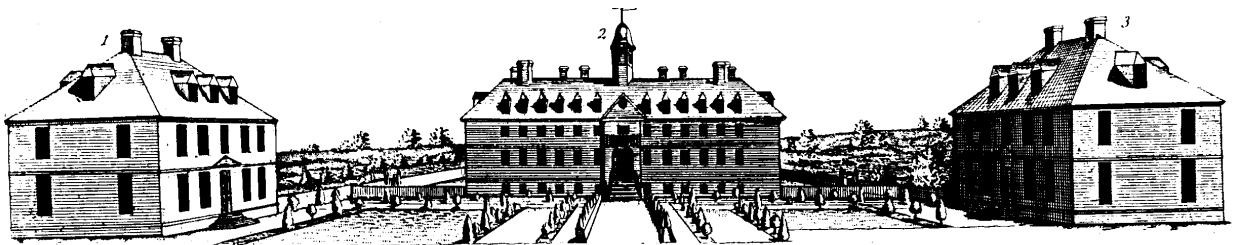


COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2008
VERMONT
JUNE 26-JULY 1, 2008

THEME: Education for Citizenship

According to Thomas Jefferson, the “ultimate powers” in a society reside with its people. It is the citizens who become the active participants in the decision-making process. This process strives to arrive at decisions for the benefit of the common good rather than personal self-interest. In order to achieve this, the citizens must be provided with the necessary knowledge to enable them to arrive at informal decisions. The belief at Colonial Williamsburg is that education is the key to maintaining the vitality of our democratic institutions. It is through history education that we can strive to develop participating individuals who will have an appreciation of our democratic way of life and institutions.

During the seventeenth and eighteenth centuries, events occurred in Virginia and throughout the colonies that subsequently shaped and defined this nation. People from various parts of the world came to these shores and engaged in the process of developing what was to become our cultural, economic and political heritage. As they interact with each other, these representatives set forth the ideas and institutions upon which this democratic society is founded. Over the intervening years, these ideas and institutions have undergone significant change. Efforts have been made to accommodate and include more people into the political process. However, the core beliefs upon which this nation was founded have prevailed.



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“I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.”

Thomas Jefferson to William C. Jarvis, 1820

Mission

To enrich history education and to develop citizens with a full appreciation for our heritage of democracy

Goals

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will be able to:

- ❖ Identify significant 17th- and 18th-century events that continue to shape and define our nation.
- ❖ Understand how people of various cultural backgrounds interacted with one another during the 17th and 18th centuries.
- ❖ Engage students in exploration of their 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 17th- and 18th-century history.

Courtesies

- ❖ Please turn off cell phones during all programming.
- ❖ Please do not use cameras or recording devices during evening programs.
- ❖ Gum, food and drinks are not permitted in exhibition buildings. Please help us keep our sites safe for future generations.

**COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2008
VERMONT**

**DAY 1 – THURSDAY, JUNE 26, 2008
ORIENTATION AND WELCOME**

By participating in the Overview Tour of the Town, teachers will be able to:

- Demonstrate how primary sources were used to restore, reconstruct, and interpret Williamsburg.
- Describe how the Restoration began and how it continues today.
- Describe Williamsburg as an eighteenth-century community by identifying the demographic character of Virginia's pre-Revolutionary society and explaining Williamsburg's cultural significance in the eighteenth century.

2:00 p.m. Arrive and Check into the Woodlands Hotel

4:00 p.m. Orientation & Tour of the Historic Area
Introduction to Biographies

Walking Tour

6:00 p.m. Dinner

Season's

DAY 2 – FRIDAY, JUNE 27, 2008
CULTURES IN CONTACT

OBJECTIVES FOR THE DAY

By visiting Jamestown Settlement, teachers will be able to:

- Compare and contrast the daily life of Indian, English, and African cultures that came into contact at Jamestown, including gender roles, housing, culture, technology, religion, forms of government/leadership, language, clothing, trade, and foodways.
- Examine the early struggles and economic ventures of the English at Jamestown.
- Explore the economic system of trade between the colonists and the Indians.
- Identify reasons the English wanted to establish a colony in the New World, including motivations for coming as indentured servants.

By visiting Historic Jamestown, teachers will be able to:

- Evaluate the role of European exploration in the settlement of the Western Hemisphere by focusing on the site of the first permanent settlement of Europeans and Africans in British North America.
- Examine how archaeology provides clues that enable the reconstruction of historical sites.
- Identify inhabitants of the Peninsula in the seventeenth and eighteenth centuries.
- Identify the techniques that archaeologists use to uncover the past.
- Evaluate the cultural remains found at Jamestown Fort.

