

Course Syllabus
Becoming Americans
3 Credits
Instructor: Sarah Rooker
June 26 – July 1; August 7, 2008
52 contact hours
Colonial Williamsburg, Williamsburg, Virginia

Course Description: The Institute is part of the Flow of History, a Teaching American History program of the US Department of Education. It is a methods course designed to strengthen the history content knowledge of teachers in grades 4 through 12 and to introduce the use of primary source investigation around the themes of Early Settlement and the American Revolution in the United States. Participants will create standards-based historical inquiry projects for their students that encourage a deep understanding of the human story

Class Meetings (Virginia):

June 26 – 4:00 – 6:00 p.m.

June 27 – July 1 8:30 a.m. – 5:00 p.m.

Evening Programs on 3 nights from 7:00 – 9:00 p.m.

August 7: Work in Progress Session (9:00 a.m. – 12:00 p.m.)

Goals:

- to strengthen the content knowledge and pedagogy of eighteenth-century US history
- to learn methods of engaging in the historical process using primary sources

Learning Outcomes:

During the course, participants will:

- investigate and critically examine themes of early America
- use a variety of primary sources to form their own interpretations of the issues
- raise essential questions and explore central concepts
- make links across personal, community, and national histories
- design plans for teaching history to students

General Course Information

Course Policies/Expectations:

The following are necessary for successful completion of this course:

1. Participation in the summer institute
2. Completion of readings and other assignments
3. Participation in work-in-progress session to improve participant projects

Attendance Expectations

Students are expected to attend all sessions. In the case of an unforeseen conflict, students need to contact the instructor before the session to make arrangements for an alternative assignment.

Contributions in Class:

Participation in all sessions and activities is an essential element to productive learning.

Academic Honesty Policy:

Participants will follow school policy with respect to sharing student work and will secure all proper permissions from parents and guardians if necessary. Participants will use proper citation of works to identify their intellectual property and that of others.

Required Readings:

- Wood, Gordon S. *The American Revolution: A History*. New York: Modern Library, 2002.
- Price, David. *Love and Hate in Jamestown: John Smith, Pocahontas, and the Heart of a New Nation*. New York: Knopf, 2003.
- Isaac, Rhys. *The Transformation of Virginia, 1740-1790*. Chapel Hill, NC: University of North Carolina Press, 1982.
- Course Reader

Student Evaluation/Assessment

Grading:

1. Actively participate in the Institute 40%

Active participation includes each of the following:

1. Keeping a journal (10%)
2. Participating in discussions (20%)
3. Gathering and sharing primary sources (10%)

2. Actively participate in the Work-in-Progress session 20%

Participants will come together in a morning session to share their project ideas while they are still in progress and to share any interesting primary sources found to date. This will offer a chance for troubleshooting, building resources, and providing follow-up support.

3. Project—Due August 15th

40%

Each participant will submit a project using primary sources within the general theme of Becoming Americans:

- 1) Identify a local (if possible) connection to the Institute themes that might interest your students. Use primary source research to investigate this connection, etc. (find at least three primary sources during your investigation).
- 2) Write a 3- to 4-page analysis of your work that ties the primary sources together by creating a context for them and drawing some conclusions about historical significance. Explain how you conducted your research, what you learned while doing your project, and what questions you might want to pursue in the future.
- 3) Create a lesson plan that shows how your students would work with the primary sources to build context and interpretation.

Historical context consists of those things beyond the topic that have some relationship to and may have influenced the topic. Think carefully about chronology and the national scene.

The Institute's instructor of record, fellow participants, and local historians will be available to help with topics and to review the accuracy of content while work is still in progress.

Instructional Sequence

This summer's institute continues the practice of combining presentations by experts in the field with workshops providing hands-on work with primary sources and connections from the local topic to the national story.

Institute presenters explore the topic of colonial history through the lenses of social, environmental, political, and economic history.

Schedule

Thursday, June 26

Arrive in Williamsburg, Virginia

AFTERNOON OVERVIEW: Tour of Colonial Williamsburg

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.

Friday, June 27

CULTURES IN CONTACT: Exploration of Jamestown Settlement and Historic Jamestown

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.

Saturday, June 28

ROAD TO REVOLUTION/GOVERNMENT INFLUENCES: Workshops in the Capitol, Governor's Palace, and Gaol

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 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 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 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.

Sunday, June 29

THE ECONOMY AND THE 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.

Monday, June 30

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.

Tuesday, July 1

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.

Follow-up Sessions

Work in Progress Session; August 8; 9:00 a.m. – 12:00 p.m.

Focus: Connecting primary sources to classroom practices
