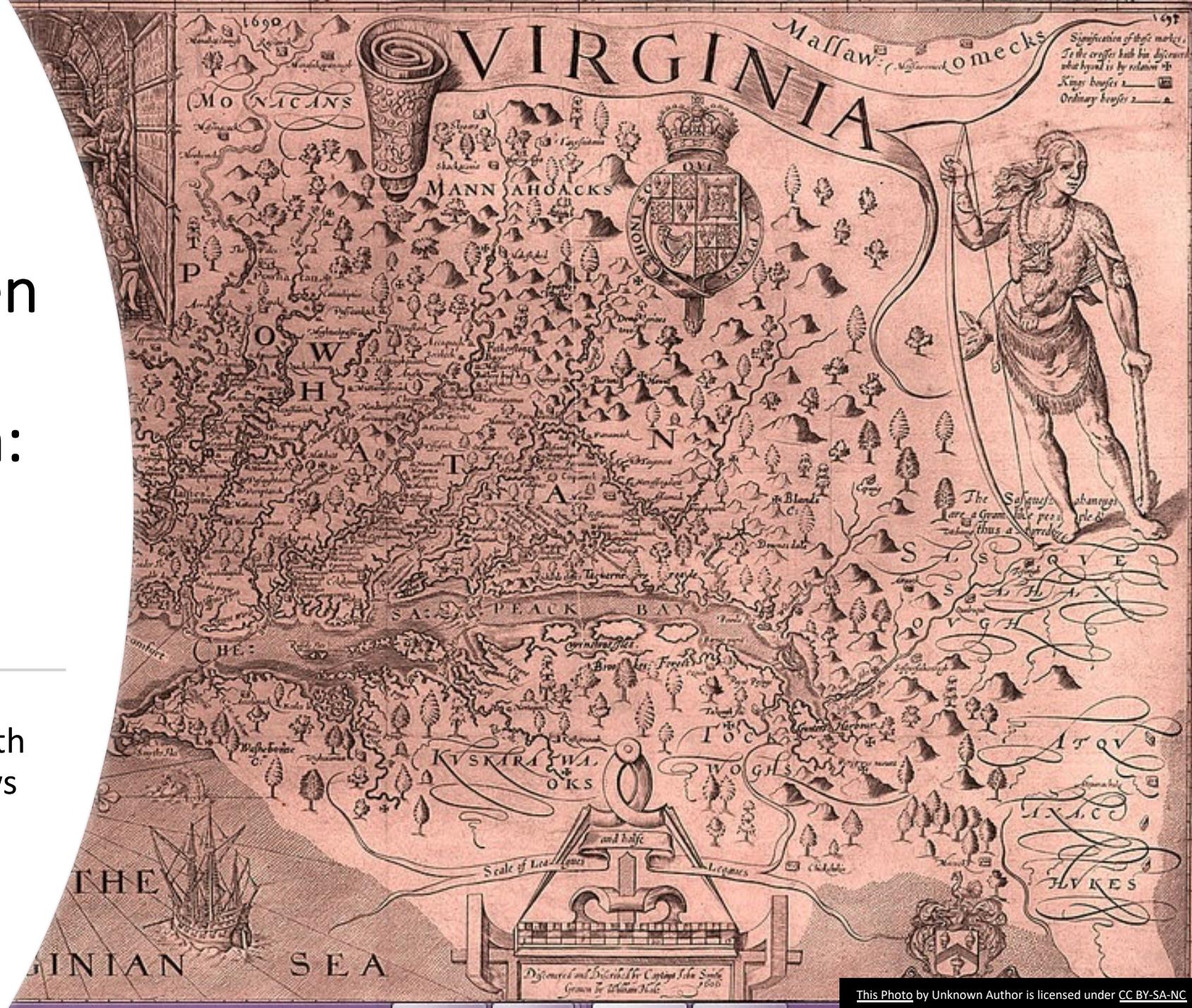


The Historic Kitchen Project at the Executive Mansion: Education Curriculum

Presented by: Justin Reid, Meredith
Howard, and Christopher Mathews



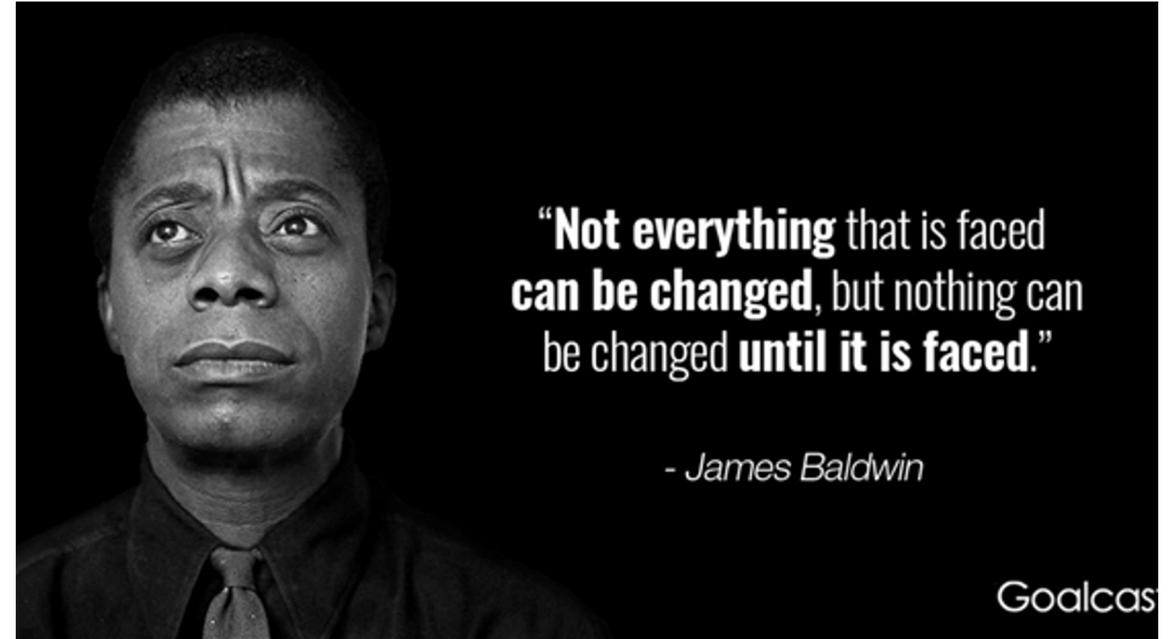
"Changing the narrative..."

Purpose

- We want to do more than just add new footnotes onto the tour experience
- Inviting participants to be a part of constructing a living, breathing history and fuller story

Critical Pedagogy in Social Studies Instruction

“The place to teach students to ask questions about truth and evidence in our digital age is the history and social studies classroom, and we should not delay.” (Wineburg & Martin, 2004)



Inquiry-Driven, Skills-Based



A shift away from rote memorization



Using content to teach skills, skills to teach content



Universal skills



Discipline-Specific Skills

Virginia Studies SOL Alignment

- VS.1 – The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 - a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia History
 - d) recognizing points of view and historical perspectives
 - e) comparing and contrasting ideas and cultural perspectives in Virginia History
 - g) explaining connections across time and place

Executive Mansion Student Passport



NAME: _____
DATE: _____

Remember:

1. Touch WITH YOUR EYES
2. ASK QUESTIONS
3. Listen Closely
4. Collect your Governor's Stamp at each station



