



# FIELD TRIP CATALOG

## TAKE YOUR STUDENTS ON A TRIP THROUGH VIRGINIA HISTORY!

*Visit the Virginia Museum of History & Culture with  
your class to explore the history of the  
Commonwealth.*

### WHAT FIELD TRIPS DO YOU OFFER?

- We offer a large catalog of museum experiences for all grade levels, including hands-on workshops and guided tours of our exhibitions. All programs are designed with VDOE Standards of Learning in mind.
- Museum experiences are designed to connect with our long-term exhibition, *The Story of Virginia*. We also offer tours of temporary exhibitions.
- Programs last anywhere between one and two hours and can be customized to fit the needs of your group.
- In addition to guided programs, we can provide self-guided materials to those interested in exploring the museum on their own.

### HOW MUCH DO FIELD TRIPS COST?

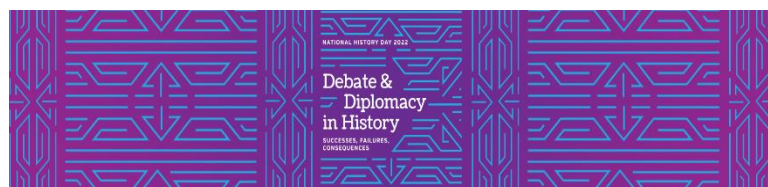
- Field trips to the Virginia Museum of History & Culture are FREE! Guided experiences and self-guided materials are available free of charge.

### HOW DO I BOOK A PROGRAM?

- Guided & self-guided field trips can be reserved [online](https://www.virginiahistory.org/field-trips) and by phone or email. Please contact Maggie Creech at 804.342.9652 or [mcreech@VirginiaHistory.org](mailto:mcreech@VirginiaHistory.org) to learn more or book your field trip now!
- If you are interested in booking a custom program, or if you'd like to discuss options to fit the needs of your group, please contact Maggie Creech.

## FEATURED FIELD TRIPS (2021-2022 SCHOOL YEAR)

**PLEASE NOTE – DUE TO BUILDING CONSTRUCTION AND COVID FIELD TRIPS ARE BEING OFFERED ON A MODIFIED BASIS\*. PLEASE CONTACT MANAGER OF MUSEUM PROGRAMS, MAGGIE CREECH, AT [mcreech@virginiahistory.org](mailto:mcreech@virginiahistory.org) FOR FURTHER INFORMATION.**



### VIRGINIA HISTORY DAY: Debate and Diplomacy in History – Successes, Failures, Consequences

**Grade Level:** 4<sup>th</sup> – 5<sup>th</sup> Grade; 6<sup>th</sup> – 12<sup>th</sup> Grade

**Time:** 60-90 minutes

**Maximum Group Size:** 50 students

Virginia History Day is the state affiliate of National History Day, a project-based learning program for students grades 4-12. This interdisciplinary research project helps students develop historical thinking and literacy skills while making the study of history engaging, relevant, and most of all, fun! During this workshop, students will be introduced to the yearly theme and use museum collections to brainstorm possible topics and connections.



# VMHC FIELD TRIP CATALOG

---

## PRE K – 1<sup>ST</sup> GRADE

### **Dressing the Past (K.1-K.3, K.7, K.8//1.1-1.3b)**

**Time:** 60 minutes

**Maximum Group Size:** 50 students

Using clothes and replica artifacts, students will take a journey through time to look at items of clothing from famous Virginians and important periods in Virginia's history. Participants will be able to draw conclusions about life in the past vs. present, and talk about why individuals and communities lived, worked, and dressed differently.

### **Famous Faces (1.1a, 1.1e, 1.2a-b, 1.3, 1.4)**

**Time:** 60 minutes

**Maximum Group Size:** 50 students

Using primary sources and time in our galleries, students will be introduced to Famous Virginians. Participants will be able to discuss the contributions of these individuals to life in Virginia today, as well as think critically about different ways we remember people from the past.

### **Marvelous Maps (K.1, K.3-K.7//1.1, 1.2, 1.5, 1.6)**

**Time:** 60 minutes

**Maximum Group Size:** 50 students

Students will develop map skills and view primary/secondary sources by investigating a variety of maps to learn about basic map symbols, cardinal directions, and land/water features. Participants will compare globes to flat maps, historic maps to modern maps, and local maps to national maps.

