

# Standards OF EDUCATION

Founding America Tour



*Imagine if Thomas Jefferson created Educational Tours. Since quality of education makes a lifelong difference, feel the difference of a Jeffersonian inspired Tour*

## Founding America Tour and connections with US Standards of Education

HomeSchool Travels complies with the basic standards of education in their Founding America Tour.

The Founding America Tour is a multidimensional living class. Students travel and discover the places where historical events took place and society's current values and morals were shaped.

This tour meets the required objectives of the National Standards of Education.

Curriculum standards are defined according to the framework used by the National Council for the Social Studies (NCSS), the National Council for History Standards (NCHS) and the Center for

Civic Education (NCCE). All standards listed below the program description can be found in the current publications of the NCSS, NCHS, and the NCCE's publication National Standards for Civics and Government. These Standards are hereafter listed as National Standards. Core Curriculum Standards utilized by the tour can be perused at the end of the document.

Using these standards as a basis of activity provides the best learning experience for every day of our Founding America Tour.

Most of the educational content is geared toward 8th graders. However, when necessary, different levels of performance objectives will be offered

to accommodate the various grade levels.

The main focus of the content is History, Civics, Culture, Historical Thinking, and Economics. However, many more themes and subjects will be discovered each day such as mathematics, English language, arts, astronomy, gastronomy, nutrition, among others).

Read through this document for a general guidance of the curriculum standards covered day by day on our tour. Primary objectives are listed as Lessons Plans for each day. This document is for informational purposes only.

HomeSchool Travels

a division of The Travels LLC



2013

The Travels offers educational and enriching travel experiences that enhance peoples lives by opening a world of knowledge, discovery and in some way, helping people to fulfill their dreams.

## Day 1 & 2

### Historical Boston

We start our tour in Boston (founded 1630), the cradle of the revolution by recreating the historic Tea Party debate at the Old South Meeting House. Taking place just steps from the Old State House and the site of the Boston massacre, this is an extraordinary opportunity to experience history where it happened and use critical thinking skills to understand why the Boston Tea Party began and how patriots changed our nation forever. Then free time to browse Quincy Market and Faneuil Hall, Boston's first public market built in 1742, for lunch on own. This was a wholesale market and important meeting point for America's early citizens like Sam Adams and John Hancock. In the afternoon we will walk into history along the Freedom Trail. Among the 16 official sites of this famous indoor/outdoor museum that will bring you back in history we will visit Paul Revere's House, Granary Burial Ground, follow by a visit to the Old North Church and get in the "behind the scenes" tour of the events that trigger the American Revolution. Visit to the U.S.S. Constitution. Dine together at America's oldest restaurant in continue use, the Union Oyster House. Overnight in Boston (B,D).



### DAY 1&2 LESSON PLAN:

This lesson allows students to experience first hand the events that lead to the Boston Tea Party and the beginning of the American Revolution.

**Old South Meeting House. Boston, MA**  
**Program: Tea is Brewing**

This program is designed to experience firsthand the events that led up to the Boston Tea Party. Students will follow the same path the colonists took in their decision to dump the tea, participate in a debate and understand the arguments of both sides; Loyalists and Patriots.

The approach to this learning experience is role playing. Students take on the roles of loyalists and patriots of the 18th Century and participate in the Tea Tax Debate that lead to the Boston Tea Party in 1773. Students will be introduced to a time line of events that lead to the events in Boston as well as the context of the Tea Tax. Once introduced to this information, students will be encouraged to participate in the exciting experience of a debate, bringing history to life at the Old South Meeting House. The group will be divided evenly in two and they will be prepared with arguments they understand and stand by their sides to reenact the debate.

### National Standards - Day 2:

#### NCHS History Grades 5-12

NSS-USH.5-12.1 ERA1 THREE WORLDS MEET (Beginnings to 1620)

-Understand comparative characteristics of societies in the Americas, Western Europe and Western Africa that increasingly interacted after 1450.

NSS-USH.5-12.2 ERA 2 COLONIZATION AND SETTLEMENT (1585-1763)

-Understand how political, religious, and social institutions emerged in the English colonies.

NSS-USH.5-12.3 ERA 3 REVOLUTION AND THE NEW NATION (1754-1820s)

-Understand the causes of the American Revolution, the ideas and interest involved in forging the revolutionary movement, and the reasons for the American victory.

-Understand the impact of the American Revolution on politics, economy, and society.

-Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.

*"Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write."*

John Adams

Braintree, Quincy, Lexington,  
Concord. MA



## DAY 3 LESSON PLAN 1:

This lesson allows students to explore the concepts of justice and liberty, as well as the roles our leaders played in achieving independence.

### **Adams National Historical Park**

#### **Program: Pen And Parchment: From Penn's Hill to Pennsylvania**

This is an active and thoughtful program, in which students travel through time and space to discover the meaning of independence. This program focuses on the great achievement of the Declaration of Independence and the monumental role that John Adams played in its passage. In addition, this program will examine the great achievement of Abigail Adams in setting forth her own vision for the new nation and the impact her letter writing had in the communication of these ideas.

Students participating in the program will be introduced to primary sources and historical reasoning, explore the attributes essential to seeking justice and liberty such as communication, cooperation, sacrifice, and determination. At the top of Penn's Hill students hear Abigail Adams' account of the Battle of Bunker's Hill. At the Adams farm students join in her "domestic patriotism" and pen a letter to John Adams at the Continental Congress in Philadelphia urging him to declare independence and "Remember the ladies". Students then assume the roles of delegates to the Continental Congress and journey from Penn's Hill to Pennsylvania to take part in the crucial debate over the Declaration of Independence and, finally, to sign it. Students will focus on the Declaration of Independence and the monumental role that John Adams played in its passage.

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## DAY 3 LESSON PLAN 2:

This lesson allows students to experience the Revolution through different sets of eyes—colonial militiamen, British soldiers and colonial women. Students will have the opportunity to explore how these distinct experiences influenced their ideas about liberty and military service, and the course of events on April 19, 1775.

