

[NOTE: These materials are a compilation of suggestions from Teachers who have attended the Colonial Williamsburg Teacher Institute. Special thanks for their help go to: Diane Claypool, Sharri Wiley, Ruth Yamatoda, Mountain View, CA, Nancy Genarri, Birmingham, AL, Laura Smith, Santee, CA, and Beth Wichmann, Cupertino, CA.]

## COLONIAL DAY PLANNING SCHEDULE

This guide has been organized to help you through the steps of putting on a Colonial Day(s) at your school. This is a large project, but the positive results far outweigh the extra work. Having sample pictures, backdrops, scripts, and clear instructions should simplify your task. When you see an item in parenthesis, you will find an attached sample. Samples are attached in order as they are discussed in the planning steps. Best of luck and happy producing!

1. **Prior to producing** a “Colonial Day,” it is important that your students have a solid knowledge of the colonial period and the time line of American history. They do not need to be experts in each phase of study, because they will be learning a great deal while participating in this project! You may wish to use the time line at Colonial Williamsburg’s Web site at <http://history.org/Almanack/life/politics/polhdr.cfm>
2. **Meet** with your fifth grade teachers to determine participation, cooperation and commitment. Be sure to evenly divide the work.
3. **Set your date**—Clear your media center calendar. For smooth set up and clean up reserve at least one day before and after your date. This ties up the media center, but is justified because you will be including other classes in tours.
4. **Purchase** or collect refrigerator boxes or large pieces of cardboard. I suggest you make backdrop sizes all uniform. If done really well the first year, less time can be spent on this aspect in subsequent years as backdrops can be reused.
5. **Parents**—Let parents know about the project, required costumes and what supplies you need. Elicit volunteer help for painting, set up, and supervision (See attached Samples A and C—Letters to Parents. Sample C is also included for the visiting school.)
6. **Colonial Costumes**  
Clothing—(See attached Sample B—Letter to Parents about Costumes. Parents may also want to visit the site <http://www.1771.org> for simple ideas on how to make costumes.)  
Hats—Parents can help with the hemming and cutting of circles for the girls’ hats. The boys’ hats are constructed out of paper. (See attached Samples D, E, and F for hat and wig patterns.) You can also use black spray paint on regular straw hats and sew them into tricorns.
7. **Centers**—Decide the number and type of centers to be included in your town and which classes will be responsible for which centers. Suggestions for possible centers:

courthouse, school, church, archaeology, gentry home, slave quarters, tobacco field, store, tavern, farmers, children's games, military encampment, dancing, and various trade shops including apothecary, baker, blacksmith, bookbinder, brickmaker, cabinetmaker, carpenter, coachmaker, cooper, shoemaker, farrier, gunsmith, millinery, printer, saddler, shipwright, silversmith, tailor, weaver, wigmaker, and wheelwright.

- 8. Group work**—Evenly divide your class into groups, determined by the number of centers on which your class will be working. We found three major centers per class to be about right for supervision, but you may want smaller groups.

—Introduce the Colonial Days Group Report Form (See attached Sample G—Social Studies Report Description and Forms) to your class and discuss the importance of setting goals before work time and evaluating at the end of each the period.

- 9. Research**—Allow students time to research their areas. Encourage the use of encyclopedias as well as the school and local library. Have each group Xerox important information and staple it all in one folder for the group. This folder does not go home!

- 10. Backdrops**—Students draw proposed backdrops on unlined paper, make an overhead copy and then enlarge onto cardboard. (See photos in article.)

—Set a volunteer schedule and have all supplies ready when your help arrives. One adult can manage about three students painting at a time. Painting at the lunch tables was easy, although you have to work around the lunch schedule. Large flat sponge brushes from Home Depot worked best. Backdrops are time consuming, so plan ahead!

- 11. Trade signs**—Have each group make a trade sign for their area. (See Colonial Williamsburg's Web site for a lesson plan called Signs of the Time, [http://www.history.org/history/teaching/classroom\\_plans.cfm](http://www.history.org/history/teaching/classroom_plans.cfm))

- 12. Collecting Artifacts**—Label a storage/cardboard box for each group. As students begin to collect, make or bring in artifacts for their center, use the boxes for storage. Make sure artifacts are clearly labeled and a list is kept on the box top.

### **13. Military**

**Tents**—Ours were made of flat white sheets and canvas drop cloths and 1"x 2"x 8' boards from Home Depot, although I have seen them made from PVC pipe. Authentic Colonial tents were 4'x5' and were the home to about six soldiers at a time. Four slept while the others were guards, cooks, etc.

