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NATIONAL ENDOWMENT FOR THE HUMANITIES



INSTITUTE SCHEDULE

THE MAKING OF AMERICA: COLONIAL ERA TO RECONSTRUCTION

JULY 11–17, 2021

Virtual Institute

DIRECTOR

Denver Brunzman, *Associate Professor of History, The George Washington University*

K–8 LEADER/COORDINATOR

Mary Huffman, *Carolina Park Elementary, Mount Pleasant, SC*

GUEST SCHOLARS

Lindsay Chervinsky, *Scholar-in-residence, The Institute for Thomas Paine Studies and Senior Fellow, International Center for Jefferson Studies*

Brian Luskey, *Associate Professor of History, West Virginia University*

David Silverman, *Professor of History, George Washington University*

Kidada Williams, *Associate Professor of History, Wayne State University*

ADMINISTRATIVE ASSISTANT

Matthew Goetz, *Doctoral Candidate in History, George Washington University*

INTRODUCTION

This virtual institute, designed especially for K–8 teachers, will explore the people, ideas, and events that shaped America from the colonial era through Reconstruction. Each day will focus on key primary sources and the latest interpretations of major historical events and periods, including the American Revolution, Jacksonian America, and the Civil War and Reconstruction. This “long” view of early American history will highlight changing (and contesting) definitions of America by a fascinating and diverse range of people. The seminar will use Washington, DC as a laboratory, with special virtual outings to museums, monuments, and historic sites to supplement classroom lessons. In the process, seminar participants will analyze the past—and representations of the past—in ways that give meaning to the present. The goal throughout will be to provide teachers with a wealth of knowledge and resources to apply creatively in the elementary and middle school classroom.

REQUIRED READINGS

Books to be read in advance (primary documents posted on Google Classroom)

- Richard Beeman, *The Penguin Guide to the United States Constitution* (New York: Penguin, 2010)
- Paul S. Boyer, *American History: A Very Short Introduction* (New York: Oxford University Press, 2012)

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- Denver Brunzman and George Goethals, *Leading Change: George Washington and Establishing the Presidency* (George Washington's Mount Vernon, 2017)
- The Gilder Lehrman Institute of American History, *Teaching with Documents: Colonial America to Reconstruction* (New York, 2018)
- Colin Woodard, *American Nations: A History of the Eleven Rival Regional Cultures of North America* (New York: Penguin, 2011)

SCHEDULE

Sunday, July 11: 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 some 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 p.m.–2:30 p.m.	Welcome, Opening Announcements, and Introductions
2:30 p.m.–2:45 p.m.	Break
2:45 p.m.–3:45 p.m.	Opening Discussion: The State of History Education in Elementary and Middle Schools
3:45 p.m.–4:00 p.m.	Break
4:00 p.m.–4:45 p.m.	Virtual Monument Session and Discussion with Denver Brunzman
4:45 p.m.–5:30 p.m.	Teaching Session: Overview of Teaching Literacy through History (TLTH) (Mary Huffman)
5:30 p.m.–5:45 p.m.	Technology and Resources Walkthrough
5:45 p.m.–6:00 p.m.	Closing Announcements
6:00 p.m.	Asynchronous time to read primary sources; watch “The Cultural Spectrum of Colonial America” (Denver Brunzman) and “Putting Indigenous People at the Center of American History” (David Silverman); and visit the online exhibitions of the Smithsonian Museum of the American Indian

Monday, July 12: Colonial Era

Learning Outcomes

- Discern the major cultural regions and groups in colonial America
- Explain some of the major characteristics of American Indian groups in North America and how they responded to the challenges of European colonization

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- Identify different ways that American Indians today view and commemorate their past

11:00 a.m.–11:15 a.m.	Opening Announcements and Goals for the Day
11:15 a.m.–11:50 a.m.	Discussion: The Cultural Spectrum of Colonial America (Denver Brunzman)
11:50 a.m.–12:00 p.m.	Break
12:00 p.m.–1:00 p.m.	Discussion: Putting Indigenous People at the Center of American History (David Silverman)
1:00 p.m.–2:00 p.m.	Lunch and Scholar Office Hour (optional)
2:00 p.m.–2:45 p.m.	Teaching Session: Lesson Plans for Colonial and Native American History (Mary Huffman)
2:45 p.m.–3:00 p.m.	Break
3:00 p.m.–4:00 p.m.	Discussion with Renée Gokey, Teacher Services Coordinator of NMAI
4:00 p.m.–4:15 p.m.	Closing announcements
4:15 p.m.	Asynchronous time to read primary documents and watch “Declaring Independence” (Denver Brunzman) and “Compromises in Adopting the Constitution” Denver Brunzman

Reading

Secondary Sources

- Boyer, *American History*, pp. xv–xviii (Preface), 1–14 (Ch. 1)
- Woodard, *American Nations*, pp. 1–111 (Introduction, Ch. 1–9)

Primary Sources: The Cultural Spectrum of Colonial Society

- “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*)

