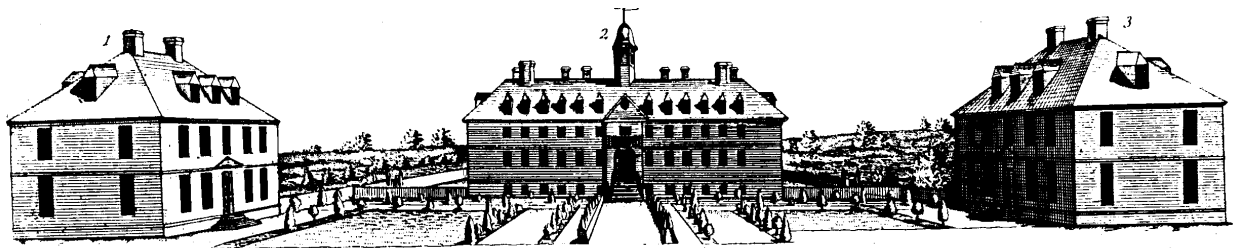


COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2009 ELEMENTARY PROGRAM SCHEDULE

THEME: Education for Citizenship

According to Thomas Jefferson, the “ultimate powers” in a society reside with its people. It is the citizens who become the active participants in the decision-making process. This process strives to arrive at decisions for the benefit of the common good rather than personal self-interest. In order to achieve this, the citizens must be provided with the necessary knowledge to enable them to arrive at informal decisions. The belief at Colonial Williamsburg is that education is the key to maintaining the vitality of our democratic institutions. It is through history education that we can strive to develop participating individuals who will have an appreciation of our democratic way of life and institutions.

During the seventeenth and eighteenth centuries, events occurred in Virginia and throughout the colonies that subsequently shaped and defined this nation. People from various parts of the world came to these shores and engaged in the process of developing what was to become our cultural, economic and political heritage. As they interact with each other, these representatives set forth the ideas and institutions upon which this democratic society is founded. Over the intervening years, these ideas and institutions have undergone significant change. Efforts have been made to accommodate and include more people into the political process. However, the core beliefs upon which this nation was founded have prevailed.



COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2009 ELEMENTARY PROGRAM SCHEDULE

“I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.”

Thomas Jefferson to William C. Jarvis, 1820

Mission

To enrich history education and to develop citizens with a full appreciation for our heritage of democracy

Goals

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will be able to:

- ❖ Identify and analyze significant seventeenth- and eighteenth-century economic, political, and social events that led to independence and that continue to shape and define our nation.
- ❖ Explore Native American, British, and African economic, cultural, and political heritages and how their interactions shaped and defined the American character.
- ❖ Use primary sources and technology to explore daily life in colonial Virginia; investigate the lifestyles of various social levels in eighteenth-century America, including the gentry, middling sort, tradespeople, merchants, soldiers, women, and slaves.
- ❖ Learn and review techniques that develop students' abilities to use higher level critical thinking skills by using primary sources.
- ❖ Create a network through which they and Colonial Williamsburg staff can acquire and exchange information about seventeenth- and eighteenth-century history.

Courtesies

- ❖ Please turn off cell phones during all programming.
- ❖ Please do not use cameras or recording devices during evening programs.
- ❖ Gum, food and drinks are not permitted in exhibition buildings. Please help us keep our sites safe for future generations.

**COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2009
ELEMENTARY PROGRAM SCHEDULE**

ORIENTATION & WELCOME

7:00 p.m. Welcome, Orientation, & Reception Dinner

DAY 1
CULTURES AT JAMESTOWN

OBJECTIVES FOR THE DAY

By visiting Jamestown Settlement, teachers will be able to:

- Identify the groups of people who lived in early s-century Virginia and how they came to be there: Powhatan Indians, English and other Europeans, and Africans.
- Compare and contrast the cultures in early 17th-century Virginia by identifying: family/social structure, daily life, technology, economic system, government/political structure, and religion.
- Describe the English motivations for establishing the colony, the hardships encountered, and the economic ventures, including the importance of trade with the Powhatan Indians.

By visiting Historic Jamestowne, teachers will be able to:

- Explain the role of European exploration in the settlement of the Western Hemisphere by focusing on the site of the first permanent settlement of Europeans and Africans in British North America.
- Identify inhabitants of the Peninsula in the 17th and 18th centuries.
- Discuss how archaeology provides clues that enable the reconstruction of historical sites.
- Identify the techniques that archaeologists use to uncover the past.
- Examine the cultural remains found at Jamestown Fort.

