

# 2024 Founding Generations, Founding Principles: Mid-Atlantic America

*June 23rd-June 30th, 2024*

**Pedagogy Specialist: Cindy Parrish Ness**

**Content Specialist: Dr. Matthew Mason**

**Course Description:** This seminar will explore the founding generations and founding principles of the United States as seen through the lenses of religion, ethnicity, and slavery in the Mid-Atlantic region of the United States. The Field Study will take place in Virginia, Washington D.C. and Philadelphia. During the colonial, Revolutionary, and early national periods the Mid-Atlantic was characterized by religious and ethnic diversity, as well as complicated attitudes and practices in relation to religion, race and slavery.

Field Study participants will visit locations significant in the evolution of the new nation, including museums, battlefields, and colonial sites created to commemorate important events and individuals. This course is designed for teachers of United States History and is intended for Jr. High School and 5<sup>th</sup> grade Elementary teachers who include the teaching of Colonial America, the Revolution and Constitutional Principles in their social studies curriculum. Teachers will study significant issues, events, leaders, principles and movements in this region in the colonial, Revolutionary, and early national eras.

The tour will start at the Colonial Triangle in Virginia, e.g. Jamestown, Williamsburg and Yorktown. Participants will study early English agricultural settlement of the South, including the beginnings of the North American slave trade. In Williamsburg they will study the formation of colonial governments and in Yorktown they will study this key campaign of the Revolutionary War. Participants will then study the lives and ideals of Thomas Jefferson, James Madison, and George Washington at their respective homes, Monticello, Montpelier, and Mount Vernon. In Washington D.C., participants will visit the National Archives and have time to visit the National Mall. Lastly participants will travel to Philadelphia where they will visit Independence Hall, the National Constitution Center, and the Museum of the American Revolution as well as important sites in the diverse religious history of this region. Participation in the field study will require rigorous physical activity.

## **Enduring Understanding:**

During the colonial, Revolutionary, and early national periods the Mid-Atlantic was characterized by religious and ethnic diversity, as well as complicated attitudes and practices in relation to religion, race and slavery.

## **Essential Questions:**

1. How did the geography and locality of the Mid-Atlantic region (i.e Virginia & Pennsylvania) shape the Colonial American experience and the nation as a whole?
2. How did the experience of those in Virginia, Washington D.C and Pennsylvania shape the culture of the United States in both the past and the present?
3. What defines a revolutionary? Why and how did the Revolutionaries respond to the same events differently than the Loyalists?
4. What role did the individual backgrounds and experiences of key Founding Fathers and Mothers play in the principles they advocated in the Revolutionary era and the formation and ratification of the Constitution?
5. What political arguments did the colonists use to justify their rebellion against British authority? Do these political arguments still exist today?
6. How did the evolving practices of the new government reflect the principles encased in the Constitution?
7. How did the practice and issues of slavery shape the formation of the new Nation?
8. How did religion including religious plurality and religious conflict shape the new Nation?

**Essential Knowledge:**

1. Constitutional Principles: Bill of Rights, Political Parties, Separation of Powers, Federalism, Judicial Evolution, Executive Powers, Legislative Powers, Foreign Affairs, etc...
2. Who were the "Founding Fathers" of the Mid-Atlantic region: James Madison, Thomas Jefferson, Patrick Henry, George Washington, George Mason, Charles Carrol, John Marshall, Lord Baltimore, William Penn, Ben Franklin, Alexander Hamilton, et al
3. Who were the Founding Mothers of the Mid-Atlantic and other regions: Abigail Adams, Dolly Madison, Martha Washington, Mercy Otis Warren, Sally Hemmings Esther de Berdt Reed, Elizabeth Schuyler Hamilton, et al
4. The Mid-Atlantic Colonial Experience: Jamestown, Williamsburg, Monticello, Montpelier, Mount Vernon, African American Museum(?), Philadelphia, St. Mary's Maryland
5. African Americans: The rise of slavery in the colonial era, slavery and the Revolution, slavery and the Constitution
6. Rationale for Colonization: Economic, Religious, Political
7. Religious conflict and compromise: Protestants, Catholics, Great Awakening, Quakers, Presbyterians, Jewish Americans.