A. The Valentine-Jackson Memorial Garden

"Give my love to my good husband Michael. Tell him he can form no idea how much I have thought of him since he left this place and how much I have missed him."*

Letter FROM Hannah Valentine from Abingdon, VA

TO Her daughter Eliza Valentine, Richmond Governor's Mansion

November 1, 1837



"Our children are very well and are free from the cough. Tell Eliza that her children grow very fast. They do not talk much about her now, but seem to be very well satisfied without her. I begin to feel anxious to see you all. I am afraid my patience will be quite work out if you do not come back soon."*

Letter FROM Hannah Valentine from Abingdon, VA

TO Her daughter Eliza Valentine, Richmond Governor's Mansion

November 1, 1837

SEE (What can you observe with your senses?)	THINK (What guesses can you make based on what you observed?)	WONDER (What questions do you have about what you observed?)

*Quotes adapt

Beginning
the
Learning
Experience

Driving Questions

- **Cookhouse**

- What are primary and secondary sources?

- **Back Garden**

- What predictions can you make about the inside of the mansion?

- **Ladies' Parlor**

- Whose space is this?

- **Foyer/Pocahontas Portraits**

- Are both portraits of the same person?

- **Walter Bradby Portrait**

- Why is this so big?

- **Dining Room and Service Hallway**

- How much space do you need?