By participating in the Overview Tour of the Town, teachers will be able to:

- Discuss how primary sources were used to restore, reconstruct, and interpret Williamsburg.
- Explain how the Restoration began and how it continues today.
- Describe Williamsburg as an 18th-century community by identifying the demographic character of Virginia's pre-Revolutionary society and explaining Williamsburg's cultural significance in the 18th-century.

7:30 a.m.	Breakfast	
8:25 a.m.	Travel by Bus to Jamestown Settlement	
8:25 a.m.	Overview of Seventeenth-Century Virginia	Colonial Parkway
8:45 a.m.	Jamestown Settlement Visit Indian Village, Ships, & Fort	
12:00 p.m.	Lunch with Jamestown Settlement Staff Galleries, Introductory Film, Gift Shop	Jamestown Settlement Café FREE TIME
1:45 p.m.	Travel by Bus to Historic Jamestowne	
2:00 p.m.	Historic Jamestowne Tour with the National Park Service	
2:45 p.m.	Break and Travel to Church	
3:00 p.m.	Historic Jamestowne Tour with the Association for the Preservation of Virginia Antiquities	
3:45 p.m.	Explore Historic Jamestown on Own New Towne, Archaearium, and Visitor Information Station	FREE TIME
4:30 p.m.	Application Session	
5:00 p.m.	Travel by Bus to Colonial Williamsburg	
5:30 p.m.	Dinner	

DAY 1 (CONT)

7:30 p.m. Overview & Tour of the Town

8:30 p.m. Evening Program

DAY 2

USING PRIMARY SOURCES

OBJECTIVES FOR THE DAY

By participating in today's activities, teachers will be able to:

- Explore how primary sources are used to restore, reconstruct, and interpret an 18th-century town.
- Investigate a variety of primary sources: maps, inventories, wills, letters, political prints, etc., for use in the classroom.
- Evaluate primary sources: learn how to identify bias and point-of-view, where to find them, and how to use them in the classroom.

By participating in the Internet Resources session, teachers will be able to:

- Learn how to use the CWTI CD-ROM.
- Identify ways to incorporate technology in the social studies curriculum.
- Explore the Colonial Williamsburg Web-site and its available resources, including primary documents and additional teaching strategies for the classroom.

By participating in Portraits & What They Tell Us program, teachers will be able to:

- Explore the role of portraits including economic, social, and biographical considerations.
- Distinguish the difference between fine art and folk art.
- Determine biographical and symbolic information about portrait subjects.
- Create a self portrait.

By participating in Dressing the Part, teachers will be able to:

- Use primary sources in the identification of 18th-century clothing to differentiate between the lower, middling, and gentry levels of clothing.
- Compare the differences between men's and women's clothing.
- Determine how clothing was made in the 18th century; list four basic fibers used in the 18th century.
- Discuss production of women's and men's clothing for classroom use, using shortcuts suggested by the staff.

By visiting the Rockefeller Library, teachers will be able to:

- Identify primary sources and what to look for when using them in the classroom.
- Examine 18th-century primary sources related to colonial Williamsburg and Virginia.
- Explain the significance of using primary sources to engage students in critical thinking.

By participating in the Matthew Ashby activity, teachers will be able to:

- Recreate a real 18th-century person based on primary sources to discover the "who, what, when, where, and why" about that person.
- Demonstrate how primary sources can be used in the classroom.
- Explain and identify bias and point-of-view in primary sources.

7:30 a.m. Breakfast

8:30 a.m. Travel by Bus to Bruton Heights School

8:45 a.m. Introduction to Creating History

9:00 a.m. Using Colonial Williamsburg's Internet Resources

10:30 a.m. Break and Travel by Bus to DeWitt Wallace Museum

11:00 a.m. Portraits & What They Tell Us

DeWitt Wallace Museum

12:00 p.m. Lunch

12:45 p.m. Travel by Bus to Bruton Heights School

1:00 p.m. Looking at Clothing: Dressing the Part

DAY 2 (CONT)

