

Note: Schedule subject to change.

COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2012 HIGH SCHOOL PROGRAM SCHEDULE

THEME: The United States: A Persistent Debate

The United States has been described in many ways: a land of opportunity, liberal, democratic, republican, capitalistic, multicultural, pluralistic, imperialistic, and materialistic. However, history students must understand that, foremost, the United States is an idea that is sustained through debate. The health and existence of American democracy depend on the quality of that debate. An important part of the great debate is America's robust tradition of protest and reform. Groups of Americans throughout the nation's history have come together to advocate for change. While not all of these movements were successful, the process of organizing has empowered the disenfranchised, the dispossessed, and the disengaged. Ethnic minorities, women, and children worked to expand the revolutionary generation's promise of "All Men are Created Equal." Religious and social movements provided opportunities for more Americans to participate in the wider debate.

Students must understand that this debate is not sustained for the purpose of establishing absolute rights and wrongs; it is a debate about the relationship of important American values. To participate productively in this debate, students must develop and cultivate a distinctive American mindset. The American democratic mind must be capable of debating two conflicting values while noting the essential merit of both.

ORIENTATION & WELCOME

- 6:00 p.m.** **Meet in front of the Courthouse**
- 6:15 p.m.** **Welcome & Orientation Walk**
- 7:00 p.m.** **Reception Dinner**
 Introduction to Program
 Icebreaker
 The Great Debate
 Value Tensions – "It's In the News" activity

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DAY 1

Case Study: A Confluence of Cultures, 1607–1700

Freedom vs. Equality

As a result of this case study experience, teachers will be able to:

- Identify the role Jamestown played in the establishment of the rule of law in British North America.
- Describe the events leading up to, during, and after Bacon's Rebellion.
- Examine the effects the rebellion had on Virginia's population.

7:30 a.m. Breakfast

8:25 a.m. Travel by Bus to Historic Jamestowne

8:30 a.m. Overview of 17th-Century Virginia (on the bus)

9:00 a.m. Government and the Rule of Law - Teachers discuss the structure of Virginia's government in the 17th century to understand the role of the Church of England in establishing the rule of law in British North America.

9:30 a.m. Meet a Virginia Planter-Merchant - Teachers take a walking tour with a Virginia Planter-Merchant and engage in a conversation about the events of Bacon's Rebellion and the effect it had on Virginia's population.

10:15 a.m. Break

10:30 a.m. Bacon's Rebellion - Teachers analyze primary documents to identify the perspectives of both Bacon and Berkeley, and then defend each side in a debate format.

11:00 a.m. Explore Historic Jamestowne on Own

11:45 a.m. Travel by Bus to Colonial Williamsburg

12:15 p.m. Lunch

Case Study: Revolutionary Ideas, 1765–1776

Freedom vs. Equality

As a result of this case study experience, teachers will be able to:

- Explain several instances of mass protest and mob action during the pre-Revolutionary period, formulate reasons for and against mass protests, and assess the legality and ethical basis for such actions.

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- Trace the cycle of British policy, colonial unrest, more restrictive government, and reconstruct the chronology of critical events leading to the outbreak of armed conflict between the American colonies and England.
- Analyze the founding principles of the United States and how the shift from subject to citizen occurred during the Revolutionary period.

1:30 p.m. Protest & Repeal of the Stamp Act - Teachers tour the Coffeehouse site and experience an “in-the-moment” interpretation of the 1760s and the events surrounding the Stamp Act.

2:15 p.m. From Subjects to Citizens - While touring the Capitol building, the teachers will discuss the events that lead to the Virginia Declaration of Rights and how we began to shift from subjects of the British crown to citizens of a new nation.

3:00 p.m. Break

3:15 p.m. Meet Thomas Jefferson & Patrick Henry - Teachers will interact with Thomas Jefferson and Patrick Henry to discuss their thoughts about the Declaration of Independence, Americans’ right to protest, and the future of the new nation.

4:15 p.m. A Declaration of Principles - Using primary source documents from *The Idea of America*, teachers will further their understanding of what ideas, documents, and people influenced the Declaration of Independence and the founding principles of the United States.

5:15 p.m. Dinner

6:30 p.m. Idea of America Discussion/Registration

7:00 p.m. Current Events/Virtual Republic - Assignment for the Week

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DAY 2

Case Study: Religion and Reform 1820–1860

Law vs. Ethics

As a result of this case study experience, teachers will be able to:

- Explain the causes of the religion and reform movements in the 1800s.
- Understand the importance and impact of the Second Great Awakening.
- Identify leaders of the Reform Movement in the mid-1800s and describe their contributions.
- Analyze how ethical principles shaped the republic during the Reform Movement.

