2014 COLONIAL WILLIAMSBURG TEACHER INSTITUTE
SAMPLE 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 & Greet at Brickhouse Tavern
             (corner of Duke of Gloucester & Botetourt Street)

6:30 p.m.    Welcome & Orientation             Brickhouse Tavern

7:15 p.m.    Walk to Dinner, brief introduction to Williamsburg town plan

7:30 p.m.    Dinner
DAY 1

The British Colonies, 1644–1776

Essential Questions:
- How did American colonists create common wealth as they pursued private wealth?
- Whose interests were sacrificed and whose were privileged in the pursuit of private wealth?

Enduring Understandings:
- American colonists changed colonial society based on their own ideas, reforming social and economic private wealth, which in many cases added to the common wealth.
- Religious and social upheavals in colonial America changed views of private wealth and common wealth, leading to new ideas about servitude, slavery, and British rule.
- As individuals increased their private wealth by developing farms and businesses, the colonies became more prosperous and self-reliant.
- The establishment of this common wealth, however, often deprived some people, especially Native Americans and enslaved Africans, of their private wealth and fundamental rights.

As a result of exploring this topic, teachers will be able to:
- Identify the role Jamestown played in establishing 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.

7:15 a.m. Meet at Brickhouse Tavern & Walk to Bruton Heights School

7:30 a.m. Breakfast

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

8:40 a.m. Overview of 17th-Century Virginia

9:15 a.m. Government and the Rule of Law – Discover how the structure of Virginia’s government in the 17th century sowed the seeds of the American Revolution.

9:45 a.m. An Act of Rebellion – Meet a witness to the American Colonies first rebellion. Walk with Thomas Matthew, a Virginia Planter, as he recounts the event of 1676 which history remembers as Bacon’s Rebellion.

10:30 a.m. Break

10:45 a.m. Bacon or 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.

11:30 a.m. Lunch

12:00 Noon Explore Historic Jamestowne on Own

12:50 a.m. Travel by Bus to Colonial Williamsburg

Note: Schedule subject to change.
DAY 1 (Cont.)

Revolutionary Ideas, 1765–1776

Essential Questions:
- How was genuine equality limited as freedom expanded?
- The Declaration of Independence stated that “all men are created equal,” but was such equality the reality?

Enduring Understandings:
- The Republic’s founding ideas emerged from eighteenth-century Enlightenment beliefs about the proper role and structure of government.
- The United States sought to put those principles into practice with the creation of new forms of government on the national and state level.
- Many American colonists believed that their freedom and equality was impeded by Great Britain. In order to gain their freedom, they declared and fought for independence.
- American colonists gained their independence from Great Britain and made great strides toward equality in some areas, but more intellectual and political ferment was needed to secure freedom and equality for all.

As a result of exploring this topic, 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.
- 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.

2:00 p.m. Meet a Founding Father – Many of America’s founding fathers were Virginians, meet one to discuss his thoughts about the Declaration of Independence, Americans’ right to protest, and the future of the new nation.

3:00 p.m. Protesting Government – Become a member of one the Committees of Correspondence and experience the important role they played in the Revolutionary movement.

3:45 p.m. Break & Group Photo

4:00 p.m. From Subjects to Citizens – Tour Virginia’s Colonial Capitol building and discover the events that led our nation’s founders to shift from believing themselves subjects of the British crown to citizens of a new nation.

4:45 p.m. Break and Walk to the Finnie House

5:00 p.m. The Declaration of Independence – A Quill Lesson
Note: Schedule subject to change.

DAY 1 (Cont.)

5:45 p.m.  Application Session
6:15 p.m.  Walk to Dinner
6:30 p.m.  Dinner
DAY 2

Religion and Reform, 1820–1860

Essential Questions:
- How do we as citizens, and a nation, determine what is right or ethical?
- When should ethical principles shape the actions of the Republic?