2:00 p.m.	Break & Walk to Rockefeller Library	
2:15 p.m.	Looking at Primary Documents	Rockefeller Library
3:15 p.m.	Group Photo & Return to Bruton Heights School	
3:35 p.m.	Looking at Biographies: Matthew Ashby	
4:20 p.m.	Application Session & Biography Review	
5:00 p.m.	Dinner	
6:00 p.m.	Computer Lab Time	
8:30 p.m.	Evening Program	

DAY 3 (CONT)

- 2:30 p.m. Break and Travel by Bus to Bruton Heights School**
- 3:00 p.m. African-Americans in 18th-Century British America**
- 4:15 p.m. Application Session & Biography Review**
- 5:30 p.m. Dinner**
- 8:30 p.m. Evening Program**

DAY 4
THE ECONOMY & TRADES

OBJECTIVES FOR THE DAY

By participating in today's activities, teachers will be able to:

- Evaluate primary sources to identify the factors that led to successful businesses in the 18th century.
- Describe the marketing process used to sell tobacco; identify crop and transfer notes used to inspect and sell tobacco.
- Compare job opportunities available in 18th-century Williamsburg and throughout Virginia.

By participating in the Labor in British America session, teachers will be able to:

- Identify major characteristics of indentured servants, slaves, and apprentices.
- Dramatize the physical and emotional effects on enslaved Africans of being enslaved, and the hardships faced during the trans-Atlantic voyage.
- Describe the system of apprenticeship as it relates to the economy of Virginia.
- Explain why the labor system in colonial Virginia evolved from indentured servitude to slavery.
- Interpret primary sources regarding labor systems.

By participating in the Managing a Business activity, teachers will be able to:

- Identify what made an 18th-century business successful.
- Examine the relationship between business and politics.

By visiting trade sites, teachers will be able to:

- Recognize various types of machines and tools used by trades people in 18th-century Williamsburg.
- Describe several tradesmen and the goods and services that they produced.
- Explain how different social classes interacted with each other in the economy of 18th-century Virginia.

By meeting with a Person of the Past, teachers will be able to:

- Discuss economic concepts such as supply and demand (mercantilism) to explain the economic nature of the Atlantic world and the interdependence between Britain and the American colonies.
- Identify the four basic questions all producers must answer: What will be produced? How will it be produced? For whom will it be produced? How much will be produced?
- Explain how the rise or fall in prices affects business and family budgets.
- Describe the role of apprentices, journeymen, indentured servants to his/her profession.

By participating in the Using Currency session, teachers will be able to:

- Identify currency used in 18th-century Virginia.
- Explain the origins of Virginia's hard currency.
- Examine the wide variety of goods available for sale in 18th-century Virginia.

7:30 a.m. Breakfast

8:30 a.m. An Introduction to Virginia's Colonial Economy
How Tobacco Moved the Economy

9:00 a.m. Labor in British North America

10:00 a.m. Break

10:15 a.m. Managing a Business

10:45 a.m. Visit Trade Shops on Own

FREE TIME

1:00 p.m. Lunch

2:00 p.m. Review Trade Shops

2:30 p.m. Meet a Person of the Past

DAY 4 (CONT)

- 3:00 p.m. Break**
- 3:15 p.m. Buying & Selling Goods – Using Currency**
- 4:15 p.m. Introduce the Rights & Controversies Debate**
- 4:45 p.m. Application Session & Biography Review**
- 5:30 p.m. Dinner**
- 8:30 p.m. Evening Program**

DAY 5
ROAD TO REVOLUTION/GOVERNMENT INFLUENCES

OBJECTIVES FOR THE DAY

By visiting the Capitol, teachers will be able to:

- Compare Great Britain's and Virginia's 18th-century systems of bicameral government.
- Compare colonial Virginia's system of government with our modern United States government.
- Describe the function of Virginia's 18th-century judicial system.
- List the steps in the evolution of self-government in colonial Virginia.
- Explain the effects of the Stamp Act, the Townshend Duties, and the Associations on Williamsburg and the colony of Virginia.

By participating in the election activity, teachers will be able to:

- Reconstruct procedures for electing Burgesses to sit in the Lower House of the legislative assembly by using primary source materials and role-play techniques.
- Identify who had the right to vote in 18th-century Virginia.

By participating in the court trial, teachers will be able to:

- Identify county court procedures in 18th-century Virginia.
- Participate in an 18th-century court trial reenactment.