Primary Sources: Putting Indigenous People at the Center of American History

- “American Indians in a Changing World” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- “Ginés de Herrera Horta Testifies on Spanish Treatment of Pueblo Indians,” and “Pedro Naranjo (Keresan Pueblo) Explains the Pueblo Revolt,” in Pekka Hämäläinen and Benjamin

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- H. Johnson, eds., *Major Problems in the History of North American Borderlands* (Boston, 2012), 42–48
- “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 Newsletter* (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 such Indian slaves 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,” in Colin G. Calloway, ed., *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost* (Boston, 1996), 41–47

Tuesday, July 13: American Revolution

Learning Outcomes

- Determine the reasons for American resistance to British rule
- Analyze the major compromises made in the framing of the Constitution
- Trace the major influences on the Charters of Freedom (Declaration of Independence, Constitution, and Bill of Rights)

11:00 a.m.–11:15 a.m.	Opening Announcements and Goals for the Day
11:15 a.m.–11:50 a.m.	Group Breakout Session: Teaching the American Revolution
11:50 a.m.–12:00 p.m.	Break
12:00 p.m.–1:00 p.m.	Discussion: Declaring Independence and Compromises in Adopting the Constitution (Denver Brunsman)
1:00 p.m.–2:00 p.m.	Lunch and Scholar Office Hour (optional)
2:00 p.m.–4:00 p.m.	Virtual visit to the National Archives (with Charles Flanagan, Outreach Supervisor Center for Legislative Archives, and Katie Munn, Education Specialist)
4:00 p.m.	Asynchronous time to read primary documents; view “Washington, Hamilton, and the Federalist Era” (Lindsay Chervinsky) and “The Jeffersonian Revolution (Denver Brunsman); and take virtual tour of Mount Vernon and visit the online exhibition “Lives Bound Together: Slavery at Mount Vernon”

Reading

Secondary Sources

- Boyer, *American History*, pp. 15–29 (Ch. 2)

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- Woodard, *American Nations*, pp. 115–56 (Ch. 10–13)
- Beeman, *Penguin Guide to the United States Constitution*

Primary 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
- “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)

Primary Sources: Compromises in Adopting the Constitution

- “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)

Wednesday, July 14: Early Nation

Learning Outcomes

- Explain accomplishments and controversies of the Washington administration and Federalist era
- Detail Jefferson’s contrasting vision of American society and freedom
- Examine choices made by Mount Vernon in presenting Washington, including his role as a slaveholder

11:00 a.m.–11:15 a.m. Opening Announcements

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11:15 a.m.–12:15 p.m.	Discussion: Washington, Hamilton, and the Federalist Era (Lindsay Chervinsky)
12:15 p.m.–12:30 p.m.	Break
12:30 p.m.–1:00 p.m.	Discussion: The Jeffersonian Revolution (Denver Brunzman)
1:00 p.m.–2:00 p.m.	Lunch and Scholar Office Hour (optional)
2:00 p.m.–3:30 p.m.	Virtual session with George Washington’s Mount Vernon staff
3:30 p.m.–4:00 p.m.	Teaching Session: Lesson Plans for the American Revolution (Mary Huffman)
4:00 p.m.	Asynchronous time to read primary documents; view “Andrew Jackson and a New American Politics” (Denver Brunzman) and “The Mudsills’ Market Revolution and the Coming of the Civil War” (Brian Luskey); and visit online exhibitions for the National Museum of African American History and Culture and National Portrait Gallery

Reading

Secondary Sources

- Woodard, *American Nations*, pp. 157–70 (Ch. 14)
- Brunzman and Goethals, *Leading Change: George Washington and Establishing the Presidency*

Primary Sources: Washington, Hamilton, and the Federalist Era

- 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 Alexander Hamilton, February 2, 1795 (Washington’s gratitude for Hamilton’s service as treasury secretary)
- George Washington, Farewell Address, September 19, 1796

Primary Sources: The Jeffersonian Revolution

- 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 John C. Breckenridge, August 12, 1803 (Jefferson rationalizes the Louisiana Purchase)

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Thursday, July 15: Jacksonian America

Learning Outcomes:

- Trace factors contributing to the Market Revolution and how economic change helped to create new forms of politics in the Jacksonian era.
- Contrast the free labor ideals that took hold in the North with the slave labor ideology in the South in the years before the Civil War.
- Analyze how the Smithsonian National Museum of African American History and Culture depicts examples of Black agency within systems of racial oppression.

