

## 2023 Elementary Session SAMPLE Schedule



### **A Multifaceted American Heritage: Colonization, Conflict, and Compromise 1607–1781**

#### **Description:**

What were the rights, roles, responsibilities, influence, and agency of the different populations living in colonial Virginia? How did social levels, gender, and ethnicity impact every aspect of society? Participants will explore daily life in the territories of the American colonies from the period of British colonization to the American Revolution. During this course, teachers will be immersed in hands-on activities, primary sources, and teaching strategies that highlight the stories of the diverse peoples living in Virginia during this period.

#### **Objectives:**

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

- Describe how American Indians, Europeans, and Africans interacted with one another during the seventeenth and eighteenth centuries in ways that continue to shape and define America's economic, cultural, and political heritage.
- Examine the rights, roles, influence, and agency of different populations within eighteenth-century Virginia based on social level, gender, and ethnicity.
- Identify and analyze significant seventeenth- and eighteenth-century economic, political, and social events that led to American independence from Great Britain.
- Use techniques that develop students' abilities to apply higher level critical thinking skills through the use of primary and secondary sources, artifacts, and digital resources.

#### **Compelling Question:**

How did a variety of cultures contribute to the developing American heritage?

## Sunday Arrival/Travel Day

**4:00–6:30 p.m. Arrival and Check-in**

Meet your Colonial Williamsburg Master Teacher and settle into your room. If you arrive before 5:00 p.m., you may want to eat dinner before Orientation. See the appendix for local dining options.

Many local dining locations are operating under restricted hours at this time. We recommend using a service like Door Dash for quick delivery of meals if you are pressed for time. <https://www.doordash.com/>

**7:00 p.m. Orientation**

## **Day 1: Monday**

### **Introduction to Seventeenth-Century Virginia: Jamestown**

#### **Supporting Questions:**

- Why are colonies established? What is their purpose?
- As the Virginia 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?

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

**8:10 a.m.            Meet in Lobby of Williamsburg Woodlands**

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

**8:25 a.m.            Overview of Seventeenth-Century Virginia**

**8:45 a.m.            Check-in and Break**

**9:00 a.m.            John Smith Map Activity**

Use one of the earliest English primary sources on Virginia to learn about English expectations of North America and their interpretations of the people and places they encountered there.

**9:30 a.m.            Guided Tour of Jamestown Settlement**

Jamestown Settlement is a reconstruction of Paspahugh Town, James Fort, and the three ships that brought the colonists to Jamestown.

- Compare and contrast the daily life of American Indian, English, and African cultures that came into contact at Jamestown, including gender roles, housing, technology, religion, forms of government/leadership, language, clothing, trade, and foodways.
- Identify reasons the English wanted to establish a colony in North America.
- Examine the early struggles and economic ventures of the English at Jamestown, including motivations for coming as indentured servants.
- Explore the economic system of trade between the colonists and American Indians.
- Consider the ongoing significance of the events that occurred in Virginia in 1619: the first shipload of women, the first documented arrival of enslaved Africans, and the meeting of the first representative assembly.

**SAMPLE SCHEDULE**

Subject to change

- 11:00 a.m. Self-Guided Exploration**
- 12:00 p.m. Lunch**
- 1:00 p.m. Bacon vs. Berkeley**  
Analyze primary source documents from Bacon’s Rebellion. Was Bacon right to rebel? Should his followers be put to death for treason? Defend your side in a debate before the king’s representatives.
- 1:45 p.m. Travel by Bus to Jamestown Island**
- 2:00 p.m. Guided Tour of Historic Jamestowne**  
Historic Jamestowne is the site of Jamestowne Fort. Extensive archaeological excavations at this National Park have unearthed millions of artifacts and changed our understanding of the early years of the Virginia colony.
- Evaluate the impact of European exploration and settlement in the western hemisphere by focusing on the site of the first permanent settlement of Europeans and Africans in North America.
  - Identify the techniques archaeologists use to uncover the past and provide information that enables the reconstruction of historical sites.
  - Evaluate the cultural remains found at Jamestowne Fort.
- 3:00 p.m. Self-Guided Exploration, Visit Archaearium**
- 4:30 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.
- 5:00 p.m. Travel by Bus to Colonial Williamsburg**
- 5:30 p.m. Dinner**
- 7:30 p.m. Evening Program: Cry Witch**

## **Day 2: Tuesday**

### **Introduction to Eighteenth-Century Virginia**

#### **Supporting Questions:**

- How do we know what we know about people who lived in the past?
- How was Williamsburg a center of government, commerce, and culture?
- How did various cultural groups influence each other as the colony expanded?

