

**CREDIT UNION WEEK**  
**at**  
**COLONIAL WILLIAMSBURG TEACHER INSTITUTE**  
**IN EARLY AMERICAN HISTORY**  
**Fellowships Sponsored by PSCU Financial Services and its Member-Owner Credit Unions**

**Elementary School**  
**July 10-17, 2007**

Designed for history, government, and social studies teachers who teach United States history and government, this intensive weeklong workshop is open to all elementary schoolteachers. The Institute will immerse participants in early American history "on location" in Williamsburg, the restored capital city of eighteenth-century Virginia, Jamestown, and Yorktown.

Participants will be involved in an interdisciplinary approach to teaching social studies with Colonial American history as the focus. Teachers will have the opportunity to exchange ideas with historians, meet character interpreters and take part in re-enactments of events of the eighteenth century. They will investigate new teaching techniques with mentor teachers as well as with each other. Together with Colonial Williamsburg staff, they will prepare new instructional materials for use in their own classrooms.

Returning to their home schools, teachers will be expected to use not only the instructional materials, but also the experiences and the skills they gained and sharpened at Colonial Williamsburg. They will be asked to share these materials, skills, and experiences with fellow teachers through workshops and in-service programs. Participating teachers will become members of Colonial Williamsburg's network, linked to Colonial Williamsburg and to their colleagues in the field through various media.

This is a participatory, interactive, interdisciplinary institute. Participants must have the mental and physical endurance required for 13-14 hour days in a hot, humid climate. They should have the ability to develop and write lesson plans and critique a variety of educational materials. They need to be able to work well as part of a team. It is also expected that teachers selected will be teaching United States history or serving as a resource teacher in their district for the 2007-2008 school year.

**Each Teacher Will Receive Fellowships That Cover:**

Admissions to all program activities  
Room (double occupancy) and meals  
\$100 stipend for purchasing educational materials and a \$100 travel reimbursement  
Teacher resource materials

**Application Due Date:**

Applications must be postmarked on or before **March 16, 2007** to be considered.

**Return completed application packet to:**

Tab Broyles  
Director Teacher Professional Development  
Colonial Williamsburg Foundation  
PO Box 1776  
301 First Street  
Williamsburg, VA 23187  
757-220-7975  
757-565-8916 Fax  
Email:[tbroyles@cwf.org](mailto:tbroyles@cwf.org)

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**GOALS**

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will

- Identify significant seventeenth- and eighteenth- century events that continue to shape and define our nation.
- Understand how people of various cultural backgrounds interacted with one another during the seventeenth and eighteenth centuries.
- Engage students in exploration of Native American, European, and African economic, cultural, and political heritage.
- Learn and review techniques that develop students' abilities to use higher-level critical thinking skills by using primary source documents and artifacts.
- Create a network in which they and Colonial Williamsburg staff can acquire and exchange information about seventeenth- and eighteenth- century history.

**SAMPLE ITINERARY**

**Day 1**

This week begins with an opening dinner at 6:30 p.m. and an introduction to the week's activities. The group will take an Orientation tour of the Historic Area.

**Day 2**

The group travels to Jamestown, the 1607 site of the first Virginia settlement where the first representative assembly met in 1619. The teachers tour a recreated Powhatan village, an English fort and ships, and participate in navigational activities and a cannon drill. The group visits the original 1607 site of the fort, which is under current excavation, and discusses the ways information is gathered. Mentor teachers share ideas and lesson plans.

**Day 3**

Participants investigate primary sources, written documents, diary entries, prints, and artifacts that historians use to study history. Throughout the week, the participants will investigate the life of an 18<sup>th</sup>-century person using these documents. In the afternoon, the group explores domestic activities and discusses issues with character interpreters.

**Day 4**

Teachers discuss the eighteenth-century economy, how it functioned, and its effect on society. Teachers visit an agricultural site to discover how tobacco, "Virginia's cash crop," influenced the colony's economy. Teachers investigate the Virginia monetary system by using primary documents such as price lists and inventories in order to understand the different choices available for each social level.

**Day 5**

The group tours homes and public buildings including the Capitol, Gaol, Courthouse and Church. Teachers discover how English law and political structure affected the county and colonial legal system. Participants role-play a court trial.

**Day 6**

The group travels to Great Hope's Plantation. Participants visit a slave quarter, review lessons on the transatlantic slave trade, and participate in African stories, games, and dance.

**Day 7**

At the Capitol, participants debate the Virginia Resolution for Independence and place their votes. The group travels to Yorktown to Redoubt 9 and 10, the site of the last decisive battle of the Revolutionary War. Teachers have additional time to explore Colonial Williamsburg.

**Day 8**

Teachers conclude the week by discussing how they will use historical content, teaching techniques, and materials received during the week. They will return home with lesson plans and primary sources on CD-ROM, video and audiotapes, contacts at Colonial Williamsburg, and good ideas to use in the classroom. Weekly itineraries may vary slightly.

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**GENERAL APPLICATION FORM**

**Completed form must be postmarked by March 16, 2007 in order to be considered.**

I would like to be considered for the week of July 10-17, 2007.

**PLEASE TYPE:**

**Name:**

**School District Name:**

**School:**

**School Address:**

**City, State, Zip:**

**School Telephone:**

**School Email:**

**Home Address:**

**City, State, Zip:**

**Home Telephone:**

**Home Email:**



