. Present-day Vermont becomes the New Hampshire grants.

1764: Royal Board of Trade declares the west bank of the Connecticut River as the boundary between NY and NH.

1769: With leadership from Hanover, NH, an association of Connecticut River towns speaks up for an independent status.

1770: A rapid influx of settlers to the northern Connecticut River Valley begins and lasts until the early 1800s. The population of the grants is estimated between 12,000 and 13,000.

1775: Local farmers try to prevent New York court from sitting in the Westminster Courthouse to hear cases filed by their mortgage holders. Sheriff and deputies fire into an unruly crowd, killing two men. NH militia men from Walpole and Westmoreland sent to help quell riots. Known as the Westminster Massacre. Incident incites Connecticut River Valley settlers (east-siders) to unite with Ethan Allen and the west-siders against New York colonial authorities. This signaled the end of New York's operation of courts in the Grants.

Opposition is no longer focused only on New York but also on King George. The struggle becomes linked to the American cause.

1777: A convention held in Westminster in January goes beyond the one held in 1769 and calls for the new and independent state of New Connecticut.

A convention held in Windsor in July votes to adopt the first constitution of the "Free and Independent State of Vermont.

1778: 16 river towns in New Hampshire join the Vermont Republic.

A convention of river towns meets in Cornish, NH, and considers forming a new and separate state called "New Connecticut."

1779: New Hampshire responds by claiming all of Vermont's territory.

1780: Vermont Redemption Act restores properties and civil rights to Loyalists.

1781: Delegates from both sides of the river convene in Charlestown and agree to remain united. Meanwhile, Vermont annexes an additional 22 river towns in NH.

Monroe and Langdon, NH remain as only two river towns near the Connecticut, south of Lancaster, that do not join with Vermont.

1782: New Hampshire sends 1,000 soldiers to reinforce its jurisdiction.

Guilfordites rebel against the unjust demands of Vermont. In response, Ethan Allen forms a posse comitatus to quell dissent in Guilford and Brattleboro.

1783: Treaty of Paris, ending the Revolutionary War, sets off another boundary dispute (this time with Canada), centering on various interpretations of where the Connecticut River headwaters lay.

1785: Vermont and New Hampshire follow the rest of the country into a deep depression.

Vermont Betterment Act pays "trespassers" for property improvements made to Loyalist property.

1786: In reaction to the rising number of debt cases, an armed mob of 30 men threaten to close the Windsor Courthouse.

Daniel Shays and others escape to Vermont after their armed insurrection, raising new concerns among the northern states about Vermont remaining outside the Union.

Constitutional delegates assemble in Philadelphia. Among the issues to be discussed is the problem of creating new states from existing ones.

1788: NH becomes the ninth state in the Union.

1790: New York and Vermont legislatures settle the western boundary of Vermont with \$30,000 to be paid to New York in compensation.

1791: Vermont enters the Union as the fourteenth state.

Resources: Compiled from *Proud to Live Here, Freedom and Unity*, and Hall's *History of Eastern Vermont*.