

**COLONIAL WILLIAMSBURG TEACHER INSTITUTE
IN EARLY AMERICAN HISTORY**

Matching Grants Sponsored by Private Donors

Elementary School

June 15-22, June 22-29, July 13-20, July 20-27, July 27-August 3

Middle/High School

June 9-16 (SC ONLY), June 16-23, June 23-30, July 14-21, July 21-28, July 28-August 4

High School

July 7-14

Designed for history, government, and social studies teachers who teach United States history and government, these intensive weeklong workshop are open to all elementary, middle, and high school teachers. The Elementary and Middle/High Institutes will immerse participants in early American history "on location" in Williamsburg, the restored capital city of eighteenth-century Virginia, Jamestown, and Yorktown. The High School Institute will take a new and creative approach to the study of various topics in history which include founding ideas and documents, the military, religion, diversity, and reform. Participants will look at the origin of these issues in the Historic Triangle, as well as at other 19th- and 20th-century museums in Richmond and the Tidewater area.

Participants will be involved in an interdisciplinary approach to teaching social studies with American history as the focus. Teachers will have the opportunity to exchange ideas with historians, meet character interpreters and take part in re-enactments of events of the eighteenth century. They will investigate new teaching techniques with mentor teachers as well as with each other. Together with Colonial Williamsburg staff, they will share ideas and instructional materials for use in their own classrooms.

Returning to their home schools, teachers will be expected to use not only the instructional materials, but also the experiences and the skills they gained and sharpened at Colonial Williamsburg. They will be asked to share these materials, skills, and experiences with fellow teachers through workshops and in-service programs. Participating teachers will become members of Colonial Williamsburg's network, linked to Colonial Williamsburg and to their colleagues in the field through various media.

This is a participatory, interactive, interdisciplinary institute. Participants must have the mental and physical endurance required for 13-14 hour days in a hot, humid climate. They should have the ability to develop and write lesson plans and critique a variety of educational materials. They need to be able to work well as part of a team. It is also expected that teachers selected will be teaching United States history or serving as a resource teacher in their district for the 2009-2010 school year.

For more info: visit our web site at <http://www.history.org/history/teaching/tchsti.cfm>

For the second teacher, the matching grant will cover:

- Admissions to all program activities
- Room (double occupancy) and meals
- \$100 stipend for purchasing educational materials
- Transportation to Williamsburg*
- Teacher resource materials

*Transportation to Williamsburg will not be provided for the school/district sponsored teacher.

Application Due Date:

Applications must be postmarked on or before **January 22, 2010** to be considered.

Return completed application packet to:

Emily Krapf, Institute Registrar
Colonial Williamsburg Foundation

P.O. Box 1776

Williamsburg, VA 23187

ekrapf@cwf.org

(757) 565-8417 (phone)

(757) 565-8916 (fax)

COLONIAL WILLIAMSBURG TEACHER INSTITUTE IN EARLY AMERICAN HISTORY

Elementary and Middle/High School Programs

GOALS

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will

- Identify significant seventeenth- and eighteenth-century events that continue to shape and define our nation.
- Understand how people of various cultural backgrounds interacted with one another during the seventeenth and eighteenth centuries.
- Engage students in exploration of Native American, European, and African economic, cultural, and political heritage.
- Learn and review techniques that develop students' abilities to use higher-level critical thinking skills by using primary source documents and artifacts.
- Create a network in which they and Colonial Williamsburg staff can acquire and exchange information about seventeenth- and eighteenth- century history.

SAMPLE ITINERARY

Day 1

This week begins with an opening dinner at 7:00 p.m. and an introduction to the week's activities. The group will take an Orientation tour of the Historic Area.

Day 2

The group travels to Jamestown, the 1607 site of the first Virginia settlement where the first representative assembly met in 1619. The teachers tour a recreated Powhatan village, an English fort and ships, and participate in navigational activities and a cannon drill. The group visits the original 1607 site of the fort, which is under current excavation, and discusses the ways information is gathered. Mentor teachers share ideas and lesson plans.

Day 3

Participants investigate primary sources, written documents, diary entries, prints, and artifacts that historians use to study history. Throughout the week, the participants will investigate the life of an 18th-century person using these documents. In the afternoon, the group explores domestic activities and discusses issues with character interpreters.