**Muskets**—Elicit a volunteer to cut and stain muskets so each student can participate in a military drill. It is a good idea to have a class set, but have at least nine, so small group of students can demonstrate a drill. (See attached Sample H—Military Script from the Manual Exercise)

- 14. Guides**—Determine how many student guides you will need based on the number of centers, or visitors you will have. (See attached Sample I for Suggested Touring Rotations.) We used one guide for about every five visiting children. Our guides became experts on the history of your town. (You may choose the name of your school and then add "burg" as in ending. For example if your school's name is Valley Elementary School, your town may be called Valleysburg.) You or your students can write the history of your town.

- 15. Roles**—Group members determine what role each person in their center will play. Roles should be interrelated... they can be family members, employees, etc.
- 16. Speeches**—Students write speeches or interpretations based on historical information. Practice speeches in groups, then in front of the class.
- 17. Set up**—We placed cardboard centers around the perimeter of our media center, a few in the center and some on stage. We used masking tape to mark a street. This helped to keep visiting groups organized.  
To transform a media center into a town, students must bring in lots of artificial plants and trees. Quilts, baskets, brass candleholders, pewter pieces and lots of artifacts are essential. Cover twentieth century tables and chairs with sheets, tablecloths and quilts.
- 18. Dress Rehearsal and Video Taping**—Have a dress rehearsal in the media center so speakers and guides can practice. If you are planning to videotape, now is the time. Do not wait until your tours begin, because you will be too busy and there will be too much background noise to get your best tape.
- 19. Schedule**—Determine who will be visiting your city and schedule classes. We set aside an hour and a half for visiting fifth graders from another school, with one hour in the media center and one half hour outside for the military. We provided one-hour tours for each fourth and sixth grade class and 20 minutes for younger classes. We found touring kindergartens was less than valuable and our students absolutely did **not** want to tour junior high students!
- 20. News Release**—Contact newspapers and television stations for positive publicity. Most newspapers have official news release forms. The publicity person at your school should have copies for you or be willing to handle this. (See attached Sample J—Press Release.)
- 21. Invitations**—Send a letter home with your students to update, re-invite and remind parents of the dates their children need to wear costumes. Be sure your school board members and PT A board as well as district and county social studies personnel are informed.
- 22. Sign In**—So you will be aware of who visited your city, make sure you have a table outside your media center with a sign in sheet. Cover the table with a quilt and assign a few children to act as greeters.
- 23. Clean up**—This is the easiest part and goes very quickly. Check ahead of time with your custodian so you know where your backdrops will safely be stored. Next year it should be **much easier** to put on a Colonial Day!
- 24. Thank You Letters**—Be sure to send a thank you letter to your parents for their help and support. (See attached Sample K—Letter.)
- 25. Evaluation**—Have students evaluate the project. (See attached Sample L—Colonial Days Evaluation Form.) Evaluations of this project indicated some very positive, lasting memories were made for both visitors and participants. Teachers were very pleased with the amount of learning and cooperation that took place. I think the students were having so much fun they did not realize how much they were learning. Some student suggestions that were made included, more food samples, allow more visitor activities at each center, work on lowering the noise level, eliminate unruly kids, and give away free things!

## SAMPLE A—LETTER TO PARENTS

Dear Parents,

For Carlton Oaks Colonial Days, our class is responsible for creating a slave quarters, gentry home, tobacco field and a cooking center. Among other activities, our class will be reading related literature books, researching and writing speeches about these various aspects of Colonial history. We will also be gathering and making replicas of artifacts that would be typical of 18<sup>th</sup>-century activities.

We really need your help in the classroom to supervise students while they paint backdrops. If you have a few hours, or days, you would be willing to share with us, please let us know.

If you have any of the following items to loan or would be willing to work with your child to make them, we would be most appreciative. We would like our centers to look as authentic as possible. Any items sent to school should be clearly labeled with your child's name. We are starting to collect these items now and are hoping your child will be able to take them home at the end of the day on February 22nd.

### EXAMPLES OF ARTIFACTS:

Unpainted wooden bowls, spoons, stools, baskets, benches, buckets, barrels, spools or brass candle sticks, spinning wheel, butter churn, wooden rakes, hoes, tools made from bone or sticks, rag rugs, burlap, mugs and dishes made of pewter, cast iron pots, a bale of hay, quilts, wigs and wig stands, artificial trees and plants, and etc.

