

2020 SAMPLE New York City Elementary School Schedule



Becoming Americans: (1606–1781)

“[A] knowledge of books is the basis upon which other knowledge is to be built . . .”

— George Washington, 1771 in referring to plans for the education of his ward, young “Jacky” Custis

During the week, teachers will:

- Investigate the colonial social structure and daily lifestyles of populations in eighteenth-century America, including the gentry, middling sort, tradespeople, merchants, soldiers, women, and enslaved persons.
- Explore how European and African interactions and cultural contributions helped to shape and define the American character.
- Interpret primary sources to examine daily life in colonial Virginia through social, cultural, political, economic, scientific, technological, and religious lenses.
- Identify and analyze significant seventeenth- and eighteenth-century economic, political, and social events that led to American independence from Great Britain.
- Consider, develop, and share new methods for building students’ abilities to use higher-level critical thinking skills through the use of primary sources.

Essential Question:

- How have individuals contributed to our development as a nation over time?

Travel / Arrival Day

5:30-7:00 p.m.	Teacher arrival and check-in	Williamsburg Woodlands Hotel
7:00 p.m.	Orientation	Woodlands Conference Center
8:00 p.m.	Dinner on Own	

Education Resource Library

Please take a few minutes this afternoon to create an account on the Colonial Williamsburg Education Resource Library. This is our repository for the educational videos, primary sources and lesson plans we use throughout our Teacher Institute Programs.

Visit: <http://resourcelibrary.history.org>

Use Registration Code: To be shared with participants

Please do not make dinner or evening program reservations that conflict with Orientation. Consider travel time to different parts of the historic area can be 15-30 minutes on foot or by shuttle.

Day 1

Developing Questions & Planning Inquiries

Skills of the Day: Questioning Technique, artifact analysis, annotating primary sources, STW chart.

Supporting Questions:

- What role did Williamsburg play in the American Revolution?
- What tools might we use to learn about people who lived in the past?
- How can we formulate questions and inquiries based on the Question Formulation Technique and concept mapping?
- How are colonization of New Netherland and Virginia similar and different?

7-8:00 a.m. Breakfast, drop-in

8:05 a.m. Depart Woodlands Lobby for Overview Tour

8:05 a.m. Overview Tour

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, visiting sites related to government, trade, agriculture and the daily life of Williamsburg residents—from gentry and middling sorts to servants and enslaved people. Throughout the tour, you’ll pick up helpful tricks for finding your way throughout the rest of the week.

9:15 a.m. Developing Questions & Planning Inquiries

Classroom

Question Formulation Strategy

Sample Questions to Investigate:

- How did persons of each level of society contribute to the emerging American identity?
 - Supporting Questions of the Day:
 - How did the levels of society differ and how did each contribute to the community?
 - How interdependent were these groups?
- What effect does the government have on daily life?
 - Supporting Questions of the Day:
 - How did the colonial governments protect or limit the rights of its citizens?
 - How did government legislation regulate colonial economies?
- What is freedom? Does one person’s freedom interfere with another person’s freedom?
 - Supporting Question:

What events took place that caused the colonists to challenge the supremacy and sovereignty of the King and Parliament?
How do people make changes in a democratic society?

Discovering the Past

Classroom

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

Lunch

Classroom

- 1:00 p.m. Travel by Bus to Historic Jamestowne**
- 1:30 p.m. Guided Tour of Historic Jamestowne Historic Jamestowne**
- 3:00 p.m. Meet a Person of the Past: Marye Bucke**
- 4:30 p.m. Travel by Bus to Williamsburg**
- 5:00 p.m. Dinner on Own—Please make any tavern or evening program reservations for 5:30 or later**

Day 2

Gathering Information, Evaluating Sources, and Using Evidence

Skills of the Day: evaluating sources, using evidence, using three dimensional objects to engage students, summarizing and determining importance, using artifacts as a springboard to narrative writing.