Day 4

Teachers discuss the eighteenth-century economy, how it functioned, and its effect on society. Teachers visit an agricultural site to discover how tobacco, "Virginia's cash crop," influenced the colony's economy. Teachers investigate the Virginia monetary system by using primary documents such as price lists and inventories in order to understand the different choices available for each social level.

Day 5

The group tours homes and public buildings including the Capitol, Gaol, Courthouse and Church. Teachers discover how English law and political structure affected the county and colonial legal system. Participants role-play a court trial.

Day 6

The group travels to Great Hope's Plantation. Participants visit a slave quarter, review lessons on the transatlantic slave trade, and participate in African stories, games, and dance.

Day 7

At the Capitol, participants debate the Virginia Resolution for Independence and place their votes. The group travels to Yorktown to Redoubt 9 and 10, the site of the last decisive battle of the Revolutionary War. Teachers have additional time to explore Colonial Williamsburg.

Day 8

Teachers conclude the week by discussing how they will use historical content, teaching techniques, and materials received during the week. They will return home with lesson plans and primary sources on CD-ROM, video and audiotapes, contacts at Colonial Williamsburg, and good ideas to use in the classroom. Weekly itineraries may vary slightly.

COLONIAL WILLIAMSBURG TEACHER INSTITUTE IN EARLY AMERICAN HISTORY

High School Program

The secondary school session will focus on a thematic approach to American history. Through the use of primary sources, historical character portrayals and visits to local museums and National Park sites, teachers will see how issues in American history have been under constant debate and discussion from the 18th-21st century. Teachers will examine how the Constitution and Bill of Rights help citizens and the United States government debate and discuss major events and conflicts and come to conclusions about changing events in the United States and in the world.

Teachers will take a more in-depth look at major topics of discussion from the colonial period to the 21st century. Topics will include the concept of Republicanism and the Bill of Rights, the role of diversity in the United States government, religion and its role in leadership and politics, and the role of citizen soldiers/the military. Teachers will have the opportunity to meet historical character interpreters from Thomas Jefferson to Franklin D. Roosevelt. The specific schedule changes from year to year, but visits to sites will include Colonial Williamsburg and Jamestown, as well as local museums in Richmond and Norfolk.

GOALS

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will

- Identify and analyze the four pairs of seemingly contradictory values that created, shaped, and continue to influence the course of American history.
- Investigate how founding ideas from each century have changed Americans' expectations of "life, liberty, and the pursuit of happiness."
- Explore religion and reform, technology, the rule of law, war, and cultural diversity as continuing themes in American history.
- Examine how history is created, understood, and taught by looking at a variety of historiographical trends.
- Learn and review how that develop students' abilities to use higher level critical thinking skills through the use of primary sources and technological resources.
- Create a network through which they and Colonial Williamsburg staff can acquire and exchange information about historical trends and issues relevant in the classroom.

**COLONIAL WILLIAMSBURG TEACHER INSTITUTE
IN EARLY AMERICAN HISTORY
MATCHING GRANT APPLICATION FORM**

Completed forms must be postmarked by January 22, 2010 in order to be considered.

We are interested in attending during this week (please rank them in order of preference):

Elementary	Middle/High	High
_____ June 15-22, 2010	_____ June 9-16, 2010 (SC ONLY)	_____ July 7-14, 2010
_____ June 22-29, 2010	_____ June 16-23, 2010	
_____ July 13-20, 2010	_____ June 23-30, 2010	
_____ July 20-27, 2010	_____ July 14-21, 2010	
_____ July 27-August 3, 2010	_____ July 21-28, 2010	
	_____ July 28-August 4, 2010	

PLEASE PRINT:

School District Name:

School 1:

School Address:

City, State, Zip:

School Telephone:

If not at the same school, please identify the second school.

School 2:

School Address:

City, State, Zip:

School Telephone:

**COLONIAL WILLIAMSBURG TEACHER INSTITUTE
IN EARLY AMERICAN HISTORY
MATCHING GRANT APPLICATION FORM**

Completed forms must be postmarked by January 30, 2009 in order to be considered.

PLEASE PRINT:

Name 1:

Home Address:

City, State, Zip:

Home Telephone:

Home Email:

School Email:

Name 2:

Home Address:

City, State, Zip:

Home Telephone:

Home Email:

School Email:

Have either of you attended the Institute in the past? ____ Yes ____ No

If Yes, when did you attend?

