

# THE MAKING OF AMERICA: COLONIAL ERA TO RECONSTRUCTION

## SCHEDULE

JULY 9–22, 2023

GEORGE WASHINGTON UNIVERSITY, WASHINGTON, D.C.

Please note this schedule is subject to change.

### **Sunday, July 9: Orientation and Opening Pedagogical Discussion**

#### **Learning Outcomes:**

- Identify the “nation” or “nations” to which one belongs (using the regions outlined in Colin Woodard’s *American Nations*) and characteristics of one’s home region(s).
- List the current challenges facing history education in elementary and middle schools.
- Interpret various historical monuments for their intended public purposes.

**1:00 – 5:30 p.m.** Check-in and Registration, GWU

**6:00 – 7:30 p.m.** Dinner  
Introductions and Opening Discussion: The State of History Education in Elementary and Middle Schools

**7:30 – 9:30 p.m.** Evening Walking Tour of the Monuments

### **Monday, July 10: Colonial Era Day 1**

#### **Learning Outcomes:**

- Discern the major cultural regions and groups in colonial America.
- Consider strategies for incorporating the full diversity of early America into the classroom.
- Practice methods for Teaching Literacy through History (TLTH).

**9:00 – 9:30 a.m.** Warm-Up Discussion: Goals & Themes for the Institute

**9:30 – 11:00 a.m.** Lecture and Discussion: “The Cultural Spectrum of Colonial America” (Denver Brunsman)

**11:15 a.m. – 12:15 p.m.** Overview of Lesson Plan Project (Connie López-Fink)

**12:30 – 1:30 p.m.** Lunch

**1:45 – 3:15 p.m.** Pedagogy Session: Overview of Teaching Literacy through History (TLTH); Lesson Plans for Colonial and Native American History (Connie López-Fink)

- 3:30 – 4:00 p.m.** Classroom Application and Small Group Discussion (Denver Brunzman and Connie López-Fink)
- 4:15 – 4:45 p.m.** Gelman Library Orientation (Denver Brunzman and Matthew Goetz)
- Evening** Dinner and Optional Work/Library Time
- 8:00 – 9:30 p.m.** Foggy Bottom Tour and Walk to White House (optional)

**Primary and Secondary Sources:**

- “Colonial America” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- Columbus Reports on His First Voyage, 1493
- Álvaro Núñez Cabeza de Vaca, excerpts from “Shipwrecks and Commentaries,” 1542 (account of early Spanish explorer)
- “Jane’s Story” (Historic Jamestown)
- Letter from Richard Frethorne to his parents, March 20, 1623 (account of indentured servant in Virginia)
- Olaudah Equiano on the Middle Passage
- “The Middle Passage, 1749” (Gilder Lehrman Institute)
- “The Atlantic Slave Trade in Two Minutes” (*Slate*)

**Tuesday, July 11: Colonial Era Day 2**

**Learning Outcomes:**

- Explain major characteristics of American Indian groups in North America and how they responded to the challenges of European colonization.
- Consider ways to apply sources about Native Americans in the classroom.
- Identify different ways that American Indians today view and commemorate their past.

- 9:00 – 9:30 a.m.** Warm-Up Discussion
- 9:30 – 11:00 a.m.** Lecture and Discussion: “Putting Indigenous People at the Center of American History” (David Silverman)
- 11:15 – 11:45 a.m.** Classroom Application and Small Group Discussion (David Silverman)
- 12:00 – 1:00 p.m.** Lunch
- 1:15 – 2:00 p.m.** Travel to the Museum of the American Indian (Metro)
- 2:00 – 4:30 p.m.** Visit to the Museum of the American Indian (with David Silverman and Renée Gokey, Teacher Services Coordinator of NMAI)
- Evening** Dinner and Optional Work/Library Time and Lesson Plan Consultations with Connie López-Fink

View recorded lecture “Declaring Independence” (Denver Brunzman)

**Primary and Secondary Sources:**

- “American Indians in a Changing World” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- “As They Had Been in Ancient Times”: Pedro Naranjo (Keresan Pueblo) Relates the Pueblo Revolt, 1680
- “So Must We Be One..., Otherwise We Shall Be All Gone Shortly”: Narragansett Chief Miantonomi Tries to Form an Alliance against Settlers in New England and Long Island, 1640s
- *A Relation of the Indian War, by Mr. Easton, of Rhode Island, 1675* (Wampanoag Indian grievances against the colonists of New England)
- Read in the May 1, 1704 issue of the *Boston News-letter* (columns 2, 3, and 4) containing South Carolina Colonel James Moore’s account of some of his slave raids against Florida mission Indians. See also the following runaway and for-sale ads for enslaved Indians in the following issues of the *Boston Newsletter*: Sept. 15, 1707 (column 2); April 5, 1708 (column 2); Sept. 17, 1711
- Saukamappee, “Memories of War and Smallpox, 1787–1788” (an oral account of challenges faced by Plains Indian societies)

