

# VMHC IN-PERSON PRIMARY SOURCE WORKSHOP CATALOG

## (4<sup>th</sup> Grade & above unless stated otherwise)

**PROGRAM LENGTH:** All programs are 45-60 minutes and can be paired with an exhibition tour for a 90 minute or 2 hour visit.

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### THE POWHATAN INDIANS

Using primary sources as well as replica artifacts created by Mattaponi Indians, students will learn about what life was like for Woodland Indians by examining the Algonquian-speaking tribes in Virginia before the first English settlers made it their home. The Powhatans serve as an excellent example of Woodland Indian culture that dominated the eastern United States prior to European contact. Students will identify the various natural resources used by Native American men, women, and children to make their tools and clothing.

### POCAHONTAS: HER LIFE & LEGEND

The study of Pocahontas is an excellent exercise testing the strength of primary versus secondary sources. This program examines historical evidence of her life that are recorded by English settlers and compares those accounts to the images created after her death.

### JOHN SMITH'S MAP OF VIRGINIA

John Smith's map of Virginia is one of history's most influential maps. Through guided inquiry, your students will examine different early maps of Virginia to explore concepts of colonization, exploration, and indigenous history to answer the question, "Why was John Smith's map of Virginia so important?".

### POWER AND AGENCY IN COLONIAL VIRGINIA

Students will explore how demographics like race, gender, and wealth made colonial Virginians' lives different. This program will examine the growth of the Virginia colony and economy, enslavement versus indentured servitude, the impact of English colonists on Virginia Indians, and women's lives in Colonial Virginia. This program examines a variety of primary sources, such as broadsides, objects, legal paperwork, and images that shine a light on what life was like in colonial Virginia.

### LIFE OF A REVOLUTIONARY WAR SOLDIER

Students will examine primary sources and replica artifacts to learn more about the daily life of a soldier during the American Revolution, including reasons for joining the conflict, what they would have worn, eaten, and even their illnesses. To end the program, students will read excerpts from the diary of a soldier who was present at the Battle of Yorktown in 1781!

### DIFFERENT PATHS TO FREEDOM: SLAVERY AND THE AMERICAN REVOLUTION

Discover the implications that the American Revolution had on ideas of freedom and liberty. Students will examine the relationship between enslaved individuals and revolutionary ideals through personal stories and an investigation of Dunmore's Proclamation, James Lafayette's petition, and Peter Sublett's manumission.

### CREATING A NEW NATION: VIRGINIA & THE FOUNDING DOCUMENTS

**NOTE:** This program is meant for middle and high school students.

Virginians played an essential role in the creation of the new American nation. From actions during and following the American Revolution to ideas and documents that established the new country, Virginians were involved at every point. During this program participants will discuss George Washington, Patrick Henry, Thomas Jefferson, James Madison, and George Mason, while examining some of the most important documents in American history: The Declaration of Independence, the Virginia Declaration of Rights, The Articles of Confederation, and the United States Constitution.

## **LETTERS FROM A '49ER: A VIRGINIAN'S JOURNEY TO FIND CALIFORNIA GOLD**

In 1849, John Robertson Maben traveled to California in search of gold. In this program, participants will join Maben on his journey. In a series of thirteen letters, Maben describes his travels to his wife, Sarah. These letters are especially vivid as Maben was witness to events both momentous and mundane. Students will join Maben on his journey, interpreting his letters and tracing his travels on a nineteenth-century map.

## **HISTORY IN A HAVERSACK: LIFE OF A CIVIL WAR SOLDIER**

From 1861 to 1865 the country was in a military and social revolution. This program will discuss various aspects of a soldier's life in the Civil War using primary sources, secondary sources, and replica artifacts.

