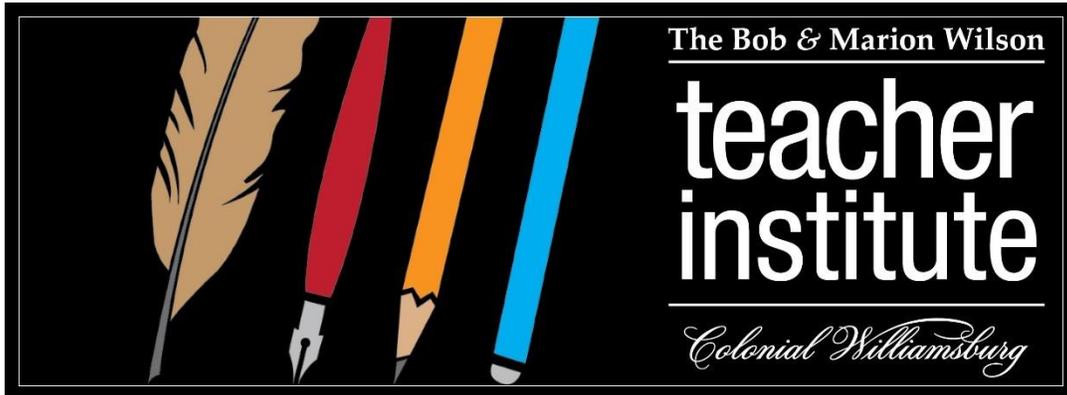


## 2022 Three-Day Seminar SAMPLE Schedule



### Agents of Change: Civic Engagement, Past and Present

**Description:**

This seminar explores the stories of civic leaders, civic participation, and civil disobedience across diverse perspectives in eighteenth-century Virginia. Participants will engage with historical interpreters, analyze primary sources, and gain teaching strategies that connect the past to the present in meaningful ways to inspire civic action.

**Objectives:**

As a result of this seminar, teachers will be able to:

- Understand stories of civic leaders, civic participation, and civil disobedience across diverse perspectives in eighteenth-century Virginia and incorporate them into lesson plans.
- Plan and implement civics-based lessons that connect the past to the present and lead students to informed action and civic participation.
- Effectively utilize Colonial Williamsburg resources including primary sources, its YouTube channel, website, and Education Resource Library.

**Compelling Question:** How can I be an agent of change?

## Sunday: Arrival/Travel Day

**4–6:30 p.m. Teachers arrive and check in at the Williamsburg Woodlands Hotel**  
Meet your Colonial Williamsburg Master Teacher for the seminar and settle into your room. If you arrive before 5:00 p.m., you may want to eat dinner before Orientation. *Huzzah! Eatery* is next to the Woodlands Hotel and would be a good choice.

**7:00 p.m. Orientation**

## Day 1: Monday Civics and Community

### Supporting Questions:

- What did the eighteenth-century Williamsburg community look like?
- How was the term citizen defined in the eighteenth century?
- What roles existed in eighteenth-century Virginia government and who could participate?

**7–8:15 a.m. Breakfast**

**8:15 a.m. Travel to Historic Area**

**8:30 a.m. Capitol Tour**

A character-led tour highlighting multiple perspectives of citizens who interact with the Virginia government, such as an unmarried woman, an enslaved person, or an American Indian.

**9:15 a.m. Democracy and the Founding Documents**

Examine American founding documents, including the Virginia Declaration of Rights, the Declaration of Independence, and the U.S. Constitution. Did the Founders intend to create a democracy, or something entirely new?

**10:00 a.m. Orientation Walk**

This walking tour introduces Williamsburg as the center of government and civic life and connects public and private buildings to residents and their roles in the government.

**10:30 a.m. Exploration Time and Lunch**

**1:30 p.m. Good Progress – Meet Ann Wager and Elizabeth DeRosario**

Education means something to everyone. But can everyone agree on its value? As the first official school for free and enslaved Black children, the Williamsburg Bray School meant something different to every person who walked through its doors.