## 2<sup>nd</sup> – 3<sup>rd</sup> GRADE

### **Powhatan's People (2.1a, 2.1b, 2.1d, 2.1e, 2.3, 2.7)**

**Time:** 60 - 90 Minutes

**Maximum Group Size:** 50 students

Educators will take students through our learning center and galleries as they talk about the lifestyles of the Powhatan in comparison with the Lakota and Pueblo tribes. Students will rotate through a variety of activities, including replica artifacts, archaeology, and a craft to learn about the lives and customs of the Powhatan Indians.

### **The Voice, The Pen, The Sword (3.11-3.13)**

**Time:** 90 minutes

**Maximum Group Size:** 50 students

Students will spend time in our Story of Virginia exhibit learning about the diversity of population and perspective throughout Virginia history. We will analyze our system of government, and what happens when people don't agree on the laws! In the classroom, participants will work together on an interactive activity that illustrates the process of creating and voting for different laws.

## 4<sup>TH</sup> – 5<sup>TH</sup> GRADE

### **Hands-On History Boxes (SOLs vary depending on topic)**

**Time:** 60 minutes

**Maximum Group Size:** 50 students

Using replica artifacts, images, and reproductions of VMHC manuscripts, students will explore a specific era of Virginia history in-depth. Permanent topics include Pocahontas and the Powhatans, the Revolutionary War, Westward Expansion, and the Civil War. *Please specify when booking.*

### **Virginia Studies SOL Based Combo Tour (VS.1-VS.10)**

**Time:** Two Hours

**Maximum Group Size:** 50 students

Specifically developed for elementary Virginia Studies students, this program follows the timeline of Virginia History from prehistory to the present day. Students will participate in a 60-minute gallery tour by viewing and analyzing objects on display, as well as participate in a 60-minute interactive classroom presentation that highlights four important topics in Virginia History (Pocahontas and Powhatans, Revolutionary War, Westward Expansion, and Civil War) through primary sources, secondary sources, and replica artifacts. *Please be advised that this program is best performed in the spring, after students have covered most of the curriculum.*

### **Story of Virginia/Hands-On History Boxes (SOLs vary depending on topic)**

**Time:** 90 minutes

**Maximum Group Size:** 50 students

Students will participate in a 45-minute Story of Virginia gallery tour by viewing and analyzing objects on display. They will then dive deeper into a specific area of history with our hands-on history box interactive classroom activity that incorporates primary sources, secondary sources, and replica artifacts. Permanent topics include Pocahontas and the Powhatans, the Revolutionary War, Westward Expansion, and the Civil War. *Please specify when booking.*

### **Story of Virginia Tour and Scavenger Hunt (VS.1 – VS.10)**

**Time:** 90 minutes

**Maximum Group Size:** 50 students

Students will spend the entire time in our galleries as they explore the *Story of Virginia* with an educator-led tour. They will then end their experience with a self-led scavenger hunt. Scavenger hunt topics all correlate to Virginia Studies SOLs, and can cover a variety of topics, from a general timeline, to women's history, to African American history.

### **Hands-On-History Stations and Scavenger Hunt (VS.1 – VS.10)**

**Time:** 60-90 minutes

**Maximum Group Size:** 50 students

Students will spend the entire time in our galleries as they explore the *Story of Virginia* with a self-led scavenger hunt. Educator-staffed stations that represent the Powhatans, the Revolutionary War, Westward Expansion, and the Civil War with replica artifacts will also be available for students to touch and experience. Scavenger hunt topics all correlated to Virginia Studies SOLs, and can cover a variety of topics, from a general timeline, to women's history, to African American history.

## SECONDARY

### **Connecting the Docs...Primary Source Investigations (SOLs vary depending on grade and topic)**

**Time:** 90 minutes

**Maximum Group Size:** 50 students

Using manuscripts, images, and replica artifacts, students will explore a topic from Virginia's past. Students will interact with a variety of perspectives surrounding a specific issue, as well as analyze the impact of changing types of media. Topics include Virginia Indians, The Revolutionary War, Westward Expansion, Slavery in Virginia, The Civil War, Reconstruction, Virginia in the 20th Century, and Civil Rights. *Please specify when booking program.*

### **Junior Curators (SOLs vary depending on grade and topic)**

**Time:** 90 minutes

**Maximum Group Size:** 50 students

Students will tour museum galleries to see and analyze how sources and artifacts are displayed to best illustrate a topic of your choice. This program also includes a classroom portion that focuses on analysis of primary sources, and finally allows students to "curate" their own pop-up exhibit for quick presentation to the class about why the students chose the images, sources, and artifacts that they did to represent the chosen topic. Topics include Virginia Indians, The Revolutionary War, Westward Expansion, Slavery in Virginia, The Civil War, Reconstruction, Virginia in the 20th Century, and Civil Rights.

