

## 2023 Three-Day Seminar SAMPLE Schedule



### Agents of Change: Civic Engagement, Past and Present

**Description:**

This seminar explores the stories of civic leaders, civic participation, and civil disobedience across diverse perspectives in eighteenth-century Virginia. Participants will engage with historical interpreters, analyze primary sources, and gain teaching strategies that connect the past to the present in meaningful ways to inspire civic action.

**Objectives:**

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

- Understand stories of civic stakeholders, civic participation, and civil disobedience across diverse perspectives in eighteenth-century Virginia.
- Plan and implement civics-based activities and projects that connect the past to the present and lead students to informed action and civic participation.
- Navigate with greater ability the various online archives that provide primary sources, including Colonial Williamsburg online repositories and those of other reputable institutions.

**Compelling Question:**

How can I be an agent of change?



## **Day 1: Monday**

### **Civics and Community**

#### **Supporting Questions:**

- What did the eighteenth-century Williamsburg community look like?
- How was the term “citizen” defined in the eighteenth century?
- What roles existed in eighteenth-century Virginia government and who could participate?

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

**8:15 a.m. Orientation Walk**

Introducing the town as the center of government and civic life, this walking tour connects public and private buildings to the people in town and their roles in the government and the community.

- Identify the major places and players in the eighteenth-century Virginia government, both before and after the American Revolution.

**9:30 a.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.

**10:30 a.m. Break and Walk**

**10:52 a.m. Capitol Tour**

Walk the halls where the colony’s representatives struggled with the British governor over the meaning of American liberty. Rediscover the founding principles of our government and your rights and responsibilities as citizens of a republic.

- Understand the government system as it existed in eighteenth-century Virginia.
- Identify similarities and differences between the British and colonial systems of government that led to tension and war.

**11:30 a.m. Democracy and Founding Documents**

Examine the founding documents, including the Virginia Declaration of Rights, the Declaration of Independence, and the U.S. Constitution. Did the men of government of the founding generation intend to create a democracy or something entirely new?

- Examine primary sources, including founding documents.
- Identify the political and social influences on the founding documents.

**SAMPLE SCHEDULE**

Subject to change

- 12:15 p.m. Lunch and Self-Guided Exploration Time**
- 2:30 p.m. Master Teacher Application Session**  
Your Master Teacher shares strategies for bringing history to life in the classroom using experiences and materials gained from participating in the Teacher Institute. Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.
- 3:30 p.m. Break**
- 4:00 p.m. Primary Sources in the Classroom**  
Explore different types of primary sources and gain numerous ways to utilize them in the classroom.
- 4:45 p.m. Charleton’s Coffeehouse Visit**  
Learn how people of the past engaged in civil discourse, planned civic action, and protested the actions of the British government.
- Identify ways in which eighteenth-century citizens engaged in civil discourse.
  - Identify ways in which eighteenth-century citizens could petition, or protest, government decisions.
- 5:30 p.m. Dinner**

## **Day 2: Tuesday**

### **Civic Engagement and Informed Action**

#### **Supporting Questions:**

- How did people in the past engage with their government?
- In what kinds of informed action did people of the past take part?
- How could people of the past create positive change in their community?

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

**8:30 a.m.            Meet to Walk to Bus Stop**

**9:00 a.m.            Travel by Bus to the Historic Area**

**9:30 a.m.            Good Progress**

Education means something to everyone, but can all agree on its value? As the first official school for free and enslaved Black children, the Williamsburg Bray School meant something different to every person who walked through its doors. Meet Ann Wager, teacher at the Williamsburg Bray School, as she debates the nature of her school with Elizabeth DeRosario, a free woman of color.

- Identify the various roles children play in the Williamsburg community.
- Examine the roles of free and enslaved people of color in the Williamsburg community.
- Examine the role of the church in eighteenth-century education.

**10:30 a.m.          Self-Guided Exploration Time**

**12:00 p.m.          Lunch**

**1:00 p.m.            Speaking Truth Through Research**

Join Nicole Brown, Manager of Core Programming at the Colonial Williamsburg Foundation, to explore the evolving research around the Williamsburg Bray School, the first school for African American children in the United States. Learn how research and interpretation around the Williamsburg Bray School can serve as a conduit through which to understand the complex and fraught relationship between education, slavery and Christianity in the history of America. Gain strategies to approach charged topics in the classroom in a culturally responsive manner.

