

Note: Schedule subject to change.

## 2017 Colonial Williamsburg Teacher Institute Elementary Sample Schedule



### ***Becoming Americans: From British Subjects to American Citizens (1606–1783)***

Elementary school sessions focus on the daily life of colonial Virginians and the transition from subject to citizen that occurred during the revolutionary period. Teachers will be immersed in hands-on activities at Jamestown, Williamsburg, and Yorktown that highlight the stories of the people living during this period.

Elementary school sessions focus on the colonial and the early national period, exploring content from 1607 through the end of the Revolutionary War. During the week, teachers will:

- Identify and analyze significant seventeenth- and eighteenth-century economic, political, and social events that led to American independence from Great Britain.
- Chart the evolution of citizenship, from being British subjects to becoming American citizens, from colonization to the present day.
- Explain how Native American, European, and African interactions shaped and defined the American character.
- Examine the experiences of various social levels, such as gentry, middling, free blacks, lesser sort, enslaved, and special populations such as women and Native Americans, in eighteenth-century Virginia.
- Integrate primary sources, secondary sources, and technological resources in classroom instruction focused on early American history and citizenship.
- Create opportunities for continued professional development in social studies education with fellow teachers and Colonial Williamsburg educators.

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## **Orientation Thursday or Friday**

- 6:00 p.m. Meet at the Brick House Tavern**
- 6:15 p.m. Welcome, Ice Breaker, Orientation, and Intro to End of Week project**
- 7:15 p.m. Walk to Dinner**
- 7:30 p.m. Dinner at a Historic Tavern**

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## **Day 1: Jamestown and the Seventeenth Century Friday or Saturday**

**Value Tension:** *Private Wealth vs. Common Wealth*

**Essential Questions:**

- How did Virginians create common wealth as they pursued private wealth?
- Whose interests were sacrificed and whose were privileged in the pursuit of private wealth?

**7:15 a.m. Meet in front of Brick House Tavern to walk to Bruton Heights School**

**7:30 a.m. Breakfast and Orientation Bruton Heights School**

**8:00 a.m. Teacher Recognition**

**8:15 a.m. A New World**

In 1606, King James I signed the charter for the Virginia Company to establish a colony in the “new world.” Investigate why Jamestown was chosen as the site for the first permanent English colony in the Americas, and how this colony fit into a wider effort by Europeans to create colonies around the globe.

**8:50 a.m. Discovering the Past Bruton Heights School**

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

**9:50 a.m. Break**

**10:00 a.m. Travel by Bus to Jamestown Settlement**

**10:30 a.m. Jamestown Settlement Jamestown Settlement**

What did the fort at Jamestown actually look like? How big were the ships that brought the first settlers to the New World? With the help of staff from Jamestown Settlement, compare life for the first settlers in Jamestown’s fort to that of their closest Powhatan neighbors. Board the seventeenth-century ships and discover if you would have had what it took to survive in the new colony.

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- 12:30 p.m. Lunch** **Jamestown Settlement Café**  
Visit galleries and gift shop
- 1:30 p.m. Travel by Bus to Historic Jamestowne**
- 1:45 p.m. Meet a Person of Jamestowne** **Historic Jamestowne**  
**Marye Bucke**  
Meet Marye Bucke, one of the first women to come to Jamestown, and hear her amazing story of survival. Discuss with Marye why she came to the “new world” and what conditions were like for men and women in the new colony.
- Anas Todkill**  
Meet English explorer Anas Todkill, who traveled with John Smith to explore the Chesapeake Bay. Discover the challenges he faced living in this new land.
- 2:30 pm Historic Jamestowne Archaeology**  
Since the beginning of the Jamestown Rediscovery project in 1994, over one million artifacts have been uncovered at the site of the first permanent English settlement in the “new world”. Meet archeologists working at the site and discuss what new and exciting finds they are currently unearthing at Jamestown.
- 3:00 p.m. Exploration Time**
- 3:45 p.m. Coming to America: Indentured Servitude**  
Many of the first Jamestown settlers came as indentured servants. Explore what caused people to leave their predictable lives in England for uncertainty at Jamestown. Recreate what it was like to negotiate a contract to become an indentured servant, and explore the variety of treatment indentured servants experienced.
- 4:45 p.m. Travel by Bus to Williamsburg**
- 5:15 p.m. Drop off at Francis St. & Blair St.**
- 5:30 p.m. Application Session**  
A Colonial Williamsburg Master Teacher demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.
- 6:15 p.m. Dinner on Your Own and Free Evening**

## Day 2: British North America in the Eighteenth Century Saturday or Sunday

**Value Tension:** *Unity vs. Diversity*

**Essential Questions:**

- How did the English colonists unite under one common goal and one common heritage?
- As the colony expanded, how did the diversity of the populace both contribute to success and lead to conflict?