Supporting Questions:

- How did eighteenth-century Williamsburg culture reflect the origins of the various peoples 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?

7-8:00 a.m. Breakfast, drop-in

8:00 a.m. Meet in Lobby for Departure

8:00 a.m. Agricultural Economy **Great Hopes Plantation**
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.

9:15 a.m. Randolph Property **Peyton Randolph House**
The Peyton Randolph House embodies the paradox of freedom and slavery during the time of the Revolution. On this tour of the property, we will explore the lives and choices of its 18th-century residents.

9:45 a.m. Walk to Classroom Location

10:00 a.m. Artifact of the Day **Classroom**
Participate in a technique you can use when introducing your students to three-dimensional objects. *T*(thoughts) *O*(details, construction, etc.) *Q* (what is it made of, what might it have been used for, who might have used it, what might it tell you about the period in which it was used, do we have anything today that is similar, what is it)

Committees of Correspondence **Classroom**
Join or Die! On the eve of the American Revolution, thirteen disparate colonies came together with a common goal: to protect their rights as freeborn English subjects. Investigate how the Committees of Correspondence were a first attempt to bring the colonies together, and how these committees helped unite the colonies into a new country.

Break

SAMPLE SCHEDULE

Subject to Change

- 11:45 a.m. Meet a Person of the Past: A Revolutionary Founder Capitol Building**
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 in Williamsburg. 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.
- 12:35 p.m. Group Photo**
- 1:00 p.m. Tavern Lunch Tavern**
- 2:30 p.m. Travel to Special Collections**
- 3:00 p.m. Road to Revolution through Special Collections Rockefeller Library**
- 4:00 p.m. Teacher Collaboration & Classroom Connections Classroom**
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.

Dinner on Own—Please make any tavern or evening program reservations for 6 p.m. or later

Day 3

How Do We Know What We Know? Historical Thinking Skills

Skills of the Day: evaluating sources, interpreting primary sources to use as evidence to infer and draw conclusions, corroborating primary sources.

Supporting Questions:

- How can we use a variety of artifacts and objects as supporting evidence for our chosen Inquiries?
- How did daily life differ for the various social levels and groups? Where and how did people from different social levels interact?

7:00-8 a.m. Breakfast, drop-in

8:15 a.m. Travel by Bus to Historic Area

8:30 a.m. History's Mysteries

Use objects and other primary sources to determine how this mystery site was originally used, who may have been here, and how it connected to the larger Williamsburg and Virginia communities.

9:45 a.m. Break and Walk to Session Location

10:00 a.m. Selecting, Interpreting, & Corroborating Primary Sources Classroom

Eighteenth-century Williamsburg was a complex community of approximately two thousand people. We know a lot about some of these individuals and very little about others. In this lesson, practice how historians use primary sources to discover information about people of the past and draw conclusions about their lives.

11:00 a.m. Meet a Person of the Past: Nanny Jones Classroom

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.

Lunch & Exploration in Historic Area

During this time, the following buildings will be open for exploration. We particularly suggest the locations marked with a star (*), as this will be the only day they will be available for your visit: Wigmaker*, courthouse, cabinetmaker*, Everard House*, wheelright.*

1:50 p.m. Meet in front of Gunpowder Magazine

2:00 p.m. Artifact of the Day Classroom

Introduction to Biography Lenses**Classroom**

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.

Break

3:00 p.m. Documents, Question Revision & Exploration Planning Classroom

3:30 p.m. People and Pockets of the Past Classroom

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.

4:30 p.m. Adding to Concept Maps & Final Exploration Planning Classroom

5:15 p.m. Travel to Tavern

5:45 p.m. Tavern Dinner—please make any tavern or evening program reservations for 7:30 p.m. or later.

Day 4 Discovering the Past Through Inquiry

Skills of the Day: inquiry based instruction, formulating good questions, using primary sources, listening and speaking.

Supporting Questions:

- What types of interactive formats can we use for our end-of-week projects and in the classroom?
- How can we provide student choice to teach content?

