

2020 SAMPLE New York City Secondary School Schedule



Emerging American Identity (1606–1865)

How do we define our identity as Americans? How do many diverse cultures come together to form the basis of this American identity? What will it become in the future? During this course, participants will examine how the concept of an American identity began in the colonial period and continues to evolve and transform with each generation of Americans. Through inquiry-based analysis of primary sources while exploring throughout the Colonial Williamsburg Historic Area, teachers examine how that identity influenced American citizens to shape and change the Republic through the 1860s.

During the week, teachers will:

- Chart the evolution of citizenship and American identity from the Revolution through the U.S. Civil War and make connections to present-day United States.
- Evaluate the way historical events from 1606 to 1865 have impacted American identity.
- Apply instructional strategies that encourage civil discourse from multiple perspectives using primary and secondary sources.
- Create opportunities for continued professional development in social studies education with fellow teachers and Colonial Williamsburg educators.
- Identify and analyze four pairs of seemingly contradictory American values that, while in tension, influence the course of American history.
- Experience 42 program contact hours.

Compelling (Essential) Questions

- What did freedom mean to the nation's founders, and how did it change over time?
- Did the American Revolution accomplish its goals?
- What does it mean to be an American? How does this impact one's identity?

Arrival / Travel Day

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

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
Jamestown and Yorktown

Morning Value Tension Focus: Common Wealth vs. Private Wealth
Afternoon Value Tension Focus: Unity & Diversity

- 7–8:00 a.m. Breakfast, drop-in**
- 8:15 a.m. Travel by Bus to Jamestown** **Woodlands Hotel Lobby**
- 8:30 a.m. A Charter to the Virginia Land Company** **Along James River**
- 9:15 a.m. Guided Tour of Historic Jamestowne**
- 10:45 a.m. Bacon vs. 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.
- 11:45 a.m. Lunch, Shopping, and Exploration Time**
- 12:45 p.m. Depart for Yorktown**
- 1:30 p.m. Museum of the American Revolution** **Yorktown**
- 4:00 p.m. Yorktown Battlefield**
- 5:30 p.m. Bus to Williamsburg**
- 6:00 p.m. Arrive at Woodlands. Dinner on own. Please make any tavern or evening program reservations for 6:30 p.m. or later.**

Day 2

Colonial Virginia: Our British Legacy, 1765

Value Tension Focus: Unity & Diversity

Supporting Questions:

- Who were the colonists on the eve of the American Revolution and what elements shaped their perspectives regarding being subjects and citizens?
- How do we know what we know about people who lived in the past?
- How do issues of power, wealth, and morality influence exploration and colonization?

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

7–8:00 a.m. Breakfast, drop-in

8:00 a.m. Bus to Historic Area

Woodlands Hotel Lobby

8:15 a.m. Capitol Building Tour

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.

9:00 a.m. Group Photo

Capitol Building

9:15 a.m. Native American Experience

Classroom

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.

10:00 a.m. Break and Travel

10:30 a.m. Orientation Walk

Walking Tour

SAMPLE SCHEDULE

Subject to Change

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.

11:15 a.m. Lunch & Exploration Time in the Historic Area

2:45 p.m. Seat of British Authority: The Governor's Palace Governor's Palace

Visit the Governor's Palace and observe how the lifestyle of the Royal Governor and his family reflects their roles as leaders of government and society.

3:45 p.m. Break & Travel Classroom

4:00 p.m. Meet a Person of the Past: An Enslaved Virginian 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.

5:00 p.m. Teacher Collaboration

5:30 p.m. Dinner, on Own— Consider a visit to the DeWitt Wallace and Public Hospital (open until 7:00). Please make any tavern or evening program reservations for 5:45 p.m. or later.

Day 3
Mercantile Economy and Political Unrest
Value Tension Focus: Common Wealth vs. Private Wealth

Supporting Questions:

- How were colonial Virginians connected to the global economy?
- What key events led to the American Revolution and how did they impact the nation as a whole?
- What was the role of gender in the home and in politics?
- What factors did Virginians consider when making their choices regarding independence from Great Britain?

