

2023 Secondary Session 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 among 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, teachers will examine how that identity influenced citizens to shape and change the Republic through the 1870s.

Objectives:

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

- Analyze the evolution of American identity from British colonization to the adoption of the Fifteenth Amendment to make connections to the present-day United States.
- Encourage civil discourse acknowledging the diverse perspectives of those impacted by the creation of the American nation.
- Effectively apply instructional strategies to reach all learners using primary and secondary sources.

Compelling Question:

How have the ideals of freedom and national identity changed over time in America?

Day 1: Monday

Introduction to Seventeenth-Century Virginia: Jamestown

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?

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

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

8:30 a.m. Overview of Seventeenth-Century Virginia

9:00 a.m. Break for Restrooms/Filling Water Bottles

9:15 a.m. Guided Tour of Historic Jamestowne

Historic Jamestowne is the site of the 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.

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

12:00 p.m. Travel by Bus to Colonial Williamsburg

12:30 p.m. Lunch

1:30 p.m. Bacon vs. Berkeley

Analyze primary 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.

2:15 p.m. Break

SAMPLE SCHEDULE

Subject to change

- 2:30 p.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 shares America’s diverse and enduring story and pick up tricks to find your way as you explore throughout the week.
- 3:15 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 Native delegations represented an abundance of distinct cultures, languages, religions, and unique world views.
- 4:00 p.m. Break and Walk**
- 4:15 p.m. Evolution of Slavery and the Law**
The institution of race-based slavery was created and codified gradually in each colony. Trace events and the reactions from the arrival of the first Africans in 1619 to the legal solidification of slavery in Virginia.
- Chart the development of slave laws over time.
 - Connect changing slave laws to the lives of individuals.
 - Demonstrate cause and effect relationships between specific events and the establishment of laws addressing slavery.
 - Describe the differences between indentured servitude and slavery.
- 5:00 p.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.
- 5:30 p.m. Break**
- 5:45 p.m. Dinner**
- 7:30 p.m. Evening Program**

Day 2: Tuesday

Introduction to Eighteenth-Century Virginia

Supporting questions:

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

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 cultivated and transported. Learn about the role of enslaved Virginians working in the cultivation of this “green gold.”

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.

11:15 a.m. Introduction to Trades in the City
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?

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

1:30 p.m. Meet at the Governor’s Palace

1:42 a.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

- 2:30 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.
- 3:30 p.m. Break and Travel**
- 4:00 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, we practice how historians use primary sources to discover information about people of the past and draw conclusions about their lives.
- 4:45 p.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.
- 5:30 p.m. Dinner**

Day 3: Wednesday

The Colonies on the Cusp of Conflict

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?

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

8:00 a.m. Meet and Walk to Historic Area

8:45 a.m. Peyton Randolph House Tour
Take a guided tour of the Randolph property, home to 27 enslaved people and the Randolph family. Learn more about the paradox of American slavery and how the enslaved members of the household daily reaffirmed their humanity while surrounded by the calls of freedom and revolution by those who owned them. Explore some of the places the enslaved people lived and worked on the property of the president of the First Continental Congress.

10:00 a.m. Break and Walk

10:15 a.m. Introduction to Rights and Controversies
John Adams once estimated that, on the eve of American Revolution, one third of people had been 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 on the floor of the House of Burgesses.

11:00 a.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.

11:30 a.m. Self-Guided Exploration Time

1:00 p.m. Meet at the Art Museums of Colonial Williamsburg

1:15 p.m. Set Up Prelude to Revolution Museum Activity

1:30 p.m. Lunch

SAMPLE SCHEDULE

Subject to change

- 2:00 p.m. Prelude to Revolution Museum Exploration**
Explore the Art Museums of Colonial Williamsburg and discover connections between the collections and significant events in the colonies that led to the American Revolution. Examine images and objects that illuminate the events of the Revolutionary War period.
- 3:00 p.m. Teacher Collaboration and Resource Sharing**
You know your students best! And Colonial Williamsburg has many resources that include interdisciplinary lessons. Learn where to find some of our favorite lessons, then brainstorm how to integrate interdisciplinary lessons into your classroom.
- 3:30 p.m. Break and Travel**
- 4:30 p.m. Resolved: An American Experiment**
A thought-provoking and playful museum theatre 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.
- 5:30 p.m. Break**
- 5:45 p.m. Debate for Independence**
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 about independence and see if your decision matches theirs.
- 6:30 p.m. Dinner on Own**

