

2019 SAMPLE Elementary School Schedule



Becoming Americans (1607–1781)

Elementary school sessions focus on the daily life of colonial Virginians and the transition from subject to citizen that occurred during the Revolutionary War period. Teachers will be immersed in hands-on activities at Jamestown, Williamsburg, and Yorktown that highlight the stories of the people living during this time.

During the week, teachers will:

- Identify and analyze significant seventeenth- and eighteenth-century economic, political, and social events that led to American independence from Great Britain.
- Chart the evolution of citizenship, from being British subjects to becoming American citizens.
- Explain how Native American, European, and African interactions shaped and defined the American character.
- Examine colonial social levels, gender roles, and specific populations such as gentry, middling, free blacks, lesser sort, enslaved, and Native Americans.
- Integrate primary sources, secondary sources, and technological resources in classroom instruction focused on early American history and citizenship.
- Create opportunities for continued professional development in social studies education with fellow teachers and Colonial Williamsburg educators.

Compelling (Essential) Question:

- How did Virginians evolve from British subjects to American citizens?

Arrival/Travel Day

4:00–7:00 p.m. Teachers arrive and check in

Meet your Colonial Williamsburg Master Teacher for the week, and settle in to your room.

7:00 p.m. Mini-Orientation with Coordinator and Master Teacher

Dinner on Own

Day 1 Jamestown

Supporting Questions:

- Why did England establish colonies? What was their purpose?
- As the Jamestown colony expanded, how did the diversity of the populace both contribute to success and lead to conflict?
- Why was Jamestown successful when other North American colonization attempts failed?

Quotation: *“All and every persons being our Subjects, which shall dwell and inhabit within every or any of the said colonies and every of their children Shall have and enjoy all the Liberties, Franchises, and Immunities within any of our other dominions, to all Intents and Purposes, as if they had been abiding and born, within this our Realm of England, or any other of our said Dominions.”*

—Virginia Land Company charter, 1606

7–8:15 a.m. Breakfast, drop-in

8:15 a.m. Bus to Historic Jamestowne

9:15 a.m. Guided tour of Jamestowne’s History

10:45 a.m. Meet a Person of the Past: Marye Bucke

Meet Marye Bucke, one of the first women to come to Jamestown, and hear her amazing story of survival. Discuss with Marye why she came to the “new world” and what conditions were like for men and women in the new colony.

11:45 a.m. Bus to Jamestown Settlement

Noon Lunch

1:30 p.m. Hands-On Programming at Jamestown Settlement

What did the fort at Jamestown actually look like? How big were the ships that brought the first settlers to the New World? With the help of staff from Jamestown Settlement, compare life for the first settlers in Jamestown’s fort to that of their closest Powhatan neighbors. Board the seventeenth-century ships and discover if you would have had what it took to survive in the new colony.

4:50 p.m. Depart for Williamsburg

Dinner on Own

Day 2

The Colony of Virginia, British Subjects

Supporting Questions:

- How do we know what we know about people who lived in the past?
- How was Williamsburg a center of British government, commerce, and culture?
- How did the diversity of the Williamsburg populace both contribute to success and lead to conflict?

Quotation: *“A more pleasing and natural Connection never subsisted between any different Bodies of Men than did till of late, and ought long to continue, between Great Britain and her Colonies. The Americans are descended from the Loins of Britons, and therefore may, with Propriety, be called the Children, and England the Mother of them. We are not only allied by Blood, but are still farther united, by the extensive Trade and Commerce carried on between us. Our Manners are similar; our Religion, and Language, the same.”*

Excerpts from *Considerations on the Present State of Virginia* by John Randolph, 1774. Earl Gregg Swem, Ed., Charles F. Hartman, New York, NY, 1919. Pg. 23.

7–8:15 a.m. Breakfast, drop-in

8:15 a.m. Bus to First Session Location

8:30 a.m. Discovering the Past

Archaeology is the study of people and cultures of the past through the objects they left behind. Participate in the simulated dig of an eighteenth-century site to see what you and your students can learn through archaeology.

9:30 a.m. Teacher Collaboration

You know your students best! Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.

9:45 a.m. Introduction to Biography Lenses

Who we are, the events we’ve experienced, and the communications we’ve shared with the world can tell people a lot about us. Engross yourself in the life and experiences of an eighteenth-century Williamsburg citizen. Discover how they might have viewed key events of the time and decide for yourself about their role in American history.