## Day 3

### Braintree, Quincy - Lexington - Concord

After breakfast we depart to [Adams National Historical Park](#) to visit the John Adams and John Quincy Adams' Birthplace homes followed by a special educational ranger program "[Pen and Parchment](#)" where we will participate and join John and Abigail Adams in founding a just and free nation. You will travel through time to discover the real meaning of independence, get exclusive access to primary sources and learn historical reasoning. Enjoy lunch en route to Lexington Green, site of the "shot heard around the world". In the afternoon we are Minute Men as we recreate the life of citizen soldiers that stood up to the world empire alone the Minute Man trail between Lexington and Concord. We will follow part of the route that Dr. William Prescott and Paul Revere rode when they warned of the British Regulars march into the countryside in search of Patriot Leaders and supplies. We will reenact the standoff on Lexington Green before gazing off the Old North Bridge in Concord. Then we visit the [Minute Man National Historical Park's Museum](#) for an introductory video before considering the roles of colonial men and women in the and the "[Rebels, Redcoats and Homespun Heroes](#)" Ranger Program. Using experiential learning, we will evaluate life in revolutionary times as we perform drills, examine artifacts and witness musket firing demonstration. This is a perfect afternoon to learn about what it was like to be a British soldier, colonial militiamen and colonial women committed to a cause. In the afternoon we will drive north to Albany and we will stop at West Brookfield for a traditional New England dinner at the [Salem Cross Inn Tavern](#). Overnight in Albany (B,D).

**Minute Man Historical Park. MA**  
**Program: Rebels, Redcoats, and Homespun Heroes**

In this program students start their visit by viewing *The Road to Revolution*, a multimedia program located in the Minute Man Visitor Center.

Next, they meet a colonial militiaman, British soldier, or a daughter of liberty to hear about the events of April 19, 1775. Students will also discover some often overlooked acts of heroism on the patriot home-front, and imagine what it must have been like to live in revolutionary times. Walking the Battle Road trail help the ideas and events come alive for students. Students learn that history can be fun as they gain a deeper understanding of the people, places, and events of the past. Participation in the program at the park helps them think about what causes are worth fighting for and why these events are important to our history as Americans.

Students will perform an 18th century military drill, role play, examine artifacts, and witness a musket firing demonstration. During the program, the complexities of the battle of Lexington and Concord emerge as students compare and contrast the experiences and perceptions of British soldiers, colonial militiamen, and colonial women committed to the cause of resistance on the home-front.

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## National Standards - Day 3:

### NCHS History Grades 5-12

NSS-USH.5-12.3 ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

Standard 1. Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

### NCCE Civic Grades 5-12

NSS-C.5-8.2 FOUNDATIONS OF THE POLITICAL SYSTEM  
What are the Foundations of the American Political System?  
What are the distinctive characteristics of American society?

### NCSS Standards

I. Culture – the study of culture and cultural diversity.  
II. Time, Continuity & Change – the study of the past and its legacy  
V. Power, Authority, & Governance – he study of interactions among individuals, groups, and institutions.

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## Performance Objectives Lesson 1:

- Identify Abigail Adams and John Adams as two ardent patriots of the Revolutionary era who contributed greatly to the founding and strengthening of their nation.
- List some ways that John Adams and Abigail Adams helped their nation during the American Revolutionary War.
- Identify why Abigail Adams' letters to John Adams during the American war were important then and are still relevant today.
- List two major compromises made in the drafting of the Declaration of Independence.

- Identify why Abigail Adams felt compelled to urge her husband to "Remember the ladies."

## Performance Objectives Lesson 2:

- Identify key vocabulary terms: militia, minute man, regular, regiment, muster, company, homespun, non-importation, propaganda.
- Describe a soldier's life (colonial and British) and how a battle was fought in 1775
- List at least two ways in which women of colonial New England served the cause of resistance and how their roles would begin to change after the Revolution.
- Explain the significance of the outcome of the Lexington Alarm and list at least two factors leading to American victory and British defeat.
- Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.
- Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- Identify and use various sources for reconstructing the past such as documents, letters, diaries, maps, textbooks, photos and others.
- Identify and describe ways family, groups and community influence the individual's daily life and personal choices
- Identify and describe examples of tensions between and among individuals, groups, or institutions and how belonging to more than one group can cause internal conflicts.
- Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.
- Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
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## Day 4

### Saratoga, New Windsor Cantonment

There are two versions of Day 4 so please read the detailed description here for September x and September y. On both days we will ride along the [Saratoga Battlefield](#) and spot the Schuyler House; Saratoga Monument (an obelisk that commemorates the American victory in the Battles of Saratoga) and Victory Woods which marks the final encampment site for the British Army. Today we will have a hands on colonial cooking demonstration where we leave nothing to waste. Traveling south in the afternoon, we make stops along the Hudson River Valley including the [New Windsor Cantonment Historic Site](#). This site features reconstruction buildings of the final encampment of the Continental Army. Between June 1782 and October 1783, 7,000 troops were boarded here in 600 log huts over 1600 acres.

This day we present one of our tour highlights, a 12 hour "Living History Experience"\* will begin tonight at New Windsor Cantonment Historic Site, where we will set up an authentic colonial camp and enjoy a colonial style dinner on site. Overnight at encampment (B,D).

\*Living History Experience is only available for certain departure dates. Regular tour includes dinner at a restaurant and overnight accommodation in a hotel.

Saratoga, New Windsor, NY



### DAY 4 LESSON PLAN:

Students will explore the causes and effects of the colonization of the Americas and will investigate military strategies, colonial warfare and the cost involved with the Revolutionary War.

#### **Saratoga Battlefield, New York.**

#### **Program: Saratoga Battlefield visit**

This program is designed to enjoy activities that give students the opportunity to use primary sources to learn about the Battles of Saratoga. It also gives insights into how the battles affected some of those involved with particular attention to the daily life of the typical soldier. The management of large troops including the meeting of necessary essentials such as the housing and feeding of large quantities are explored. Students become familiar with foods common to 18th century soldiers and the quantities needed to sustain an army of the time.

**\*Special Program for departures on September 18th "Saratoga Experience" will take a closer look to soldier's life during the Revolutionary wars.**

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#### **New Windsor, NY**

#### **Program: New Windsor Cantonment.**

This program is designed exclusively for The Travels groups with the support of [The Living History Education Foundation](http://www.livinghistoryed.org) <http://www.livinghistoryed.org>.

The purpose of this visit is to watch live demonstrations of musket drills, carpentry and blacksmithing as well as cooking and period medicine.

The visitor center showcases a variety of cannons and tells the story of an earlier encampment at New Windsor; the 1780-81 winter camp of the Continental Artillery troops, whose training nearby prepared them for the siege of Yorktown, Virginia, the last major battle of the war.

#### **\*Special Program for departures on September 4th:**

#### **"Living History" a 12 hour experience.**

\*For students joining the September 4th departure, this program will extend the immersion into colonial encampment through an overnight active historical learning event. This experience will be one of the most enriching ones allowing students to experience firsthand a day in the life of a soldier in the revolutionary army. Students will have the opportunity to explore the structure

### The Travels



and organization of a colonial camp, by taking roles and living the way soldiers lived back in General Washington's time. Students will participate in an authentic colonial time encampment including the set up, overnight stay and take down as well as the preparation and consumption of a colonial style dinner.