Enduring Understandings:
- In a Republic individuals are responsible for shaping the ethical foundation on which laws and the future of the nation are constructed.
- During the Second Great Awakening, a renewed sense of moral duty compelled many to form groups with the goal of improving society.
- During the early 19th century, reform groups advocated for many causes from the abolition of slavery to public education. These groups gained widespread appeal, but to reform social issues that they believed were unethical, reformers often resorted to breaking the law.

As a result of exploring this topic, teachers will be able to:
- Explain the causes of the religion and reform movements of the 1800s.
- Understand the importance and impact of the Second Great Awakening.
- Identify leaders of the reform movements in the mid-1800s and describe their contributions.
- Analyze how ethical principles shaped the Republic during the 1800s.

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. Caring for the Mentally Ill: Williamsburg’s Public Hospital – Walk among the haunting voices of past inhabitants of this “part jail, part infirmary” hospital ward. The first if its kind in North America, this facility, dedicated solely to care of the mentally ill, used treatments that would be unheard of today.

11:00 a.m. “There Must be Something for Me to Do” – Dorothea Dix once said “In a world where there is so much to be done, I felt strongly impressed that there must be something for me to do.” Meet her to discuss how her strong conviction to help others led her to work in the asylum reform movement and how women in the 19th century were able to agitate for change.

12:00 p.m. Lunch

1:00 p.m. Explore Museum/Historic Area on Own
DAY 2 (Cont.)

The Civil War on the Battlefield, 1861–1865

Unity vs. Diversity

Essential Questions:
- Does extreme diversity always lead to violent conflict?
- How does violent conflict help to create unity?

Enduring Understandings:
- Before the Civil War, the United States was a place of diverse regions and populations that yet were still unified as one country. However, the diversity among regions and cultures eventually fractured that unity, resulting in violent conflict.
- The Civil War represented the destruction of American unity and a time when Americans nearly allowed their diversity to destroy the nation.
- The republic requires diversity of opinion and an open willingness to debate and compromise on critical issues. The most dangerous time for the republic is when the ongoing debate polarizes into strong unified extreme positions and we lose our rich diversity of opinion.

As a result of exploring this topic, teachers will be able to:
- Compare the resources of the Union and the Confederacy and explain how those resources affected the course of the Civil War.
- Identify major turning points of the Civil War.
- Compare the motives for fighting and the daily life experiences of Union and Confederate soldiers.
- Assess the degree to which the Civil War united the nation.

2:45 p.m.  The Great Debate & Our Founding Documents – Examine the impact that certain 19th-century documents had on American identity and explore how the great debate resonated throughout the Civil War period and still continues today.

3:45 p.m.  Living in Williamsburg During the Civil War – Meet a free woman of color living in a Union held town. Discuss with her how the war has impacted those who live here and what her hopes are for an end to the conflict.

4:30 p.m.  Break

4:45 pm.  Colonial Williamsburg’s Educational Resources

Bruton Heights School

5:30 p.m.  Application Session

6:00 p.m.  Dinner

7:00 p.m.  Evening Program

Note: Schedule subject to change.
DAY 3

The Civil War and the Nation, 1861–1865

Essential Questions:
• How does war enforce equality on citizens?
• When is it necessary to sacrifice individual liberties in order for a nation to gain new freedoms?

Enduring Understandings:
• During the Civil War the government instituted a draft. The draft took away a young man’s freedom to decide whether or not to serve in the military, but the draft was meant to ensure that the American ideals of equality and, ironically, freedom continued.
• Women found themselves running farms and businesses alone. Many gave up their own comforts to help others.
• Throughout the nation, people sacrificed their freedoms to remain secure. There was also an equalizing aspect to the war; all were equal in purpose, discomfort, and especially death.

As a result of exploring this topic, teachers will be able to:
• Analyze a variety of original documents and artifacts to understand that the Civil War touched every citizen in some way.
• Explain how key events during the Civil War affected people’s freedom and equality.
• Describe some of the economic, political, and social conditions on the home front during the Civil War.

