

Program of Study

Please note – all participants will receive a binder of materials as well as a Google Classroom link to online materials and discussion boards to chat with each other

Day 1 – Road to Revolution

Essential Question: What events and perspectives led to the outbreak of the American Revolution in Virginia?

Secondary Source Reading Materials:

- McDonnell, Michael A., and Woody Holton. “Patriot vs. Patriot: Social Conflict in Virginia and the Origins of the American Revolution.” *Journal of American Studies* 34, no. 2 (2000): 231–56. <http://www.jstor.org/stable/27556808>
- Holton, Woody. “‘Rebel against Rebel’: Enslaved Virginians and the Coming of the American Revolution.” *The Virginia Magazine of History and Biography* 105, no. 2 (1997): 157–92. <http://www.jstor.org/stable/4249636>

Primary Source Materials:

- Maps – A map of the British and French dominion in North America (1755); North America and the West Indies: a new map (1763)
- Written Materials – October 20th, 1774, Continental Association Agreement; Summary View of the Rights of British America; Lord Dunmore’s Proclamation; George Washington letter to Bryan Fairfax discussing taxation; George Mercer reporting on abuses of tax collectors in the colonies; Edmund Pendleton letter describing Boston tea party and Lord Dunmore’s war

Daily Summary:

The workshop will begin with participant discussion related to what they teach about the American Revolution in their own classrooms, as well as discussion related to the assigned articles to make sure that everyone starts the week off on the same foundation of knowledge. The rest of the morning will be focused on content related to understanding the events and perspectives that led to the outbreak of the American Revolution and the 1776 Declaration of Independence. Led by VMHC Education team members, participants will tour the first half of the VMHC’s signature 250th anniversary exhibition *Give Me Liberty*. They will then hear a lecture from University of Virginia professor Dr. Max Edelson, which will provide context to Virginia’s place on the road to the Revolution compared to other British Atlantic colonies.

The afternoon will be focused on interactive workshops. The John Marshall Center will lead a facilitated “Building Bridges” discussion using legal mediation strategies to set a framework of respectful discourse for the week, as well as open questions about the civic discourse happening in the 1760s and 1770s. The VMHC’s Manager of Public Programs, Sam Florer, will then lead a compare & contrast activity that can easily be implemented in the classroom by looking at maps that illustrate how the boundaries of British colonies in North America changed before and after the French & Indian War. Finally, the participants will divide into groups to examine the public and private primary sources mentioned above, summarize their assigned source, and report out to the

wider cohort. These analyses will allow participants to ‘hear’ directly from the people involved at the time – not just our modern interpretations.

Day one will wrap up with group discussion focused on the essential questions of the day – what did they learn about events and perspectives leading to the outbreak of the American Revolution in Virginia? Did any of these surprise them? Conversely, what information reinforced what they already knew?

Day 2 – Field Trip: Richmond in Revolution

Essential Question: What role did Richmond, Virginia play in the American Revolution?

Secondary Source Reading Materials:

- Quick Background on Locations - <https://www.historicstjohnschurch.org/> ; <https://thevalentine.org/> ; <https://www.battlefields.org/learn/articles/richmond-during-revolutionary-war>
- Ragosta, John A. “Caesar Had His Brutus’: What Did Patrick Henry Really Say?” *The Virginia Magazine of History and Biography* 126, no. 3 (2018): 282–97. <http://www.jstor.org/stable/26478279>.
- Lender, Mark Edward, and James Kirby Martin. “A Traitor’s Epiphany: Benedict Arnold in Virginia and His Quest for Reconciliation.” *The Virginia Magazine of History and Biography* 125, no. 4 (2017): 314–57. <http://www.jstor.org/stable/26322642>.

Primary Source Materials:

- Place as Primary Source – St. John’s Church and the Wickham House
- Written Sources – Patrick Henry’s “Give Me Liberty or Give Me Death” speech; James Armistead petition; Letter from the Alderman of London asking William Lee to resign his position; Edmund Pendleton papers related to the recruitment of soldiers

Daily Summary:

Day two will kick off the place-based aspect of this workshop. Participants will visit St. John’s Church, site of the infamous “Give Me Liberty or Give Me Death” speech by Patrick Henry and walk the grounds, speak with staff members about Henry’s life and legacy, and hear a reenactment of the speech by a costumed interpreter. The discussion will center on how historical reenactments and audio can change how an individual experiences a primary source – what does it add? What do we need to consider? Afterwards, the group will take a driving tour led by Sam Florer to explore the route of infamous turncoat Benedict Arnold’s raid on Richmond – a 1781 campaign that saw the British briefly capture Richmond. This will tee up a discussion about choices – from ardent patriot Patrick Henry to once-patriot turned loyalist Benedict Arnold, to loyalist John Wickham, who participants will learn about in the afternoon.

The Valentine Museum is the perfect location to learn about John Wickham, a loyalist during the American Revolution – as the historic house on their property was once owned by Wickham himself. After the war, Wickham moved to Richmond and became a prominent attorney.