**Wednesday, July 12: American Revolution Day 1**

**Learning Outcomes:**

- Determine the reasons for American resistance to British rule.
- Consider different approaches for teaching the Declaration of Independence and the American Revolution.
- Trace the process of compromise at the Constitutional Convention through historical simulation.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
<b>9:30 – 10:15 a.m.</b>	Q&A on “Declaring Independence” and American Revolution Document Workshop (Denver Brunzman)
<b>10:30 a.m. – 12:00 p.m.</b>	Constitutional Convention Simulation (Denver Brunzman)
<b>12:15 – 1:15 p.m.</b>	Lunch
<b>1:30 – 3:00 p.m.</b>	Pedagogy Session: Lesson Plans for the American Revolution (Connie López-Fink)
<b>3:15 – 3:45 p.m.</b>	Classroom Application and Small Group Discussion (Denver Brunzman and Connie López-Fink)

**3:45 – 4:45 p.m.** Work/Library Time and Optional Lesson Plan Consultations (Connie López-Fink)

**Evening** Dinner and Optional Work/Library Time

**6:00 – 7:00 p.m.** Free Performance at the Kennedy Center (optional)

**Primary and Secondary Sources:**

“Declaring Independence”

- “American Revolution” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- Thomas Jefferson’s “Original Rough Draught” of the Declaration of Independence (1776)
- Benjamin Franklin to William Strahan, July 5, 1775 (Franklin’s personal declaration of independence)
- George Washington, Address to Congress, June 16, 1775 (Washington accepts command of the Continental Army)
- George Washington to Martha Washington, June 18, 1775 (George Washington explains to Martha Washington why he accepted command)
- Oneida Indians Declare Neutrality, June 19, 1775
- Lord Dunmore’s Proclamation, November 14, 1775 (Virginia governor offers freedom to enslaved Americans who join the British side)
- Thomas Hutchinson, *Strictures upon the Declaration of the Congress at Philadelphia, in a Letter to a Noble Lord, &c.* (London, 1776) (loyalist response to American independence)
- Abigail Adams and John Adams on the rights of women (three letters, 1776)
- “Declaration of Sentiments and Resolutions,” Women’s Rights Convention, Seneca Falls, New York, July 18–20, 1848
- Declaration of Independence of the Democratic Republic of Vietnam (1945)

Constitutional Convention Simulation

- “U.S. Constitution” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- George Washington to James Madison, November 5, 1786 (Washington’s fears for the American Union)
- Virginia Plan, Constitutional Convention
- New Jersey Plan, Constitutional Convention
- Hamilton Plan, Constitutional Convention
- George Washington to Alexander Hamilton, July 10, 1787 (Washington’s frustration with the Great Compromise)
- George Mason’s Objections to the Constitution, September 1787
- James Madison, Notes from the Constitutional Convention, September 17, 1787 (notes from the last day of the Convention—the first Constitution Day)

**Thursday, July 13: American Revolution Day 2**

**Learning Outcomes:**

- Examine the contributions of women to American society in the founding era.
- Consider how to incorporate women’s experiences in early America in the classroom.
- Interpret the ongoing meaning of the “Charters of Freedom” (Declaration of Independence, Constitution, and Bill of Rights) in American history.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
<b>9:30 – 11:00 a.m.</b>	Lecture and Discussion: “Women in the Founding Era” (Zara Anishanslin)
<b>11:15 a.m. – 12:00 p.m.</b>	Strategies for Teaching about Women’s Experiences in Early America (Zara Anishanslin)
<b>12:15 – 1:15 p.m.</b>	Lunch
<b>1:30 – 1:45 p.m.</b>	Travel to the National Archives (Metro)
<b>2:00 – 4:30 p.m.</b>	Visit to the National Archives (with Zara Anishanslin; Charles Flanagan, Outreach Supervisor Center for Legislative Archives, NARA; and Katie Munn, Education Specialist, NARA)
<b>Evening</b>	Dinner and Optional Work/Library Time
<b>7:30 – 9:30 p.m.</b>	Screening of <i>1776</i> (optional)

