



# HISTORYCONNECTS

## BRING VMHC INTO YOUR CLASSROOM WITH HISTORYCONNECTS!

*Videoconference with a museum educator to investigate primary sources from the collections.*

### HOW MUCH DO THESE PROGRAMS COST?

- HistoryConnects programs are \$125 for out-of-state schools. Programs for Virginia schools are \$75 each.
- Programs can be delivered to single classrooms or multiple classrooms within the school. There is no additional charge for multiple classrooms to participate.
- We also offer a Primary Source of the Month Bundle discount (8 Programs for \$400 or 4 Programs for \$200).

### HOW DO I BOOK A PROGRAM?

- Programs can be booked [online](#) or by email. Please contact Hailey Fenner at [hfenner@VirginiaHistory.org](mailto:hfenner@VirginiaHistory.org).
- We also offer custom programs and custom program bundles. Please contact us to learn more.

### WHAT EQUIPMENT WILL I NEED?

- An internet-connected computer or web-enabled device connected to a projector, monitor, or Smartboard. NOTE: *Connectivity is enhanced when the fewest number of devices are connected to the Wi-Fi. If possible, please use a wired ethernet connection.*
- An external or built-in webcam positioned to see as many students as possible.
- A built-in microphone or external USB noise-cancelling conference microphone.
- Speakers loud enough for entire room to hear.

### HOW WILL WE CONNECT?

- Classrooms connect with VMHC via Zoom, an online meeting application. It is available for free download at <https://zoom.us/>.
- Before each program, participants are emailed a link to join the VMHC Zoom room.
- Participants are encouraged to book a test call before their program to ensure a smooth connection.

## FEATURED PROGRAM BUNDLE

### PRIMARY SOURCE OF THE MONTH BUNDLE

**PROGRAM LENGTH:** 45 – 60 Minutes

**GRADE LEVEL:** 4<sup>th</sup> & 5<sup>th</sup> Grade, Virginia Studies

**BUNDLE COST:** 8 Programs - \$400, 4 Programs - \$200

This bundle features 8 HistoryConnects programs delivered monthly throughout the school year. Each month a museum educator will connect with your students to investigate a variety of primary sources. Through a guided inquiry process, students will analyze and interpret the importance of each source and place it in historical context. The program schedule & sources are aligned with Virginia SOLS, and each program focuses on developing history & social science skills.

## WOMEN'S SUFFRAGE PROGRAMMING

*To commemorate the 100th anniversary of women's right to vote, the following programs are available to Virginia schools for FREE during the 2019-2020 school year!*



### WOMEN'S SUFFRAGE STARTER PACK

**PROGRAM LENGTH:** 45 Minutes | **GRADE LEVEL:** 4<sup>th</sup> & 5<sup>th</sup>

Can people support different ways of achieving the same goal? This program looks at how women in the twentieth century had varying perspectives about gaining suffrage. Students will explore the Equal Suffrage League of Virginia through primary sources like broadsides and photographs. They will leave with a better understanding of why women's suffrage was important, and who benefited from the 19th amendment.

### SIGN OF THE TIMES: ACTIVISM IN THE SUFFRAGE MOVEMENT

**PROGRAM LENGTH:** 45 Minutes | **GRADE LEVEL:** 7<sup>th</sup>, US History II

How did Suffragists convince Congress to ratify the 19th amendment? This program tracks and examines the rhetorical techniques used by Virginia women in the fight to gain women's suffrage. Students will use primary sources from the VMHC's collection to see how tone and word choice intensified during the Suffrage Movement. By exploring how to craft an argument, students will learn how writing influenced social activism.

# HISTORYCONNECTS PROGRAM CATALOG

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

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## FRESH PAINT: MURALS INSPIRED BY THE STORY OF VIRGINIA

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

Fresh Paint features murals inspired by Virginia's history. Ten of Virginia's most talented mural artists were provided unrestricted access to the museum's vast collection of books, letters, maps, artwork, photographs, and objects. Each artist chose objects that interested them and used those stories as inspiration for an original painting reflecting the Commonwealth's diverse history. Throughout the program, participants will explore the role of history in art, engage in a discussion about artistic process and influence, analyze artist statements & artwork, and develop an appreciation for artistic interpretation & historic events.

## DRESSING THE PAST: FASHION & HISTORY

**PROGRAM LENGTH:** 40 - 45 Minutes | **GRADE LEVEL:** K – 2<sup>nd</sup> Grade

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:** 2<sup>nd</sup> – 12<sup>th</sup> Grade

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.

## POCAHONTAS: HER LIFE & LEGEND

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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 & technology in the Civil War, and the experiences of African Americans, women, & children during the war.

## ABRAHAM LINCOLN, AFRICAN AMERICANS, AND THE EMANCIPATION PROCLAMATION

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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.

## PICTURE THIS: VIRGINIA IN THE TWENTIETH CENTURY

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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 VMHC.

## COMMONWEALTH AND THE GREAT WAR

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 6<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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<sup>th</sup> – 12<sup>th</sup> Grade

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.

## WHAT'S YOUR SIGN? EPHEMERA & WOMEN'S ACTIVISM

**PROGRAM LENGTH:** 45 Minutes | **GRADE LEVEL:** 6<sup>th</sup> – 12<sup>th</sup> Grade

Who decides what a progressive movement is? Can contemporary activism truly embrace intersectionality? This program explores over a century of women's activism through ephemera found in the collections at the Virginia Museum of History & Culture. From protest signs to knit caps, students will learn how Virginia women fought against injustices in the Commonwealth. Students will also analyze the historiography, or how history is recorded, of protest movements.

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## PRIMARY SOURCE OF THE MONTH BUNDLE

**PROGRAM LENGTH:** 45 – 60 Minutes | **GRADE LEVEL:** 4th & 5th Grade, Virginia Studies

**BUNDLE COST:** 8 Programs - \$400, 4 Programs - \$200

This bundle features 8 HistoryConnects programs delivered monthly throughout the school year. Each month a museum educator will lead your students through a guided inquiry process to analyze and interpret a variety of primary sources. The program schedule & sources are aligned with Virginia Standards of Learning, and each program focuses on developing history & social science skills.

### **OCTOBER** | Why was John Smith's Map so important?

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. (VS.1, VS.2, VS.3)

### **NOVEMBER** | Who was the "real" Pocahontas?

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. (VS.1, VS.2)

### **DECEMBER** | What was life like in colonial Virginia?

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. (VS.1, VS.3, VS.4)

### **JANUARY** | Did colonial ideals of liberty apply to everyone?

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. (VS.1, VS.4, VS.5)

### **FEBRUARY** | What was life like on the frontier?

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. (VS.1, VS.6)

### **MARCH** | Who freed the slaves?

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. (VS. 1, VS. 7)

### **APRIL** | Who was Jim Crow?

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. (VS.1, VS.8)

### **MAY** | What happened in Virginia in the 20th Century?

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. (VS. 1, VS. 8, VS. 9, VS.10)

**To book this bundle, please contact Hailey Fenner at 804.342.9689 or [hfenner@VirginiaHistory.org](mailto:hfenner@VirginiaHistory.org).**