10:00 a.m. Break

- 10:15 a.m. Orientation Walk: From Middle Plantation to Williamsburg**
On this stroll through town, learn about the geography and significance of eighteenth-century Williamsburg. Explore how Colonial Williamsburg as a museum has come to feed the human spirit by sharing America's enduring story, and pick up tricks to find your way as you explore throughout the week.
- 11:30 a.m. Tavern Lunch**
- 1:00 p.m. Making History Live**
Colonial Williamsburg practices different types of historical interpretation. Learn about different techniques for bringing history to life and explore how the first-person interpretation style you will encounter this week can transfer to the classroom.
- 1:40 p.m. Resolved, An American Experiment**
A thought-provoking and playful museum theatre experience unfolds around you as our troupe of diverse actors explores the events of the 5th Virginia Convention. Become a part of the story as a Member of Parliament, a Burgess, or maybe even Patrick Henry. Relive and reexamine the moment Virginia said yes to American Independence.
- 2:30 p.m. Break and Travel**
- 3:15 pm. Native American Experience**
During the eighteenth century, Cherokee delegations traveled to Williamsburg to negotiate trade agreements and alliances. Members of local tribes, such as the Nottoway and Pamunkey, also came to Williamsburg as students, peddlers of wares, and enlistees for Virginia forces in times of conflict. View colonial Virginia through Native American eyes as you experience how Indian delegations represented an abundance of distinct cultures, languages, religions, and unique world views.
- 4:00 p.m. Break**
- 4:15 p.m. Meet a Person of the Past: Ann Wager**
An individual's place, both social and physical, informed their education in Colonial Virginia. Spend some time with the teacher of Williamsburg's Bray School to explore the possibilities for education outside of the private education afforded to the gentry. This discussion will highlight the reality that most Virginians were *not* gentry, focusing on the types of education available to the majority of people in the colony.

SAMPLE SCHEDULE
Subject to Change

5:00 p.m. Teacher Collaboration

5:45 p.m. Dinner on Own

Day 3

The British Mercantile System

Supporting Questions:

- What role did Virginia and other North American colonies play in Britain's economy?
- What was the importance of agriculture in colonial Virginia and how did it influence the institution of slavery?

Quotation: *"He that commands the sea, commands the trade, and he that is Lord of the Trade of the world is lord of the wealth of the world."*

— Sir Walter Raleigh, cited in James P.P. Horn, *A Kingdom Strange: The Brief and Tragic History of the Lost Colony of Roanoke* (New York: Basic Books, 2010), p. 61.

7–8:15 a.m. Breakfast, drop-in

8:15 a.m. Gather for the Day

8:30 a.m. Agricultural Economy

Experience the sights and sounds of rural America! Learn about the agricultural economy in eighteenth-century Virginia and explore the differences between a farm and a plantation.

9:30 a.m. Eighteenth-Century Agriculture

Tobacco was the lifeblood of Virginia's colonial economy. In this session, investigate how this 13-month crop was grown, processed, and transported.

10:15 a.m. Break

10:30 a.m. The Global Economy

In the eighteenth century, trade goods—including raw materials from the colonies and finished goods from Great Britain—moved around the world, creating an interconnected global economy. Explore how this economic system of mercantilism contributed to the American Revolution.

11:30 a.m. Break

11:45 a.m. Meet a Person of the Past: Williamsburg Merchant/Tavernkeeper

Stepping into the role of an apprentice, explore the global mercantile economy with the help of a colonial Virginian well-acquainted with its intricacies. Discover how connections in the community and across the globe impacted the supply and demand of goods and services. How was business transacted in the eighteenth century? How did the events of the Revolution influence these practices?

12:45 p.m. Lunch Voucher and Exploration in Historic Area

2:45 p.m. Trades Tour Experience

Explore how trade shops created and maintained connections within the community from the point of view of a local tradesperson.

4:15 p.m. Break and Travel

4:30 p.m. Teacher Collaboration

Drawing from previous successes, your Colonial Williamsburg Master Teacher demonstrates ways to bring history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.

5:30 p.m. Dinner on Own

Day 4

Life in Virginia's Colonial Capital City

Supporting Questions:

- How did eighteenth-century Williamsburg culture reflect the origins of Europeans, Africans, and American Indians living and working there?
- How did daily life differ for the various social levels and groups?
- Where and how did people from different social levels interact?

Quotation: “*Mr. Carter informed me last Evening that this Family one year with another consumes 27000 Lb. of Pork; & twenty Beeves. 550 Bushels of Wheat, besides corn 4 Hogsheads of Rum, & 150 Gallons of Brandy.*”

— Diary of Phillip Vickers Fithian, April 10, 1774

7–8:15 a.m. Breakfast, drop-in

8:15 a.m. Bus to Historic Area

8:30 a.m. Daily Life in a Tradesman's Home

In the eighteenth century many middling-sort tradesmen lived in Williamsburg. Experience the daily lives of these individuals by trying your hand at everyday tasks like making a bed, setting a table, and learning to dance.

10:45 a.m. Virginia Gazettes Library

Access digital issues or browse the index of surviving copies of the *Virginia Gazette*, published in Williamsburg in the eighteenth century. These newspapers were printed on a weekly basis until 1780, when operations moved to the new capital in Richmond. Explore a variety of these resources from Colonial Williamsburg's Special Collections and learn how you can use them digitally in your classroom. To access at home, visit:

<http://research.history.org/DigitalLibrary/va-gazettes/>

12:15 p.m. Lunch Voucher and Exploration in Historic Area

2:00 p.m. Meet a Person of the Past: Divided Loyalties

During the American Revolution, many Williamsburg residents chose to remain loyal to their king or to join the rebellion to create something new. But what about those people who were caught in the middle, whose families were torn apart by divided loyalties? Tour the Governor's Palace with one such woman and discover what it was like to have family members on both sides of the conflict.