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| 7:30 a.m. | Breakfast | Woodlands Breakfast Area |
| 8:15 a.m. | Travel by Bus to Jamestown Settlement | |
| 8:25 a.m. | Overview of 17th-Century Virginia | Colonial Parkway |
| 8:45 a.m. | Jamestown Settlement Visit Indian Village, Ships, & Fort | |
| 12:00 p.m. | Lunch with Jamestown Settlement Staff Galleries, Introductory Film, Gift Shop | Jamestown Settlement Café FREE TIME |
| 1:45 p.m. | Travel by Bus to Historic Jamestowne | |
| 2:00 p.m. | Historic Jamestowne Tour with the National Park Service | |
| 2:45 p.m. | Historic Jamestowne Tour with the Association for the Preservation of Virginia Antiquities | |
| 3:30 p.m. | Explore Historic Jamestown on Own New Towne, Archaearium, and Visitor Information Station | FREE TIME |
| 4:45 p.m. | Travel by Bus to Colonial Williamsburg | |
| 5:30 p.m. | Dinner | |
| 8:30 p.m. | Evening Program | |

DAY 3—SATURDAY, JUNE 28, 2008
ROAD TO REVOLUTION/GOVERNMENT INFLUENCES

OBJECTIVES FOR THE DAY

By visiting the Capitol, teachers will be able to:

- Compare Great Britain's and Virginia's 18th-century systems of bicameral government.
- Compare colonial Virginia's system of government with our modern United States government.
- Describe the function of Virginia's 18th-century judicial system.
- List the steps in the evolution of self-government in colonial Virginia.
- Investigate the effects of the Stamp Act, the Townshend Duties, and the Associations on Williamsburg and the colony of Virginia.

By participating in religion in 18th-century Virginia activities, teachers will be able to:

- Identify the role of the established church in 18th-century Virginia and its connections to the British government.
- List responsibilities of Anglican parishioners and church leaders and vestry in 18th century Virginia.
- Compare the 18th-century Anglican Church with dissenting denominations in Virginia.

By visiting the Public Gaol, teachers will be able to:

- Discuss the role of the Public Gaol in Virginia's judicial system; investigate attitudes about incarceration in the 18th -century.
- Describe various types of prisoners detained in the Public Gaol in the 18th century.

By participating in the election activity and the court trial, teachers will be able to:

- Reconstruct procedures for electing Burgesses to sit in the Lower House of the legislative assembly by using primary source materials and role-play techniques.
- Identify county court procedures in 18th century Virginia.
- Participate in an 18th century court trial reenactment.

By visiting the Governor's Palace, teachers will be able to:

- Determine the governor's role as the leader of British government and society in 18th-century Virginia.
- Identify 18th-century "high" English style evident in the Governor's Palace.
- Differentiate between "public business" and "private family" spaces in the Governor's Palace.

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| 7:30 a.m. | Breakfast | Woodlands Breakfast Area |
| 8:15 a.m. | Travel by Bus to Capitol | |
| 8:30 a.m. | The Seat of Colonial Authority in Virginia | Capitol |
| 9:15 a.m. | Break | |
| 9:30 a.m. | Religion in 18th-Century Virginia | Presbyterian Meeting House |
| 10:00 a.m. | Punishment in Colonial Virginia | Public Gaol |
| 10:30 a.m. | Explore Historic Area on Own Participate in Revolutionary City & Under the Redcoat Events | FREE TIME |

12:30 p.m. Lunch

**DAY 3 (cont'd)
ROAD TO REVOLUTION/GOVERNMENT INFLUENCES**

1:30 p.m. The Seat of Local Government – Elections

2:00 p.m. The Seat of Local Government – Trials Courthouse

2:45 p.m. Break & Walk to Governor's Palace

3:00 p.m. Meet a Person of the Past Palace East Advance

3:45 p.m. The Seat of Royal Government in Virginia Governor's Palace

4:30 p.m. Biography Review Palace East Advance

5:15 p.m. Dinner

7:00 p.m. Evening Program

DAY 4—SUNDAY, JUNE 29, 2008
THE ECONOMY & TRADES

OBJECTIVES FOR THE DAY

By participating in the economics sessions, teachers will be able to:

- Identify the different economic opportunities available for families in urban and rural Virginia.
- Compare job opportunities available in 18th-century Williamsburg and throughout Virginia.
- Evaluate primary sources to identify the factors that led to successful businesses in the 18th century.
- Identify the processes used to cultivate and ship tobacco.
- Describe the marketing process used to sell tobacco; identify crop and transfer notes used to inspect and sell tobacco.
- Identify currency used in 18th-century Virginia.
- Defend economic choices made by families of all social levels in purchasing necessities and luxuries.

By visiting trade sites, teachers will be able to:

- Recognize various types of machines used by trades people in 18th century Williamsburg.
- Describe several tradesmen and the goods and services that they produced.