Thank you for your support,  
Mrs. Smith and Mrs. Lindsey

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Yes, I would like to help with Carlton Oaks Colonial Days. I will:

- Volunteer time to help in the classroom
- Help supervise February 21st or 22<sup>nd</sup>
- Loan the following artifacts:

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Student's Name: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

## SAMPLE B—LETTER TO PARENTS

Dear Parents,

As part of our study of colonial American history, on February 21st and 22nd, Carlton Oaks' fifth grade classes will be creating a Colonial town. Their recreation will include sixteen different centers depicting various aspects of Colonial life. Among their plans are a slave quarters, a gentry home, an apothecary, a school, several trade shops and a military encampment.

For these special days, your child will need to be in a Colonial costume. This "costume" will most likely be found already hanging in your closet! We do not want anyone to incur a major expense and if you must purchase something, remember the local thrift stores. The following is a list of suggestions:

### BOYS

Loose white shirt or blouse (ruffles at neck and sleeves are great, but not necessary)

Dark knickers (sweats pulled up to the knee will work)

Vest (optional)—a woman's flowered vest works

Hard or dark shoes—you may attach a foil covered buckle

Long, plain socks—soccer socks are great!

Three-cornered hat—we'll make this at school

### GIRLS

Long dress or skirt, pale colors or small prints

White socks or tights

White blouse that covers elbows-peasant style is best

Hard or dark shoes

White apron

Mob cap—we'll make this at school decorated

Straw hat (optional)

Please plan to visit school either February 21st or 22nd to see the result of your students' efforts. You will be glad you did!

Thank you for your support,  
Mrs. Smith, Mrs. Lindsey, Mrs. Stephanson,  
Mr. Keenan and Mrs. Manning

**SAMPLE C—LETTER TO PARENTS**

Dear Parents,

As part of our study of colonial American history, we are looking forward to a field trip. On Tuesday, February 21<sup>st</sup>, our fifth graders will visit “Carlton Oaks Colonial Days,” a recreation of several aspects of Colonial life. We’ll be seeing a military encampment, slave quarters, a gentry home, as well as several trade shops. Carlton Oaks’ students will be acting as our historical interpreters.

For this special day, your child will need to be in a Colonial costume. This “costume” will most likely be found already hanging in your closet! We do not want anyone to incur a major expense and if you must purchase something, remember the local thrift stores. Following is a list of suggestions:

**BOYS**

- Loose white shirt or blouse (ruffles at neck and sleeves are great, but not necessary)
- Dark knickers (sweats pulled up to the knee will work)
- Vest (optional)—a woman’s flowered vest works
- Hard or dark shoes—you may attach a foil covered buckle long
- Plain socks—soccer socks are great!
- Three-cornered hat—we’ll make this at school

**GIRLS**

- Long dress or skirt, pale colors or small prints
- White socks or tights
- White blouse that covers elbows—peasant style is best
- Hard or dark shoes
- White apron
- Mob cap—we’ll make this at school decorated
- Straw hat (optional)

Thank you for your support,  
Mrs. Engh, Mrs. Rush, Mr. Kaye, and Ms Kim

\*\*\*\*\*Please return the lower portion of this note\*\*\*\*\*

Yes, my son/daughter has my permission to ride the school bus to Carlton Oaks and back for the “Carlton Oaks Colonial Day” on Tuesday, February 21, 1995. I understand they will leave Cajon Park School at 8:45 a.m. and return about 11:30.

Student’s name: \_\_\_\_\_ Parent’s signature: \_\_\_\_\_

## SAMPLE D—COLONIAL THREE-CORNERED HAT

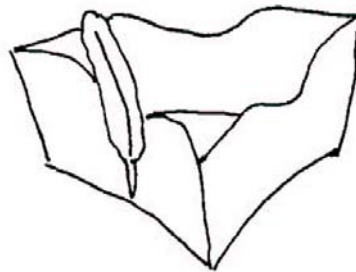
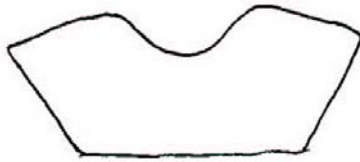
**OBJECTIVE:** Student will construct a boy's three-cornered hat.