7:30 a.m. Breakfast

8:30 a.m. American Reform Movements & The Second Great Awakening
Dr. Carolyn Lawes of Old Dominion University engages the teachers in a PowerPoint lecture/discussion about the Second Great Awakening and its impact and influence on American history over time.

10:00 a.m. Break

10:15 a.m. Mental Illness: A Case Study for Reform - Teachers participate in a role play activity to identify how the care of the mentally ill changed over time.

11:15 a.m. Meet Dorothea Dix - Teachers interact with Dorothea Dix to discuss why she became active in the asylum reform movement and how women in the 19th century were able to agitate for change.

12:15 a.m. Lunch

1:00 p.m. Explore Museum/Historic Area on Own

Case Study: The Impending Crisis, 1831–1861

Unity vs. Diversity

As a result of this case study experience, teachers will be able to:

- Explain how African Americans pursued freedom in a nation of slavery, and how a nation that was founded on liberty and equality enslaved African Americans.
- Identify the economic, legal, social, and political differences between the North and the South in the antebellum period.
- Analyze key events that increased the regional division in the decades before the Civil War.
- Analyze different perspectives of African Americans during the Civil War.

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- 3:00 p.m.** **Rising Voices, Rising Temperatures** - Through a brief *Idea of America* slideshow presentation and primary source activity, teachers examine major events that polarized the North and the South.
- 3:45 p.m.** **Waterways to Freedom** - Dr. Newby-Alexander from Norfolk State University engages teachers in a PowerPoint lecture/discussion about the Underground Railroad with a focus on waterways as means of escape.
- 4:45 p.m.** **Break**
- 5:00 p.m.** **Meet a Confederate Spy** - Teachers will meet a free black woman who acted as a confederate spy and discuss with her how the civil war impacted different individuals.
- 6:00 p.m.** **Dinner**
- 7:00 p.m.** **Idea of America Discussion**
- 7:30 p.m.** **Walk to the Historic Area**
- 8:00 p.m.** **Evening Program – Civil War Walking Tour**

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DAY 3

Case Study: The Civil War on the Battlefield 1861–1865

Unity vs. Diversity

As a result of this case study experience, teachers will be able to:

- Compare the resources of the Union and Confederacy and explain how the resources affected the course of the war.
- Identify major turning points in the war.
- Compare the motives for fighting and the daily life experiences of Union and Confederate troops.
- Assess the degree to which the war united the nation.

8:00 a.m. Breakfast

8:45 a.m. Travel by Bus to The Museum of the Confederacy (Richmond)

10:00 a.m. MOC Document Workshop - Teachers work with a member of the MOC staff to analyze a variety of primary documents from the Civil War period including the Constitution of the Confederate States of America.

10:45 a.m. MOC Confederate Years Walking Tour - Teachers are led on a guided tour through the museum galleries to discuss the Civil War from the Confederate perspective.

11:15 a.m. White House Tour - While touring the Confederate White House teachers will learn about the role of the President of the Confederacy and what happened to the family that lived at this White House during and after the war.

12:00 p.m. Free Time to Explore

12:45 p.m. Box Lunch and Travel to Maymont Mansion

Case Study: The Gilded Age 1878–1899

Private Wealth vs. Common Wealth

As a result of this case study experience, teachers will be able to:

- Understand how the free enterprise system emerged during the Gilded Age amid a positive attitude and aggressive business practices.
- Understand how the economic system of capitalism coupled with abundant resources facilitated common as well as private wealth.
- Analyze how major industrial accomplishments of the Gilded Age affected the general population.

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- 1:30 p.m.** **Meet a Sharecropper** - Through an emotional interaction with a sharecropper, teachers will discuss and understand the hardships of life for blacks in the post-emancipation South.
- 2:30 p.m.** **Gilded Age Society in the New South** - By touring Maymont Mansion teachers will understand what is meant by the “New South” and how success is measured in the Gilded Age. Teachers will also learn about the difficulties of class distinction created by the Gilded Age.
- 3:30 p.m.** **Idea of America Discussion**
- 3:45 p.m.** **Travel by Bus to Colonial Williamsburg**
- 5:30 p.m.** **Dinner On Own**

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DAY 4

Case Study: Progressive Era 1890–1917

Private Wealth vs. Common Wealth

As a result of this case study experience, teachers will be able to:

- Describe the origins of the Progressive Movement and the coalitions they formed to deal with the issues at the state and local levels.
- Understand the role of big industry and labor movements in shaping and influencing the condition of labor in the late nineteenth and early twentieth centuries.
- Analyze the limitations of the Progressive Movement and the alternatives by various groups.