**1:45 p.m.            Break and Walk to Classroom Location**

## SAMPLE SCHEDULE

Subject to change

- 2:30 p.m.           Teacher Collaboration**  
You know your students best. Work with other teachers to identify ways to use Teacher Institute materials, content, and strategies in your classroom.
- 3:15 p.m.           Donor Recognition**
- 4:00 p.m.           Walk to the William & Mary Campus**
- 4:30 p.m.           Education Walking Tour**  
Join Sarah Thomas, Associate Director of The Lemon Project: A Journey of Reconciliation, to visit the Bray School, the Brafferton School, and various sites at William & Mary.
- The Lemon Project is a multifaceted and dynamic attempt to rectify wrongs perpetrated against African Americans by William & Mary through action or inaction. An ongoing endeavor, this program will focus on contributing to and encouraging scholarship on the 300-year relationship between African Americans and William & Mary and building bridges between the university and the city of Williamsburg and the Greater Tidewater area.
- Explore the role of education in community and civic activity in the eighteenth century.
  - Learn about the various communities associated with each school.
- 5:15 p.m.           Walk to Dinner**
- 5:30 p.m.           Dinner**

## **Day 3: Wednesday**

### **Civil Disobedience and Forward Movements?**

#### **Supporting Questions:**

- Is civil disobedience the same as civic action?
- What parallels can be drawn between civic action and civil disobedience in the eighteenth century and today?

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

**8:30 a.m.            Meet and Walk to Bus Stop**

**9:00 a.m.            Travel by Bus to the Historic Area**

**9:30 a.m.            Stories of Civil Disobedience**

What do we count as “civil disobedience?” Are disobedience and defiance the same thing? What happens when those fighting “the power” are aiding it through their actions? Join Kelly Brennan, Colonial Williamsburg Historian, to discuss how a group of misfits one-hundred years before the Revolution, a group of unfortunate New Englanders, and a feisty Scotsman complicate our understanding of “Civil Disobedience.”

**10:30 am            Teacher Collaboration**

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

**11:15 a.m.            Break and Walk**

**11:30 a.m.            Freedom’s Paradox Walking 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 free and enslaved members of the Randolph household.

- Identify ways in which enslaved people exercised agency and civic action within the confines of the slave system.

**12:15 p.m.            Walk to Lunch**

**12:30 a.m.            Lunch**

## SAMPLE SCHEDULE

Subject to change

- 1:30 p.m.**            **Civic Action Project Plan**  
Create a virtual submission/collaboration project to use throughout the year. What resources are needed to cultivate students' curiosity? Plan the steps of a civic action project: investigation, preparation, action, reflection, demonstration, and evaluation.
- 2:30 p.m.**            **Self-Guided Exploration Time**
- 4:30 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 even Patrick Henry. Relive and examine the moment Virginia said yes to American Independence.
- 5:45 p.m.**            **Break and Walk**
- 6:00 p.m.**            **Dinner**
- 7:30 p.m.**            **Evening Program**



## **Day 4: Thursday** **The Capital City Reimagined**

### **Supporting Questions**

- How has civic participation expanded since the Revolutionary period?
- How can we effect change today?
- How can we encourage our students to be agents of change?
- What populations continue to be or are being marginalized from the civic process?

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

**8:00 a.m.            Travel by Bus to Richmond**

**9:30 a.m.            State Capitol Tour**

The Virginia Capitol building was designed in 1785 by Thomas Jefferson. The Virginia General Assembly first occupied the Capitol in 1788 and members of the Virginia executive and judicial branches moved into the building in 1789. It is the first American state capitol building designed after the Revolutionary War. The east wing (Virginia House of Delegates) and west wing (Senate) were opened in 1906 and remain in use by lawmakers today.

**10:30 a.m.          Chamber Presentation**

This unique one-hour program invites teachers into the Senate or House Chambers to sit at legislators' desks. After an explanation and discussion of the legislative process, participants engage in a mock session to debate and vote on a bill.

**11:30 a.m.          Break**

**12:00 p.m.          Graduation and Departure**

- Final reflections
- Credit information
- Donor Recognition