

## 2020 SAMPLE Elementary School Schedule



### *Becoming Americans (1606–1781)*

Elementary school sessions focus on the daily life of colonial Virginians and the transition from subject to citizen that occurred during the Revolutionary War period. Teachers will be immersed in hands-on activities at Jamestown, Williamsburg, and Yorktown that highlight the stories of the people living during this time.

During the week, teachers will:

- Identify and analyze significant seventeenth- and eighteenth-century economic, political, and social events that led to American independence from Great Britain.
- Chart the evolution of citizenship, from being British subjects to becoming American citizens.
- Explain how Native American, European, and African interactions shaped and defined the American character.
- Examine colonial social levels, gender roles, and specific populations such as gentry, middling, free blacks, lesser sort, enslaved, and Native Americans.
- Integrate primary sources, secondary sources, and technological resources in classroom instruction focused on early American history and citizenship.
- Create opportunities for continued professional development in social studies education with fellow teachers and Colonial Williamsburg educators.
- Experience 42 program contact hours.

#### **Compelling (Essential) Question:**

- How did Virginians evolve from British subjects to American citizens?

## Arrival / Travel Day

All Day	Teachers arrive and check-in Hotel	Williamsburg Woodlands Hotel
7:00 p.m.	Orientation	Woodlands Hotel Conference Center
8:00 p.m.	Dinner on Own	

Please take a few minutes this afternoon to create an account on the Colonial Williamsburg Education Resource Library. This is our repository for the educational videos, primary sources and lesson plans we use throughout our Teacher Institute Programs.

Visit: <http://resourcelibrary.history.org>

Use Registration Code: To be shared with participants

***Please do not make dinner or evening program reservations that conflict with Orientation. Consider travel time to different parts of the historic area can be 15-30 minutes on foot or by shuttle.***

## Day 1 Jamestown

### Supporting Questions:

- Why did England establish colonies? What was their purpose?
- As the Jamestown colony expanded, how did the diversity of the populace both contribute to success and lead to conflict?
- Why was Jamestown successful when other North American colonization attempts failed?

**Quotation:** *“All and every persons being our Subjects, which shall dwell and inhabit within every or any of the said colonies and every of their children Shall have and enjoy all the Liberties, Franchises, and Immunities within any of our other dominions, to all Intents and Purposes, as if they had been abiding and born, within this our Realm of England, or any other of our said Dominions.”*

—Virginia Land Company charter, 1606

**7–8:00 a.m. Breakfast, drop-in**

**8:15 a.m. Travel by Bus to Jamestown**

**Woodlands Hotel Lobby**

**9:10 a.m. Guided Tour of Historic Jamestowne**

**10:45 a.m. Meet a Person of the Past: Marye Bucke**

Meet Marye Bucke, one of the first women to come to Jamestown, and hear her amazing story of survival. Discuss with Marye why she came to the “new world” and what conditions were like for men and women in the new colony.

**12:15 p.m. Bus to Jamestown Settlement**

**12:30 p.m. Arrive at Jamestown Settlement: Lunch, Exploration, and Shopping**

**1:30 p.m. Hands-On Programming: Kindling a Spark!**

**Jamestown Settlement**

What did the fort at Jamestown actually look like? How big were the ships that brought the first settlers to the New World? With the help of staff from Jamestown Settlement, compare life for the first settlers in Jamestown’s fort to that of their closest Powhatan neighbors. Board the seventeenth-century ships and discover if you would have had what it took to survive in the new colony.

**4:50 p.m. Travel by Bus to Williamsburg**

**5:30 p.m. Arrive at Woodlands. Dinner on own.**

## Day 2

### The Colony of Virginia, British Subjects

#### Supporting Questions:

- How do we know what we know about people who lived in the past?
- How was Williamsburg a center of British government, commerce, and culture?
- How did the diversity of the Williamsburg populace both contribute to success and lead to conflict?

**Quotation:** “A more pleasing and natural Connection never subsisted between any different Bodies of Men than did till of late, and ought long to continue, between Great Britain and her Colonies. The Americans are descended from the Loins of Britons, and therefore may, with Propriety, be called the Children, and England the Mother of them. We are not only allied by Blood, but are still farther united, by the extensive Trade and Commerce carried on between us. Our Manners are similar; our Religion, and Language, the same.”

Excerpts from *Considerations on the Present State of Virginia* by John Randolph, 1774. Earl Gregg Swem, Ed., Charles F. Hartman, New York, NY, 1919. Pg. 23.