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 Exhibition – 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.
12:45 p.m. Travel to Maymont Mansion
DAY 3 (Cont.)

**The Gilded Age 1878–1899**

**Private Wealth vs. Common Wealth**

**Essential Questions:**
- When should there be limits to the accumulation of private wealth in the American free enterprise system?
- Which citizens are responsible for developing the nation’s common wealth?

**Enduring Understandings:**
- The American free enterprise system has a great capacity for the creation of wealth and power. It is the responsibility of every citizen, both rich and poor, to insure that the opportunity to create private wealth is balanced with responsible investment in the nation’s common wealth.
- During the Gilded Age, the U.S. economy changed drastically. Small-scale businesses gave way to large, industry controlled by corporations that made a small number of men a large amount of private wealth.
- Although these industrial developments made the United States an international economic power and increased the quality of life for the nation’s citizens in some ways, the effects hurt the common wealth by creating a large divide between the rich and poor.

**As a result of exploring this topic, teachers will be able to:**
- Explain 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.
- Describe the realities of the New South, including the plight of post-bellum domestic servitude.

1:00 p.m. **Lunch on Maymont Grounds**

1:45 p.m. **A Freed Slave’s Journey** – Meet Jenny, a slave who was freed by the Thirteenth Amendment. Discuss with her the hardships of life in the post-emancipation South.

2:45 p.m. **All That Glitters** – Tour Maymont a Gilded Age Mansion built by railroad tycoon James Dooly. Discover how Mr. Dooly and his family were able to live in opulent splendor through the efforts of those who lived and worked below stairs.

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

3:45 p.m. **Application Session**

4:15 p.m. **Travel by Bus to Colonial Williamsburg**

5:30 p.m. **Dinner On Own**
DAY 4

Progressive Era, 1890–1917

Private Wealth vs. Common Wealth

Essential Questions:
- When should the Republic regulate the private wealth of Americans for the common good (public wealth)?
- How can citizens shape the nation’s balance of private wealth and common wealth?

Enduring Understandings:
- Some individuals during the Progressive Era pushed for change in order to raise the private and common wealth, and used governmental reforms to help equalize the process.
- Social and government reforms allowed drastic changes to be made to the common wealth which, in turn, raised the private wealth for many people, specifically regarding their health and safety.

As a result of exploring this topic, 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.
- Analyze the role of big industry and labor movements in shaping and influencing the condition of labor in the late nineteenth and early twentieth centuries.
- Identify the limitations of the Progressive Movement and the alternatives presented by various groups.

7:30 a.m. Breakfast

8:45 a.m. Model Citizens of 1912 – The high tide of the progressive era coincided with the 1912 presidential election. Compare and contrast the positions of the four candidates with those of leading women reformers who used their moral authority to influence the political process.

9:45 a.m. A Study in Time and Motion – What are Taylor’s Four Principles of Scientific Management? Discover how new ideas about the science of time and motion were applied to industry and labor’s frustration with proscriptive motion.

10:30 a.m. Break

10:45 a.m. “Three Generations of Imbeciles are Enough – Analyze the constitutionality of eugenics and social Darwinism. Argue each side of this landmark Supreme Court case.

11:45 a.m. Walk to Lunch

12:00 p.m. Lunch

1:00 p.m. Walk to the Wren Building
DAY 4 (Cont.)

America Goes to War/Suburbia, 1939–1960

Essential Questions:
- How do we know how much private wealth citizens should contribute to the common wealth?
- How did (do) the choices of citizens about how and where to live create a more diverse Republic?
- How did (does) popular culture unify the nation?

Enduring Understandings:
- During World War II ordinary citizens sacrificed private wealth for the common wealth of the nation.
- Citizens endured rationing, bought war bonds, and took jobs that helped the war effort. Their sacrifices brought great wealth to the nation in its time of need and contributed to the outcome of the war.
- The American landscape changed greatly after World War II. More opportunities were available for home ownership and consumerism was on the rise.
- While the mass media promoted the unifying idea of the “American dream,” some Americans began to lose the sense of freedom to choose, and were often forced to conform to the new social norms.