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| 8:30 a.m. | Breakfast | Woodlands Breakfast Area |
| 9:15 a.m. | Travel by Bus to Bruton Heights School | |
| 9:30 a.m. | An Introduction to Virginia's Colonial Economy | Bruton Heights School |
| 10:00 a.m. | Virginia's Tradesmen & Merchants | |
| 10:20 a.m. | Visit Trade Shops on Own | FREE TIME |
| 12:30 p.m. | Lunch | |
| 1:30 p.m. | Review Trade Shops | |
| 2:00 p.m. | Meet a Person of the Past | |
| 2:30 p.m. | Break | |
| 2:45 p.m. | Buying & Selling Goods – Using Currency | |
| 3:45 p.m. | Introduction to Rights & Controversies Debate | |
| 4:15 p.m. | Biography Review | |
| 4:45 p.m. | Explore Historic Area on Own | FREE TIME |
| 5:30 p.m. | Dinner | |
| 7:30 p.m. | Evening Program – In Defense of Our Liberty | |

DAY 5—MONDAY, JUNE 30, 2008
FROM INDENTURED SERVITUDE TO SLAVERY: USING PRIMARY SOURCES

OBJECTIVES FOR THE DAY

By participating in today's activities, teachers will be able to:

- Identify major characteristics of indentured servants and slaves.
- Discover the physical and emotional effects on enslaved Africans of being enslaved, and the hardships faced during the trans-Atlantic voyage.
- Describe the differences/similarities between the housing, entertainment (music, dance and games), clothing, family relations, work, religion, and survival skills of African-American and European families with different economic and social backgrounds.
- Compare and contrast the lifestyles of urban, rural, skilled, unskilled, enslaved, and free Africans. Focus will include relationship with owner, resistance techniques, consequences of running away, and thoughts on freedom.
- Recreate a real 18th century person based on primary sources to discover the “who, what, when, where, and why” about that person.
- Learn more about primary sources: how to identify bias and point-of-view in them, where to find them, and how to use them in the classroom.

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| 7:30 a.m. | Breakfast | Woodlands Breakfast Area |
| 8:30 a.m. | Walk to Great Hopes Plantation | |
| 8:45 a.m. | From Indentured Servitude to Slavery | |
| 9:30 a.m. | Daily Life: Rural Slavery | Great Hopes |
| 10:30 a.m. | Break and Walk to Peyton Randolph House | |
| 11:00 a.m. | Daily Life: Urban Slavery | Peyton Randolph House |
| 12:00 p.m. | Lunch | |
| 1:00 p.m. | Walk to Bruton Heights School | |
| 1:15 pm. | African-Americans in 18th-Century Virginia | Bruton Heights School |
| 2:00 p.m. | Looking at Biographies: Matthew Ashby | |
| 2:40 p.m. | Break & Walk to Rockefeller Library | |
| 3:00 p.m. | How Do We Study History? | Rockefeller Library |
| 4:15 p.m. | Biography Review | Bruton Heights School |
| 4:45 p.m. | Walk to Historic Area | |
| 5:30 p.m. | Dinner | |
| 7:30 p.m. | Evening Program | |

DAY 6—TUESDAY, JULY 1, 2008
MILITARY LIFE & THE REVOLUTION

OBJECTIVES FOR THE DAY

By participating in the Rights and Controversies Debate, teachers will be able to:

- Investigate events leading to the Revolution and ultimate union of the colonies.
- Examine documents associated with these events.
- Determine how colonists' decisions affected their lifestyles in the months before the American Revolution.
- Debate how individuals' decisions brought the colonies to independence and established the framework for our democratic principles.

At the Yorktown Battlefield National Park, teachers will be able to:

- Discover the significant events surrounding this historic battle by exploring this historic battlefield, including several redoubts and Surrender Field.
- Discuss factors affecting the outcome of the siege of Yorktown.
- Interpret primary sources involving the siege of Yorktown to gain a better understanding of the battle.

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| 7:30 a.m. | Breakfast | Woodlands Breakfast Area |
| 8:15 a.m. | Travel by Bus to Capitol | |
| 8:30 a.m. | Rights and Controversies Debate | Capitol |
| 9:15 a.m. | Break and Travel by Bus to Yorktown Battlefield | |
| 10:00 a.m. | Bus Tour of Yorktown Battlefield National Park | Visit Redoubts 9 & 10 |
| 10:45 a.m. | The British Surrender | Surrender Field |
| 11:15 p.m. | Travel by Bus to Williamsburg | |
| 12:00 p.m. | Lunch | |
| 1:00 p.m. | Final Biography Review/Summary Events | |
| 1:30 p.m. | Explore Historic Area on Own | FREE TIME |
| 2:15 p.m. | Depart Williamsburg | |