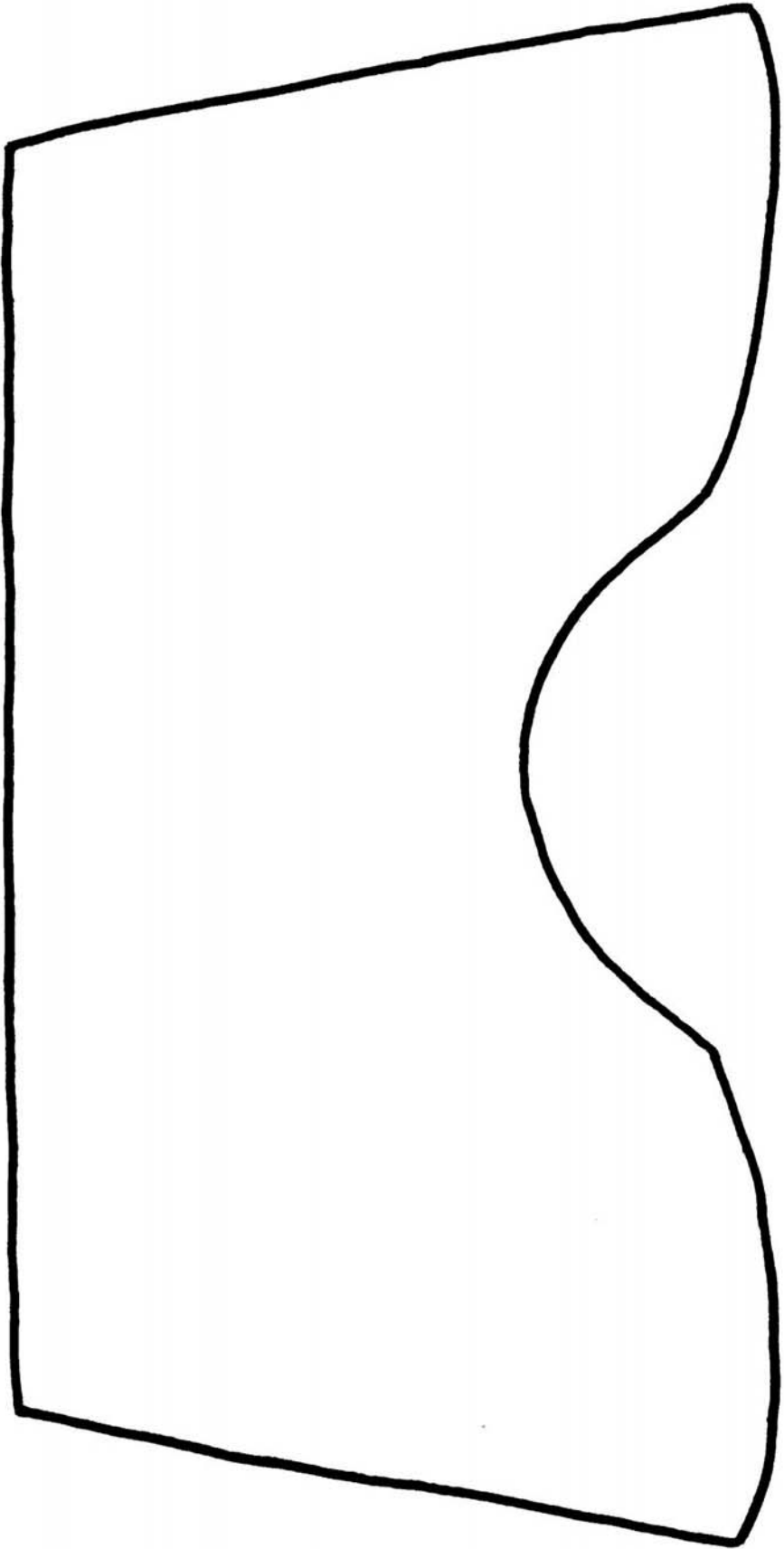
**MATERIALS:**

Tag Board Pattern for Hat  
Black construction paper  
White construction paper (4" x 6") for peruke (wig)  
Scraps of bright construction paper for ribbon  
Gold seals

**PROCEDURE:**

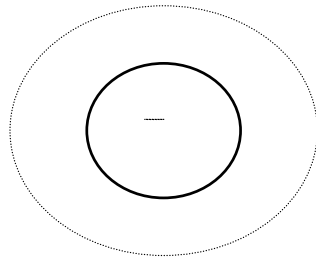
1. Have students trace patterns onto black construction paper. They will each need three sides.
2. Cut out the sides of hat.
3. Staple the cut pieces into a triangular shaped hat.
4. Cut white paper into strips to represent hair. Attach it to back of hat with staples or glue. Curl the ends on a pencil.
5. Add a gold seal and ribbon to the front of the hat.



