

EVENT SCHEDULE

3:30 – 4:00 p.m.

Registration
& Hicklebee's Exhibit

4:00 – 4:15 p.m.

Opening/Introduction to
Convocation

4:30 – 5:15 p.m.

First Session

5:15 – 6:00 p.m.

Light Supper & Hicklebee's
Exhibit

6:00 – 6:45 p.m.

Second Session

6:45 – 7:30 p.m.

Third Session

7:30 – 8:30 p.m.

Colonial Williamsburg
Presentation
Exhibits from the
World-famous Hicklebee's
Children's Books



REGISTRATION

Please register at:

<http://santaclara.k12oms.org/1055-56812>

Cost: \$40 (includes light supper and
CD of presentations)

Registration Deadline: Feb. 14, 2012

**CWTI
2012
July 1-7**

For further information, contact:

Judy Hill
SterlingCH@aol.com
(408) 629-8493

Santa Clara County  Office of Education

Annual Convocation for *Colonial Williamsburg* Teacher Institute

For 5th Grade Teachers



**Tuesday, Feb. 28, 2012
3:30-8:30 p.m.**

Baldwin School
280 Martinvale Lane, San Jose

**Special Guest
Benjamin Franklin**

Fascinating Workshops!

What Would YOU Have Done?

This is a 3-part unit, to be taught at separate periods in early American History: Jamestown, the Declaration of Independence, and the Trail of Tears, when big decisions affected large groups of people. In this living history experience, students will be divided into teams in proportion to the actual populations of that time period and assigned the roles of key leaders and followers, working together to sway the opinion of the decision makers. The future of our nation is in the hands of our students. Will they understand how individuals help form public opinion, and some decisions can have lasting consequences in the world for many years to come? (Martha Prado-Satterlee, Parkview School, Oak Grove)

Paper + Words = POWER

Students will discover how paper plus words were used to establish and promote the principles of the American Revolution. We will read a variety of texts that were used to ignite the passions of the Patriots and Loyalists. The task of making paper will be taught and students will then use their paper to create their own powerful journals. Come discover with us the power of written communication! (Michelle Grgich, Los Paseos Elementary, Morgan Hill)

The Road to Yorktown

This exciting unit will take students through the elements of the battle that ended the Revolution. Students will begin by using primary sources to make a timeline of the battle, then they'll explore maps that show the strategies of the battle. Finally these students will split into teams to recreate these strategies, then reflect on the events that allowed the

Americans to win, thus ending the war. (Shanna Aldridge, Glenview School, Gilroy)

DIFFERENTIATE!!!

...but how many of us time to prepare the "adjusted" activities for your youngsters with special needs? We will have for you some standards-based activities based on the themes from the CW Electronic Field Trip series (i.e., Our Constitution, Native American friends, Slavery...) (Marcy Keeler, Franklin-McKinley)

Plus: Benjamin Franklin!

Standards-based, Ready-to-use Lessons!

Liberty for Whom?

Students will be introduced to the various options available to African-Americans, as well as the many were forced to make during the Revolutionary period. After three lessons in which the students become familiar with struggles both free blacks and slaves faces, as well as the triumphs they celebrated, the student of African-Americans during the Revolutionary War will culminate in a living history fate game. In this, students will draw cards to determine what happens to their person during this tumultuous period in our history. (Ami Byrne, Cupertino Union School District)

Building a New Life: Construction Methods of Early Colonists

The now ubiquitous Residence Inn, EconoLodge, and Embassy Suite hotels were unavailable when the

earliest colonists arrived in North America. To survive, they often spent months living on the ship on which they'd arrived, or they appropriated Native American villages until more suitable shelter could be built. In this unit, students will explore the planning, site selection and preparation, tools, materials and methods of early colonial building construction design. Applying 5th grade math and science content standards, students will design, prepare, and build elements of a colonial shelter at their school site. (Lisa Wyrick, Monroe Middle, Campbell)

The Jolly Postman Delivers Mail to Colonial Virginia

This unit is based on the book, *The Jolly Postman* by Janet and Allan Ahlberg. This year-long project addresses the 5th grade standards of persuasive lettering writing and Colonial American life. The end product is a student-created book full of addressed envelopes containing a variety of letters (friendly, persuasive, business, postcard, advertisement, and invitation). It is also an authentic way to evaluate how well your students understand the important events that occurred in Jamestown, Williamsburg, and Yorktown during the Colonial period. (John McPherson, BTSAs Support, Morgan Hill)

Sounds of Colonial Times

Listen to the sounds of Colonial times! From the hidden meanings behind the slave work songs to the signals of the fife and drums, you'll learn about the culture of this time period through music. Make and take a Powhatan drum and sing along to "Yankee Doodle," children's singing games ("Ring Around the Rosey"), folk songs ("Michael, Row the Bow Ashore"), and others from Colonial American will have you rocking or, at least, foot stomping! (Dolores Procaccio, Scott Lane, Santa Clara)