**7:15 a.m. Meet in front of Brick House Tavern to walk to Williamsburg Lodge**

**7:30 a.m. Breakfast Williamsburg Lodge**

**8:00 a.m. Orientation Walk to Capitol**

**8:30 a.m. Colonial Government Capitol**  
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 the people had as subjects of a king.

**9:30 a.m. Break and walk to Public Records Office**

**9:45 a.m. People and Pockets of the Past**  
Examine the daily lives of eighteenth-century Virginians, from the gentry to the middling sort to slaves, using a variety of primary sources and artifacts. Discover how these individuals contributed to our continuing American debate.

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

**11:30 a.m. Meet a Person of the Past**  
Meet a free black woman who received her freedom in a unique way. Discover how she came to be free and how she lived her day-to-day life.

**12:30 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.

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

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

**2:00 p.m. Walk to Bruton Parish Church**

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- 2:15 p.m.      The Anglican Church: Center of the Community      Bruton Parish Church**  
**(20-30 min.)**  
The Royal Governor of Virginia was the head of both the government and the Church. Explore how the church was a center for the community as well as an integral part of the government during the colonial era.
- 2:45 p.m.      Break and Travel to Randolph House**
- 3:00 p.m.      Slavery in the Heart of the City**  
More than fifty percent of Williamsburg's population in the eighteenth century was enslaved. Experience the stark contrasts of freedom and slavery at the house of one of America's most prominent families.
- 4:00 p.m.      Walk to Prentis Farm Site**
- 4:15 p.m.      Eighteenth-Century Agriculture      Prentis Farm Site**  
Tobacco was the lifeblood of Virginia's colonial economy. Investigate how this 13-month crop was grown, processed, and transported.
- 4:45 p.m.      Walk to Bruton Heights School and Break**
- 5:00 p.m.      Application Session**  
A Colonial Williamsburg Master Teacher demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.
- 5:45 p.m.      Dinner**
- 6:30 p.m.      Dressing the Part**  
Examine primary sources and period clothing and discover how they can be used to bring the past to life for your students. In colonial Virginia, clothing, deportment, and manners helped to differentiate between the lower, middling and gentry levels of society.

## Day 3: Daily Life Sunday or Monday


**Value Tension:** *Freedom vs. Equality*

**Essential Questions:**

- How was genuine equality limited as freedom expanded?
- How did Americans enact the freedom and equality of their Revolutionary ideals?



**BYOD:** *Please bring your device with the PDF already downloaded.*

<b>7:30 a.m.</b>	<b>Breakfast</b>	<b>Williamsburg Lodge</b>
<b>8:00 a.m.</b>	<b>Walk to the Powell House</b>	
<b>8:20 a.m.</b>	<b>Lifestyles of the Not So Rich or Famous</b> In the eighteenth century many middling-sort tradesmen lived in Williamsburg. Experience the daily lives of the middling sort by trying your hand at everyday tasks like making a bed, setting a table, and learning to dance.	<b>Benjamin Powell House</b>
<b>9:45 a.m.</b>	<b>Break</b>	
<b>10:00 a.m.</b>	<b>Enslaved Choices During the Revolution</b> During the colonial period, Williamsburg was a town not only of statesmen, tavern keepers and tradesmen, but also of enslaved individuals. How did these men, women, and children live? What were their roles here? Walk the streets of Williamsburg and hear the stories of these enslaved people. Witness their lives and choices on the eve of the Revolution.	
		
<b>11:15 a.m.</b>	<b>Meet an Enslaved Virginian</b> 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.	
<b>12:15 p.m.</b>	<b>Teacher Collaboration</b> You know your students best! Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.	
<b>12:45 p.m.</b>	<b>Walk to Lunch</b>	
<b>1:00 p.m.</b>	<b>Lunch</b>	<b>Tavern</b>
<b>2:00 p.m.</b>	<b>Walk to the Robert Carter House</b>	
<b>2:20 p.m.</b>	<b>Group Photo</b>	

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- 2:45 p.m. Meet a Person of the Past: Lady Dunmore** **Governor's Palace**  
In 1774, Lady Dunmore, the wife of Royal Governor Lord Dunmore, arrived with her children from London. Talk with Lady Dunmore about the political and social situation in Williamsburg and her views on the rising tide of rebellion in the colonies.
- 3:45 p.m. Break**
- 4:00 p.m. Application Session**  
A Colonial Williamsburg Master Teacher demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.
- 4:30 p.m. End of Week Project Check-in**
- 5:30 p.m. Dinner on Your Own and Free Evening**



## Day 4: Colonial Economy Monday or Tuesday

### Value Tension: *Private Wealth vs. Common Wealth*

#### Essential Questions:

- When does the encouragement of private wealth help to create common wealth?
- How do individuals affect each other when they invest in private wealth and/or common wealth?