Quotations:

“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, 2010), p. 61.

7–8:00 a.m. Breakfast, drop-in

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

8:30 a.m. 18th-Century Agriculture **Prentis Field**

Tobacco was the lifeblood of Virginia’s colonial economy. Investigate how this 13-month crop was cultivated and transported, as well as the role of enslaved Virginians working in the cultivation of this “green gold.”

9:15 a.m. Break & Travel

9:30 a.m. Trades Tour Experience **Carpenter’s Yard**

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

11:15 a.m. Travel to Lunch

11:30 a.m. Tavern Lunch **Tavern**

1:00 p.m. Travel to Classroom Location

SAMPLE SCHEDULE

Subject to Change

1:30 p.m. 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.

2:15 p.m. Meet People of the Past Classroom

Join two people of the past with different perspectives on the growing conflict between Great Britain and the North American colonies, as they discuss the meanings of loyalty and patriotism.

3:15 p.m. Break

3:30 p.m. Introduction to Rights & Controversies Classroom

John Adams once estimated that, on the eve of Revolution, a third of people had been patriots, a third loyalists, and a third 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, and prepare for open debate on the floor of the House of Burgesses.

4:15 p.m. 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— Consider a visit to the DeWitt Wallace and Public Hospital (open until 7:00). Please make any tavern or evening program reservations for 5:15 p.m. or later.

Day 4

Revolution to New Republic

Value Tension Focus: Law & Ethics

Supporting Questions:

- How were families and friends impacted by the decision to declare independence from Great Britain?
- How did the colonists evolve from British subjects to American citizens?
- What was the role of gender in the home and in politics?
- Why do people create, construct, and change governments?
- As the United States expanded, what effect did the diversity of ideals have on the nation?
- How did the expansion westward increase the possibilities for U.S. citizens?

Quotations:

“Every difference of opinion is not a difference of principle.”

— Thomas Jefferson, First Inaugural Address, March 4, 1801

“...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, letter to Hezekiah Niles, editor of *The Register*, 1818

7–8:00 a.m. Breakfast, drop-in

8:00 a.m. Travel by Bus to Capitol Stop **Woodlands Hotel Lobby**

8:15 a.m. Rights & Controversies: A Debate for Independence **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 about independence and see if your decision matches theirs.

9:00 a.m. Break & Travel

9:30 a.m. Meet a Person of the Past: A More Perfect Union **Classroom**

By 1786, the weaknesses of the Articles of Confederation had to be addressed. A Constitutional Convention was convened for the purpose of amending the Articles. The delegates decided that any attempt to revise the Articles was futile and that drafting a new constitution was the best option for governing a nation. Discuss the transition from Confederation to Constitution with a United States founder.

SAMPLE SCHEDULE

Subject to Change

10:30 a.m. Coded Messages: President Jefferson & Colonel Lewis Classroom

Use President Jefferson's codes and ciphers to aid Colonel Meriwether Lewis and William Clark on their exploration of America's new lands to the west.

11:00 a.m. Lunch & Exploration in the Historic Area

2:00 p.m. Westward Expansion Through Maps Classroom

During the nineteenth century, Americans' imaginations were captured by the idea of moving west for land and a new beginning. Using maps to trace the routes Americans took westward, examine and discuss the different motivations people had for braving this often hazardous journey.

2:45 p.m. Break

3:00 p.m. 19th-Century Issues Classroom

Explain how competing sets of values (law vs. ethics, private wealth vs. commonwealth, freedom vs. equality and unity vs. diversity) fostered tension and conflict throughout the 19th century. Analyze primary source materials to learn more about the issues faced during the 1800s, uncover competing perspectives, and present information gathered from primary sources.

4:00 p.m. Teacher Collaboration Classroom

4:45 p.m. Break & Travel to Tavern

5:15 p.m. Tavern Dinner Tavern

Please make any evening program reservations for 7:30 p.m. or later.

Day 5

The Early Nineteenth Century: Revolution Realized?