- 3:15 p.m. People and Pockets of the Past**
Examine the daily lives of eighteenth-century Virginians—from gentry and middling sorts to servants and slaves— using a variety of primary sources and artifacts. Discover how these individuals contributed to our continuing American debate.
- 4:15 p.m. Meet a Person of the Past: Nanny Jones**
Meet an enslaved Virginian who lived in eighteenth-century Williamsburg. Discuss what life and work was like in the capital city and how it compared to that of the enslaved living in rural areas.
- 5:15 p.m. Teacher collaboration**
- 5:45 p.m. Dinner on Own**

Day 5 Unrest in the Colonies

Supporting Questions:

- What caused American colonists to rebel against the most powerful country in the world?
- What was the significant impact of Yorktown?
- Were the members of the revolutionary generation founders or traitors?

Quotation: *“Would anyone believe that I am Master of Slaves of my own purchase! I am drawn along by the general inconvenience of living without them...”*

— Patrick Henry, letter to Quaker Robert Pleasants January 18, 1773

7–8:15 a.m. Breakfast, drop-in

8:15 a.m. Bus to Historic Area

8:30 a.m. Enslaved Choices during the Revolution

During the colonial period, Williamsburg was a town not only of statesmen, tavern keepers and tradesmen, but also of enslaved individuals. How did these men, women, and children live? What were their roles here? Walk the streets of Williamsburg and hear the stories of these people. Witness their lives and choices on the eve of the American Revolution.

9:30 a.m. Visit to the Gunpowder Magazine

The shot heard round the world was not an isolated incident. Find out what happened in Williamsburg in April 1775, then enlist with the Virginia Regiment to experience the daily life of a soldier during the American Revolution.

“The right wing, where I stood, was exposed to and received all the enemy’s fire ... I heard the bullets whistle, and, believe me, there is something charming in the sound.”

— George Washington, letter to his brother, May 31, 1754

10:00 a.m. Break and Travel

10:15 a.m. Meet a Person of the Past: A Revolutionary Founder

The seeds of the American Revolution can be found in British colonial government. From 1699 to 1776 the seat of British power in the colony of Virginia was the Capitol building at the end of Duke of Gloucester Street. Examine how the colonial government functioned and what rights and privileges the people had as subjects of a king. Meet one of our nation’s founders and discuss the issues that led to war, the prospects for winning, and hopes for the nation after the conflict is over.

- 11:00 a.m. Introduction to Rights and Controversies**
One the eve of revolution, John Adams estimated that a third of people were patriots, a third were loyalists, and a third were undecided. As war broke out in the North, Virginians had to decide whether to declare their independence from Great Britain, or remain colonial subjects of the British Empire. Take on the role of an eighteenth-century Virginian, discuss your stance on independence with like-minded individuals, and prepare for open debate on the floor of the House of Burgesses.
- 11:50 a.m. Checkout and Departure Procedures**
- Noon Lunch Voucher and Exploration in Historic Area**
- 1:00 p.m. Depart for Yorktown**
- 1:30 p.m. Museum of the American Revolution at Yorktown**
- 4:00 p.m. Yorktown Battlefield Redoubts 9 and 10, Surrender Field**
- 4:50 p.m. Depart for Williamsburg**
- 5:45 p.m. Tavern Dinner**

Day 6 Forming a New Nation

Supporting Questions:

- What does it mean to be an American?
- As citizens, what role do we have in carrying forward these ideals or changing them?

Quotation: “. . . *But what do we mean by the American Revolution? The Revolution was in the minds and hearts of the people; a change in their religious sentiments, of their duties and obligations . . . This radical change in the principles, sentiments, and affections of the people was the real American Revolution.*”
— John Adams, 1818

7–8:00 a.m. Breakfast and Checkout from Hotel

8:00 a.m. Bus to Historic Area

8:15 a.m. Rights and Controversies Debate

On May 15, 1776, a group of men met in the former Hall of the House of Burgesses to determine the future of Virginia. Should Virginians remain subjects of the British crown or become citizens of a new nation? Recreate the debate over independence and see if your decision matches theirs.

9:00 a.m. Break and Travel

9:15 a.m. Characteristics of an Effective Leader: Yesterday and Today

Study the characteristics and styles of effective leaders. How do the individuals you’ve met and studied this week fit these styles?

10:15 a.m. Break

10:30 a.m. Lesson Plan Ideas and Reflections Sharing

Share ideas for classroom applications with small groups and through larger discussions, highlighting favorite lesson plan ideas and reflections.

11:00 a.m. Donor Recognition

11:30 a.m. Graduation and Wrap-Up

11:45 a.m. Group Photo

12:00 p.m. Departure