### **Lessons Learned (SOLs vary depending on grade and topic)**

**Time:** 90 minutes

**Maximum Group Size:** 50 students

In this interactive analysis of African American history, students use Virginia textbooks from the 19th, 20th, and 21st centuries to examine the tone and content of topics ranging from the arrival of the first enslaved Africans in 1619 through Reconstruction. Students will then compare how these topics are covered in our Story of Virginia gallery today.

---

### **Custom & Self-Guided**

We also offer custom and self-guided options for your group. Please contact Manager of Museum Programs, Maggie Creech, at 804.342.9652 or [mcreech@VirginiaHistory.org](mailto:mcreech@VirginiaHistory.org) for more information and booking guidelines.

### **Modified Guidelines**

Due to construction and COVID, group sizes have been decreased. In a typical year, many of our programs can accommodate up to 100 students at a time.



# HISTORYCONNECTS

## HistoryConnects FAQ

### HOW MUCH DO THESE PROGRAMS COST?

- HistoryConnects programs are \$75 each for Virginia Schools and \$125 per program for out-of-state schools.
- Discounts are available when booking multiple programs & for Title I Schools.
- Programs can be delivered to individual classrooms or multiple classrooms within the school. There is no additional charge for multiple classrooms to participate during an appointment.

### HOW DO I BOOK A PROGRAM?

- Programs can be booked [online](#) or by email. Please contact Hailey Fenner at [hfenner@VirginiaHistory.org](mailto:hfenner@VirginiaHistory.org).
- We also offer custom programs and custom program bundles. Please contact us to learn more.

### HOW WILL WE CONNECT?

- We can connect on any platform used by the school (Zoom, Teams, Google Meet, Blackboard Collaborate, etc.).
- Participants are encouraged to book a [test call](#) before their program.

### WHAT EQUIPMENT WILL I NEED?

- For in-person/hybrid students:
  - An internet-connected computer or web-enabled device connected to a projector, monitor, or Smartboard. If possible, please use a wired ethernet connection.
  - An external or built-in webcam positioned to see as many students as possible.
  - A built-in microphone or external USB noise-canceling conference microphone.
  - Speakers loud enough for the room to hear.
- For virtual students/students connecting individually:
  - An internet connected device.
  - Webcam and microphone access are preferred, but not required. Students can engage using the chat box or polling features.
  - Headphones required if connecting individually in the classroom.

*Bring the VMHC into your classroom with HistoryConnects K-12 programming! Our award-winning catalog of programming for students highlights the vast collection of the Virginia Museum of History & Culture while reinforcing both national and state standards of learning. HistoryConnects sessions are designed to be student-centered and foster inquiry and may be booked individually or as a thematic bundle.*

## FEATURED PROGRAM BUNDLE

### PRIMARY SOURCE OF THE MONTH BUNDLE

**PROGRAM LENGTH:** 45 – 60 Minutes

**GRADE LEVEL:** 4<sup>th</sup> & 5<sup>th</sup> Grade, Virginia Studies

**BUNDLE COST:** 8 Programs - \$400, 4 Programs - \$200

This bundle features 8 HistoryConnects programs delivered monthly throughout the school year. Each month a museum educator will connect with your students to investigate a variety of primary sources. Through a guided inquiry process, students will analyze and interpret the importance of each source and place it in historical context. The program schedule & sources are aligned with Virginia SOLS, and each program focuses on developing history & social science skills.

## FEATURED FREE PROGRAMMING

*We offer two free 40-minute programs for classrooms as a preview to the HistoryConnects catalog of programming.*

### THE POWHATAN INDIANS

**PROGRAM LENGTH:** 30 - 40 Minutes | **GRADE LEVEL:** K – 8

Using primary sources and replica artifacts, students will explore what life was like for Virginia Indians at the time of English contact.

### HISTORY IN A HAVERSACK: THE CIVIL WAR

**PROGRAM LENGTH:** 30 - 40 Minutes | **GRADE LEVEL:** 4 - 12

Using primary sources and replica artifacts, students will explore what life was like for soldiers in the American Civil War.



# HISTORYCONNECTS PROGRAM CATALOG

INDIVIDUAL PROGRAM PRICE: Virginia Schools \$75 | Out-of-State \$125

---

## THE POWHATAN INDIANS

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 2<sup>nd</sup> – 12<sup>th</sup> Grade

Using primary sources as well as replica artifacts, students will learn about what life was like for Woodland Indians by examining the Algonquian speaking Powhatans 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 the European contact. Students will identify the various natural resources used by Native American men, women, and children to make their tools and clothing. Students will also be engaged in a discussion about Pocahontas and the myths associated with her life.