7–8:00 a.m. Breakfast, drop-in

8:00 a.m. Travel by Bus to Historic Area **Woodlands Hotel Lobby**

8:15 a.m. Artifact of the Day **Classroom**

8:30 a.m. Exploration Planning Time **Classroom**

9:00 a.m. Tour Historic Area in Interest Groups **Historic Area**
Small groups will tour the Historic Area based on subject of interest and compelling inquiry questions. To help with self-exploration, each facilitator will have a list of possible sites for each topic area. Concept mapping skills from earlier in the session will be used to help conduct the investigations. Topics include: Daily Life and Work/Trades, The Road to the American Revolution & Impacts, or African American Life.

11:45 a. m. Interest Groups Debrief **Classroom**

Lunch & Exploration in Historic Area

During this time, the following buildings will be open for exploration: Refer back to the above list for sites that relate to your topic of inquiry.

2:45 p.m. Interest Groups debrief **Classroom**

3:00 p.m. Meet a Person of the Past: A Williamsburg Resident **Classroom**
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.

Teacher Collaboration

Classroom

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.

5:00 p.m. Dinner on Own—please make any tavern or evening program reservations for 5:30 or later.

Day 5

Communicating Conclusions and Taking Informed Action

Skills of the Day: integration of primary sources, summarizing, storyline/plot/timeline, gathering evidence, storyline/plot/timeline, using primary and secondary sources to form and opinion and develop an argument.

Supporting Questions:

- How did opinions on Independence differ? How did these views effect governance, daily life, and the institution of slavery?
- 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?

7-8:00 a.m. Breakfast, drop-in

8:15 a.m. Travel by Bus to Historic Area **Woodlands Hotel Lobby**

8:45 a.m. Tour of the Governor’s Palace **Governor’s Palace**
 While some colonists began to yearn for independence, many others remained loyal to the Crown. As the King’s representative, the Royal Governor was in the awkward position of enforcing some unpopular British policies. Learn about the Governor’s responsibilities and hear the loyalist perspective on events of the 1760s and 1770s.

Break & Travel

10:00 a.m. Meet a Revolutionary Founder **Classroom**
 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 founding fathers and discuss the issues that led to war, the prospects for winning, and his hopes for the nation after the conflict is over.

10:45 a.m. Introduction to Rights & Controversies **Classroom**
 John Adams said 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. Join one of these three groups, discuss with like-minded individuals your stance on independence, and prepare for open debate on the floor of the House of Burgesses.

SAMPLE SCHEDULE
Subject to Change

11:30 a.m.	Donor Recognition	Classroom
	Checkout and Departure Procedures	
12:00 p.m.	Lunch	
1:00 p.m.	Travel by Bus to Yorktown	
1:30 p.m.	Yorktown & Yorktown Battlefield	Yorktown
4:50 p.m.	Travel by Bus to Williamsburg	
5:30 p.m.	Dinner on Own—Please make any tavern or evening program reservations for 6 p.m. or later	

Day 6

Communicating Conclusions & Taking Informed Action

Skills of the Day: listening and speaking, using primary and secondary sources to form an opinion/argument, analyzing leadership traits.

Supporting Questions:

- How can we improve personal learning, classroom presentation skills, and instructional practices?
- What is leadership and how was it demonstrated by citizens of 18th c. Williamsburg?

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

8:00 a.m. Travel by Bus to the Capitol

8:15 a.m. Rights & Controversies Debate **Capitol**
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 & Travel

9:30 a.m. Characteristics of an Effective Leader **Classroom**
Study the characteristics and styles of effective leaders. How do the individuals you've met and studied this week fit these styles?

Project & Reflections Sharing **Classroom**
Share ideas for classroom applications with small groups and through larger discussions, highlighting favorite lesson plan ideas and reflections.

Break

11:00 a.m. Graduation & Wrap-Up **Classroom**

Departure (Lunch on Own)