11:00 a.m.–11:15 a.m.	Opening Announcements
11:15 a.m.–11:50 a.m.	Group Breakout Session: Teaching the Jacksonian Era and Coming of the Civil War
11:50 a.m.–12:00 p.m.	Break
12:00 p.m.–1:00 p.m.	Discussion: The Mudsills’ Market Revolution and the Coming of the Civil War (Brian Luskey)
1:00 p.m.–2:00 p.m.	Lunch and Scholar Office Hour (optional)
2:00 p.m.–2:30 p.m.	Teaching Session: Lesson Plans on Westward Migration (Mary Huffman)
2:30 p.m.–3:30 p.m.	Visit with education specialists from the National Portrait Gallery
3:30 p.m.–4:00 p.m.	Workshop time for Final Presentations (longer as needed)
4:00 p.m.	Asynchronous time to read primary documents; view “The West, Slavery, and Causes of the Civil War” (Denver Brunzman) and “African Americans and the War for Freedom” (Kidada Williams); and visit online exhibitions for Ford’s Theatre, Frederick Douglass National Historic Site, and President Lincoln’s Cottage

Reading

Secondary Sources

- Boyer, *American History*, pp. 30–44 (Ch. 3)
- Woodard, *American Nations*, pp. 173–99 (Chaps. 15–17)

Primary Sources: Andrew Jackson and a New American Politics

- “Westward Migration” chapter in Gilder Lehrman Institute, *Teaching with Documents*
- America in Song (see full version of Francis Scott Key, “The Star-Spangled Banner”)
- Andrew Jackson, First Inaugural Address, March 4, 1829
- Andrew Jackson’s Message to Congress on Indian Removal, 1830
- Petition by Ladies in Steubenville, Ohio, against Indian Removal, 1830
- Henry Clay, “In Defense of the American System,” 1832
- A Workers’ Song for Andrew Jackson, 1832

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- John Ross, “Memorial and Protest of the Cherokee Nation,” 1836
- Lowell Mill Girls and the factory system, 1840 (Gilder Lehrman Institute)
- Common Man and Contradictions: A Mock Trial of Andrew Jackson (Gilder Lehrman Institute)

Primary Sources: The Mudsills’ Market Revolution and the Coming of the Civil War

- William Henry Burr, *The Intelligence Office*, 1849 (painting of an urban employment agency)
- James Henry Hammond, Speech to the Senate of the United States on the Admission of Kansas, under the Lecompton Constitution, March 4, 1858
- Abraham Lincoln, Address before the Wisconsin State Agricultural Society, September 30, 1859 (Lincoln on the virtues of free labor)
- Eyre Crowe, *Slaves Waiting for Sale*, 1861 (chilling contemporary depiction of slavery by an English painter)
- S. Barlow Espy, *Another War Declared* (Philadelphia, Duross Brothers, April 1, 1861); (eastern storekeeper advertisement of manufactured goods to sell in western states)

Friday, July 16: Civil War and Reconstruction, Final Presentations, and Closing Pedagogical Discussion

Learning Outcomes:

- Detail the impact of western expansion and slavery on the coming of the Civil War.
- Identify tactics used by African Americans in their fight for freedom before, during, and after the Civil War.
- Outline the different political philosophies and approaches to expanding freedom taken by Frederick Douglass and Abraham Lincoln.

11:00 a.m.–11:15 a.m. Opening Announcements

11:15 a.m.–11:50 a.m. Discussion: The West, Slavery, and Causes of the Civil War (Denver Brunsman)

11:50 a.m.–12:00 p.m. Break

12:00 p.m.–1:00 p.m. Discussion: African Americans and the War for Freedom (Kidada Williams)

1:00 p.m.–2:00 p.m. Lunch and Scholar Office Hour (optional)

2:00 p.m.–4:00 p.m. Live virtual program with Ford’s Theatre or Lincoln’s Cottage (TBD)

4:00 p.m. Asynchronous time to complete Final Presentations and consultations with Mary Huffman (as needed)

Reading

Secondary Sources

- Boyer, *American History*, pp. 45–59 (Ch. 4)
- Woodard, *American Nations*, pp. 200–239 (Chaps. 18–21)

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Primary Sources: The West, Slavery, and Causes of the Civil War

- Civil War” and “Reconstruction” chapters 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
- The *Dred Scott* Decision and Its Bitter Legacy (Gilder Lehrman Institute)
- 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
- Fort Sumter: Virtual Tour

Primary Sources: African Americans and the War for Freedom

- Abraham Lincoln, First Inaugural Address, March 4, 1861
- Abraham Lincoln, The Emancipation Proclamation, January 1, 1863
- Abraham Lincoln, Second Inaugural Address, March 4, 1865
- Frederick Douglass, “What Shall Be Done with the Slaves if Emancipated?,” January 1862
- 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

Saturday, July 17: Final Presentations and Closing Pedagogical Discussion

Learning Outcomes

- Present lesson plan on a topic from the first half of American history that incorporates primary sources, historical evidence, and pedagogical approaches from the week’s institute
- Contribute solutions to challenges facing history education in elementary and middle schools

11:00 a.m.–11:15 a.m.	Opening Announcements
11:15 a.m.–1:00 p.m.	Final Presentations (grade-level groups and share out)
1:00 p.m.–2:00 p.m.	Lunch
2:00 p.m.–3:00 p.m.	Closing Discussion: The State of History Education in Elementary and Middle Schools Revisited

The Making of America: Colonial Era to Reconstruction has been made possible in part by a major grant from the National Endowment for the Humanities: Summer Seminars and Institutes for K-12 Educators. Any views, findings, conclusions, or recommendations expressed in this webpage and program, do not necessarily represent those of the National Endowment for the Humanities.