## POCAHONTAS: HER LIFE & LEGEND

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

The study of Pocahontas is an excellent exercise testing the strength of primary versus secondary sources. This program examines historical evidence of six episodes of her life that are recorded by English settlers and compares those accounts to the mythology created after her death, when artists manipulated her story to support causes that they wanted to advance.

## EXPLORING PRIMARY SOURCES: JOHN SMITH'S MAP OF VIRGINIA

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

Maps gained in importance during the Age of Exploration. European explorers needed maps to follow and created their own as they explored new lands. Some maps became so important that they were copied repeatedly. These map copies, or derivatives, were especially useful to travelers and explorers to the New World. John Smith's map of Virginia was one of these influential maps, because of the importance of the Virginia settlement and the accuracy with which Smith conducted his work.

## FROM JAMESTOWN TO REVOLUTION: VIRGINIA IN THE COLONIAL ERA

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

During this program students will explore what demographics made colonial Virginians' lives different. This program will study the beginnings of government in Virginia, enslavement versus indentured servitude, the impact of English colonists on Virginia Indians, and how colonial Virginians lived in their day-to-day lives. From objects to paintings, letters to broadsides, this program will look at a variety of different primary sources that shine a light on what life was like in colonial Virginia.

## THE PURSUIT OF LIBERTY: THE REVOLUTIONARY WAR AND THE FOUNDING OF AMERICA

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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 learn more about the lives of Virginia's founding fathers, such as George Washington, Patrick Henry, Thomas Jefferson, James Madison, and George Mason, while also examining some of the most important documents in American history: The Declaration of Independence, the Virginia Statute for Religious Freedom, the Virginia Declaration of Rights, and the United States Constitution.

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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

Discover the implications that the American Revolution had on ideas of freedom and liberty. Students will examine the relationship between enslaved African Americans and the American Revolution through an investigation of Lord Dunmore's Proclamation, James Lafayette's petition, and Peter Sublett's manumission. Students will engage in primary source analysis and interpret the importance of the primary source and place it into historical context. This interactive program will end with a period for questions and answers.

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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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. He wrote of the cholera epidemic of 1849, the great St. Louis fire that same year, and the excitement and brutality of the California gold fields. In this program, students will join Maben on his journey, interpreting his letters and tracing his travels on a nineteenth-century map.

## THE CIVIL WAR: AN AMERICAN TURNING POINT

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

From 1861 to 1865 the country was in a military and social revolution. How we define freedom, liberty, patriotism, and nation today is directly related to the diverse experiences of the individuals who participated in the Civil War. This program will discuss various aspects of the Civil War, including life on the battlefield, life on the home front, the roles of medicine & technology in the Civil War, and the experiences of African Americans, women, & children during the war.

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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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.

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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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. Students will use an interactive program to help diagnose a sick patient and treat them for their ailment while also learning how surgeons completed war-time amputations.

## DEATH & MEMORY AND THE CIVIL WAR

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 6<sup>th</sup> – 12<sup>th</sup> Grade

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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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. 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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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.

## COMMONWEALTH AND THE GREAT WAR

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 6<sup>th</sup> – 12<sup>th</sup> Grade

In 1917, Virginia-born President Woodrow Wilson brought the nation into war against the German, Austrian, and Ottoman empires. The Commonwealth and the Great War tells the stories of individual Virginians who carried the state's proud military tradition to the battlefield during World War I. 100,000 of them served; 3,700 died. Many more were injured. Thirty-nine percent of the draftees in 1918 were African Americans. Hundreds of Virginia nurses and doctors followed soldiers to Europe. Military facilities established in Virginia became essential centers for the war effort. Thousands labored at home to produce vital war supplies, and families tended "Victory Gardens" and rationed food to "make the world safe for democracy." This program will analyze the lives of Virginians during WWI.

## WOMEN'S SUFFRAGE STARTER PACK

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 5<sup>th</sup> Grade

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.

## WHAT'S YOUR SIGN? EPHEMERA & WOMEN'S ACTIVISM

**PROGRAM LENGTH:** 45 Minutes | **GRADE LEVEL:** 6<sup>th</sup> – 12<sup>th</sup> Grade

Who decides what a progressive movement is? Can contemporary activism truly embrace intersectionality? This program explores over a century of women's activism through ephemera found in the collections at the Virginia Museum of History & Culture. From protest signs to knit caps, students will learn how Virginia women fought against injustices in the Commonwealth. Students will also analyze the historiography, or how history is recorded, of protest movements.