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## National Standards - Day 4:

### NCCHS History Grades 5-12

NSS-USH.5-12.3 Era 3. REVOLUTION AND THE NEW NATION

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 1A: The student understands the causes of the American Revolution.

Standard 1C: The student understands the factors affecting the course of the war and contributing to the American victory.

### NCSS Standards

**II Time, Continuity & Change** – study of the ways human beings view themselves in and over time.

**IV Individual Development & Identity** – study of individual development an identity.

**V Individuals, Groups & Institutions** – study of interactions among individuals, groups and institutions.

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## Performance Objectives Lesson 1

- Students will demonstrate the ability to reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England
- To better understand the makeup of an army in the American Revolution, and thus begin to have an appreciation for the human cost of war
- To gain a sense of the motivations and daily lives of the soldiers who fought in the Saratoga Campaign
- To gain an understanding of how a battle's outcome is determined by the choices made by military leaders.
- Students will be able to list four foods generally eaten by American Revolutionary War soldiers.
- Students will be able to calculate amounts of food and water needed for soldiers of that time period.
- Students will develop an understanding of the hardships of life for an 18th century soldier, and of the supply struggles for an army of that time. Students will be able to name the three basic organizational levels of an 18th century army.
- Students will be able to calculate the numbers of soldiers one would have encountered in a Revolutionary War army.
- Students will begin to develop an appreciation for the vast numbers of soldiers that helped secure American independence.
- Students will be able to construct and read a timeline of events in their own lives.
- Students will be able to construct and read a timeline of events for the British Campaign of 1777 (American Revolution).

- Students will demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.
- Students will demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.
- Students will identify and use various sources for reconstructing the past such as documents, letters, diaries, maps, textbooks, photos and others.
- Students will identify and describe ways family, groups and community influence the individual's daily life and personal choices.
- Students will identify and describe examples of tensions between and among individuals, groups, or institutions and how belonging to more than one group can cause internal conflicts.

## Performance Objectives Lesson 2

- Engage the history of the Continental Army's encampment at Saratoga through active historical learning.
  - Appraise George Washington's military and political leadership in conducting the Revolutionary War.
  - Explain how the Americans won the war against superior British resources.
  - Analyze United States relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory.
  - Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.



New Windsor, NY -  
Washington Crossing - Valley  
Forge - Philadelphia, PA

## DAY 5 LESSON PLAN:

Students will understand the difficulties and extreme conditions that the soldiers endured for the cause of the Independence. Students will explore General George Washington's war strategies.

### **Washington Crossing, PA** **Program: Washington Crossing**

In this iconic place, students will be able to see where George Washington crossed on his way to New Jersey after crossing the Delaware and marching 9 miles to Trenton. Students can watch an award winning orientation video (approximately 15 minutes in length) in the Visitor Center. A guided tour will include a Riverside talk where Washington crossed the Delaware on December 25, 1776; the Durham Boat Barn which houses replicas of the boats used that fateful night; and the McKonkey Ferry Inn, used by Washington prior to the Crossing and later by Hessian prisoners after the Battle of Trenton. Beyond the history of the Crossing, the Lower Park tour includes a visit to buildings associated with the historic Village of Taylorsville, which tells the story of the region and the prosperity it experienced after the Revolutionary War.

At the Upper Park, students can tour the Thompson Neely House, a miller's home used as a hospital for soldiers during the winter of 1776-77 encampment of the army.

This visit will allow students the opportunity to explore and describe in detail, the painting, George Washington Crossing the Delaware, the artist, the Revolutionary war at the time depicted, and the work itself. Students will be immersed in a recount of the events and action leading up to General Washington and his troops crossing the Delaware River on December 25, 1776; the first step in the surprise attack against Hessian forces at Trenton, New Jersey.

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### **Valley Forge, PA** **Program: Valley Forge Riding Through History**

Students will enjoy a guided tour of Valley Forge directed by park rangers. Students will receive a hands-on history lesson, viewing for themselves the difficulties encountered during the winter encampment (1777-78) by Washington and his soldiers.

Visiting this reconstructed encampment site and the original building used by General Washington, students will become familiar with the Continental Army and the transformation of this tired, ill-equipped, and despondent army into a new, better equipped and trained force ready to prove to the world that it could stand up to the British.

## Day 5

### New Windsor, NY - Washington Crossing - Valley Forge - Philadelphia, PA

Departure to Washington Crossing in the Pennsylvania side, where we will see where General George Washington and the Continental Army crossed the Delaware River on Christmas night in 1776 and then marched to Trenton. Here, after losing every major battle since the Declaration of Independence and with a volunteer army about to be released from their year of service, Washington orchestrated an epic plan to defeat the British hired Hessian forces without losing a single American soldier. We continue our way to King of Prussia, where Valley Forge is located, enjoy lunch on our own before visiting Valley Forge, site of the 1777-78 winter encampment of the Continental Army. We continue our way to Philadelphia, the city of brotherly love which was created by William Penn as the center of his utopia for religious freedom for America. Dinner at the award winning City Tavern, home to famous Chef Walter Staib, creator of the PBS series "A Taste of History". Overnight in Albany (B,D).

Through active historical learning, students engage the history of the Continental Army's encampment at Valley Forge, and discover the life of members of the Continental Army as it marched into Valley Forge.

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## National Standards - Day 5:

### NCHS History Grades 5-12

NSS-USH.5-12.3 ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

1. Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

- Understand the impact of the American Revolution on politics, economy, and society.
  - Understand the institutions and practices of government created during the Revolution and how they were revised during the eighteenth century.
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### NCTE Standards English Language Arts K-12

NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## Performance Objectives

- Students will be able to reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
- Students will be able to synthesize information utilizing a chronology of events occurring in the 1700's.
- Students will be able to describe the effect of weather, morale and leadership on the events that took place from 1776 to 1777.
- Students will discuss why General Washington chose Valley Forge and why he gave the orders to build huts during the winter encampment.
- Students will be able to define the term "sogering"
- Students will develop an awareness of the hardships endured by soldiers by researching the issues of food and the daily tasks performed by the army at Valley Forge.
- Students will discover the causes of over 2,000 deaths of Colonial soldiers during the winter encampment.
- Students will be able to describe the utility of the Durham boats and explain how they were utilized by Washington's army.
- Students will verbally appraise George Washington's military and political leadership in conducting the Revolutionary War.
- Students will be able to extract given information from a study of fine art: *George Washington Crossing the Delaware*.
- Students will be able to experience history by living a day as a soldier in the Continental Army.