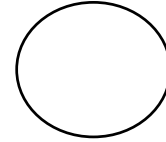




## SAMPLE E—MOB CAPS



MOB CAPS



← 15" diameter →

**OBJECTIVE:** Student will construct a girl's mob cap.

### **MATERIALS:**

- One yard of cheap muslin, 44" to 45" wide, for every four caps (can also use old sheets)
- Pattern (use tag board)
  - One 18" circle
  - One 15" circle
- Satin ribbon, 1/8" wide
- Large-eyed sewing needles

### **PROCEDURE:**

1. Cut an 18" diameter circle of fabric.
2. Draw a pencil line around the centered 15" pattern.
3. Pink, zigzag, hem, or apply lace to the edge of the cap.
4. Stitch with ribbon 1" to 1 1/2" apart.

## SAMPLE F—WIG

### COLONIAL WIG

Beth M. Wichmann, Collins School, Cupertino, CA

**OBJECTIVE:** Student will construct a boy's colonial-style wig.

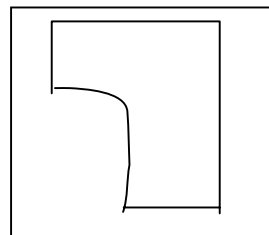
**MATERIALS:**

Brown lunch bags (4 1/2" by 7" at bottom)  
Masking tape  
White glue  
Cotton balls

**PROCEDURE:**

IMPORTANT NOTE: THESE INSTRUCTIONS ARE FOR AN AVERAGE 11-YEAR OLD. ADJUST ACCORDINGLY.

1. Cut off approximately 3 1/2" of the bag at the opening end.
2. Cut the bag open on one of the folded sides.
3. Stop approximately 1/2" to 3/4" from the bottom.
4. Cut sides as shown in illustration.
5. Place the bag on student's head and form shape by crunching bag to head.
6. Tape at the four corners of the head (2 in front, 2 in back).
7. Tuck in the folded portion at the back of the head and tape. Use more tape as necessary.
8. Mark the bag to the desired shape around the hairline, ears, back, ponytail, etc. Take the bag off the student's head to cut.
9. The student must wear the bag during the cotton ball application process.
10. Dip cotton (polyester) balls into a small amount of glue and place them on the bag/wig base. Place them closely together and in a pattern, i.e. rows across or rows down.
11. The student must wear the completed wig for approximately 30 minutes or until the glue sets. Store the wig on a liter bottle until completely dry.
12. Add a bow of yarn as a ponytail, if desired.



## SAMPLE G—SOCIAL STUDIES COLONIAL REPORT

SOCIAL STUDIES  
COLONIAL REPORT

NAME: \_\_\_\_\_  
DATE REPORT IS DUE: March 20, 1996

### REPORT REQUIREMENTS:

I. Write a two to five-page written report on a character chosen by you and your teacher. Also include four original colored pictures. The report should be written in first person... “I...”

Include the following information:

- A. INTRODUCTION: Who are you? Tell your age, station in life, the year, where you live, and who your family members are.
- B. FAMILY LIFE: What is your family life like? Include details about the duties of each person in the family; religious, educational, and recreational activities.
- C. CLOTHING: Describe in detail the clothing you wear. What fabric is it made of and where do you get your clothes?
- Draw and label a picture of your typical clothing.
- D. HOME: Describe your home; the architecture, the rooms, etc. Include descriptions of furniture, tools, utensils, and other furnishings in your home.
- Draw a picture of an important room in your home.
- E. EDUCATION: Tell about your education or the education of your children.
- F. FOODS: Tell about the foods you eat. Include how the meals are prepared. Do you eat the same food as people of different levels of society? How is it different?
- G. TRADE/CRAFTS: What are the trades/crafts of your area like? If it is a farming area, what are the main crops? If you live in a town, describe the stores.
- H. LIVELIHOOD: What do you do for a living? Describe in detail. Example: If you are a craftsman, explain your craft, tools needed for your job, skills required, what you make, etc. If you are a slave, a lady, gentleman, child, etc., explain what your day is like in detail.

Draw a picture of yourself making your living or doing an everyday activity.

I. MAP: Draw a map of the Southern colonies. Label each of the colonies.

J. INTERESTING FACTS: Write any other interesting facts about your life. (Example: How are the slaves treated? What games do the children play? What do you do in your free time?)

K. CONCLUSION: Give a good ending to your report. This can be done out of character. You may tell about some interesting things you learned, what you think about 18<sup>th</sup>-century life, whether or not you would like to have lived then, and why.

II. You may include any extra pictures, etc.

A. REMINDER NOTE: BE SURE YOU KEEP TRACK OF THE SOURCES THAT YOU USE FOR YOUR BIBLIOGRAPHY. SEE THE ATTACHED BIBLIOGRAPHY SHEET.

