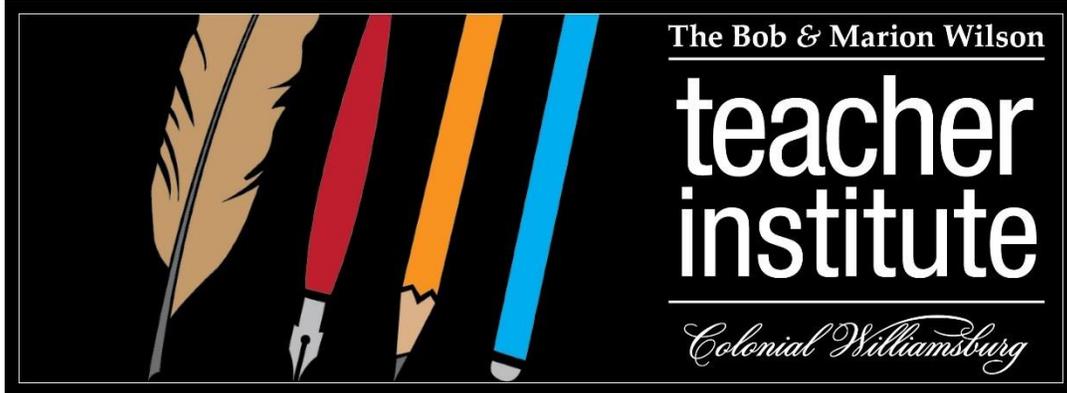


2022 Secondary Week-Long Program SAMPLE Schedule



Evolving Perspectives on American Identity: Resistance, Revolution, and Reform (1607–1870)

Description:

Can the American identity be defined? How does American society mediate conflict and consensus amongst various cultures? What will the American identity become in the future? During this course, participants will examine how the concept of an American identity began and continues to evolve and transform with each new generation of Americans. Through inquiry-based analysis of primary sources and exploring the Colonial Williamsburg Historic Area, teachers examine how that identity influenced citizens to shape and change the Republic through the 1870s.

Objectives:

As a result of this session, teachers will be able to:

- Chart the evolution of American identity from British colonization to the Revolutionary War and through the U.S. Civil War and Fifteenth Amendment to make connections to the present-day United States.
- Evaluate how historical events from 1607 to 1870 have impacted American identity.
- Encourage civil discourse utilizing the diverse and multiple perspectives of those impacted by the creation of the American nation.
- Effectively apply instructional strategies using primary and secondary sources to reach diverse learners.

Compelling Question:

How has the idea of freedom and national identity in America changed over time?

Sunday: Arrival/Travel Day

- 4–6:30 p.m.** **Teachers arrive and check in at the Williamsburg Woodlands Hotel**
Meet your Colonial Williamsburg Master Teacher for the seminar and settle into your room. If you arrive before 5:00 p.m., you may want to eat dinner before Orientation. *Huzzah! Eatery* is next to the Woodlands Hotel and would be a good choice.
- 7:00 p.m.** **Orientation**

Day 1: Monday

Supporting Questions

- How do historical interactions impact modern tensions?
- How do the ambitions of one group impact the survival/existence of another?
- How did freedom manifest itself in early colonization?

7–8:15 a.m. Breakfast

8:15 a.m. Bus to Jamestown

9:00 a.m. Jamestown Settlement

Guided tour of Paspahegh Town, ships, and James Fort and then explore on your own time.

11:00 a.m. Lunch

12:00 p.m. Bacon vs. Berkeley

Analyze primary documents from Bacon's Rebellion. Was Nathaniel Bacon right to rebel? Should his followers be put to death for treason? Defend your side in a debate before the King's representatives.

1:00 p.m. Travel to Historic Jamestowne

1:15–3:30 p.m. Historic Jamestowne

Enjoy a guided tour of the site, talk with archaeologists, and then time to explore around the site and in the Archaearium.

3:30 p.m. Exploration Time

4:00 p.m. Return to Williamsburg

4:30 p.m. Indentured Servitude to Slavery

Chart the development of the labor system in the Virginia colony, from one primarily reliant on indentured servants, to one that depended on, and codified, race-based enslaved labor.

5:15 p.m. Orientation Walk

6:00 p.m. Dinner on Own

Day 2: Tuesday

Supporting questions:

- How did the diversity of the Virginia populace both contribute to success and lead to conflict?
- How did these interactions lead the to the American Revolution?
- How did the economics of early America shape its national identity?