Interestingly, his father-in-law, James McClurg, had been a patriot and delegate to the Constitutional Convention in 1787. Christina Vida, curator at The Valentine, will lead a tour and primary source analysis. After heading back to the VMHC, participants will engage in discussion about the different perspectives during the American Revolution. What different ideas and approaches do we have today about the American Revolution?

To introduce participants to a wider cast of Virginia individuals, we will then end the day with our “Perspectives Card Game” activity, which challenges participants to assign ‘patriot’ or ‘loyalist’ to an individual based on a short description of their beliefs and socioeconomic status. The education team will then reveal the answer, and facilitate a discussion about how much we can assume about a person based on external factors and what seems to ‘make sense’ - why do people make the decisions they do? How much are we truly able to understand from the historic record? Individuals will include people that on paper could have reasonable cause to support either side.

Day 3 – Different Paths to Freedom

Essential Question: How did the American Revolution offer different paths to freedom for various groups of people?

Secondary Source Reading Materials:

- Pybus, Cassandra. “Jefferson’s Faulty Math: The Question of Slave Defections in the American Revolution.” *The William and Mary Quarterly* 62, no. 2 (2005): 243–64. <https://doi.org/10.2307/3491601>.
- Selby, John E. *The Revolution in Virginia, 1775-1783*. Williamsburg, Va.: Colonial Williamsburg Foundation; Charlottesville, Va.: Distributed by University Press of Virginia, 1988, Chapter 10: 184 – 203.

Primary Source Materials:

- Written Sources - Marquis de Lafayette Petition; Deed of Emancipation by Richard Rowell of Surry County; Harry Washington entry in the “Book of Negroes;” Autobiography of Noah Davis; Peggy Jones’s freedom papers; Robert Carter III letter from overseer; Matthews political letter defining voting rights for Virginians in what is today West Virginia

Daily Summary:

Workshop participants will return to the VMHC for day three. The day will begin by finishing the gallery tour of *Give Me Liberty*, as well as taking a curator-led tour of the VMHC’s exhibit exploring the experiences of free Black people in Virginia prior to the Civil War. The juxtaposition of these two exhibits will allow participants to engage in discussion about the differences between freedom and liberty, and what different types of freedom existed for different groups of people after the American Revolution. After the gallery tours, participants will hear a lecture from the College of William & Mary’s Dr. Sarah McCartney, who specializes in the ‘frontier’ of colonial era Virginia. She will discuss how the American Revolution changed the lives of Virginians living in these more fringe areas of the state.

In the afternoon, educators will follow up on the ideas of perspective and individual choice introduced on day two by exploring what actually happened to those people. Did they live 'freer' lives after the American Revolution? What different paths did they take to get there? By examining sources that in some way furthered the freedom of individuals, we will compare how experiences varied according to race, gender, and economic class. Of note is Robert Carter III – one of the largest enslavers of the period who experienced a religious conversion after the American Revolution and freed over 400 enslaved people. In addition, our collection contains the freedom papers of Peggy Jones – a free Black woman who was required to keep these papers on her at all times, or potentially be sold into enslavement. After this examination, participants will meet with our library team to see some of the VMHC's vast collections up close and learn how they can access the nearly 9 million item collection from afar. They will also have some self-guided time to reflect on the week at this midway point and see some other parts of the museum not included in the guided programming.

Finally, participants will dive into using primary sources in student-led, project-based learning by engaging with one of VMHC's signature activities - "You Be the Curator" - which encourages participants to create their own mini exhibit around a certain theme. The VMHC Education team will pre-curate a set of twenty primary sources from our collection related to the American Revolution and challenge the educators to choose five 'must have' objects connected by a central theme.

Day 4 – Field Trip: Yorktown Museum & Yorktown Battlefield

Essential Question: What can Yorktown teach us about both the day-to-day military experiences of Revolutionary War soldiers, as well as the long-term impact of this last major battle of the American Revolution?

Secondary Source Reading Materials:

- Quick Background on Locations - <https://www.jyfmuseums.org/visit/american-revolution-museum-at-yorktown> ; <https://www.nps.gov/york/index.htm>
- Goldberger, Sarah. "Seizing the Past: Revolutionary Memory and the Civil War in Yorktown." *The Virginia Magazine of History and Biography* 122, no. 2 (2014): 98–127. <http://www.jstor.org/stable/24393922>.
- Greene, Jerome. *The Guns of Independence: The Siege of Yorktown, 1781*. New York: Savas Beatie, 2005, 1 – 22.

Primary Sources:

- Written Material – Benjamin Bartholomew diary; "Glorious News" broadside; "Surrender of the English Army at Yorktown" print; Battle of Yorktown maps

Daily Summary:

Day four brings participants to Yorktown, where they will visit the American Revolution Museum at Yorktown, which features exhibitions and living history focused on the everyday experience of Revolutionary War soldiers, as well as a broad approach to the American Revolution as a whole,

making it the perfect location to begin to wrap up the week. The visit will include a mix of self-guided time, primary source analysis activities with JYF staff, and living history demonstrations.