By visiting Bruton Parish Church, teachers will be able to:

- Identify the role of the established church in 18th-century Virginia and its connections to the British government.
- Understand responsibilities of Anglican parishioners and church leaders and vestry in 18th-century Virginia.
- Compare the 18th-century Anglican Church with dissenting denominations in Virginia.

By visiting the Governor's Palace, teachers will be able to:

- Describe the governor's role as the leader of British government and society in 18th-century Virginia.
- Identify 18th-century "high" English style evident in the Governor's Palace.
- Differentiate between "public business" and "private family" spaces in the Governor's Palace.
- Discuss the attitudes of the governors towards the colonists and measures taken by Virginia's last royal governor, Lord Dunmore, to keep the colony from rebellion.

By meeting with a Person of the Past, teachers will be able to:

- Discuss the person's political responsibilities within his governmental position.
- Explain why the founding fathers supported or opposed the discussion of Independence, especially the use of taxes and acts of Parliament passed on the Virginia colony.
- Identify ways the colonies interacted with each other and why those interactions were important.

8:30 a.m. Breakfast

9:30 a.m. The Seat of Colonial Government in Virginia Capitol
 Meet at the Capitol

10:15 a.m. The Seat of Colonial Government –Elections

10:45 a.m. Explore Historic Area On Own FREE TIME
 Participate in Revolutionary City Events

12:45 p.m. Lunch

1:45 p.m. The Seat of Local Government – Trials Courthouse

2:30 p.m. The Seat of Local Government - The Vestry Bruton Parish Church

3:15 p.m. Break & Walk to the Governor's Palace

DAY 5 (CONT)

3:30 p.m.	The Seat of Royal Government in Virginia	Governor's Palace
4:15 p.m.	Meet a Person of the Past	
5:00 p.m.	Application Session and Biography Review	
5:30 p.m.	Travel by Bus to Visitor's Center	
5:45 p.m.	Explore the Visitor's Center	FREE TIME
6:45 p.m.	Dinner	

DAY 6
MILITARY LIFE & THE REVOLUTION

OBJECTIVES FOR THE DAY

By participating in the Rights & Controversies Debate, teachers will be able to:

- Investigate events leading to the Revolution and ultimate union of the colonies.
- Examine documents associated with these events.
- Defend both loyalist's and patriot's decisions in the months before the American Revolution; argue the reasons for and against declaring independence from Great Britain.
- Explain how individuals' decisions brought the colonies to independence and established the framework for our democratic principles.

At the Yorktown Victory Center, teachers will be able to:

- Investigate the daily life of a Revolutionary soldier living in camp, participate in a military drill, and recognize the hardships of the military.
- Discuss women's and African-Americans' roles during the Revolutionary War.
- Examine how daily life changed for the average Virginian (small farmer) family as a result of the Revolution.
- Describe the process of turning flax into cloth.

By visiting the Yorktown Battlefield National Park, teachers will be able to:

- Describe the significant events surrounding the siege of Yorktown.
- Discuss factors affecting the outcome of the siege of Yorktown.
- Explore the battlefield, including several redoubts and Surrender Field.
- Interpret primary sources involving the siege of Yorktown to gain a better understanding of the battle.

7:30 a.m.	Breakfast	
8:30 a.m.	Rights & Controversies Debate Meet at the Capitol	Hall of Burgesses
9:15 a.m.	Break & Travel by Bus to Yorktown Victory Center	
9:45 a.m.	Military Life during the Revolution	Yorktown Victory Center
11:45 a.m.	Lunch	
1:00 p.m.	Travel by Bus to Yorktown Battlefield	
1:30 p.m.	Yorktown Battlefield National Park Museum, Film, Gift Shop	
2:30 p.m.	Bus Tour of Yorktown Battlefield National Park	Visit Redoubts 9 & 10
3:15 p.m.	The British Surrender	Surrender Field
3:45 p.m.	Final Journal Activity/Summary of the Week	Surrender Field
4:15 p.m.	Travel by Bus to Williamsburg	
5:30 p.m.	Dinner	
8:30 p.m.	Evening Program	

DAY 7 GRADUATION

OBJECTIVES FOR THE DAY

By visiting with Meeting an 18th-Century Teacher, teachers will be able to:

- Discuss the Bray School, including students attending and subjects taught.
- Explain how the school was created and financed.