B. FINAL COPY: Your final copy may be hand written *or* typed. If it is typed, be sure to include your hand-written rough draft.

III. THE TOTAL REPORT SHOULD INCLUDE THE FOLLOWING:

A. COVER: Include a title, picture, your name, and date

B. TITLE PAGE: Include your name and date (See sample attached).

C. 2–5 pages of information about your character.

D. 4 original color drawings (map, picture of a room, clothing, and livelihood.)

E. Any extra pictures, etc. that you may want to add.

F. BIBLIOGRAPHY: Title of book, author's name, date of publication, publisher, and pages used (3–5 sources minimum).

## COLONIAL REPORT CHECK SHEET

Please bring **all completed work with this paper** to show your teacher for her initials on the following dates:

- |                     |  |
|---------------------|--|
| Monday, February 26 | _____ Rough draft completed. (Final report on your character will be two to five pages long. Completed rough draft will be double-spaced. When you double-space your rough draft, it will be <b>four to ten pages</b> long). |
| Monday, March 4     | _____ Four pictures completed, (livelihood, map, home, clothes).   |
| Tuesday, March 12   | _____ All work above, in final draft form, completed. Include all pictures as well.  |
| Tuesday, March 19   | _____ Cover, title page, and bibliography completed.   |
| Wednesday, March 20 | _____ All information and pictures organized and proofread. Put in final cover and turned in on time.  |

### TEACHER'S EVALUATION CHECKLIST

Cover _____	Home _____	Picture _____
Title Page _____	Picture _____	Map _____

Report:

Introduction _____	Education _____	Interesting facts _____
Family Life _____	Foods _____	Conclusion _____
Clothing _____	Trade/Crafts _____	Extra Pictures _____
Picture _____	Livelihood _____	Bibliography _____

2-5 pages \_\_\_\_\_

Accurate content \_\_\_\_\_

Correct spelling, punctuation, mechanics \_\_\_\_\_

Met report deadlines \_\_\_\_\_

COMMENTS:

GRADE \_\_\_\_\_

\_\_\_\_\_ I have read the above and will help my child keep up with the checkpoint requirements for the Colonial Report. I realize that my child will be working on this report in class as well as at home, and I will help my child remember to bring report materials to school daily.

Student \_\_\_\_\_ Parent \_\_\_\_\_

Questions or Comments:

I have read the above and will help my child keep up with the check- point requirements for the Colonial Report. I realize that my child will be working on this report in class as well as at home, and I will help my child remember to bring report materials to school daily.

Student \_\_\_\_\_ Parent \_\_\_\_\_

Questions or Comments:

## SAMPLE H—THE MANUAL EXERCISE

From: *Regulations for the Order and Discipline of the Troops of the United States*, Part 1.

### I.

Poise --- Firelock! Two motions.

- 1<sup>st</sup>. With your left hand turn the firelock briskly, bringing the lock to the front. At the same instant, seize it with the right hand just below the lock, keeping the piece perpendicular.
- 2<sup>nd</sup>. With a quick motion, bring up the firelock from the shoulder directly before the face, and seize it with the left hand just above the lock, so that the little finger may rest upon the feather spring, and the thumb lie on the stock; the left hand must be of an equal height with the eyes.

### II.

Cock --- Firelock! Two motions.

- 1<sup>st</sup>. Turn the barrel opposite to your face, and place your thumb upon the cock, raising the elbow square at this motion.
- 2<sup>nd</sup>. Cock the firelock by drawing down your elbow, immediately placing your thumb upon the breech-pin, and the fingers under the guard.

### III.

Take Aim! One motion.

Step back about six inches with the right foot, bringing the left toe to the front; at the same time drop the muzzle, and bring up the butt-end of the firelock against your right shoulder; place the left hand forward on the swell of the stock, and the fore-finger of the right hand before the trigger; sinking the muzzle a little below a level, and with the right eye looking along the barrel.

### IV.

Fire! One motion.

Pull the trigger briskly, and immediately after bringing up the right foot, come to the priming position, placing the heels even, with the right toe pointing to the right, the lock opposite the right breast, the muzzle directly to the front and as high as the hat, the left hand just forward of the feather-spring, holding the piece firm and steady; and at the same time seize the cock with the fore-finger and thumb of the right hand, the back of the hand turned up.

### V.

Half-cock --- Firelock! One motion.

Half bend the cock, briskly bringing down the elbow to the butt of the firelock.