**7:00 a.m. Breakfast, drop-in**

**8:15 a.m. Bus to Fife and Drum Building** **Woodlands Hotel Lobby**

**8:30 a.m. Discovering the Past through Archaeology** **Classroom**

Archaeology is the study of people and cultures of the past through the objects they left behind. Participate in the simulated dig of an eighteenth-century site to see what you and your students can learn through archaeology.

**9:30 a.m. Teacher Collaboration** **Classroom**

You know your students best! Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.

**9:45 a.m. Break**

**10:00 a.m. Orientation Walk**

On this stroll through town, learn about the geography and significance of eighteenth-century Williamsburg. Explore how Colonial Williamsburg as a museum has come to feed the human spirit by sharing America’s enduring story, and pick up tricks to find your way as you explore throughout the week.

**10:45 a.m. Native American Experience** **Native American Encampment**

During the eighteenth century, Cherokee delegations traveled to Williamsburg to negotiate trade agreements and alliances. Members of local tribes, such as the Nottoway and Pamunkey, also came to Williamsburg as students, peddlers of wares, and enlistees for Virginia forces in times of conflict. View colonial

**SAMPLE SCHEDULE**

Subject to Change

Virginia through Native American eyes as you experience how Indian delegations represented an abundance of distinct cultures, languages, religions, and unique world views.

**11:30 a.m. Travel to Governor’s Palace**

**11:45 a.m. Meet a Person of the Past: Divided Loyalties** **Governor’s Palace**

During the American Revolution, many Williamsburg residents chose to remain loyal to their king or to join the rebellion to create something new. But what about those people who were caught in the middle, whose families were torn apart by divided loyalties? Tour the Governor’s Palace with one such woman and discover what it was like to have family members on both sides of the conflict.

**12:45 p.m. Lunch & Exploration Time in the Historic Area**

Suggested sites: Magazine, Randolph House, Charlton Coffeehouse, Wetherburn’s Tavern\*, Wythe House\*, Apothecary\*, Caesar Hope shop, Gunsmith\*, Print shop. Those shops denoted with an (\*) will be closed during your next exploration time.

**2:45 p.m. Gather by the Gunpowder Magazine**

**3:00 p.m. Think Like a Historian** **Classroom**

Eighteenth-century Williamsburg was a complex community of approximately two thousand people. We know a lot about some of these individuals and very little about others. In this lesson, practice how historians use primary sources to discover information about people of the past and draw conclusions about their lives.

**4:00 p.m. Meet a Person of the Past: Nanny Jones** **Classroom**

Meet an enslaved Virginian who lived in eighteenth-century Williamsburg. Discuss what life and work was like in the capital city and how it compared to that of the enslaved living in rural areas.

**4:45 p.m. Introduction to Biography Lenses** **Classroom**

Who we are, the events we’ve experienced, and the communications we’ve shared with the world can tell people a lot about us. Engross yourself in the life and experiences of an eighteenth-century Williamsburg citizen. Discover how they might have viewed key events of the time and decide for yourself about their role in American history.

**5:00 p.m. Teacher Collaboration**

**5:45 p.m. Dinner, on Own—Consider a stop at the DeWitt Wallace & Public Hospital (open until 7:00). Please make any tavern or evening program reservations for 6:00 p.m. or later.**

## Day 3

### The British Mercantile System

#### Supporting Questions:

- What role did Virginia and other North American colonies play in Britain's economy?
- What was the importance of agriculture in colonial Virginia and how did it influence the institution of slavery?

**Quotation:** *"He that commands the sea, commands the trade, and he that is Lord of the Trade of the world is lord of the wealth of the world."*

— Sir Walter Raleigh, cited in James P.P. Horn, *A Kingdom Strange: The Brief and Tragic History of the Lost Colony of Roanoke* (New York: Basic Books, 2010), p. 61.

**7–8:00 a.m. Breakfast, drop-in**

**8:00 a.m. Gather for the Day**

**Woodlands Hotel Lobby**

**8:15 a.m. Agricultural Economy**

**Great Hopes Plantation**

Experience the sights and sounds of rural America! Learn about the agricultural economy in eighteenth-century Virginia and explore the differences between a farm and a plantation.

**9:00 a.m. Break & Travel**

**9:30 a.m. Meet a Person of the Past: Williamsburg Business Person**

**Palace East Advance**

Explore the global mercantile economy with the help of a colonial Virginian well-acquainted with its intricacies. Discover how connections in the community and across the globe impacted the supply and demand of goods and services. How was business transacted in the eighteenth century? How did the events of the Revolution influence these practices?