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

**8:00 a.m.            Travel by Bus to Classroom Location**

**8:30 a.m.            Concurrent Sessions**

#### **Session A: Discovering the Past**

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

#### **Session B: Studying Primary Documents**

Explore a variety of original eighteenth-century documents from Colonial Williamsburg's Special Collections dealing with civics.

**10:30 a.m.          Teacher Collaboration**

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

**11:00 a.m.          Break and Walk**

**11:15 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. View colonial Virginia through American Indian eyes as you experience how native delegations represented an abundance of distinct cultures, languages, religions, and unique world views.

**12:00 p.m. Overview of Eighteenth-Century Virginia Demographics and Government Walking Tour**

Williamsburg was both a community and the eighteenth-century capital city. How is the eighteenth-century government system reflected in the structure of the United States government?

- Explain the reasons Williamsburg became the capital city and its cultural significance in the eighteenth century.
- Identify the diverse demographic character of Virginia's Pre-Revolutionary society.
- Demonstrate how primary sources were used to restore, reconstruct, and interpret Williamsburg.
- Explore differences and similarities between local government then and now.

**12:45 p.m. Lunch**

**1:15 p.m. Self-Guided Exploration**

**3:30 p.m. Think Like a Historian**

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.

**4:30 p.m. Meet a Person of the Past: Nanny Jones**

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.

**5:45 p.m. Break**

**6:00 p.m. Dinner**

## **Day 3: Wednesday** **Daily Life in the Capital City**

### **Supporting Questions:**

- How did daily life differ for the various social levels and groups?
- Where and how did people from different social levels interact?
- What education was available for people of different social levels and cultures?

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

**7:45 a.m.            Travel by Bus to the Historic Area**

**8:00 a.m.            Domestic Life (Concurrent Sessions)**

In the eighteenth century, many tradespeople and middling-sort families lived in Williamsburg. Explore domestic life for all the residents of the Powell property.

#### **Session A: Inside the Powell House**

Inside the main home, experience how Mrs. Powell directed all in the domestic sphere, from the children in their chores and social graces, to enslaved people responsible for serving meals, tending fires, and running errands among other tasks. Also learn how Mr. Powell directed and employed his apprentices and enslaved carpenters on building projects.

#### **Session B: Outside in the Yard/Garden**

Outside the home in the yard, learn about the household labor undertaken by enslaved people in the kitchen, laundry, and garden. Also learn how they maintained connections between their community and others on various Powell-owned properties in the county.

**9:15 a.m.            Break and Travel**

**9:30 a.m.            Resolved: An American Experiment**

A thought-provoking and playful museum theater experience unfolds around you as our troupe of diverse actors explores the events of the 5th Virginia Convention. Become 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.

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

Suggested Sites: Charleton's Coffeehouse, Gunsmith, Foundry, Printer

**SAMPLE SCHEDULE**

Subject to change

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

**1:00 p.m. Self-Guided Exploration**

**2:15 p.m. Meet at the Palace East Advance**

**2:30 p.m. Governor's Palace Tour**

Enter the years immediately before the Revolution and experience the grandeur of royal government in Virginia just before its collapse. The Governor's Palace, home to seven royal governors and the first two elected governors of Virginia, was built to impress visitors with a display of authority and wealth.

**3:00 p.m. Meet a Person of the Past: Divided Loyalties**

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 the people who were caught in the middle and whose families were torn apart by divided loyalties? Hear from one such person and discover what it was like to have family members on both sides of the conflict.

**3:45 p.m. Break and Travel**

**4:00 p.m. People and Pockets of the Past**

Examine the daily lives of eighteenth-century Virginians, from gentry and middling sorts to servants and enslaved people, using a variety of primary sources and artifacts.

**5:00 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.

**5:30 p.m. Dinner on Own**



## **Day 4: Thursday**

### **The Mercantile System**

#### **Supporting Questions:**

- What role did Virginia and other British colonies play in the global economy?
- What was the importance of agriculture in colonial Virginia and how did it influence the institution of slavery?
- How was the eighteenth-century economic system similar to and different from today's system?

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

**8:00 a.m. Travel by Bus to Classroom Location**

**8:15 a.m. History Mystery**

Use objects and other primary sources to determine how this 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 affected by the American Revolution.