## **ABRAHAM LINCOLN, AFRICAN AMERICANS, AND THE EMANCIPATION PROCLAMATION**

Abraham Lincoln is often called The Great Emancipator; however, enslaved people were responsible for seizing their own freedom. During this program, students will explore primary sources related to self-emancipation at Fort Monroe and the resulting Confiscation Acts. Students will also analyze the Emancipation Proclamation and explore the impact it had on both enslaved and free African Americans. Through guided historical inquiry your students are introduced to political cartoons as primary sources and interpret the importance of these sources while learning about their historical context.

## **SICK CALL! CIVIL WAR DISEASES, HOSPITALS, & MEDICINE**

More soldiers died during the American Civil War from diseases than from battle wounds. What were the most common diseases, and how did doctors treat them? This program examines doctors, nurses, and patients in both the North and South and how they dealt with sickness and injury. Please Note: This program does include images of illness, death, and surgery.

## **DEATH & MEMORY AND THE CIVIL WAR**

**NOTE: This program is meant for middle and high school students.**

The goal of this program is to better understand how the country dealt with the deaths of over 620,000 people during the Civil War. Students will use primary sources such as photographs and letters to analyze how the fatalities were felt on the home front. They will leave with a more comprehensive knowledge of how the Civil War changed America's mourning customs and perspectives of war and death.

*\*This program uses several images of dead bodies, both in battlefields & in staged photos. Please be advised that this may be upsetting to some viewers.*

## **REBUILDING AMERICA: RECONSTRUCTION AND JIM CROW**

After the Civil War, Virginians eagerly embraced economic development and technological change while resisting political and social change. Indeed, as Virginia moved forward in many ways and living standards improved, society was rigidly segregated by race. This program examines the ways in which Virginians and other former Confederates dealt with rebuilding and reunification after the Civil War. Particular attention is paid to the impacts of the 13th, 14th, and 15th amendments, the origins of Jim Crow, and other steps taken to disenfranchise African Americans.

## **FIGHTING JIM CROW**

How did Black Americans fight against Jim Crow during the 20th century? From Richmond neighborhoods to Farmville classrooms, this program explores how resistance to Jim Crow laws and stereotypes varied across time and place. Students will examine photography and ephemera from the VMHC collections to understand how Black activists worked across a century. Special focus will be paid to dual economies, Black men's service in WWII, and legal action in the Civil Rights Movement.

## **WOMEN'S SUFFRAGE STARTER PACK**

**NOTE: This program is meant for 4<sup>th</sup>-5<sup>th</sup> grade students**

Can people support different ways of achieving the same goal? This program looks at how women in the twentieth century had varying perspectives about gaining suffrage. Students will explore the Equal Suffrage League of Virginia through primary sources like broadsides and photographs. They will leave with a better understanding of why women's suffrage was important, and who benefited from the 19th amendment.

## **SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE MOVEMENT**

**NOTE: This program is meant for middle and high school students.**

How did Suffragists convince Congress to ratify the 19th Amendment? This program tracks and examines the rhetorical techniques used by Virginia women in the fight to gain women's suffrage. Students will use primary sources from the VMHC's collection to see how tone and word choice intensified during the Suffrage Movement. By exploring how to craft an argument, students will learn how writing influenced social activism.

## **PICTURE THIS: VIRGINIA IN THE TWENTIETH CENTURY**

Using photographs from throughout the twentieth century, this program is designed to allow students to examine changes in Virginia's industry, society and politics. Historical themes such as education, industrialization, urbanization, transportation, civil rights, and suffrage are explored.

## **FRESH PAINT: MURALS INSPIRED BY THE STORY OF VIRGINIA**

**NOTE: This program is meant for middle and high school students.**

Fresh Paint features murals inspired by Virginia's history. Ten of Virginia's most talented mural artists were provided unrestricted access to the museum's vast collection. Each artist chose objects that interested them and used those stories as inspiration for an original painting reflecting the Commonwealth's diverse history. Throughout the program, participants will explore the role of history in art, engage in a discussion about artistic process and influence, analyze artist statements & artwork, and develop an appreciation for artistic interpretation & historic events.