**10:15 a.m. Break & Travel**

**10:30 a.m. 18<sup>th</sup>-Century Agriculture**

**Prentis Farm**

Tobacco was the lifeblood of Virginia's colonial economy. In this session, we'll investigate how this 13-month crop was grown, processed, and transported.

**11:15 a.m. Travel to Lunch**

**11:30 a.m. Tavern Lunch**

**Tavern**

**1:15 p.m. Travel to Classroom Location**

**SAMPLE SCHEDULE**

Subject to Change

**1:30 p.m.      The Global Economy      Classroom**

In the eighteenth century, trade goods—including raw materials from the colonies and finished goods from Great Britain— moved around the world, creating an interconnected global economy. Explore how this economic system of mercantilism contributed to the American Revolution.

**2:30 p.m.      Travel to Carpenter’s Yard**

**2:45 p.m.      Trades Tour Experience      Carpenter’s Yard, Trade Shops**

Explore how trade shops created and maintained connections within the community from the point of view of a local tradesperson.

**4:15 p.m.      Break & Travel**

**4:30 p.m.      Teacher Collaboration      Classroom**

Drawing from previous successes, your Colonial Williamsburg Carol demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.

**5:30 p.m.      Dinner, on Own— Consider a visit to the DeWitt Wallace and Public Hospital (open until 7:00). Please make any tavern or evening program reservations for 5:45 p.m. or later.**

## Day 4

### Life in Virginia's Colonial Capital City

#### Supporting Questions:

- How did eighteenth-century Williamsburg culture reflect the origins of Europeans, Africans, and American Indians living and working there?
- How did daily life differ for the various social levels and groups?
- Where and how did people from different social levels interact?

**Quotation:** “*Mr. Carter informed me last Evening that this Family one year with another consumes 27000 Lb. of Pork; & twenty Beeves. 550 Bushels of Wheat, besides corn 4 Hogsheads of Rum, & 150 Gallons of Brandy.*”  
— Diary of Phillip Vickers Fithian, April 10, 1774

#### 7–8:00 a.m. Breakfast, drop-in

**8:00 a.m. Bus to Historic Area** **Woodlands Hotel Lobby**

**8:15 a.m. Daily Life in a Middling Sort Home** **Benjamin Powell House**

In the eighteenth century, many tradesmen and middling-sort families lived in Williamsburg. Experience the daily routine of these households by trying your hand at everyday tasks like making a bed, setting a table, and learning to dance.

#### 10:00 a.m. Exploration in the Historic Area & Luncl

Suggested sites to visit: Weaver, Shoemaker, Geddy Foundry, Milliner, Wigmaker, Bindery, Brickyard, Cabinetmaker, Tin shop & blacksmith, Tailor, Joinery, Everard House.

**1:45 p.m. Gather at the Gunpowder Magazine** **Gunpowder Magazine**

**2:15 p.m. People & Pockets of the Past** **Classroom**

Examine the daily lives of eighteenth-century Virginians—from gentry and middling sorts to servants and slaves— using a variety of primary sources and artifacts. Discover how these individuals contributed to our continuing American debate.

**3:00 p.m. Break**

**3:15 p.m. Meet a Person of the Past: Ann Wager** **Classroom**

An individual's place, both social and physical, informed their education in Colonial Virginia. Spend some time with the teacher of Williamsburg's Bray School to explore the possibilities for education outside of the private education afforded to the gentry. This discussion will highlight the reality that most Virginians were *not* gentry, focusing on the types of education available to the majority of people in the colony.

**SAMPLE SCHEDULE**

**Subject to Change**

**4:15 p.m. Character Interpretation in the Classroom Classroom**

You've met people of the past; now how can you harness the power of first-person interpretation in the classroom? In this session, we will introduce one way to guide students through the development of a character interpretation and share resources and lessons to easily transfer and adapt the process for your classroom.

**5:00 p.m. Travel to dinner**

**5:15 p.m. Tavern Dinner Tavern**

**Please make any evening program reservations for 7:30 p.m. or later.**

## Day 5 Unrest in the Colonies

### Supporting Questions:

- What caused American colonists to rebel against the most powerful country in the world?
- What was the significant impact of Yorktown?
- Were the members of the revolutionary generation founders or traitors?

