



INDIVIDUAL PROGRAM PRICE: Virginia Schools \$75 | Out-of-State \$125

Dressing the Past: Fashion & History

PROGRAM LENGTH: 40 – 45 MINUTES | GRADE LEVEL: K – 2

Using clothing and replica artifacts, students will take a journey through time to look at items of clothing from famous Virginians and important periods in Virginia's history. Participants will be able to draw conclusions about life in the past vs. present, and talk about why individuals and communities lived, worked, and dressed differently.

The Powhatan Indians

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: K – 12

Using primary sources as well as replica artifacts created by Mattaponi Indians, students will learn about what life was like for Woodland Indians by examining the Algonquian speaking Powhatans in Virginia before the first English settlers made it their home. The Powhatans serve as an excellent example of Woodland Indian culture that dominated the eastern United States prior to the European contact. Students will identify the various natural resources used by Native American men, women, and children to make their tools and clothing. Students will also be engaged in a discussion about Pocahontas and the myths associated with her life. Much of what historians now know about her and the Indians we call "the Powhatans" is derived from English sources, as the Powhatans had no written language. Students will look at the reliability of these English sources in a discussion of what mysteries remain.

Finding the "Real" Pocahontas

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

The study of Pocahontas is an excellent exercise testing the strength of primary versus secondary sources. This program examines historical evidence of six episodes of her life that are recorded by English settlers and compares those accounts to the mythology created after her death, when artists manipulated her story to support causes that they wanted to advance.

Exploring Primary Sources: John Smith's Map of Virginia

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

Maps gained in importance during the Age of Exploration. European explorers needed maps to follow and created their own as they explored new lands. Some maps became so important that they were copied repeatedly. These map copies, or derivatives, were especially useful to travelers and explorers to the New World. John Smith's map of Virginia was one of these influential maps, because of the importance of the Virginia settlement and the accuracy with which Smith conducted his work.

From Jamestown to Revolution: Virginia in the Colonial Era

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

What happened between 1607 and 1763 in Virginia? Using replica artifacts, pictures, maps, and other primary sources, this program will study how and why Jamestown was the first permanent settlement in Virginia, how Williamsburg was chosen as the first capital city, the beginnings of government, slavery versus indentured servitude, and how colonial Virginians lived in their day-to-day lives.

The Pursuit of Liberty: The Revolutionary War and the Founding of America

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

Virginians played an essential role in the creation of the new American nation. From actions during and following the American Revolution to ideas and documents that established the new country, Virginians were involved at every point. During this program participants will learn more about the lives of Virginia's founding fathers, such as George Washington, Patrick Henry, Thomas Jefferson, James Madison, and George Mason, while also examining some of the most important documents in American history: The Declaration of Independence, the Virginia Statute for Religious Freedom, the Virginia Declaration of Rights, and the United States Constitution.

Different Paths to Freedom: Slavery and the American Revolution

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

Discover the implications that the American Revolution had on ideas of freedom and liberty. Students will examine the relationship between enslaved African Americans and the American Revolution through an investigation of Lord Dunmore's Proclamation, James Lafayette's petition, and Peter Sublett's manumission. Students will engage in primary source analysis and interpret the importance of the primary source and place it into historical context. This interactive program will end with a period for questions and answers.

Letters from a '49er: A Virginian's Journey to find California Gold

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

In 1849, John Robertson Maben traveled to California in search of gold. In this program, participants will join Maben on his journey. In a series of thirteen letters, Maben describes his travels to his wife, Sarah. These letters are especially vivid as Maben was witness to events both momentous and mundane. He wrote of the cholera epidemic of 1849, the great St. Louis fire that same year, and the excitement and brutality of the California gold fields.