By participating in graduation activities, teachers will be able to:

- Design lesson plans based on their Institute experiences using national and state standards of learning.
- Discuss the meaning of American citizenship, including citizens' rights, responsibilities, and duties.
- Demonstrate knowledge gained from the week's activities.

8:15 a.m. Travel by Bus to Bruton Heights School

Check Out of Hotel Rooms

8:30 a.m. Breakfast

9:00 a.m. Meet an 18th-Century Teacher

9:30 a.m. Break

9:45 a.m. Graduation

Standards-based activity

Discuss Yorktown journal entries & reflect on what it means to be a United States Citizen

End of the week project presentation

Certificate presentations

12:00 p.m. Lunch

NATIONAL STANDARDS FOR HISTORY

OVERVIEW OF STANDARDS IN HISTORICAL THINKING (GRADES 5-12)

National Center for History in the Schools

Standard 1. Chronological thinking

- A. Distinguish between past, present, future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of students' own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodization.

Standard 2. Historical Comprehension

- A. Reconstruct the literal meaning of a historical passage.
- A. Identify the central question(s) the historical narrative addresses.
- B. Read historical narratives imaginatively.
- C. Evidence historical perspectives.
- D. Draw upon data in historical maps.
- E. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- F. Draw upon visual, literary, and musical sources.

Standard 3. Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4. Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in available records, marshal contextual knowledge and perspectives of the time and place, and construct sound historical interpretations.

Standard 5. Historical Issues – Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative course of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

NATIONAL STANDARDS FOR U.S. HISTORY (GRADES 5-12)

National Center for History in the Schools

ERA 1: THREE WORLDS MEET (BEGINNINGS TO 1620)

Standard 1 Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

Standard 1B The student understands changes in Western European societies in the age of exploration.

Therefore, the student will be able to:

- Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. (5-12)
- Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and the uses of labor. (9-12)
- Analyze relationships among the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas explorations. (9-12)

Standard 1C The student understands developments in Western African societies in the period of early contact with Europeans.

Therefore the student will be able to:

- Describe the physical geography of West and Central Africa and analyze the impact on settlement patterns, cultural traits, and trade. (5-12)
- Describe general features of family organization, labor division, agricultural manufacturing, and trade in Western African societies. (9-12)
- Analyze the varying responses of African states to early European trading and raiding on the Atlantic African coast. (9-12)

Standard 1D The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the Western Hemisphere after 1492.

Therefore, the student will be able to:

- Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. (5-12)
- Compare social organizations, including population levels, urbanization, family structure, and modes of communication. (5-12)
- Compare economic systems, including systems of labor, trade, concepts of property and exploitation of natural resources. (5-12)
- Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. (5-12)

Standard 2 How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Standard 2A The student understands the stages of European oceanic and overland exploration amid international rivalries from the 9th to the 17th centuries.

Therefore, the student will be able to:

- Compare English, French, and Dutch motives for exploration with those of the Spanish. (5-12)
- Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences. (9-12)

ERA 2: COLONIZATION AND SETTLEMENT

Standard 1 Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North American and the Caribbean.

Standard 1A The student understands how diverse immigrants affected the formation of European colonies.

Therefore, the student will be able to:

- Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. (5-12)
- Explain why so many European indentured servants risked the hardships of bound labor overseas. (5-12)
- Evaluate the opportunities for European immigrants, free and indentured in North America and the Caribbean and the difficulties they encountered. (5-12)

- Compare the social composition of English, French, and Dutch settlers in the 17th and 18th centuries. (9-12)
- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. (5-12)

Standard 1B The student understands the European struggle for control of North America.

Therefore, the student will be able to:

- Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. (7-12)
- Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. (5-12)
- Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the Seven Years War. (7-12)
- Analyze Native America involvement in the colonial wars and evaluate the consequences for their societies. (9-12)

Standard 2 How political, religious, and social institutions emerged in the English colonies.

Standard 2A The student understands the roots of representative government and how political rights were defined.

