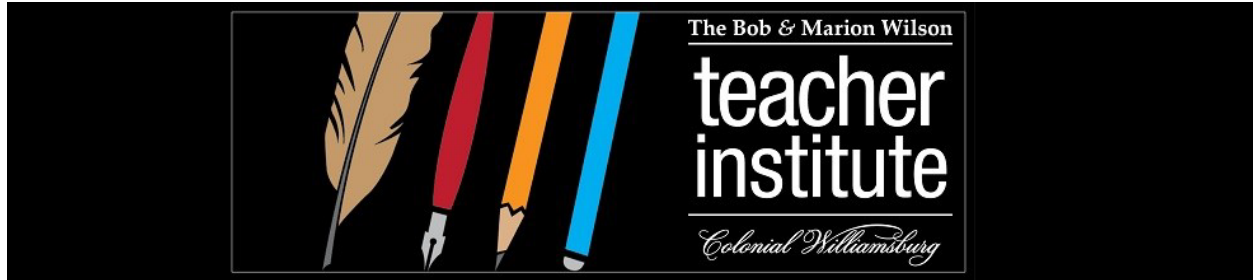


## 2023 Elementary Session SAMPLE Schedule



### **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** **Williamsburg Woodlands Hotel**  
Meet your Colonial Williamsburg Master Teacher and settle into your room.

**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 to Start the Day**

**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 Paspahegh 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

**11:30 a.m. Lunch and Self-Guided Exploration Time**

**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 Time, 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**

## 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.**            **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.

**9:00 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.

**10:00 a.m.**            **Break and Walk**

**10:30 a.m.**            **Concurrent Sessions**

#### **Session A: Studying Primary Documents**

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

## SAMPLE SCHEDULE

Subject to change

### **Session B: 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.

**12:30 p.m. Break and Walk**

**1:00 p.m. Lunch**

**1:30 p.m. Self-Guided Exploration Time**

**3:00 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.

**4:00 p.m. Break**

**4:30 p.m. 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.

**5:30 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.

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

## Day 3: Wednesday

### Daily Life in the Capital City

#### Supporting Questions:

- How did daily life differ for 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**

**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. Domestic Life (Concurrent Sessions)**

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

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

Inside the main home, experience the bustle of the domestic sphere. Explore the spaces where children completed chores and were educated, social interactions took place, and enslaved people served meals, tended fires, and lived life beside and with the Powell family. Also learn about Mr. Powell's business, as he often directed apprentices and enslaved carpenters on building projects from his home.

#### **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. Discover how they maintained connections between their community and others on the various Powell-owned properties in the county.

**11:30 a.m. Lunch and Self-Guided Exploration Time**

**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.

## SAMPLE SCHEDULE

Subject to change

- 3:00 p.m.**            **Meet a Person of the Past: Divided Loyalties**  
During the American Revolution, many Williamsburg residents chose to remain loyal to the king while others joined 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**

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

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

**9:15 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 a large-scale plantation.
- Describe the agricultural economy.

**10:00 a.m. Break and Walk**

**10:15 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.

**11:45 a.m. Lunch and Self-Guided Exploration Time**

**2:00 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.

## SAMPLE SCHEDULE

Subject to change

- 3:00 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. Consider individuals' various perspectives on independence and prepare for an open debate prepare for an open debate on the floor of the House of Burgesses.
- 4:00 p.m.**            **Break and Walk**
- 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 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.
- 5:30 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.
- 6:00 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 it misleading to use the labels “patriot” and “loyalist” for America’s founding generation?
- 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, drop-in**

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

**9:00 a.m.            Travel by Bus to Classroom Location**

**9:30 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.

**10:15 a.m.          Break**

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

**12:30 p.m.          Travel by Bus to Yorktown**

**1:00 p.m.            The American Revolution Museum**  
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.

**3:15 p.m.            Travel by Bus to Yorktown Battlefield National Park**

**SAMPLE SCHEDULE**

Subject to change

- 3:30 p.m.**            **Bus Tour of Yorktown Battlefield National Park**  
Visit Redoubts 9 and 10.
- 4:00 p.m.**            **Surrender Field**
- 4:30 p.m.**            **Travel by Bus to Colonial Williamsburg**
- 5:15 p.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.
- 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. Breakfast and Checkout**

**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. 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.

**10:30 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**