- Students will be able to demonstrate the ability to perform the duties expected of revolutionary soldiers during an encampment.
- Students will be able to discuss the various causes of the American Revolution
- Students will be able to discuss the factors affecting the course of the war and those factors that contributed to the victory of the American Revolution.
- Students will develop an awareness of how the actions of the colonists in the eighteenth century affected present day politics, economy and society.

## Common Core State Standards

RH.6-8.2: Determine the central ideas or information of a primary or secondary source.

WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies; or secondary source.

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## Day 6

### Philadelphia - Annapolis, MD

We start with a visit to the famous [Independence Hall](#), where courageous delegates from the thirteen colonies put their lives on the line by signing the Declaration of Independence; where George Washington was named commander-in-chief of the Continental Army; where Betsy Ross' design for the first flag was approved; and where the American Constitution was drafted - that's a whole lot of history in just one building! Next door we will explore Congress Hall home of the House of Representatives and Senate from 1790 to 1800 and most importantly, were the first peaceful transfer of power occurred between President George Washington and President John Adams. We continue our adventure with a visit to the new home of America's symbol of freedom , the [Liberty Bell](#), and learn all about the "blueprint" of American democracy at the National Constitution Hall, where you'll see [Freedom Rising](#). We continue our stroll around to visit Philadelphia's most important sites like Quaker Meeting House, Benjamin Franklin's Post Office, Carpenters Hall which is the site of the First Continental Convention where the 13 Colonies first met to unite into one Country. Since 1695 through today, the Christ Church building is still being used just the way it was when Ben Franklin, George Washington, Betsy Ross and William Penn attended services there. We continue to visit the site of Benjamin Franklin's house sit and

learn how Benjamin's legacy continues to influence us today. Lunch on own at Terminal Market. In the afternoon drive to Annapolis, MA, where we will visit the [State House](#), completed in 1779 it is America's First Peacetime Capitol and the oldest state house still in legislative use. It was the site of nationally important events during the American Revolution, including George Washington's resignation as commander in chief of the Continental Army from the army, and the ratification of the Treaty of Paris. After this short visit, enjoy free time to stroll Annapolis picturesque Main Street. Dinner in the Reynolds Tavern. Overnight in Annapolis (B,D).

Philadelphia, PA, Annapolis, MD



#### DAY 6 LESSON PLAN 1:

Students will examine the ideals that formed the basis for the founding of the United States. They will investigate the meaning of liberty and learn how the Liberty Bell has become our icon of freedom. They will investigate how and where our political system originated.

**Liberty Bell Center, Independence National Historic Park. Philadelphia, PA**  
**Program: From Obscurity to Icon**

Students will visit the place where the dream of a free country of independent citizens became fact, Independence Hall. Here they will explore the beginnings of our political system, the capital of the United States from 1790 to 1800. Students will be able to research the Declaration of Independence and the Constitution by visiting the place where they were drafted and viewing historical documents. Students will investigate the source of the naming of the Liberty Bell and explore how the bell was adopted as a symbol to promote a wide variety of causes, from women's rights to civil rights, to protests against political oppression and how it became an international symbol of liberty.

#### DAY 6 LESSON PLAN 2:

Students will be able to explore facts about signing of the Constitution on September 17th, 1787.

**National Constitution Center. Philadelphia, PA**  
**Program: The Story of We the People, and Signers Hall**

This program at the National Constitution Center allows students to be inspired by interactive exhibits, live performances, rare artifacts, and hands-on activities that bring the U.S. Constitution to life.

A live actor narrates a 360 degree theatrical production, "Freedom Rising". This multimedia production transports the student on a whirlwind journey through more than 200 years of constitutional history—from the American Revolution to the Civil War, the Civil Rights movement, and other key historic milestones. Students come away inspired by the American quest for freedom and a deeper understanding of the United States Constitution.

Students will have the opportunity to participate in the interactive exhibition, The Story of We the People. America's constitutional history is illuminated through hands-on activities, innovative exhibits, rare artifacts, films and photographs. This exhibition is tailored to elementary, middle and high school.

At the iconic Signers Hall, students will have the opportunity to sign the Constitution alongside 42 life-size, bronze statues of the Founding Fathers present at the signing on September 17, 1787.

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## National Standards Day 6:

### NCHS

#### History Grades 5-12

##### NSS-USH.5-12.4 ERA 4 EXPANSION AND REFORM

Standard 3A- The student understands the changing character of American political life in "the age of the common man."

Standard 4B- The student understands how Americans strived to reform society and create a distinct culture.

#### Social Studies Grades 5-12

##### NSS-USH.5-12.6 ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870 to 1900)

Standard 2C- The student understands how new cultural movements at different social levels affected American life.

##### NSS-USH.5-12.7 ERA 7: THE EMERGENCE OF MODERN AMERICA (1890-1930)

Standard 1B- The student understands Progressivism at the national level.

##### NSS-USH.5-12.9 ERA 9: POSTWAR UNITED STATES (1945 to early 1970s)

Standard 4-The struggle for racial and gender equality and for the extension of civil liberties.

Standard 4A- The student understands the "Second Reconstruction" and its advancement of civil rights.

##### NSS-USH.5-12.3 ERA 3: REVOLUTION AND THE NEW NATION

Standard 3- The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

Standard 3A- The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

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### NCSS Standards

II. Time, Continuity & Change the study of the past and its legacy.

V. Individuals, Groups & Institutions study of interactions among individuals, groups, and institutions.

VI. Power, Authority & Governance study of how people create, interact with, and change structures of power, authority, and governance.

X. Civic Ideals & Practices study of the ideals, principles, and practices of citizenship in a democratic republic.

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## Performance Objectives Lesson 1

- To analyze the historical and cultural influences that shaped the symbolic meaning of the Liberty Bell.
- To critically evaluate the reliability of particular sources as a way of determining historical accuracy.

- To determine from the historical record how popular ideas about the past are shaped and changed by current events. To research the way patriotic symbols are used in their own communities as well as the nation.
- To identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
- To give examples of the role of institutions in furthering both continuity and change
- To show how groups and institutions work to meet individual needs and promote the common good and identify examples of where they fail to do so.
- To identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty justice, equality and the rule of law and discuss their application in specific situations.
- To identify examples of rights and responsibilities of citizens
- To explain actions citizens can take to influence public policy decisions
- To recognize that a variety of formal and informal factors influence and shape public policy
- To explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.
- To recognize and interpret how the "common good" can be strengthened through various forms of citizen action.