**Essential Skills:**

1. Analyze and evaluate Revolutionary ideas & principles from the colonial period to the present.
2. Analyze the ethnic, cultural and religious differences in the Mid-Atlantic region of the United States, and identify how they evolved during the Colonial and Revolutionary Eras.
3. Identify how ethnic and cultural differences in the Mid-Atlantic region of the United States shaped the U.S Constitution and Culture into the present.
4. Identify Constitutional principles rooted in the Mid-Atlantic.
5. Demonstrate an understanding of Constitutional principles as practiced in both the past and in the present.
6. Recognize differences in the practice of slavery throughout the United States and analyze the role enslaved peoples played in shaping the new Nation.



- 3:15 a.m. Freedom's Paradox Walking Tour Randolph House**  
Learn about the evolution of slavery, and how the institution impacted Williamsburg, the Colony of Virginia, and both the master and enslaved people. Explore how founding Fathers, like Peyton Randolph, President of the First Continental Congress, depended on slavery to support their lifestyle. Discuss the paradox of the institution of slavery and the movement for independence.
- 4:30 a.m. Visit the George Wythe House George Wythe House**  
Tour the home of prominent attorney and thinker George Wythe and imagine the important discussions it housed, from the ideas that shaped the American Revolution to those that continue to shape our lives today.
- 5:30 p.m. Break and Walk to Dinner**
- 6:15 p.m. Tavern Dinner Tavern TBD**
- 8:30 p.m. Evening Program: Cry Witch Capitol**  
You decide! Is Grace Sherwood a witch? Question witnesses. Weigh evidence. Finally, cast your vote for the guilt or innocence of "the Virginia Witch."
- Night 2: Stay on site Colonial Williamsburg**

**June 25, (Tuesday) 2024:**

**Day 3: Jamestown, Yorktown: Theme Colonial America & The American Revolution Schedule subject to change.**  
Arranged by Colonial Williamsburg

- 7:00 a.m. Breakfast, drop-in Williamsburg Woodlands**
- 8:10 a.m. Meet in Lobby of Williamsburg Woodlands**
- 8:15 a.m. Travel by Bus to Jamestown Island**
- 8:25 a.m. Overview of Seventeenth-Century Virginia Colonial Parkway**
- 8:45 a.m. Check-in and Break**
- 9:00 a.m. Guided Tour of Historic Jamestowne Jamestown Island**  
Historic Jamestowne is the site of Jamestowne Fort. Extensive archaeological excavations at this National Park have unearthed millions of artifacts and changed our understanding of the early years of the Virginia colony.
- 10:00 a.m. Self-Guided Exploration, Visit Archaearium Jamestown Island**
- 11:00 a.m. Travel by Bus to Jamestown Settlement**
- 11:15 a.m. Lunch Jamestown Settlement Café**
- 12:00 p.m. Guided Tour of Jamestown Settlement Jamestown Settlement**  
Jamestown Settlement is a reconstruction of Paspahegh Town, James Fort, and the three ships that brought the colonists to Jamestown.
- 1:00 p.m. Self-Guided Exploration Jamestown Settlement**
- 2:00 p.m. Depart Jamestown for Yorktown**



Schedule onsite (exact times to be announced)

- Mount Vernon
- House Tour
- Visit Tomb of George Washington
- Content lecture with Matt Mason (Washington Scholar)
- Lunch at Mt Vernon

**4:30 p.m.**      **Depart Mount Vernon .**

**5:00 p.m.**      Arrive Washington D.C.  
Dinner on own

**8:00 p.m.**      Night Tour of the Monuments on the mall

**Night 6:** Washington D.C.

**June 29, (Saturday) 2024:**

**Day 7:** Philadelphia Theme: Constitutional Principles 1st Amendment Rights

Breakfast at hotel (complimentary)

**7:45 a.m.:**      Meet in hotel lobby load bus & luggage

**8:00 a.m.-11:00 a.m.:** Travel to Philadelphia

**11:00 a.m.:**      Arrive Philadelphia: Leave luggage at hotel

**11:30 a.m.:**      Bus to Reading Market

**11:45 a.m.:**      Lunch at Reading Market-

**12:45-1:00**      Bus to St.. Paul's Cathedral of the Basilica

**1:00-2:30**      Guided Tour St. Paul's Cathedral of the Basilica

**2:30-3:00**      Bus to Jewish American Museum

**3:15 p.m**      Jewish American Museum

**5:00 p.m.:**      Walking tour of historic Philadelphia

Included: Franklin's grave, Quaker Arch Meeting House Betsy Ross home, Elfreth's Alley, Christ's Church, Franklin Square, Franklin Printing Office, First National Bank, Carpenter's Hall, Portrait Gallery