7–8:45 a.m. Breakfast

9:10 a.m. Walk to Historic Area

9:30–10:35 a.m. Eighteenth-Century Agriculture

Tobacco was the lifeblood of Virginia’s colonial economy. Investigate how this 13-month crop was cultivated and transported, as well as the role of enslaved Virginians working in the cultivation of this “green gold.”

10:35–11:00 a.m. Break and Travel

11–11:45 a.m. History Mystery

Use objects and other primary sources to determine how this mystery site was originally used, who may have been here, how it connected to the larger Williamsburg and Virginia communities, and how its economy could be impacted by the American Revolution.

12–12:45 p.m. Capitol Tour

Tour the seat of government in Virginia during the colony’s transition to a commonwealth. Learn about the founding principles of our government and your rights and responsibilities as citizens of the Republic.

1:00 p.m. Lunch

2:45–3:30 p.m. American Indian Experience

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 Virginia through American Indian eyes as you experience how their delegations represented an abundance of distinct cultures, languages, religions, and unique world views. Learn how American Indians’ world was impacted by the British Virginians and the impact they had on the lives of the colonists.

3:30 p.m. Break and Travel

- 4:00 p.m. Freedom's Paradox Tour**
Examine the evolution of slavery and how patriots like Peyton Randolph relied on it to build a city, a colony, and eventually a nation. Explore the paradox of the institution of slavery and the movement for independence by looking at the experiences of the free and enslaved members of the Randolph household.
- 5:00–5:10 p.m. Watch the Fife and Drum Corps**
- 5:30 p.m. Master Teacher Application Session**
Your Master Teacher shares strategies for bringing history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.
- 6:15 p.m. Dinner on Own**
- Evening Program**

Day 3: Wednesday

Supporting Questions:

- When does a rebellion become a revolution?
- What were the catalysts that led American Patriots to seek independence from Great Britain?
- What were the perspectives of and consequences for American Loyalists and Patriots?

7–8:15 a.m. Breakfast

8:10 a.m. Travel to Governor’s Palace

8:30–9:00 a.m. Seat of British Government

Explore how the lifestyle of Virginia’s royal governor and his family reflects their roles as government and society leaders. Also learn the advantages of remaining loyal to His Majesty, King George III during a time of unrest in the colony.

9–9:45 a.m. Meet a Person of the Past: Divided Loyalties

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

9:45–10:00 Break and Travel

10–10:55 a.m. Prelude to the Revolution

Explore primary source objects and images to learn about significant events in the colonies that led to the Revolutionary War.

11–11:25 Intro to Rights and Controversies

One the eve of American Revolution, John Adams estimated that one third of people were patriots, one third were loyalists, and one 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 individuals, and prepare for open debate in the House of Burgesses.

11:25–11:35 a.m. Break

11:35–12:30 a.m. Committees of Correspondence

Join or Die! On the eve of the American Revolution, thirteen disparate colonies came together with a common goal: to protect their rights as freeborn English subjects. Investigate how the Committees of Correspondence were a first attempt to bring the colonies together, and how they helped unite the colonies into a new country. Then briefly discuss with other participants how you might apply this lesson in your classroom.

12:30–2:15 p.m. Lunch and Exploration Time

2:15–2:30 p.m. Checkout Procedures, Reflection, and Journaling Time

2:30–3:30 p.m. Eighteenth-Century Associations and Protest

Examine documents related to colonial protest and English policy. Explore a variety of original eighteenth-century documents from Colonial Williamsburg’s Special Collections and learn how you can use them digitally in your classroom.

3:30 p.m. Travel Time

3:45–4:45 p.m. Trades Tour

From the point of view of a local tradesperson, explore how trade shops created and maintained connections within the community and how the ideals and decisions from 1750 to 1775 affected their business.

5:00 p.m. Rights and Controversies

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.

7:00 p.m. Dinner

Day 4: Thursday

Supporting Questions:

- What did the competing groups in the new nation expect from independence?
- How did American expansion and legislation promote the existing divisions in the new nation?
- How did the U.S. Constitution attempt to resolve the issues and challenges of the 1800s?