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## Performance Objectives Lesson 2

- Students explore the power of the vote and recognize this power as a privilege and responsibility for citizens.
- Students will understand the different ways that Americans have gained the right to be a citizen and how the United States has served as the destination point for a steady flow of immigrants.
- Students will learn that a fair trial was very important to the Founding Fathers, and is mentioned not only in the sixth Amendment, but also the fourth, fifth and eighth Amendments.
- Students will understand that as citizens, Americans enjoy the right to a trial by a jury, thanks to the sixth Amendment.
- Students will become aware of the parts played by juror, lawyer and judge in the provision of fair trials.
- Students will research the Civil Rights Movement by reading about the civil rights movement and be able to discuss how social media such as Facebook and Twitter has affected non-violent protest, education and civic action.
- Students will be able to relate economics to government by exploring how our government spends the money it receives from citizens through taxes.
- Students will be able to identify the various signers of the Constitution on September 17, 1787 at the Constitutional Convention.
- Students will be able to locate and identify various state and territory flags at the Grand Hall Overlook
- Students will explore the stories of everyday citizens who used their rights to impact the Constitution at the American National Tree.
- Analyze the factors involved in calling the Constitutional Convention.
- Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.
- Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history.



Annapolis, Mount Vernon,  
Williamsburg, VA

## DAY 7 LESSON PLAN:

Students will explore closely the lifestyle of early American people and research on slavery in the 18th century. Students will research the relationship between the character and actions of George Washington and how these virtues fostered a democratic society.

### Program: George Washington's Mount Vernon

Students will have the opportunity to tour Washington's iconic mansion including Pioneer Farm (seasonal), Blacksmith Shop, Ford Orientation Center, and the Donald W. Reynolds Museum and Education Center. Twenty Three interactive galleries and theaters (including a special-effects movie, dynamic graphic displays, surround-sound audio programs) are available to research the life and legacy of George Washington as a leader, businessman and slave owner including the topic George Washington and Slavery: the 1799 Census of Slaves.

Students will be able to focus on the character of our First President and recognize the importance he placed on civic virtue to preserve a strong constitutional republic.

Through analysis of historical documents, such as **110 Rules of Civility & Decent Behavior in Company and Conversation**, students will learn about the manners and mores of late 18th century America and of the personal rules of decorum by which George Washington lived and will gain insight into the behavior of the early colonists and how their beliefs, social and civic virtues affected our democracy.

Students will have the opportunity to compare the differences in decorum that existed in the 1700's to those of present day society. Activities related to this list of 110 rules that George Washington hand-copied sometime before the age of sixteen, will provide insight into the changes in socially acceptable manners and mores that have occurred as well as how society has changed our expectations and behavior.

## Day 7

### Annapolis - Mount Vernon - Williamsburg, VA

After breakfast we cross the Chesapeake Bay and follow General Washington's route as a civilian to his home, **Mount Vernon, Virginia**. This is the estate that Washington called home for more than 40 years. He with his wife Martha Washington lived in the now most popular historic estate in America and the last reminder of the life and legacy of the Father of Our Country. Visit more than a dozen original structures, Washington's Tomb, 50 acres of plantation, working blacksmith shop, slave cabin and Washington's own invention of a 16 sided threshing barn among other interesting features of his home. Get inside Washington's private life as we study colonial morals and visit the galleries that display original artifacts like the General's dentures which were made from many materials but never wood.

The Educational Center showcases the painstaking research that culminated in the three most accurate likenesses of George Washington throughout his life as well as a realistic movie depicting the main battles of the General featuring chairs that rumble from canon fire and snow that fell during the daring crossing of the Delaware River. Enjoy free time for lunch at Mount Vernon's Food court or try the peanut soup at the Colonial Inn.

Afterwards we continue in the footsteps of Washington to **Colonial Williamsburg** where the General started his political career as a member of the House of Burgesses. History is alive as we walk down the same streets,

dine in the same **famous taverns** and frequent the same shops as Thomas Jefferson, Patrick Henry, Payton Randolph to name a few. Who knows, we may even meet some of them as we enjoy our evening tavern meal and living history night program. Overnight in Williamsburg (B,D).

## National Standards:

### NCHS History Grades 5-12

NSS-USH.5-12.2 ERA 2: COLONIZATION AND SETTLEMENT (1585-1763)

**Standard 1.** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

**Standard 2.** Understand how political, religious, and social institutions emerged in the English colonies

**Standard 3.** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

**Standard 3A.** The student understands colonial economic life and labor systems in the Americas. Therefore the student is able to:

**Standard 3C.** Understand African life under slavery.

- Identify the major economic regions in the Americas and explain how labor systems shaped them.
- Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean.
- Discuss slavery in a chronological fashion throughout history beginning with the Greek and Roman period.
- Discuss African life under slavery.
- Explain how varieties of slavery in African societies differed from the chattel racial slavery that developed in the English colonies.
- Analyze overt and passive resistance to enslavement.

- Students will research the behavior that was socially acceptable and socially required during the latter 1700's through an analysis of the document, "110 Rules of Civility & Decent Behavior in Company and Conversation".
- Students will discuss the ramifications of living with such guidelines in the past and why these rules were adhered to.
- Given this list of rules, the student will categorize the rules into those that are relevant in modern society and those that are not.
- Students will analyze and compare the cultural and religious factors that dictate acceptable social behavior in the eighteenth century to the twenty-first century.
- Students will generate a list of rules of civility and behavior that apply to modern day.

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### NCCE Civic Grades 5-12

NSS-C.5-8.5 ROLES OF THE CITIZEN

What are the Roles of the Citizen in American Democracy?

What is citizenship?

What are the rights of citizens?

What are the responsibilities of citizens?

What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

How can citizens take part in civic life?

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### NCTE Standards English Language Arts K-12

NL-ENG.K-12.5 COMMUNICATION STRATEGIES

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

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## Performance Objective

- Students will analyze primary documents in order to discuss the challenges that faced as our first president.
- Students will focus on the character of George Washington and the effect his morals had on democracy.
- After exploring the home of George Washington, students will become aware of the social and civil practices that took place at Mount Vernon.
- Use of the Donald W. Reynolds Museum and Education Center will allow students to do the following:
- Analyze forced relocation of Africans to the English colonies in North America and the Caribbean.
- Explain how varieties of slavery in African societies differed from the chattel racial slavery that developed in the English colonies.
- Analyze overt and passive resistance to enslavement.
- Explain mercantilism and evaluate how it influenced patterns of economic activity.