Therefore, the student will be able to:

- Analyze how the rise of individualism contributed to the idea of participatory government. (7-12)
- Compare how early colonies were established and governed. (5-12)
- Explain the concept of the “rights of Englishman” and the impact of the English Civil War and the Glorious Revolution on the colonies. (7-12)
- Analyze how gender, property ownership, religion, and legal status affected political rights. (9-12)
- Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. (7-12)
- Explain how the conflicts between legislative and executive branches contributed to the development of representative government. (9-12)

Standard 2B The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

Therefore the student is able to:

- Describe religious groups in colonial America and the role of religion in their communities. (9-12)
- Trace and explain the evolution of religious freedom in the English colonies. (7-12)
- Explain the impact of the Great Awakening on colonial society. (9-12)

Standard 2C The student understands social and cultural change in British America.

Therefore, the student will be able to:

- Explain how rising individualism challenged inherited ideas of hierarchy and deference and affected the ideal of community. (7-12)
- Explain how and why family and community differed in various regions of colonial North America. (5-12)
- Analyze women’s property rights before and after marriage in the colonial period. (9-12)
- Explain how Enlightenment ideas, including Benjamin Franklin’s experiments with electricity, influenced American society. (5-12)

Standard 3 How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas

Standard 3A The student understands colonial economic life and labor systems in the Americas.

Therefore, the student will be able to:

- Explain mercantilism and evaluate how it influenced patterns of economic activity. (7-12)
- Identify the major economic regions in the Americas and explain how labor systems shaped them. (5-12)
- Explain the development of an Atlantic economy in the colonial period. (9-12)

Standard 3B The student understands economic life and the development of labor systems in the English colonies.

Therefore, the student will be able to:

- Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. (5-12)
- Analyze how early Navigation Acts affected economic life in the colonies. (7-12)

- Explore how the mobility and material success of many colonists encouraged the development of a consumer society and led to the imitation of English culture. (9-12)
- Compare the characteristics of free labor, indentured servitude, and chattel slavery. (7-12)
- Explain the shift from indentured servitude to chattel slavery in the southern colonies. (9-12)

Standard 3C The student understands African life under slavery.

Therefore, the student will be able to:

- Analyze the forced relocation of Africans to the English Colonies in North America and the Caribbean. (5-12)
- Explain how varieties of slavery in African societies differed from the chattel racial slavery that developed in the English colonies. (7-12)
- Assess the contribution of enslaved and free Africans to economic development in different regions of the American colonies. (9-12)
- Analyze how Africans in North America drew upon their African past and upon selected European (and sometimes Indian) customs and values to develop a distinctive African American culture. (7-12)
- Analyze overt and passive resistance to enslavement. (7-12)

ERA 3: REVOLUTION AND THE NEW NATION

Standard 1 The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 1A The student understands the causes of the American Revolution.

Therefore, the student will be able to:

- Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. (5-12)
- Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional right of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. (5-12)
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. (5-12)
- Analyze political, ideological, religious, and economic origins of the Revolution. (7-12)
- Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached. (9-12)

Standard 1B The student understands the principles in the Declaration of Independence.

Therefore, the student will be able to:

- Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. (5-12)
- Demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. (7-12)
- Draw upon the principles in the Declaration of Independence to construct a sound historical argument regarding whether it justified American Independence. (9-12)
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. (5-12)

Standard 1C The student understands the factors affecting the course of the war and contributing to the American victory.

Therefore the student will be able to:

- Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African-Americans, and Native Americans. (5-12)
- Explain how the Americans won the war against superior British resources. (7-12)
- Analyze United States' relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory. (5-12)

Standard 2 The impact of the American Revolution on politics, economy, and society.

Standard 2C The student understands the Revolution's effects on different social groups.

Therefore, the student will be able to:

- Compare the reasons why many white men and women and most African-Americans and Native Americans remained loyal to the British. (7-12)
- Compare the revolutionary goals of different groups-for example, rural farmers and urban craftsmen, northern merchants and southern planters-and how the Revolution altered social,

- political, and economic relations among them. (5-12)
- Explain the revolutionary hopes of enslaved and free African-Americans and the gradual abolition of slavery in the northern states. (5-12)
- Analyze the ideas put forth arguing for new women's roles and rights and explain the customs of the 18th century that limited women's aspirations and achievements. (7-12)

Standard 3 The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

Standard 3B The student understands the guarantees of the Bill of Rights and continuing significance.

Therefore, the students is able to:

- Analyze the significance of the Bill of Rights and its specific guarantees. (5-12)
- Analyze issues addressed in recent court cases involving the Bill of Rights to assess their continuing significance today. (9-12)