### **Primary and Secondary Sources:**

- “A SOCIETY of PATRIOTIC LADIES./ AT/ EDENTON in NORTH CAROLINA,” print 1775 (British condemnation of political activism by American women)
- Abigail Adams to Mercy Otis Warren, April 27, 1776 (on women’s rights and her debate with John)
- Esther de Berdt Reed, “The Sentiments of an American Woman,” 1780 (pioneering text justifying and calling for political action by women)
- Mourning brooch, with intertwined hair of George and Martha Washington, Winterthur Museum, 1797–1810 (material culture and family history)
- Runaway Advertisement for Oney Judge, enslaved woman in George Washington’s presidential household, *The Pennsylvania Gazette* (Philadelphia), May 24, 1796 (the place of enslaved women in the president’s household and early republic)
- Interview with Oney Judge, *The Liberator* (Boston), January 1, 1847 (reflections on slavery and freedom in the early republic)

### **Friday, July 14: Early Republic Day 1**

#### **Learning Outcomes:**

- Explain accomplishments and controversies of the Washington administration and Federalist era.
- Consider ways to apply primary sources and new research on the 1790s in the classroom.

- Examine choices made by Mount Vernon in presenting Washington, including his role as an slaveholder.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
<b>9:30 – 11:00 a.m.</b>	Lecture and Discussion: “Founding the Executive Branch” (Lindsay Chervinsky)
<b>11:15 a.m. – 12:30 p.m.</b>	Lunch
<b>12:30 – 1:15 p.m.</b>	Travel to George Washington’s Mount Vernon (bus)
<b>1:30 – 5:00 p.m.</b>	Visit to George Washington’s Mount Vernon (with Lindsay Chervinsky and Alissa Oginsky, Manager of Teacher Programs)
<b>Evening</b>	Dinner and Optional Work/Library Time
	View recorded lecture “The Jeffersonian Revolution” (Denver Brunzman)

#### **Primary Sources:**

- George Washington to Catharine Sawbridge Macaulay Graham, January 9, 1790 (“I walk on untrodden ground”)
- George Washington to the Hebrew Congregation in Newport, Rhode Island, August 18, 1790 (Washington’s bold affirmation of religious liberty in America)
- Thomas Jefferson’s Account of the Bargain on the Assumption and Residence Bills [1792?] (Compromise of 1790 – “The Room Where It Happens”)
- George Washington to Tobias Lear, April 12, 1791 (Washington’s efforts to circumvent Pennsylvania’s gradual emancipation statute during his presidency)
- George Washington to the Cabinet, April 18, 1793 (questions leading into the Neutrality Crisis)
- George Washington to the House of Representatives, March 30, 1796 (assertion of executive privilege)
- George Washington, Farewell Address, September 19, 1796

#### **Monday, July 17: Early Republic Day 2**

#### **Learning Outcomes:**

- Detail Jefferson’s vision of American society and freedom and its impact on American history.
- Consider how to incorporate different perspectives on slavery into teaching about the early republic.
- Analyze recent efforts by Arlington Cemetery to tell a more inclusive history about its site.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
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- 9:30 – 11:00 a.m.** Q&A on “The Jeffersonian Revolution” and Early Republic Document Workshop (Denver Brunzman)
- 11:15 – 11:45 a.m.** Research in Progress: “‘The Barbary States of America’: The Barbary Wars and the Development of Race” (Matthew Goetz)
- 12:00 – 1:00 p.m.** Lunch
- 1:15 – 2:15 p.m.** Discussion: Slavery and Family History (Stephen Hammond)
- 2:30 – 3:00 p.m.** Travel to Arlington Cemetery (Metro)
- 3:00 – 5:00 p.m.** Tour Arlington House Museum and Cemetery Grounds (with Stephen Hammond)
- Evening** Dinner and Optional Work/Library Time and Lesson Plan Consultations with Connie López-Fink
- 7:30 – 9:30 p.m.** Screening of *Hamilton* (optional)

#### **Primary Sources:**

- Thomas Jefferson to George Washington, May 23, 1792 (Jefferson’s fears about Hamilton’s economic program)
- Thomas Jefferson to Philip Mazzei, April 24, 1796 (Jefferson’s letter to an Italian friend that became public and caused final break with Washington)
- Testimony in the Trial of Gabriel Prosser, October 6, 1800 (slave rebellion in Virginia during the 1800 election)
- Thomas Jefferson, First Inaugural Address, March 4, 1801
- Thomas Jefferson to William Henry Harrison, February 27, 1803 (Jefferson’s plans for Indian Removal)
- Thomas Jefferson to John C. Breckenridge, August 12, 1803 (Jefferson rationalizes the Louisiana Purchase)