## Day 8

### Williamsburg, VA

Experience life in the 18th century at America's largest outdoor history museum. Colonial Williamsburg was the center of government education and culture in Colonial Virginia for most of the 18th century. The city exhibits dozens of authentic or re-created colonial houses and relating to American Revolutionary War. The main buildings include Raleigh Tavern, the Capitol, the Governor's Palace among others. On the far side of Duke of Gloucester Street from the Capitol is America's second oldest college, the College of William & Mary. Chartered in 1697 by King William and Queen Mary, W+M has educated US Presidents like Thomas Jefferson, James Monroe, and John Tyler as well as 16 signers of the Declaration of independence and countless indian youth in attempts to enlighten our wild young democracy. This is a rare opportunity to experience history within a city that remains virtually unchanged from the time history occurred. We will take advantage of programs that have been specially designed by Colonial Williamsburg's education department for HomeSchoolers. To make the most of your time at Colonial Williamsburg you will always be accompanied by a costumed Licensed Guide of Williamsburg to inspire you through language, games, anecdotes and knowledge of where to find the best colonial chocolate. Dinner in a Tavern. Overnight in Williamsburg. (B,D).

Williamsburg, VA



### DAY 8 Lesson Plan:

Students have a rare opportunity to experience firsthand what it is like to live in a colonial town and interact directly with its inhabitants. Students will learn the events that led up to the drafting and adoption of the Articles of Confederation.

#### Williamsburg, VA

#### Program: Colonial Williamsburg

Colonial Williamsburg is a replication of a city in the 18th century. The citizens of the town dressed in period costumes go about the typical daily activities that took place in Williamsburg in the 1700's. Students will be able to step back into this time and observe the culture, economics, politics and social workings of the colonists in their homes, farms and shoppes. Architecture, design, and various skills of the artisans will be observed and explained. Demonstrations and explanations of typical activities that are available stem from hat making to housebuilding. Communication is explored through activities including conversing and debating with the colonists, viewing 18th century correspondence and observing the art of bookbinding and printing. Students will partake in town activities such as a the charge, trial and verdict of a prisoner, receiving communication about the war and specific soldiers, or a town debate regarding a specific issue threatening the safety and welfare of the inhabitants. This unique experience will promote an understanding of how values, religion, economic and political issues affected the lives of the colonists and future Americans.

Homeschooler Experience: We have timed our itinerary for the Homeschool Days event at Colonial Williamsburg to allow at least one special hand-on experience designed for homeschool families. These events range from artistic endeavors to scientific explorations and vary according to scheduled offerings.

The following is a list of potential and typical reenactments that the students may encounter during their trip to Colonial Williamsburg:

[Eighteenth-Century and Twentieth-Century Forms of Resistance](#): Students discuss the various types of resistance used in colonial times and compare them with forms of resistance from the twentieth century.

[A Family Disrupted: The Randolph Family and the Coming American Revolution](#): Some members of the prominent Williamsburg Randolph family were patriots, but others were loyalists. Students examine biographical information to determine these differing views and how they affected the Randolph family.

[Acrimony in Bruton Parish Church](#): This role-play activity demonstrates to students the importance of religion in the eighteenth century and the conflict between the established Church of England and Enlightenment ideas.

[Attitudes and Behaviors Regarding Slavery in the Colonial Period](#): Students use Virginia Gazette advertisements for the return of runaway slaves to determine the nature of slavery during the colonial period.

[A Colonial Christmas in Williamsburg](#): Students compare modern Christmas celebrations with those of the eighteenth century and participate in eighteenth-century Christmas and Twelfth Night customs.

[Don't Fence Me In](#): Students explore different kinds of fences and their uses, and examine colonial attitudes toward land ownership and community.

[Eighteenth-Century Music and Dance](#): Students discover the customs and role of eighteenth-century dancing through primary sources, then learn the eighteenth-century dance "La Royale".

[Mathematics with a Mob Cap](#): Students make mob caps—gathered linen or cotton caps worn almost constantly by eighteenth-century females—using geometry and other basic math skills.

[Predicting Weather in the Eighteenth Century](#): Students learn about eighteenth-century methods of predicting weather, such as weathervanes and almanacs, and why they would be important in an agricultural society. They then create their own weathervane.

[Signs of the Times](#): Students use trade shop signs to learn about eighteenth-century occupations. They then design their own trade sign to practice expressing ideas in simple graphic form.

[Travel in the 18th Century](#): In the eighteenth century, people of different social levels used various modes of transportation for different purposes and destinations. By looking at how people traveled, students learn more about life in the eighteenth century.

[The Trial of Abigail Briggs](#): Students role-play an eighteenth-century court case—a murder trial—to learn about colonial Virginia's justice system.

[The Two Williamsburgs](#): Students learn about the lives of enslaved African Americans through the book "A Williamsburg Household."

These lesson meets the National Standards of Learning in the areas of:  
chronological thinking,  
historical comprehension,  
historical analysis and interpretation,  
historical issues analysis,  
and decision making.

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## National Standards - Day 8:

### NCHS History Grades 5-12

NSS-USH.5-12.3 ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Understands the impact of the American Revolution on politics, economy, and society.

Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

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## NCCE Civic Grades 5-12

NSS-C.5-8.2 FOUNDATIONS OF THE POLITICAL SYSTEM

What are the Foundations of the American Political System?

What is the American idea of constitutional government?

What are the distinctive characteristics of American society?

What values and principles are basic to American constitutional democracy?

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## Performance Objectives

- Students will be able to observe the various characters that are role played at Colonial Williamsburg and define the function of each. Included are: clergy, educator, governor, lawyer, merchant, soldier, farmer, free slave, slave, statesman, middling (tradesman) and gentry (landowners, wealthy merchants and financiers).
- Students will observe and discuss the ancient crafts which were practiced with 18th-century methods in colonial times.
- Students will observe and discuss mathematics and geometry and how tradesmen arrived at necessary computations.
- Students will compare how technology has changed the quality and output of production.
- Students will have the opportunity to research the origin of religious freedom by reading the document *An Act for Establishing Religious Freedom*, a bill, drafted by Thomas Jefferson in 1777 which first appeared in the form of a broadside, printed in Williamsburg in 1779
- Students will observe colonial-era architecture and become familiar eighteenth-century design.
- Students will become aware of the different historic structures found in Colonial Williamsburg as well as the construction practices needed to build them.
- Students will observe the diversity of the clothing worn by eighteenth-century Virginians as dictated by the different classes in society.
- Students will become aware of the importance of letter writing as it related to fashion and how it enabled the colonists to keep abreast of the trends in London and formal European society.
- Students will discuss the terms dressing and undressing as it was used in the eighteenth century, the various changing of clothing and the importation of garments and cloth from Europe.
- Given the historical document, *First Assembly minute book, December 16, 1746*, the student will be able to obtain an understanding of the role of music and dance in eighteenth-century Virginia
- Students will verbally explain how music and dance were part of a young person's educational process and state the importance of such.
- optional: Take part in the performance of an eighteenth-century dance
- Students will be able to compare dance as a part of the culture in colonial times and as a part of today's culture.