7–8:00 a.m. Breakfast

8:15 a.m. Bus to Yorktown

9 a.m.–12:00 p.m. Yorktown

A tour of the Customs House, the National Park Service museum and battlefield, followed by time at Surrender Field for reflection and journaling.

12–12:40 p.m. Bus to Williamsburg

12:45–1:45 p.m. Lunch

1:45–2:45 p.m. Meet a Person of the Past: James Madison

Through and beyond the American revolution, James Madison served in the Virginia House of Delegates, as a Council of State, on the Second Continental Congress, as a congressman, as U.S. Secretary of State, and two terms as U.S. president. Join him as he recounts leading the fledgling nation and navigating the challenges of the new millennium.

2:45–3:00 p.m. Break

3–4:00 p.m. Challenges of the Nineteenth Century

Analyze primary sources to learn more about the issues faced during the 1800s, uncover competing perspectives, and present the gathered information. Explain how competing sets of values fostered tension and conflict throughout the nineteenth century.

4–4:15 p.m. Break and Travel

4:15–5:15 p.m. Teaching with Objects and Images

Tour the Art Museums of Colonial Williamsburg and explore many of its objects. Gain strategies for using objects and images in the classroom.

5:15 p.m. Museum Exploration Time

Dinner on Own

Day 5: Friday

Supporting questions:

- How is freedom defined and valued by the different groups in America?
- How did slavery evolve throughout the nineteenth century, and how did its evolution ignite the nation?
- What role did Williamsburg play in the Civil War?

7–8:00 a.m. Breakfast

8:00 a.m. Bus to Classroom Location

8:15–9:00 a.m. Resilience, Agency, and Resistance

As the new nation grew and evolved, so did the institution of slavery. Discover how the changing economy and shifting political movements of the early nineteenth century caused massive changes to the slave labor system of the south, and how enslaved people persisted, resisted, and self-liberated.

9:00 a.m. Break and Travel

9:15–10:30 a.m. Meet a Person of the Past: Nat Turner

“Something was about to happen that would terminate in fulfilling the great promise that had been made to me.” Learn from Nat Turner about his great promise.

10:30–11:00 a.m. Reflection and Master Teacher Session

Your Master Teacher shares strategies for bringing history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.

11–11:45 a.m. The Civil War Through Primary Sources

Chart major events of the Civil War and their connection to Williamsburg and Virginia through primary documents, images, and objects.

12:00 p.m. Resolved: An American Experiment

A thought-provoking and playful museum theater experience unfolds around you as our troupe of diverse actors explore the events of the 5th Virginia Convention. Become a part of the story as a Member of Parliament, a Burgess, or maybe even Patrick Henry. Relive and examine the moment Virginia said yes to American Independence.

12:45–3:30 p.m. Lunch and Exploration Time

3:45–4:00 p.m. Reflection and Journaling Time

- 4–4:40 p.m. Teaching Controversial Issues**
An accurate depiction of our nation’s history requires including many sensitive issues, such as slavery, cultural conflict, and women’s roles, as part of the story. Colonial Williamsburg interpreters and staff are confronted with the challenge of addressing these subjects in an informative, non-confrontational, and sensitive manner. Share ideas with some of these individuals, learn about their techniques, and discuss how to transfer these lessons to the classroom.
- 4:40–4:50 p.m. Break**
- 4:50–5:45 p.m. Application Session and Teacher Collaboration**
- 6:00 p.m. Dinner on Own**

Day 6: Saturday

Supporting questions:

- How has the meaning of “American” evolved over time?
- What are the challenges and opportunities of expanding the definition of “American”?

7–8:00 a.m. Breakfast

8:10 a.m. Travel to Classroom Location

8:30–9:30 a.m. The Thirteenth, Fourteenth, and Fifteenth Amendments

Examine the Emancipation Proclamation and determine why it was insufficient to end slavery. It continued the process of freedom and equality for all but did not “solve” the problem. The Emancipation Proclamation opened the door for later legislative and executive action.

9:30–10:30 a.m. Meet a Person of the Past: Jenny Joseph

Meet Jenny, an enslaved woman freed by the Thirteenth Amendment. Discuss with her the hardships of life in the post-emancipation South during Reconstruction.

10:30–10:50 a.m. Break and Reflection Time

10:50 a.m. Donor Recognition

11–11:35 a.m. Teacher Collaboration Time

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

11:35 a.m. Graduation

12:00 p.m. Departure