### **Tuesday, July 18: Jacksonian America Day 1**

#### **Learning Outcomes:**

- Trace factors contributing to the Market Revolution and how economic change helped to create new forms of politics in the Jacksonian era.
- Consider how to incorporate primary sources about the Trail of Tears and other difficult historical subjects into the classroom.
- Discuss strategies for teaching westward migration with a variety of interdisciplinary sources.

- 9:00 – 9:30 a.m.** Warm-Up Discussion
- 9:30 – 11:00 a.m.** Lecture and Discussion: Andrew Jackson and a New American Politics

(Denver Brunzman)

<b>11:15 a.m. – 12:00 p.m.</b>	Forum on Teaching the Trail of Tears and Difficult Subjects (Denver Brunzman and Connie López-Fink)
<b>12:15 – 1:15 p.m.</b>	Lunch
<b>1:30 – 3:00 p.m.</b>	Pedagogy Session: Lesson Plans on Westward Migration (Connie López-Fink)
<b>3:15 – 4:30 p.m.</b>	Lesson Plan Workshop by Grade Level
<b>Evening</b>	Dinner and Optional Work/Library Time
<b>5:30 – 7:00 p.m.</b>	Visit to the National Portrait Gallery (optional)

### **Primary and Secondary Sources:**

- “Westward Migration” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- Andrew Jackson, First Inaugural Address, March 4, 1829
- Andrew Jackson’s Message to Congress on Indian Removal, 1830
- Memorial of the Ladies in Stuebenville, Ohio, against Indian Removal, 1830
- Henry Clay, “In Defense of the American System,” 1832
- A Workers’ Song for Andrew Jackson, 1832
- John Ross, “Memorial and Protest of the Cherokee Nation,” 1836
- Lowell Mill Girls and the factory system, 1840 (Gilder Lehrman Institute)
- George Caleb Bingham, *The County Election* (1854)
- Common Man and Contradictions: A Mock Trial of Andrew Jackson (Gilder Lehrman Institute)

### **Wednesday, July 19: Jacksonian America Day 2**

#### **Learning Outcomes:**

- Detail how African Americans attempted to assert equal citizenship rights before the Civil War.
- Consider how to use primary sources by and about free and enslaved African Americans in the classroom.
- Select objects from the collections of the Smithsonian National Museum of African American History and Culture for classroom use in telling the history of slavery and abolition.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
<b>9:30 – 11:00 a.m.</b>	Lecture and Discussion: “African American Politics and the Shape of Freedom” (Christopher Bonner)
<b>11:15 – 11:45 a.m.</b>	Classroom Application and Small Group Discussion (Christopher Bonner)



<b>12:00 – 1:00 p.m.</b>	Lunch
<b>1:15 – 1:45 p.m.</b>	Travel to the Smithsonian National Museum of African American History and Culture (Metro)
<b>2:00 – 4:30 p.m.</b>	Visit the Smithsonian National Museum of African American History and Culture (with Christopher Bonner and NMAAHC Education Specialists)
<b>Evening</b>	Dinner and Optional Work/Library Time
	View recorded lecture “The West, Slavery, and the Causes of the Civil War” (Denver Brunsman)

### **Primary Sources:**

- “To Our Patrons,” *Freedom’s Journal* (New York), March 16, 1827 (the publication of the first African American newspaper)
- “Liberia,” *Freedom’s Journal*, February 14, 1829 (reflections on the African colonization movement)
- “Tremendous Riot in the Park,” *The Liberator* (Boston), April 21, 1837 (account of an attempt to rescue a free Black man falsely apprehended as someone suspected of leaving a plantation where he was enslaved)
- Selections from the “Minutes of the National Convention of Colored Citizens, held at Buffalo, NY,” 1843
- *Caution!! Colored People of Boston . . .*,” broadside, Boston, 1851 (impact of the Fugitive Slave Act)