7:30 a.m. Breakfast

8:45 a.m. Introduction to the Progressive Era

10:15 a.m. Break

10:30 a.m. Time and Motion Study - Through a simulation, teachers will understand how Taylor's Four Principles of Scientific Management were applied to industry and labor's frustration with proscriptive motion.

11:00 a.m. *Buck vs. Bell* and Eugenics - Teachers analyze different perspectives regarding eugenics and social Darwinism to argue each side of the debate from the *Buck v. Bell* Supreme Court case.

12:00 p.m. Lunch

Case Studies: America Goes to War and The Cold War Begins 1933–1960

Private Wealth vs. Common Wealth

As a result of this case study experience, teachers will be able to:

- Describe and analyze how the home front during World War II affected women and minorities.
- Explain the role of the media and communications during and after World War II.
- Examine the different events and legislation after World War II that caused the Cold War.
- Analyze domestic anti-communism and the ideological battle of the Cold War at home.

Note: Schedule subject to change.

- 1:00 p.m.** **Meet a World War II Nurse** - Teachers engage in a conversation with a World War II Nurse to discuss how women contributed to the war effort, life on the home front, the changing role of women, and her desires for herself and her family once the war is over.
- 2:00 p.m.** **Somebody is Watching You** - Teachers analyze a variety of media sources from the time period to identify the factors that contributed to the atmosphere of fear in the United States.
- 3:00 p.m.** **Free Time to Explore the Historic Area**
- 5:30 p.m.** **Dinner**
- 6:45 p.m.** **Advertising and the Rise of Consumerism** - Through the use of advertising images and other media from *The Idea of America*, teachers will understand the rise of the middle class and the birth of consumer capitalism during the 1950s. Teachers will discuss and analyze advertisements to determine what the ads can tell them about 1950s society.
- 7:30 p.m.** **Idea of America Discussion**

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DAY 5

Case Study: The Civil Rights Movement 1945–1968

Freedom vs. Equality

As a result of this case study experience, teachers will be able to:

- Explain how citizens during the Civil Rights Movement worked to change laws that were unethical.
- Explain the causes of the Civil Rights Movement, including segregation.
- Explain and classify the economic, political/legal, educational, and social barriers of the Civil Rights Movement.
- Analyze different forms of protest, as well as their outcomes, during the Civil Rights Movement.

7:30 a.m. Breakfast

8:15 a.m. Meet a SNCC Activist - Teachers will engage with an activist preparing for the Mississippi Summer Project in June of 1964.

9:15 a.m. Break

9:30 a.m. Students and the Civil Rights Movement – By participating in a simulated SNCC training session, teachers will further their understanding of non-violent direct action, Freedom Songs, and other tactics used by civil rights protesters.

Case Study: American Protest Tradition

Law vs. Ethics

As a result of this case study experience, teachers will be able to:

- Describe the different kinds of protest methods used to voice dissent and analyze the extensive tradition of protest and dissent in American history.
- Investigate the accomplishments of many American heroes that were breaking the law in their protest actions.
- Discuss the ethics involved in protesting perceived wrongs and injustices and its effect on American democracy.

10:15 a.m. Break

10:30 a.m. The Women’s Movement - Through a variety of primary source documents, images, and video, teachers will analyze the beginning of the women’s movement by focusing on the protests that were held at the 1968 Miss America pageant. Teachers will understand what inequalities women were protesting and the tactics they used to try and achieve equality.

Note: Schedule subject to change.

- 11:30 a.m. The Vietnam Protest in Music** – By analyzing songs as primary sources, teachers will further their understanding of U.S. military involvement in Southeast Asia and why it was so controversial here at home.
- 12:30 p.m. Lunch**
- 1:30 p.m. Oral History Project** - Teachers will meet and interview 3-4 people who were involved with major events during the 1960s. Using good oral history interview techniques, teachers will then present the stories of the individuals to the group.
- 3:30 p.m. Break**
- 3:45 p.m. Idea of America Discussion**
- 4:30 p.m. Teacher Community & Registration**
- 5:15 p.m. Break and Walk to Dinner**
- 5:30 p.m. Dinner**

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DAY 6

GRADUATION

8:30 a.m.	Travel by Bus to Bruton Heights
8:45 a.m.	Breakfast
9:45 a.m.	Review of the Week
10:30 a.m.	Virtual Republic Assignment/ Discussion
11:30 a.m.	Graduation
12:00 p.m.	Lunch