Williamsburg, Yorktown,  
Monticello, Michie Tavern,  
Alexandria.

## DAY 9 LESSON PLAN:

Students will explore the events leading to the termination of the Revolutionary war.

### Yorktown, VA

#### Program: Yorktown encampment visit

Students will visit the Yorktown battlefield and will receive an in-depth history of what happened at the Siege of Yorktown on October 19, 1781. Students will follow the steps of American and French troops as they defeated the British in the last major battle of the American Revolutionary War. They will have a closer look to General Washington's strategies that were crucial to the victory at Yorktown.

During this historic adventure, students will discover untold stories, find inspiration, and journey into the past discovering roles played in the war by soldiers and citizens whether male or female, adult or child, white or black.

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## DAY 9 LESSON PLAN 2:

Students will relate the importance of Thomas Jefferson contributions, education and how valuable the Jeffersonian library was in the design of Monticello, the planning and maintenance of colonial life at the Jeffersonian homestead.

### Monticello, VA

#### Program: Monticello, home of Thomas Jefferson

Students will enjoy a 2 hour visit to Jefferson's Monticello, including a 35 minute guided house tour; Visitor Center museum galleries and theater; and a guided visit to gardens, workrooms, storage areas, and the Mulberry Row, the center of plantation activity in Jefferson's time.

## Day 9

### Williamsburg - Yorktown - Monticello - Michie Tavern - Alexandria, VA

The first stop this morning is [Yorktown](#), VA. In 1781 this strategic place and battlefield was the stage where a British army commanded by General Cornwallis was forced to surrender to General Washington's Army and French forces led by Comte de Rochambeau. This was the last major land battle and the victory that secured independence for the United States and significantly changed the course of world history. Since we are nearing the end of the tour and at the end of the war, we pay homage to the brave patriots at the Yorktown Battlefield Surrender Field before we head west to [Monticello](#), home of Thomas Jefferson, the principal author of the United States Declaration of Independence and third President of the United States. Visit the house that Jefferson designed as we discuss colonial architecture and the life of slaves in colonial Virginia. Jefferson was a student of the enlightenment and could not live without books. We will pay our respects at his grave before visiting the UNESCO World Heritage site of the University of Virginia. At Monticello, Jefferson accommodated travelers with food, drink and lodging more than 200 years ago, so as we shall dine at the base of Jefferson's "little mountain". Lunch at [Michie Tavern](#) a historic landmark that recreates 18th century tavern life with dance lessons and the best fried chicken and stewed tomatoes you may ever have. Evening dinner at [Gadsby's Tavern](#) followed by a ghost tour in Alexandria, Virginia. Overnight in Alexandria (B,L,D).



Monticello offers different resources to showcase life in the 18th century and the life and legacy of the brilliant mind of Thomas Jefferson.

Students will discover Jefferson's world with a rich introductory 15 minutes film that will orient students to key notions regarding Jefferson's ideas and accomplishments, especially his core concepts about liberty that reached far beyond his place and time in history.

During the visit to the grounds and main house, students will be introduced to Monticello as working plantation and to Thomas Jefferson as a Founding Father and man of the enlightenment.

Students will observe the environment created by Thomas Jefferson inside and outside of his dwelling. Paramount is the importance of books and the role education played in forming the philosophy and practices of our third president.

Students will have the opportunity to view the architectural drawings as well as the architecture designed by President Jefferson. A view of the books that make up the library give a glimpse of the writers that affected Jefferson in his thinking, his life, and his home. Social life is revealed in the discovery of activities that took place at Monticello including the accommodations given to visitors at Monticello centuries ago.

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## National Standards - Day 9:

### NCCHS History Grades 5-12

NSS-USH.5-12.2 ERA 2 COLONIZATION AND SETTLEMENT (1585-1763)

Standard 1B. Understand the European struggle for control of North America.

Standard 1. Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Standard 2C. The student understands social and cultural change in British America.

Standard 3A. The student understands colonial economic life and labor systems in the Americas.

Standard 3B. The student understands economic life and the development of labor systems in the English colonies.

Standard 3C. Understands African life under slavery.

NSS-USH.5-12.3 ERA 3 REVOLUTION AND THE NEW NATION (1754-1820s)

Standard 1. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 2. The impact of the American Revolution on politics, economy, and society.

Standard 2B. The student understands the economic issues arising out of the Revolution.

Standard 2C. The student understands the Revolution's effects on different social groups.

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### NCCE Civic Grades 5-12

NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT

What are Civic Life, Politics, and Government?

What are the nature and purposes of constitutions?

What are alternative ways of organizing constitutional governments?

NSS-C.5-8.2 FOUNDATIONS OF THE POLITICAL SYSTEM

What are the Foundations of the American Political System? What is the American idea of constitutional government? What values and principles are basic to American constitutional democracy?

NSS-C.5-8.5 ROLES OF THE CITIZEN

What are the Roles of the Citizen in American Democracy? What is citizenship? What are the rights of citizens? What are the responsibilities of citizens?

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## NCSS Standards

I. Culture study of culture and cultural diversity.

II. Time, Continuity, and Change, the study of the past and its legacy.

III. People, Places, and Environments, the study of people, places, and environments.

IV. Individual Development and Identity, the study of individual development and identity.

V. Individuals, Groups, and Institutions, the study of interactions among individuals, groups, and institutions.

VI. Power, Authority, and Governance, the study of how people create, interact with, and change structures of power, authority, and governance.

X. Civic Ideals and Practices, the study of the ideals, principles, and practices of citizenship in a democratic republic.

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## Performance Objectives Lesson 1:

- Students will verbalize the fact that this victory at Yorktown secured American Independence.
- Students will discuss the strategies of General Washington that were crucial to the victory at Yorktown.
- Students will explore the strategies of the battle between the British army and the joint forces of revolutionary and French troops.
- Students will identify the role of French troops in the victory of Yorktown.
- Students will identify the three major contributions of the France; their navy, army and their finances
- Students will be able to identify the leaders of the Allied and British armies.
- Students will be able to research the effect of the surrender of British forces at the final battle.
- Students will be introduced to the effects of the war on people, as well as the role in the war by citizens and soldiers, whether male or female, adult or child, white or black.
- Students will be able to state that war affects civilians and soldiers, at all times throughout history.
- Students will be able to reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence.