### **Thursday, July 20: Civil War and Reconstruction Day 1**

#### **Learning Outcomes:**

- Explain the impact of slavery and western expansion in causing the Civil War.
- Consider how to apply a diverse range of primary sources on the coming of the Civil War.
- Outline the different approaches to equality and expanding freedom taken by Frederick Douglass and Abraham Lincoln.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
<b>9:30 – 11:00 a.m.</b>	Q&A on “The West, Slavery, and the Causes of the Civil War” and Document Workshop (Denver Brunsman)
<b>11:15 – 12:15 p.m.</b>	Lunch
<b>12:30 – 1:00 p.m.</b>	Travel to Frederick Douglass National Historic Site (Metro)
<b>1:15 – 2:45 p.m.</b>	Visit to the Frederick Douglass National Historic Site

<b>2:45 – 3:15 p.m.</b>	Travel to Ford’s Theatre (Metro)
<b>3:30 – 5:00 p.m.</b>	Visit to Ford’s Theatre (with FT Education Specialists)
<b>Evening</b>	Dinner and Optional Work/Library Time and Lesson Plan Consultations with Connie López-Fink

**Primary and Secondary Sources:**

- “Civil War” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- The Alamo: Virtual Tour
- North Carolina Law Prohibiting Teaching Slaves to Read or Write, 1831
- Frederick Douglass, “What to the Slave Is the Fourth of July?,” 1852 (classic text on the place of African Americans in the American polity)
- The *Dred Scott* Decision and Its Bitter Legacy (Gilder Lehrman)
- Excerpts from the First Lincoln-Douglas Debate, August 21, 1858 (Abraham Lincoln and Stephen Douglas clash over the expansion of slavery to western territories)
- Letter to the *New York Times* on the reasons for secession, January 10, 1861
- Abraham Lincoln, First Inaugural Address, March 4, 1861
- Frederick Douglass, “What Shall Be Done with the Slaves if Emancipated?,” January 1862
- Abraham Lincoln, Emancipation Proclamation, January 1, 1863
- Abraham Lincoln, Gettysburg Address, November 19, 1863
- Fort Sumter: Virtual Tour

**Friday, July 21: Civil War and Reconstruction Day 2 & Final Presentations**

**Learning Outcomes:**

- Identify tactics used by African Americans in their fight for freedom and equality during and after the Civil War.
- Consider effective strategies for relating the complexities of Reconstruction in the classroom.
- Present a lesson plan on a topic from the first half of American history that incorporates primary sources, historical evidence, and pedagogical methods from the past two weeks.

<b>9:00 – 9:30 a.m.</b>	Warm-Up Discussion
<b>9:30 – 11:00 a.m.</b>	Lecture and Discussion: “Understanding Reconstruction: Causes, Consequences, and Connections” (Kellie Carter Jackson)
<b>11:15 a.m. – 12:00 p.m.</b>	Strategies for Teaching Reconstruction (Kellie Carter Jackson)
<b>12:15 – 1:15 p.m.</b>	Lunch
<b>1:30 – 4:00 p.m.</b>	Lesson Plan Presentations (grade-level groups and share out)

**4:15 – 5:00 p.m.** Closing Discussion: The State of History Education in Elementary and Middle Schools Revisited

**Evening** Dinner and Travel Preparations

**Primary Sources:**

- “Reconstruction” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- Correspondence of Spotswood Rice, September 1864 (Missouri African American soldier to his daughters and to the owner of one of his daughters)
- “Newspaper Account of a Meeting between Black Religious Leaders and Union Military Authorities,” February 13, 1865
- “Miscellaneous Reports and Lists Relating to Murders and Outrages,” Freedmen’s Bureau Records (Louisiana), Mar. 1867–Nov. 1868
- Thomas Nast, “Is this a Form of Republican Government? Protecting Life, Liberty, or Property? Is This Equal Protection under the Law?,” *Harper’s Weekly*, September 2, 1876
- A.R. Waud, “Scenes in Memphis, Tennessee, during the Riot—Shooting Down Negroes on the Morning of May 2, 1866,” *Harper’s Weekly*, May 26, 1866
- “The Whipping of a Negro Girl by Unconstructed Johnsonians,” *Harper’s Weekly*, March 1867
- Frank Bellew, “Visit of the Ku-Klux,” *Harper’s Weekly*, February 24, 1872
- Testimony by Elias Hill, Henry Johnson, Jack Johnson, Alfred Wright, Sam Nuckles, Harriet Hernandez, and Alberry Bonner on the Effects of Klan Violence, 1872
- Rev. Charles S. Morris, Description of the Wilmington Massacre of 1898, January 1899

**Saturday, July 22: Checkout**