In the afternoon, participants will tour the Yorktown Battlefield, the site of the last major battle of the American Revolution. By visiting these two locations, our intent is to ground the lofty ideals of the American Revolution in the physical experiences of soldiers. What did people experience to make words a reality? Participants will read excerpts from the diary of Captain Benjamin Bartholomew, whose rare eyewitness account of the Battle of Yorktown offers a glimpse into both the monotony of daily soldier life and the dramatic climax of Yorktown. They will then be able to compare his reports to their own observations of the battlefield.

The Battle of Yorktown took place in 1781, and as the last major battle is often considered a stopping point for the story of the American Revolution – but that story doesn’t technically end until 1783, with the Treaty of Paris. After experiencing the place where it happened, we will ask teachers to consider the idea of legacy – why does this place burn so brightly in the story of the American Revolution?

Day 5 – The Challenge Continues

Essential Question: How have Virginians used the ideals and imagery of the American Revolution over the past 250 years?

Secondary Source Readings:

- Purcell, Sarah. “Martyred Blood and Avenging Spirits: Revolutionary Martyrs and Heroes as Inspiration for the U.S. Civil War.” In *Remembering the Revolution: Memory, History, and Nation-Making from Independence to the Civil War*, edited by Michael McDonnell, Clare Corbould, Frances Clarke, and W. Fitzhugh Brundage, 280 – 293. Amherst: University of Massachusetts Press, 2013.
- <https://www.amrevmuseum.org/dr-martin-luther-king-jr-and-the-promises-of-the-american-revolution>
- https://artsandculture.google.com/asset/%E2%80%9Cdeath-or-liberty%E2%80%9D-mark-weakley/GwFhs_4Dlu4gcQ?hl=en and <https://encyclopediavirginia.org/entries/gabriels-conspiracy-1800/>
- <https://www.americanrevolutioninstitute.org/lesson-plans/legacies-of-the-revolution/womens-rights-and-the-legacy-of-the-revolution/>

Primary Sources:

- Written Materials - “Twelve Reasons Why Mothers Should Have the Vote” and “Equal Suffrage and the Negro Vote” suffrage broadsides; Modern protest signs; USCT metal plate; Great Seal of the Confederacy; Gabriel Prosser “Death or Liberty” flag

Daily Summary:

The American Revolution fundamentally changed the way that individuals thought about the freedoms and liberties that should be guaranteed and protected by their government. In the final

day of this workshop, participants will examine both the short-term and long-term impacts of the American Revolution by exploring a few key moments where individuals called back to the ideals set forth in the founding documents. First, participants will take a gallery tour that focuses on moments where “The Revolution Continued” - with focuses on moments of Black resistance, Civil War & Emancipation, the 15th & 19th Amendments, and the desegregation of school systems and public life. Then, they will hear a lecture from scholar Dr. Jon Kukla, focused on how the rhetoric of the revolution helped to create an ‘American’ identity.

After lunch, participants will dive more deeply into several of the topics mentioned above. A key primary source for discussion on this day will be a Civil War-era metal plate that belongs to one of our museum collection partners, the Black History Museum and Cultural Center of Virginia. This plate belonged to a United States Colored Troop regiment and is engraved with the words - “Rather die a free man than live to be a slave” - a reference to Patrick Henry’s words “Give Me Liberty or Give Me Death,” and a reminder that to millions of Black Americans, the Civil War was more revolutionary than the American Revolution.

The suffrage portion of the day will focus on arguments made by Virginian women that ultimately helped to pass the 19th Amendment – the largest enfranchisement of voters in the history of the United States, and one that employed racist language against African American women. As we saw with the American Revolution, racism continued to play its role in restricting supposed freedoms. Finally, participants will dive into a session that looks at how words and imagery from the American Revolution has been utilized by groups with a variety of agendas – from the French and Haitian Revolutions, to Abraham Lincoln’s Gettysburg Address and the Great Seal of the Confederacy, to modern American political parties. Through primary source examinations, we will ask participants to consider the essential question of the day - How have Virginians used the ideals of the American Revolution over the past 250 years?

Post-Institute Connections:

After the institute, we will continue to connect with the participants in a variety of ways. All participants will maintain access to their Google Classroom as a community space and shared resource bank. Each teacher will also receive a free virtual field trip for their students from our digital learning team. In addition, we will ask them to complete a post-institute survey.

As the teachers head back into the school year, we will offer two dates during the weeks of August 18th and September 8th for teachers to virtually connect with us again. During the 4-6 weeks that will have passed since the institute, it is our hope that teachers will have started thinking about how to implement in their classrooms the ideas, sources, and activities they received. At these virtual meetings, we will have Lynne O’Hara - Deputy Director of Programs for National History Day – talk through the ways that National History Day can support students and teachers in the classroom.

Please note: readings, sources, and activities are subject to minor changes