### VI.

Handle – Cartridge! One motion.

Bring your right hand short round to your pouch, slapping it hard, seize the cartridge, and bring it with a quick motion to your mouth, bit the top off down to the powder, covering it instantly with your thumb, and bring the hand as low as the chin, with the elbow down.

VII.

Prime! One motion.

Shake the powder into the pan, and covering the cartridge again, place the three last fingers behind the hammer, with the elbow up.

VIII.

Shut --- Pan! Two motions.

- 1<sup>st</sup>. Shut your pan briskly, bringing down the elbow to the butt of the firelock, holding the cartridge fast in your hands.
- 2<sup>nd</sup>. Turn the piece nimbly round before you, to the loading position, with the lock to the front, and the muzzle at the height of the chin, bringing the right hand up under the muzzle; boot feet being kept fast in this motion.

IX.

Charge with Cartridge! Two motions.

- 1<sup>st</sup>. Turn up your hand and put the cartridge into the muzzle, shaking the powder into the barrel.
- 2<sup>nd</sup>. Turning the stock a little towards you, place your right hand closed, with a quick and strong motion, upon the butt of the rammer, the thumb upwards, and elbow down.

X.

Draw --- Rammer! Two motions.

- 1<sup>st</sup>. Draw your rammer with a quick half out, seizing it instantly at the muzzle back-handed.
- 2<sup>nd</sup>. Draw it quite out, turn it, and enter it into the muzzle.

XI.

Ram down – Cartridge! One motion.

Ram the cartridge well down the barrel, and instantly recovering and seizing the rammer back-handed by the middle, draw it quite out, turn it, and enter it as far as the lower pipe, placing at the same time the edge of the hand on the butt-end of the rammer, with the fingers extended.

XII.

Return --- Rammer! One motion.

Thrust the rammer home, and instantly bring up the piece with the left hand to the shoulder, seizing it at the same time with the right hand under the cock, keeping the left hand at the swell, and turning the body square to the front.

XIII.

Shoulder --- Firelock! Two motions.

- 1<sup>st</sup>. Bring down the left hand, placing it strong upon the butt.
- 2<sup>nd</sup>. With a quick motion bring the right hand down by your side.



## SAMPLE I—SUGGESTED TOURING ROTATIONS

**Helpful Hints For Tours:** For touring students, we tried several different approaches. You will have to decide what might work best for your numbers and the personalities of your students and teachers! An attempt has been made to give you a straightforward and honest evaluation of each approach.

**Option A:** We divided kids into groups of five. With a guide, they rotated from one station to another. We rang a colonial fire drill clacker when it was time to rotate. The noise level was high, the excitement was high and it was somewhat difficult to hear, but we did have 16 stations! The presenters were exhausted and very tired of giving their speeches. Visiting children reported having a wonderful time and learning a great deal!

**Option B:** We sat thirty students on one side of the media center and had them all listen to one speaker at a time. At the same time, thirty students were on the other side doing the same thing. This way we toured sixty kids at a time and had just two students giving their speeches at a time. This was quieter and not as tiring for the students and teachers.

**Option C:** We sat sixty students in the middle of the media center and had them rotate around while only one speaker at a time talked. This was quiet, but did not allow enough time for the student speakers at each center to present or interact with visitors. It also did not allow visitors a close look at the artifacts. It also was difficult to hear some speakers because we could not use a microphone.

**Option D:** We decided to just have the younger children walk through, ask questions, and talk to the historical presenters. However, they did not know what they were looking at, why, or what questions to ask. I finally just talked to each class, giving them a personal little tour. This was really time consuming, resulted in a sore throat and was rushed when only twenty minutes per class was scheduled. I supervised all the presenters from all the classes, while guides, that were not needed, were kept back in the classrooms. I highly recommend trying to get a teacher released to “lead.”

**Option E:** One day, we had the military group outside and had every student do a marching and musket drill. They also each got into a tent (we had six). The second day, we displayed one tent in the media center and had a group of our students demonstrate the marching and musket drill. Although the second day was easier for the teachers (no set up), student evaluations and letters overwhelmingly stated that the best part of the whole event was when they got to march and use the muskets!

**Option F:** Next year, some of our teachers want to try presenting this same material in a theater setting with students producing short vignettes. Individual backdrops would be brought out on stage, students would present their speeches, everything was moved offstage, and the next vignette was done. Visitors could sit in chairs and the lighting and microphone system could be used. This has real possibilities, but loses the “flavor” of a city.