The Civil War: An American Turning Point

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

From 1861 to 1865 the country was in a military and social revolution. How we define freedom, liberty, patriotism, and nation today is directly related to the diverse experiences of the individuals who participated in the Civil War. This program will discuss various aspects of the Civil War, including life on the battlefield, life on the home front, the roles of medicine and technology in the Civil War, and the parts that African Americans, American Indians, women, and children played in the war.

Abraham Lincoln, African Americans, and the Emancipation Proclamation

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

Two years of fighting changed what the American Civil War was about. Beginning in 1863, the North no longer fought only to save the Union, but also to end slavery. Lincoln believed ending slavery was the only way to win the war and not have to fight again. This program focuses on an examination of political cartoons and paintings that highlight Abraham Lincoln, the Emancipation Proclamation, and the end of slavery. Particular attention is paid to the role that enslaved African Americans played in their own emancipation. Through guided historical inquiry your students are introduced to political cartoons as primary sources. They will engage in primary source analysis and interpret the importance of these sources while learning about their historical context. This interactive presentation will end with a period for questions and answers.

Sick Call! Civil War Diseases, Hospitals, & Medicine

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

More soldiers died during the American Civil War from diseases than from battle wounds. What were the most common diseases, and how did doctors treat them? This program examines doctors, nurses, and patients in both the North and South and how they dealt with sickness and injury. Students will use an interactive program to help diagnose a sick patient and treat them for their ailment while also learning how surgeons completed war-time amputations.

Death & Memory and the Civil War

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 6 – 12

The goal of this program is to better understand how the country dealt with the deaths of over 620,000 people during the Civil War. Students will use primary sources such as photographs and letters to analyze how the fatalities were felt on the home front. They will leave with a more comprehensive knowledge of how the Civil War changed America's mourning customs and perspectives of war and death. **This program uses several images of dead bodies, both in battlefields & in staged photos. Please be advised that this may be upsetting to some viewers.*

Rebuilding America: Reconstruction and Jim Crow

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

After the Civil War, Virginians eagerly embraced economic development and technological change while resisting political and social change. Indeed, as Virginia moved forward in many ways and living standards improved, society was rigidly segregated by race. This program examines the ways in which Virginians and other former Confederates dealt with rebuilding and reunification after the Civil

War. Particular attention is paid to the impacts of the 13th, 14th, and 15th amendments, the origins of Jim Crow, and other steps taken to disenfranchise African Americans and poor whites.

Picture This: Virginia in the Twentieth Century

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 4 – 12

New and rapidly developing technologies allowed the twentieth century to be the more visually documented than any previous era. Movies, photography, and new printing methods recorded the sweeping changes that occurred as people moved from the countryside to cities and as the Industrial Revolution came to dominate the new rhythms of life. Join us as we explore themes of urbanization, social change, and politics represented by the photograph, manuscript, and museum collections of the Virginia Museum of History & Culture.

Tobacco: The Crop that Created the Commonwealth

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 9 – 12

First grown by Virginia Indians, tobacco was already a part of the Commonwealth's history before the arrival of the English. In search of new sources of revenue, colonists eventually found one through the cultivation of a plant that came to dominate the economy and determine new settlement patterns. The labor-intensive crop also led to a society based on slavery and the destruction of Virginia's once fertile soil by the mid-19th Century. This program will tell the complicated story of tobacco from the colonial era to the present through the manuscript and artifact collections of the Virginia Museum of History & Culture.

Commonwealth and the Great War

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 6 – 12

In 1917, Virginia-born President Woodrow Wilson brought the nation into war against the German, Austrian, and Ottoman empires. The Commonwealth and the Great War tells the stories of individual Virginians who carried the state's proud military tradition to the battlefield during World War I. 100,000 of them served; 3,700 died. Many more were injured. Thirty-nine percent of the draftees in 1918 were African Americans. Hundreds of Virginia nurses and doctors followed soldiers to Europe. Military facilities established in Virginia became essential centers for the war effort. Thousands labored at home to produce vital war supplies, and families tended "Victory Gardens" and rationed food to "make the world safe for democracy." This program will analyze the lives of Virginians during WWI.