**7:30 a.m. Breakfast Williamsburg Lodge**

**8:10 a.m. Walk to the Public Records Office**

**8:30 a.m. Meet John Greenhow, a Williamsburg Merchant**

Discover how Mr. Greenhow's store supplied the community with goods and services. Investigate how the events of the Revolution influenced his business and learn how business was transacted in the eighteenth century.

**9:30 a.m. Break**

**9:45 a.m. Buying Goods**

Ever wondered what you could buy in the colonial capital? In this multi-disciplinary lesson, assume the status of an eighteenth-century visitor to Williamsburg and see what your money could buy.

**10:30 a.m. Surveying**

Owning land was an important goal for many who settled in the new British colonies. But once you purchased that land, whether in town or on the western frontier, how did you know where your land ended and your neighbor's began? Explore how land in the eighteenth century was divided and how surveying techniques can teach math and science concepts in the classroom.

**11:00 a.m. Lunch on Your Own**

**Independent Exploration of the Trade Shops**

From wigs to candlesticks, Williamsburg merchants and tradesmen offered an amazing array of goods for sale. Explore the town to discover what products were made here in the capital city. Which goods were shipped here from around the world? How did that change with the American Revolution?

**1:45 p.m. Review Trade Shop Exploration**

**2:00 p.m. Teacher Collaboration**

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

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**2:15 p.m. Global Economy**

In the eighteenth century, trade goods, including raw materials from the colonies and finished goods from Britain, moved around the world creating an interconnected global economy. Explore how the economic system of mercantilism contributed to the American Revolution.

**3:30 p.m. Break**

**3:45 p.m. Preparation for Rights and Controversies**

John Adams said that a third of people were patriots, a third were loyalists, and a third were undecided. As war broke out in the North, Virginians had to decide whether to declare their independence from Great Britain. Join one of these three groups, discuss with like-minded individuals your stance on independence, and prepare for open debate on the floor of the House of Burgesses.

**4:45 p.m. Application Session**

A Colonial Williamsburg Master Teacher demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.

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

**8:30 p.m. Evening Program: Papa Said, Mama Said**

While enslaved, African Americans continued to pass their cultural morals and values from generation to generation. Participate in this interactive program as instructive fables come to life and celebrate the significance of oral African tradition.

## **Day 5: The American Revolution Tuesday or Wednesday**

**Value Tension:** Law vs. Ethics

**Essential Questions:**

- When is it right to spurn the law in pursuit of a higher ideal?
- How did ethical considerations shape the protests that led to the American Revolution?

- 7:30 a.m. Breakfast Williamsburg Lodge**
- 8:00 a.m. Walk to the Capitol**
- 8:15 a.m. Rights & Controversies: A Debate for Independence Capitol**  
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.
- 9:00 a.m. Break & Walk to Brick House Tavern**
- 9:15 a.m. Meet a Person of the Past: Founder**  
Many of the elite men in Williamsburg participated in the events of the Revolution. Meet one of our nation's founding fathers and discuss the issues that led to war, the prospects for winning a war for independence, and his hopes for the nation after the conflict is over.
- 10:15 a.m. Teacher Collaboration**  
You know your students best! Work with your fellow teachers to identify ways to use the Institute materials, content, and strategies in your classroom.
- 10:45 a.m. Check-out Procedures**
- 11:00 a.m. Lunch on Your Own**  
**Exploration Time in the Revolutionary City**
- 1:25 p.m. Meet at the Military Encampment**
- 1:30 p.m. Life in the Military Military Encampment**  
Enlist with the Virginia Regiment! Sign the enlistment roles and muster in to experience the rations, work, and daily life of a soldier during the American Revolution.
- 2:30 p.m. Break**

Note: Schedule subject to change.

- 2:45 p.m. Meet a Person of the Past: Native American**  
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, came to Williamsburg as students, peddlers of wares, and to join Virginia forces in times of conflict. View colonial Virginia through Native American eyes.
- 3:30 p.m. Break and Photos**
- 3:45 p.m. Application Session**  
A Colonial Williamsburg Master Teacher demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.
- 4:15 p.m. Donor Recognition**
- 4:45 p.m. End of Week Project Sharing**  
Teachers will share lessons in small groups. Each group will then share the favorite from that table with the larger group. Individual lesson plan outlines will be turned in to Coordinator/ Master Teacher at this time.
- 7:00 p.m. Dinner** **Tavern**