**9:15 a.m. Break and Walk to the Prentis Farm Site**

**9:30 a.m. Eighteenth-Century Agriculture**

Tobacco was the lifeblood of Virginia's colonial economy. Investigate how this 13-month crop was grown, processed, and transported. Learn about the agricultural economy in eighteenth-century Virginia and explore the differences between a farm and a plantation.

- Explain the importance of tobacco to the colonial economy.
- Describe the role of enslaved labor in tobacco production.
- Compare a middling plantation to large-scale plantations.
- Describe the agricultural economy.

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

**11:00 a.m. Trades Tour Experience**

Explore the global mercantile economy with the help of tradespeople who are 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?

**12:00 p.m. Lunch and Self-Guided Exploration**

**SAMPLE SCHEDULE**

Subject to change

- 2:30 p.m.                    The Global Economy**  
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.
- 3:30 p.m.                    Teacher Collaboration**  
You know your students best! Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.
- 4:15 p.m.                    Introduction to Rights and Controversies**  
John Adams once estimated that on the eve of American Revolution 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 an open debate on the floor of the House of Burgesses.
- 5:00 p.m.                    Departure Procedures**
- 5:15 p.m.                    Dinner on Own**

## Day 5: Friday

### The World Turned Upside Down

#### Supporting Questions:

- What were the catalysts that led American patriots to seek independence from Great Britain?
- How is using the labels patriot and loyalist for America's founding generation misleading?
- What paradoxes are at the heart of the American Revolution?
- What is the significance of the outcome of the Siege of Yorktown for people living in the newly defined United States?

**7:00 a.m. Breakfast**

**8:15 a.m. Travel by Bus to Classroom Location**

**8:30 a.m. Prelude to the Revolution**

Through primary sources, explore significant events that occurred in the colonies that led to the American Revolution. Examine images and objects that illuminate the events of the Revolutionary War period.

**9:15 a.m. Meet a Person of the Past**

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 at the end of Duke of Gloucester Street. Examine how the colonial government functioned and what rights and privileges people had as subjects of a king. Meet a person of the past and discuss the issues that led to war, the prospects for winning, and their hopes for the nation after the conflict is over.

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

**10:30 a.m. Resilience, Agency, and Resistance Walking Tour**

During the colonial period, Williamsburg was a town not only of political leaders, tavern keepers, and tradesmen, but also of enslaved individuals. How did these men, women, and children live? What were their roles? Hear the stories of these people and learn about their lives and choices on the eve of the American Revolution.

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

**12:45 p.m. Meet at Masonic Lodge, corner of Francis and Queen Streets**

**SAMPLE SCHEDULE**

Subject to change

- 1:00 p.m.**            **Travel by Bus to Yorktown**
- 1:30 p.m.**            **The American Revolution Museum at Yorktown**  
Indoor galleries at the American Revolution Museum feature period artifacts, immersive environments, and films, including “The Siege of Yorktown,” with a 180-degree surround screen and dramatic special effects.
- 3:30 p.m.**            **Travel by Bus to Yorktown Battlefield National Park**
- 3:45 p.m.**            **Yorktown Battlefield National Park Visitor Center and Museum**  
Tour the museum exhibits which focus on the 1781 Siege of Yorktown, the Battle of the Capes, and the campaign table used by British General Cornwallis during the siege. General Washington’s campaign tents are also on display.
- 4:30 p.m.**            **Bus Tour of Yorktown Battlefield National Park**  
Visit Redoubts 9 and 10 and Surrender Field.
- 5:00 p.m.**            **Surrender Field**
- 5:30 p.m.**            **Travel by Bus to Williamsburg**
- 6:00 p.m.**            **Dinner**

## **Day 6: Saturday** **A New Nation**

### **Supporting Questions:**

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

**7:00 a.m. Checkout and Breakfast**

**8:00 a.m. Travel by Bus to the Historic Area**

**8:15 a.m. Rights and Controversies Debate**

On May 15, 1776, a group of men met in the former House of Burgesses to determine Virginia's future. Should Virginians remain subjects of the British Crown or become citizens of a new nation? Recreate the debate on independence and see if your decision matches theirs.

**9:15 a.m. Break and Travel**

**9:45 a.m. Meet a Person of the Past**

Character interpreters portray historical figures associated with eighteenth-century Williamsburg who made significant contributions to the American story. Meet an interpreter who helped shape their time, and whose legacy continues to influence and inspire American ideals.

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

**10:30 a.m. Final Collaboration and Reflection Time**

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

**11:00 a.m. Graduation**

- Donor recognition
- Credit information
- Certificates

**11:30 a.m. Lunch on Own**

**1:00 p.m. Departure**