Day 4: Thursday

The World Turned Upside Down

Supporting Questions:

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

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

8:15 a.m. Travel by Bus to Yorktown

8:35 a.m. Yorktown

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

10:30 a.m. Travel by Bus to Colonial Williamsburg

11:00 a.m. Concurrent Sessions

Session A: Studying Primary Documents

Explore a variety of original nineteenth-century documents from Colonial Williamsburg's Special Collections.

Session B: 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.

12:30 p.m. Break and Walk to Classroom Location

1:00 p.m. Lunch

2:00 p.m. Meet a Person of the Past: Crossing Centuries

Through and beyond the American Revolution, many Virginians helped to create and maintain the new nation. Join one such person as they recount leading the fledgling nation and navigating the challenges of the new century.

3:00 p.m. Break

SAMPLE SCHEDULE

Subject to change

- 3:15 p.m.** **Coded Messages: President Jefferson and Colonel Lewis**
Use President Jefferson’s codes and ciphers to aid Colonel Meriwether Lewis and William Clark on their exploration of America’s new lands to the west.
- 4:00 p.m.** **Westward Expansion Through Maps**
During the nineteenth century, Americans’ imaginations were captured by the idea of moving west for land and a new beginning. Using maps to trace the routes Americans took westward, examine and discuss the different motivations people had for braving this often-hazardous journey.
- 4:45 p.m.** **Break**
- 5:00 p.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.
- 5:30 p.m.** **Dinner on Own**

Day 5: Friday

The Fledgling Nation

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 was Williamsburg’s role in the Civil War?

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. Evolution of Slavery in the Antebellum South

As the new nation grew and evolved, so did the institution of slavery. Join us on a walking tour and 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.

10:00 a.m. Break

10:15 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.

11:15 a.m. Nat Turner Debrief

11:30 a.m. Civil War Walking Tour

“The invaders ransacked the house from cellar to roof; there was no one to ask McClellan to protect it. I have never looked upon such a more deplorable picture of the ravages of war than when standing amid the litter of half destroyed books, papers, and documents . . . Shattered marble busts and statuary, fragments of ornamental bookcases, heaps of old engravings, loose manuscripts, vellum bound volumes of precious colonial newspapers... mixed with straw and mud on every side. Hundreds of heavy-booted and spurred cavalrymen had played football with everything of value in the house.”

*— An eyewitness, in reference to
the home of Robert Saunders,
Williamsburg, Virginia, 1862*

SAMPLE SCHEDULE

Subject to change

- 12:00 p.m. Lunch**
- 12:45 p.m. Travel by Bus to Fort Monroe**
- 1:45 p.m. Arrive at Fort Monroe/Check-in and Restrooms**
- 2:00 p.m. Guided Tour of Fort Monroe**
The Casemate Museum, which is inside the fort, chronicles the military history of Fort Monroe from the construction of Fort Algernourne, the first defensive fortification at the site in 1609, through the last major command to be headquartered there: Army Training and Doctrine Command. The museum highlights the 1861 “Contraband of War” decision that granted three enslaved men and thousands who followed, sanctuary at Fort Monroe, thus earning it the nickname “Freedom’s Fortress.”
- 3:00 p.m. Self-Guided Exploration Time**
- 4:30 p.m. Travel by Bus to Williamsburg**
- 6:00 p.m. Dinner**

Day 6: Saturday

What Does It Mean to Be an American?

Supporting questions:

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

7:00 a.m. Breakfast and Check-out

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

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

9:30 a.m. The Reconstruction 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.

10:15 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.

11:15 a.m. Break

11:30 a.m. Graduation and Departure

- Donor recognition
- Final reflections
- Credit information
- Certificates