As a result of this exploring this topic, teachers will be able to:
- Describe and analyze how the home front during World War II affected women and minorities.
- Articulate some of the ways in which America changed (and stayed the same) after World War II.
- Examine the dominant culture’s pressure to conform through mass media, advertising, art, and literature.

1:15 p.m.  
Meet a World War II Nurse – During the Second World War the role of American women changed drastically. Meet a World War II Nurse and discuss how women contributed to the war effort, what life was like on the home front, her feelings about the changing role of women, and her desires for herself and her family once the war is over.

2:00 p.m.  
Break

2:15 p.m.  
Advertising and the Rise of Consumerism – In the 1950s with the rise of the middle class and the birth of consumer capitalism advertising became a part of everyday life for all Americans. Analyze advertisements from the 1950s and discover the extreme cultural and economic changes that American’s experienced after WWII.

3:15 p.m.  
Free Time to Explore the Revolutionary City

5:00 p.m.  
Balancing Tensions in the 20th Century – Examine the value tensions at work through pivotal events from 1930–1970. How are Americans engaged in the Great Debate during this time period? Were there times in our history when we were able to balance these tensions?
Note: Schedule subject to change.

DAY 4 (Cont.)

5:45 p.m.  Application Session
6:30 p.m.  Dinner
DAY 5

American Protest Tradition          Law vs. Ethics

Essential Questions:
• How has the tradition of protest shaped American democracy?
• When is it right to spurn the law in pursuit of a higher ideal?
• How do ethical considerations shape the ways citizens oppose injustice?
• How should the nation spread the burden of achieving a more just (ethical) society?

Enduring Understandings:
• Although protest has sometimes been violent or illegal, we often celebrate dissenters who place the core values of the Republic over unjust laws or policies.
• Even before the Constitution which guaranteed Americans the right to protest was ratified, American colonists were using various methods of protest to voice their dissent. The United States has a long history of protest. Some who protested for what they believed was ethical broke the law in doing so, while others remained within the law.
• Despite being legally granted freedom after the Civil War, African Americans were far from being treated equally. With harsh segregation and discrimination limiting their equal treatment, leaders of the Civil Rights Movement emerged, demanding change and equal access to the ideals of the Republic.

As a result of exploring this topic, 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.

7:30 a.m. Breakfast

8:30 a.m. Students and the Civil Rights Movement – Become a part of the movement! Participate in a SNCC training session and further your understanding of non-violent direct action, Freedom Songs, and other tactics used by civil rights protesters.

9:45 a.m. Break

10:00 a.m. Feminism—The Personal is Political – Discuss 2nd wave feminism through documents, images, and video, analyze the beginning of the women’s movement by focusing on the protests that were held at the 1968 Miss America pageant. Discover what inequalities women were protesting and the tactics they used to try and achieve equality.

11:00 a.m. Break

11:15 a.m. Give Peace a Chance – Vietnam War Protest in Music – Music has been a powerful source of protest since the American Revolution. Explore the music of the Vietnam era and why it was so controversial in the 1960s.

Note: Schedule subject to change.
12:15 p.m.  Lunch & Free Time

3:00 p.m.  I Was There – Learn about the events of the 1960s from those who actually participated. Using good oral history techniques interview four individuals and discover their experiences during a time of protest and upheaval in the United States.

5:00 p.m.  Application Session

5:45 p.m.  Break and Walk to Dinner

6:00 p.m.  Dinner
Note: Schedule subject to change.

DAY 6

GRADUATION

7:45 a.m.   Check Out at Williamsburg Inn
8:15 a.m.   Walk to Bruton Heights School
8:30 a.m.   Breakfast
9:15 a.m.   Review of the Week
10:00 a.m.  The Virtual Republic & Projects
11:30 a.m.  Graduation
12:00 p.m.  Lunch