**Option G:** Other optional tour plans are to be determined by your creativity and imagination!

## SAMPLE J—PRESS RELEASE

### Landelsburg Colonial Day, 1996

The colonial town of “Landelsburg” has come alive once again for fifth grade students at Landels School in Mountain View, California. For the fourth time since 1991, fifth graders at Landels relived a day in an eighteenth century colonial American town. This period in American history was brought to life in a way that integrated language arts, fine arts, and math with history/social science.

Based on their study of life in colonial America, the 70 students assumed the roles of Landelsburg townspeople. In preparation for the day, they learned about eighteenth century daily life and customs for all levels of society. They viewed films, wrote reports, read books, cooked, and learned dances and stitchery. Students practiced speaking eighteenth century English and staying in character, be it slave, apprentice, craftsman, shopkeeper, lady or gentleman.

The students erected the refrigerator-box-town of Landelsburg, complete with an apothecary, bakery, tavern, boot and shoemaker, millinery shop, printer, blacksmith, silversmith, store, and colonial home. Parents and members of the community helped prepare students for the day by teaching children’s songs and games, a colonial cannon drill, basket weaving, printing, and military drill. They also supported the project by building or gathering props and baking.

On March 22, students arrived at school wearing colonial clothing and carrying a mid day meal of foods that would have been eaten in the eighteenth century. Younger students from Landels, parents, community members, and teachers from other schools came to visit Landelsburg. They walked through the town watching the townspeople going about their daily lives. They saw children playing with their hoops, men in the tavern smoking their pipes and reading the Landelsburg Gazette, women grinding hominy, the shoemaker cutting leather, the silversmith polishing a newly made teapot, and ladies doing fine needlework while having tea. The smell of fresh bread from the bakery and the herbs of the apothecary filled the air. Townspeople danced a country-dance and the militia and the cannon crew drilled on the green.

Landels fifth grade teachers Ruth Yamatoda, Sharri Wiley, and Diane Claypool planned and coordinated the Landelsburg experience. It was inspired by the Colonial Williamsburg Teacher Institute in Early American History, which Mrs. Claypool and Ms Yamatoda attended. Since its inception in 1991, the Landelsburg concept of a colonial living history day has been presented to other teachers at workshops and in-services and has since been replicated many times throughout the United States.

For more information, contact  
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## SAMPLE K—LETTER TO PARENTS

Dear Parents,

March 1, 1995

Colonial Days are now over, but we have many, many families from our classroom to thank. As teachers, we realize a project of this size and dimension is virtually impossible without your time and support. We really appreciate all that you did.

Special thanks go to the following people:

To those who worked with students on backdrops:

Mrs. Anderson'      Mrs. Jordan      Mrs. Burns

To those who supervised a station on Colonial Days:

Mr. Hoffpauir      Mrs. Papworth      Mrs. Jordan      Mrs. Winn  
Mrs. Fielding      Mrs. Hourigan

To those who made special projects:

Mr. Tinkle—constructed the pillory  
Mr. Brooder—constructed the butter churn  
Mrs. Hourigan—sewed hats and tent canvasses  
Mrs. Duty—made cornbread  
Mr. Duty—constructed stilts  
Mr. Smith—constructed tents

To the following families for loaning artifacts:

Bass'      Bierbaums      Biggs'      Collins'      Golembieskis  
Martins      McKenzies      Stevens      Zimmers      Morns  
Greggs      Duty'      Ostrandars      Hills      Zimmers  
Winns (for the fireplace and benches)      Jordans (for a van full of artifacts!)

To the following relatives who visited Oaksburg:

Mrs. Gregg      Mrs. Tomlinson      Mr. Fielding      Mrs. Collins      Mr. Hourigan  
Mrs. Kennedy      Mrs. Duty      Mrs. Dukes      Mr. and Mrs. Jones

To all families for providing costumes.

For your own information, we involved four classes (120 students) in the development of Oaksburg. We provided tours through our little Colonial town for sixteen classes (approximately 500 students), fifty visiting relatives, two board members, one newspaper representative, and several school district personnel. We were incredibly proud of our students' preparation, behavior, presentations, and hard work!

Thanks again to all who helped make Oaksburg a success! Mrs. Smith and Mrs. Lindsey

## SAMPLE L—COLONIAL DAYS EVALUATION FORM

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

### Colonial Days Evaluation Form

Your ideas and opinions are very important! Please honestly evaluate your experience with Colonial Days.

1. My **favorite part** of Colonial Days was:

2. I think Colonial Days **could be improved** for next year by:

3. Here are some **things I learned** (You *may* use the back of this page!)