Value Tension Focus: Freedom & Equality

Supporting Questions:

- How did slavery evolve throughout the 19th century? How did its evolution ignite the nation?
- What strategies are helpful for discussing and teaching controversial issues in the classroom?
- What role did Williamsburg play in the Civil War?

Quotation: *“What have you to gain by division and dissension? Delude not yourselves with the belief that a breach once made may be afterwards repaired. If the Union is once severed, the line of separation will grow wider and wider, and the controversies which are now debated and settled in the halls of legislation will then be tried in fields of battle and determined by sword. Neither should you deceive yourselves with the hope that the first line of separation would be the permanent one, and that nothing but harmony and concord would be found in the new associations formed upon the dissolution of this Union.”*

—Andrew Jackson, Farewell Address, March 4, 1837

7–8:00 a.m. Breakfast, drop-in

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

8:30 a.m. Evolution of Slavery in the Antebellum South **Magazine**
Walking Tour

As the new nation grew and evolved, so did the institution of slavery. Join us on a walking tour of Colonial Williamsburg and discover how the changing economy and shifting political movements of the early nineteenth century caused massive changes to the slave labor system of the south.

9:30 a.m. Break

9:45 a.m. Meet a Person of the Past: Nat Turner **Gaol**

“Something was about to happen that would terminate in fulfilling the great promise that had been made to me.” Learn from Nat Turner about his great promise.

10:30 a.m. Nat Turner Debrief and Classroom **Gaol**
Application

11:00 a.m. Break & Exploration Time in the Historic Area

12:30 p.m. Lunch

1:15 p.m. Teaching Sensitive and Controversial Topics Classroom

It is incumbent on the Colonial Williamsburg interpretive staff to present and discuss controversial topics on a daily basis. An accurate depiction of our nation's history requires that many sensitive issues, including slavery, cultural conflict, and women's roles, must be included as a part of the story. Interpreters and other staff are confronted with the challenge of addressing these subjects in an informative, non-confrontational, and sensitive manner. Share ideas with some of these individuals, learn about their techniques, and discuss how to transfer these lessons to the classroom.

2:00 p.m. 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.

3:00 p.m. Checkout and departure procedures Classroom**3:15 p.m. Break****3:30 p.m. Civil War Walking Tour**

“The invaders ransacked the house from cellar to roof; there was no one to ask McClellan to protect it. I have never looked upon such a more deplorable picture of the ravages of war than when standing amid the litter of half destroyed books, papers and documents . . . Shattered marble busts and statuary, fragments of ornamental book cases, heaps of old engravings, loose manuscripts, vellum bound volumes of precious colonial newspapers... mixed with straw and mud on every side. Hundreds of heavy-booted and spurred cavalymen had played football with every thing of value in the house.”

— An eyewitness, in reference to the home of Robert Saunders, Williamsburg, Virginia, 1862

5:00 p.m. Dinner on Own—please make any tavern or evening program reservations for 5:15 p.m. or later.

Day 6 An Ever-Changing World

Supporting Question:

- How do we raise up student leaders to be active, participating citizens?

Quotation: “*America’s leadership must be guided by the lights of learning and reason.*”
—President John F. Kennedy, undelivered speech to the
Dallas Citizens Council, November 22, 1963

7–8:00 a.m. Breakfast and check out from hotel

8:00 a.m. Travel by Bus to Classroom Location **Woodlands Hotel Lobby**

**8:30 a.m. Characteristics of an Effective Leader:
Yesterday and Today** **Classroom**

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

9:30 a.m. Break

**9:45 a.m. Meet a Person of the Past: a Freed Slave’s
Journey** **Classroom**

Meet Jenny, an enslaved woman freed by the Thirteenth Amendment. Discuss with her the hardships of life in the post-emancipation South during Reconstruction.

10:30 p.m. Donor Recognition **Classroom**

10:45 a.m. Reflections & Lesson Sharing
Share ideas for classroom applications with small groups and through larger discussions, highlighting favorite lesson plan ideas and reflections.

11:30 a.m. Graduation & Wrap-Up **Classroom**

Noon Departure