## PICTURE THIS: VIRGINIA IN THE TWENTIETH CENTURY

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

New and rapidly developing technologies allowed the twentieth century to be the more visually documented than any previous era. Movies, photography, and new printing methods recorded the sweeping changes that occurred as people moved from the countryside to cities and as the Industrial Revolution came to dominate the new rhythms of life. Join us as we explore themes of urbanization, social change, and politics represented by the photograph, manuscript, and museum collections of the Virginia Museum of History & Culture.

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

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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.

## HUMOR WITH EDGE: EXPLORING POLITICAL CARTOONS

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 6<sup>th</sup> – 12<sup>th</sup> Grade

For more than two centuries, whenever there has been a debate in the United States, political cartoons have taken part, and in some cases, pushed the debate to its limits. Political cartoons began as a street-level phenomenon. In the late eighteenth and early nineteenth centuries, they were often posted on walls or passed from person to person, as well as being published in newspapers. By the end of the nineteenth century, they were an important part of the growing popularity of newspapers and magazines, and the intense competition for readership made provocative cartoons a valuable selling point. At the beginning of the twenty-first century, political cartoons appear in a wide range of online publications and can still stir up controversy.



## DRESSING THE PAST: FASHION & HISTORY

**PROGRAM LENGTH:** 40 - 45 Minutes | **GRADE LEVEL:** K – 2<sup>nd</sup> Grade

Using clothing and replica artifacts, students will take a journey through time to look at items of clothing from famous Virginians and important periods in Virginia's history. Participants will be able to draw conclusions about life in the past vs. present, and talk about why individuals and communities lived, worked, and dressed differently.

---

## PRIMARY SOURCE OF THE MONTH BUNDLE

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4th & 5th Grade, Virginia Studies

**BUNDLE COST:** 8 Programs - \$400, 4 Programs - \$200

This bundle features 8 HistoryConnects programs delivered monthly throughout the school year. Each month a museum educator will lead your students through a guided inquiry process to analyze and interpret a variety of primary sources. The program schedule & sources are aligned with Virginia Standards of Learning, and each program focuses on developing history & social science skills.

### **OCTOBER | Why was John Smith's Map so important?**

John Smith's map of Virginia was one of history's most influential maps, because of the importance of the Virginia settlement and the accuracy with which Smith conducted his work. Students will examine different aspects of colonization while they are introduced to maps as primary sources. (VS.1, VS.2, VS.3)

### **NOVEMBER | Who was the "real" Pocahontas?**

This program will examine some of the many depictions of Pocahontas over time, including the one depiction made in person. Students will learn how to interpret a picture as a primary source, and through historical inquiry, determine which depiction is the "real" Pocahontas. (VS.1, VS.2)

### **DECEMBER | Why did people have different lives in colonial VA?**

During this program students will explore what demographics made colonial Virginians' lives different. This program will study the beginnings of government in Virginia, enslavement versus indentured servitude, the impact of English colonists on Virginia Indians, and how colonial Virginians lived in their day-to-day lives. From objects to paintings, to letters & broadsides, this program will look at a variety of different primary sources that shine a light on what life was like in colonial Virginia. (VS.1, VS.3, VS.4)

### **JANUARY | Did colonial ideals of liberty apply to everyone?**

Discover the implications that the American Revolution had on ideas of freedom and liberty. Students will examine the relationship between enslaved African Americans and these ideals through and investigation of Dunmore's Proclamation, James Lafayette's petition, and Peter Sublett's manumission. (VS.1, VS.4, VS.5)

### **FEBRUARY | What was life like on the frontier?**

In 1849, John Robertson Maben traveled to California in search of gold. In a series of thirteen letters, Maben describes his travels to his wife, Sarah. In this program, students will join Maben on his journey, interpreting his letters and tracing his travels on a nineteenth-century map. (VS.1, VS.6)

### **MARCH | Who freed the enslaved people?**

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. (VS. 1, VS. 7)

### **APRIL | Who was Jim Crow?**

This program examines the ways in which Virginians 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. (VS.1, VS.8)

### **MAY | What happened in Virginia in the 20th Century?**

Using photographs and primary sources throughout the twentieth century, this program is designed to allow students to examine changes in Virginia's society and politics. Historical themes such as education, industrialization, urbanization, transportation, and the changing roles of women are explored. (VS. 1, VS. 8, VS. 9, VS.10)

**To book this bundle, please contact Hailey Fenner at 804.342.9689 or [hfenner@VirginiaHistory.org](mailto:hfenner@VirginiaHistory.org).**