**2:30 p.m. Education Walking Tour**

Visit the site of the Bray School for enslaved and free Black children, the Brafferton Indian School, and various sites at the College of William and Mary.

**3:30 p.m. Teacher Collaboration Time**

You know your students best. Work with your colleagues to identify ways to use Teacher Institute materials, content, and strategies in your classroom.

**4:00 p.m. Master Teacher Application Session**

Your Master Teacher shares strategies for bringing 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**

## Day 2: Tuesday

### Civic Engagement and Informed Action

#### Supporting Questions:

- How did people in the past engage with their government?
- In what kinds of informed action did people of the past participate?
- How could people of the past create positive change in their community?

**7–8:15 a.m. Breakfast**

**8:15 a.m. Travel to Historic Area**

**8:30 a.m. Special Collections**

Explore primary documents related to civic engagement and informed action, such as government petitions and Thomas Paine’s *Common Sense*.

**9:30 a.m. Break and Travel**

**10:30 a.m. Primary Sources in the Classroom**

Understand various ways to use primary documents in the classroom.

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

**2:00 p.m. Print Shop and Coffeehouse (Concurrent Sessions)**

Learn how people of the past engaged in civil discourse, planned civic action, and protested the actions of the British government.

**3: 15 p.m. Freedom’s Paradox Tour**

Examine the evolution of slavery and how patriots like Peyton Randolph relied on it to build a city, a colony, and eventually a nation. Explore the paradox of the institution of slavery and the movement for independence by looking at the experiences of the free and enslaved members of the Randolph household.

**4:00 p.m. Teacher Collaboration**

You know your students best. Work with your colleagues to identify ways to use Teacher Institute materials, content, and strategies in your classroom.

**4:30 p.m. Master Teacher Application Session**

Your Master Teacher shares strategies for bringing history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.

**5:15 p.m. Checkout and Departure Procedures**

**5:30 p.m. Dinner on Own**

**7:00 p.m. Evening Program: Resolved, an American Experience**

## Day 3: Wednesday

### Civil Disobedience and Forward Motion/Movements?

#### Supporting Questions:

- Is civil disobedience the same as civic action?
- What parallels can be drawn between civic action/civil disobedience in the eighteenth century and today?

**7–8:15 a.m. Breakfast**

**8:15 a.m. Travel to Historic Area**

**8:30 a.m. Stories of Civil Disobedience – Walking Tour**

Under what circumstances is one justified to act outside the law and based on their personal moral code? Hear from citizens of Williamsburg who participated in civil disobedience during the American Revolutionary period.

**9:30 a.m. Militia Musters and the Gunpowder Incident**

Can civil disobedience become civic action? What are the consequences of taking uninformed action? What is the difference between protest, rebellion, and revolution? Learn about the events of April 20, 1775, when the citizens of Virginia took action to oppose royal Governor Lord Dunmore’s removal of the public supply of gunpowder from the Magazine.

**10:30 a.m. Civil Disobedience to Civic Action Timeline**

Tour the art museum and explore objects related to civic action or civil disobedience through time.

**11:30 a.m. Lunch on Own**

**1:00 p.m. Master Teacher Application Session**

Your Master Teacher shares strategies for bringing history to life in the classroom using the experiences and materials gained from participating in the Teacher Institute.

**2:00 p.m. Civic Action Project Plan**

Create a virtual submission/collaboration project for the school year. What resources are needed to cultivate curiosity among your students? Plan the steps for a civic action project: investigation, preparation, action, reflection, demonstration, and evaluation.

**3:00 p.m. Teacher Collaboration**

You know your students best. Work with your colleagues to identify ways to use Teacher Institute materials, content, and strategies in your classroom.

**3:30 p.m. Reflections and Project Sharing**

**4:00 p.m. Graduation and Wrap-up**

5:30 p.m. Dinner

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**Day 4: Thursday – Departure Day**

7–8:15 a.m. Breakfast