- Students will compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British.

## Performance Objectives Lesson 2:

Students will view the life and ideas of Thomas Jefferson as they pertained to such subjects such as liberty, freedom, life and architecture in which Jefferson applied classical Greek and Roman building styles in new ways.

Students will be able to take a closer look at the enslaved African Americans' life who worked at Monticello and they will be able to reflect on the meaning of liberty.

Students will explore how Jefferson influenced the evolution of this new nation as a founding father .

Students will discover Thomas Jefferson's main contributions to society as author of the Declaration of American Independence, and the Virginia Statue for Religious freedom as well as the founding the University of Virginia.

Following the tour of Monticello, students will be better equipped to gain the following learning modules:

- To gain an overview of Thomas Jefferson and his many innovations and accomplishments
  - To make connections to science, politics, art and technology.
- to understand the meaning of liberty.
- to explain how Enlightenment ideas, influenced American society.
- to explain mercantilism and evaluate how it influenced patterns of economic activity.
- to identify the major economic regions in the Americas and explain how labor systems shaped them.
- to compare the characteristics of free labor, indentured servitude, and chattel slavery.
- to analyze overt and passive resistance to enslavement.
- to describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
- to identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;
- to demonstrate an understanding that people in different times and places view the world differently.
- to describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
- to examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.
- to describe personal connections to place—especially place as associated with immediate surroundings;
- to show how learning and physical development affect behavior.
- to explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.
- to identify examples of institutions and describe the interactions of people with institutions.
- to explain the purpose of government;
- to recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.
- to identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty justice, equality, and the rule of law, and discuss their application in specific situations;
- to identify examples of rights and responsibilities of citizens;

- to identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- to examine the influence of public opinion on personal decision-making and government policy on public issues;
- to explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;

## COMMON CORE STANDARDS

During the tour, students may have the opportunity to achieve the following Common Core Standards:

### English Language Arts Standards » History/ Social Studies » Grade 6-8

#### Key Ideas and Details

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### Craft and Structure

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

#### Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**SOURCE:** <http://www.corestandards.org/ELA-Literacy/RH/6-8>

### English Language Arts Standards » Writing » Grade 6-8

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.

- [CCSS.ELA-Literacy.WHST.6-8.1a](#) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- [CCSS.ELA-Literacy.WHST.6-8.1b](#) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- [CCSS.ELA-Literacy.WHST.6-8.1c](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- [CCSS.ELA-Literacy.WHST.6-8.1d](#) Establish and maintain a formal style.

- [CCSS.ELA-Literacy.WHST.6-8.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.WHST.6-8.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- [CCSS.ELA-Literacy.WHST.6-8.2a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- [CCSS.ELA-Literacy.WHST.6-8.2b](#) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- [CCSS.ELA-Literacy.WHST.6-8.2c](#) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- [CCSS.ELA-Literacy.WHST.6-8.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.

- [CCSS.ELA-Literacy.WHST.6-8.2e](#) Establish and maintain a formal style and objective tone.

- [CCSS.ELA-Literacy.WHST.6-8.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.

(See note; not applicable as a separate requirement)

#### Production and Distribution of Writing

[CCSS.ELA-Literacy.WHST.6-8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.6-8.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[CCSS.ELA-Literacy.WHST.6-8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### Research to Build and Present Knowledge

[CCSS.ELA-Literacy.WHST.6-8.7](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-Literacy.WHST.6-8.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.WHST.6-8.9](#) Draw evidence from informational texts to support analysis, reflection, and research.

#### Range of Writing

[CCSS.ELA-Literacy.WHST.6-8.10](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Note :

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

**SOURCE:** <http://www.corestandards.org/ELA-Literacy/WHST/6-8>

# 10 Day

Trip summary of destinations.

## Itinerary in

## review

1-2

Boston Historic Trail. MA

3

Boston, Braintree, Quincy, Lexington, Concord. MA

4

Albany, Saratoga, New Windsor Encampment. 24 hour "Living History Experience" Sep 4th, 2013

4

Albany, Saratoga, New Windsor Encampment. "Saratoga Experience" Sep 18th, 2013 departure

5

New Windsor, NY, Washington Crossing, Valley Forge, Philadelphia, PA

6

Philadelphia, PA, Annapolis, MD

7

Annapolis - Mount Vernon - Williamsburg, VA

8

Williamsburg, VA

9-10

Williamsburg, Yorktown, Monticello, Michie Tavern, Alexandria, VA

## The Travels Team:

### Jane McGraw

#### Curriculum Advisor

The Travels team has the honor to have the collaboration of Jane McGraw, our Education and Curriculum Advisor for the Founding America Tour.

Ms. McGraw holds a degree in Economics and Business from Lehman College, CUNY as well as a Masters Degree from Hofstra University. Ms. McGraw is also licenced by the New York State Department of Education in Secondary Education and Special Education, holding permanent certification in both.

Extensive experience as a curriculum advisor spans the secondary and post secondary field. This experience includes the procurement of state accreditation for colleges and private schools through the submittal to and approval by state educational agencies of all required curricula. As curriculum advisor, Ms McGraw has successfully achieved accreditation for business, medical and dental schools and colleges.

Ms. McGraw has created and managed programs for nonprofit and governmental agencies such as the Hellen Keller Insitute for the Blind (dealing with both the child and adult members), the Rehabilitation Insitute, The Women's Occupational Resource Center, CETA, EAC, New York State Department of Labor and various federal agencies. Ms McGraw is noted for her ability to devise programs for the disabled to assist them in obtaining independence though employment. The disabled community benefiting from Ms. McGraw's work include the deaf, visually impaired and those clients dealing with physical, emotional and mental impairments.

Teaching experience includes private and public secondary schools as well as post secondary schools. Subjects taught include business classes for the Wyndanch School District, special education classes for the Manhasset School District, accounting and law at the New York Institute of Technology and economics and computer science at The Berkeley College.

Jane McGraw is also a fine artist, holding the prestigious signature membership in the Pastel Society of America and membership in the Oil Painters of America. Ms McGraw provides workshops in fine art in New York and Europe.



#### DISCLAIMER:

The Travels LLC reserves the right to change the order of visits or itinerary.

Information on specific state curriculum may be obtained upon request.

**NOTE:** While this informational material is designed with a focus on middle school (grades 5-8), educators or tutors may adapt it to suit the needs of elementary or high school learners.



Jane McGraw, Education & Curriculum Advisor for The Travels LLC



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