Civil War to Civil Rights

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 6 – 12

Emancipation and the end of the Civil War brought promises of equality for African Americans in Virginia and throughout the South. It took the better part of a century for those promises to begin to be realized. This program will identify and examine the effects of segregation and "Jim Crow" on life in Virginia for whites, African Americans, and American Indians. Students will also discuss the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

Humor with Edge: Exploring Political Cartoons

PROGRAM LENGTH: 45 – 60 MINUTES | GRADE LEVEL: 6 – 12

For more than two centuries, whenever there has been a debate in the United States, political cartoons have taken part, and in some cases, pushed the debate to its limits. Political cartoons began as a street-level phenomenon. In the late eighteenth and early nineteenth centuries, they were often posted on walls or passed from person to person, as well as being published in newspapers. By the end of the nineteenth century, they were an important part of the growing popularity of newspapers and magazines, and the intense competition for readership made provocative cartoons a valuable selling point. At the beginning of the twenty-first century, political cartoons appear in a wide range of online publications and can still stir up controversy.

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PRIMARY SOURCE OF THE MONTH BUNDLE

8 PROGRAM BUNDLE \$400

4 PROGRAM BUNDLE \$200

This series will introduce your students to a different set of primary sources each month. Through a guided inquiry process, the students will analyze and interpret the importance of each primary source and place it in historical context. The sources are aligned to Virginia Standards of Learning and each program focuses on developing history & social science skills.

Why was John Smith's Map of Virginia so important?

VS.1, VS.2, VS.3

John Smith's map of Virginia was one of history's most influential maps, because of the importance of the Virginia settlement and the accuracy with which Smith conducted his work. Through guided historical inquiry your students will examine different aspects of colonization while they are introduced to maps as primary sources.

Who was the "real" Pocahontas?

VS.1, VS.2

This program will examine some of the many depictions of Pocahontas over time, including the one depiction made in person. Students will learn how to interpret a picture as a primary source, and through historical inquiry, determine which depiction is the "real" Pocahontas.

What was life like in colonial Virginia?

VS.1, VS.3, VS.4

This program will study the beginnings of government in Virginia, slavery versus indentured servitude, and how colonial Virginians lived in their day-to-day lives. From cookbooks & recipes to letters & broadsides, this program will look at a variety of different primary sources that shine a light on what life was like in colonial Virginia.

Did freedom & liberty mean the same thing to everyone?

VS.1, VS.4, VS.5

Discover the implications that the American Revolution had on ideas of freedom and liberty. Students will examine the relationship between enslaved African-Americans and these ideals through an investigation of Dunmore's Proclamation, James Lafayette's petition, and Peter Sublett's manumission.

What was life like on the frontier?

VS.1, VS.6

In 1849, John Robertson Maben traveled to California in search of gold. In a series of thirteen letters, Maben describes his travels to his wife, Sarah. In this program, students will join Maben on his journey, interpreting his letters and tracing his travels on a nineteenth-century map.

Who freed the slaves?

VS.1, VS.7

This program focuses on an examination of political cartoons and paintings that highlight Abraham Lincoln, the Emancipation Proclamation, and the end of slavery. Students will examine Lincoln's role in freeing the slaves while they are introduced to political cartoons as sources.

Who was Jim Crow?

VS.1, VS.8

This program examines the ways in which Virginians dealt with rebuilding and reunification after the Civil War. Particular attention is paid to the impacts of the 13th, 14th, and 15th amendments, the origins of Jim Crow, and other steps taken to disenfranchise African Americans and poor whites.

What happened in Virginia in the 20th Century?

VS.1, VS.8, VS.9, VS.10

Using photographs and primary sources throughout the twentieth century, this program is designed to allow students to examine changes in Virginia's society and politics. Historical themes such as education, industrialization, urbanization, transportation, and the changing roles of women are explored.