**6:00 p.m.**      Return to Hotel  
Dinner on own

**Night 7:** Philadelphia

**June 30, (Sunday), 2024:**

**Day 8:** Philadelphia & Travel Home Theme: Colonization & Constitutional Principles

**7:45 a.m.:**      Meet in hotel lobby with luggage (hotel will store luggage)

**8:30 a.m.:**      Walk to Independence Hall

**9:00 a.m.:**      Independence Hall

**10:00 a.m.:**      Museum of the American Revolution

**12:30 p.m.:**      Lunch on your own

**1:30 p.m.**      Constitution Center, include Freedom Rising show and time to explore National Constitution Center and Signer's Hall

**Afternoon:** Load Luggage & Depart Philadelphia via shuttle  
Travel time TBA

**Saturday, August 10, 2024**

**1:00-5:00 Post-seminar debriefing session and training.**

**Book List with Assignments**

1. Alan Taylor. American Revolution: A Continental History, 1750-1804  
*Read the entire text. Analyze ten events during the American Revolution, related to a specific era during the American Revolution. Complete a shared digital timeline highlighting your selected events. Come prepared to the seminar to discuss how you use/ will use timelines to facilitate learning with the Social Studies curriculum.\**
2. Private Yankee Doodle by Joseph Plumb Martin, A Narrative of a Revolutionary Soldier: Some Adventures, Dangers, and Sufferings of Joseph Plumb Martin  
*Read the entire text. Create a lesson, appropriate for your curriculum using Private Yankee Doodle as a Primary source for your students. Please see the website for ideas and suggestions.\**
3. The Constitution of the United States and The Declaration of Independence by Delegates of The Constitutional Convention  
*During the field seminar be prepared to participate in discussions regarding the key principles and implications of the Constitution in Collaborative Group.\**
4. Revolutionary Characters by Gordon Wood  
*Read the entire text, and create and share a similarities and differences activity comparing the different voice of women during the Revolutionary Era, be certain to include multiple voices. Be prepared to share your activity on the field Seminar. Be prepared to share how you use similarities and differences activities within your classroom to facilitate learning.\**
5. Revolutionary Mothers by Carol Berkin  
*Read the entire text, and create and share a similarities and differences activity comparing our Founding Fathers be certain to include all of their "voices". Be prepared to share your activity on the field Seminar. Be prepared to share how you use similarities and differences activities within your classroom to facilitate learning\**
6. Common Sense by Thomas Paine  
*Participants will understand the primary arguments for Revolution as enunciated by Thomas Paine in the pamphlet "Common Sense". They will create a layered booklet or online pamphlet/ magazine that uses research based instructional strategies to identify his primary arguments and their relevance today\**
7. Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America Later by Stephen Waldman.  
*Read the entire text, while reading identify events/ ideas that are related to our seven focus questions, when finished write a meaningful and meaty response essay related to the focus questions posted on the online blog. Read and respond to three of your peer's posts.*
8. David Waldstreicher, Slavery's Constitution: From Revolution to Ratification.  
*Read the entire text, while reading identify events/ ideas that are related to our seven focus questions, when finished write a meaningful and meaty response essay related to the focus questions posted on the online blog. Read and respond to three of your peer's posts.*

9. Blood on the River by Elise Carbone  
*Book in a Day. Read the text, write a brief summary, and create an illustration and short synopsis of your selected portion of the text to share with your peers\**
10. David McCullough's "Knowing History and Knowing Who We Are  
*Online Chalk Talk: Completed prior to our first meeting. Identify 2/3 of your favorite quotes from the reading, write why (briefly) this quote appeals to you on the online Chalk Talk. Respond to a minimum of four of your peer's posts. Chalk Talk will be available @<https://utahteacher.weebly.com/kick-off-chalk-talk-discussion.html>*
11. Reflective Journal  
*A journal of personal reflections, learning, and experiences during the travel seminar.*
12. Research Paper  
*Research and write a one page summary on your selected theme. The theme you selected and instructions and examples will be available @ <https://utahteacher.weebly.com>. Prepare a lesson that educators could use to teach the content. Prepare a written description of your lesson on the back of your one-page summary. Digitally share your completed lesson with the seminar directors and Mrs. Robertson. Papers will be available to all educators.*

*\* Additional information a full explanation of the assignments and due dates will be available on the course website @ <https://utahteacher.weebly.com> and within Canvas*