- **Governor's Office**

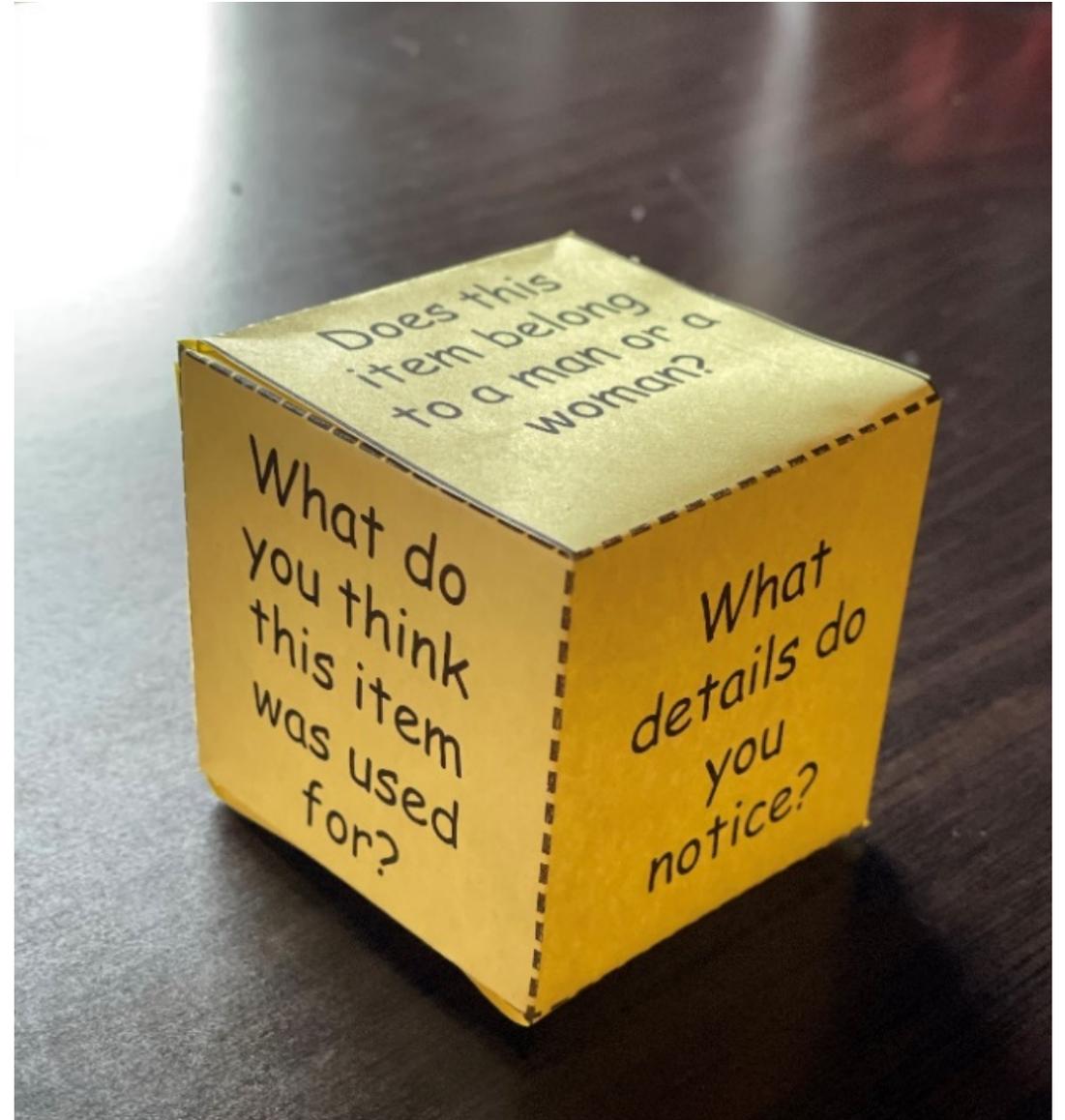
- Who matters?

Choice Menu

Make a Map: Design and illustrate a map of the Executive Mansion and Outbuildings.	Tax Ceremony: Read about this annual event that dates back over 300 years! Create a poster to encourage community members to join the event.	Mattaponi Nation WebQuest: Explore the site using the WebQuest!
Create a Word-Search or Crossword Puzzle: Using new vocabulary terms and ideas that you learned from your tour, create a word-search or crossword puzzle.	FREE SPACE (Must be teacher-approved)	Create a Brochure: Using what you learned on your tour, create a brochure for the Executive Mansion to encourage other students and teachers to take the tour!
Google Expedition Tour: Create your own Google Expeditions tour of the Executive Mansion and Outbuildings.	Reader Response: Read a chapter from your book and complete a Reader Response entry in your journal.	New Additions: Research different works of art related to the Executive Mansion and the people who have lived there. Write a proposal to install this new art in the Executive Mansion.

Directions:

1. Complete at least 3 activities this week (use your time wisely!)
2. When you complete a task, mark the space on your Choice Menu.
3. The "Free Space" activity is an opportunity for you to have even more input about your learning experience. You must submit your Free Space activity idea to your teacher and receive approval before beginning to work on it. Consider these questions as you brainstorm:
 - a. What is something about the learning experience at the Executive Mansion that you related to or that you have more questions about?



Caveats

- **Physical Space**
- **Subject-Matter Expertise**
 - Artifact Box Procurement Document
 - Content Knowledge
 - Descendants Committee
- **Docents vs. Tour Instructors**
 - Updated Training Guide and Requisite Training
- **Length of Experience**
 - Recommendation for a longer tour to solidify the value of the learning experiences

Prioritizing Antiracism

- **African Heritage and Culture**

- Black history doesn't begin in colonial or American slavery

- **Afro-Centrism**

- Agency
- Re-centering the narrative focus (Beginning the tour the garden, etc.)

- **Resistance**

- Joy as an act of resistance!

- **Critical Lens – Decolonizing the Experience**

- “Are students encouraged to examine materials, events, and institutions critically, attending to power, position, and bias?”
- “Will students understand human systems as the product of choices that can be made better?”
- “Will students construct their own knowledge about enduring concepts?”
(Fairfax County Public Schools Design Principles of Cultural Responsiveness)

Questions and Discussion