**Quotation:** *“Would anyone believe that I am Master of Slaves of my own purchase! I am drawn along by the general inconvenience of living without them...”*

— Patrick Henry, letter to Quaker Robert Pleasants January 18, 1773

**7–8:00 a.m. Breakfast, drop-in**

**8:00 a.m. Bus to Historic Area**

**Woodlands Hotel Lobby**

**8:15 a.m. Meet a Person of the Past: A Revolutionary Founder**

**Capitol Building**

The seeds of the American Revolution can be found in British colonial government. From 1699 to 1776 the seat of British power in the colony of Virginia was the Capitol building in Williamsburg. Examine how the colonial government functioned and what rights and privileges the people had as subjects of a king. Meet one of our nation’s founders and discuss the issues that led to war, the prospects for winning, and hopes for the nation after the conflict is over.

**9:15 a.m. Group Photo**

**9:30 a.m. Break**

**9:45 a.m. Enslaved People’s Choices During the American Revolution**

**Walking Tour**

During the colonial period, Williamsburg was a town not only of statesmen, tavern keepers and tradesmen, but also of enslaved individuals. How did these men, women, and children live? What were their roles here? Walk the streets of Williamsburg and hear the stories of these people. Witness their lives and choices on the eve of the American Revolution.

**10:45 a.m. Break to Travel**

**SAMPLE SCHEDULE**

Subject to Change

<b>11:00 a.m.</b>	<b>Introduction to Rights &amp; Controversies</b>	<b>Classroom</b>
	One the eve of revolution, John Adams estimated that a third of people were patriots, a third were loyalists, and a third were undecided. As war broke out in the North, Virginians had to decide whether to declare their independence from Great Britain, or remain colonial subjects of the British Empire. Take on the role of an eighteenth-century Virginian, discuss your stance on independence with like-minded, and prepare for open debate on the floor of the House of Burgesses.	
<b>11:50 a.m.</b>	<b>Checkout and Departure Procedures</b>	<b>Classroom</b>
<b>Noon</b>	<b>Lunch</b>	
<b>1:00 p.m.</b>	<b>Depart for Yorktown</b>	<b>Classroom</b>
<b>1:30 p.m.</b>	<b>Museum of the American Revolution</b>	<b>Yorktown</b>
<b>3:45 p.m.</b>	<b>Yorktown Battlefield</b>	<b>Yorktown Battlefield</b>
<b>4:50 p.m.</b>	<b>Depart Yorktown</b>	
<b>5:30 p.m.</b>	<b>Dinner on Own—please make any tavern or evening program reservations for 5:45 p.m. or later.</b>	

## Day 6 Forming a New Nation

### Supporting Questions:

- What does it mean to be an American?
- As citizens, what role do we have in carrying forward these ideals or changing them?

**Quotation:** “. . . *But what do we mean by the American Revolution? The Revolution was in the minds and hearts of the people; a change in their religious sentiments, of their duties and obligations . . . This radical change in the principles, sentiments, and affections of the people was the real American Revolution.*”  
— John Adams, 1818

<b>7:00 a.m.</b>	<b>Breakfast and check out from hotel</b>	
<b>8:00 a.m.</b>	<b>Bus to Capitol</b>	<b>Woodlands Hotel Lobby</b>
<b>8:15 a.m.</b>	<b>Rights &amp; Controversies Debate</b>	<b>Capitol Building</b>
	<p>On May 15, 1776, a group of men met in the former Hall of the House of Burgesses to determine the future of Virginia. Should Virginians remain subjects of the British crown or become citizens of a new nation? Recreate the debate over independence and see if your decision matches theirs.</p>	
<b>9:00 a.m.</b>	<b>Break &amp; Travel</b>	
<b>9:15 a.m.</b>	<b>Characteristics of an Effective Leader: Yesterday and Today</b>	<b>Classroom</b>
	<p>Study the characteristics and styles of effective leaders. How do the individuals you’ve met and studied this week demonstrate these styles?</p>	
<b>10:15 a.m.</b>	<b>Break</b>	
<b>10:30 a.m.</b>	<b>Lesson Plan Ideas &amp; Reflections Share</b>	<b>Classroom</b>
	<p>Share ideas for classroom applications with small groups and through larger discussions, highlighting favorite lesson plan ideas and reflections.</p>	
<b>11:00 a.m.</b>	<b>Donor Recognition</b>	<b>Classroom</b>
<b>11:30 a.m.</b>	<b>Graduation &amp; Wrap-Up</b>	<b>Classroom</b>
<b>Noon</b>	<b>Departure</b>	