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Museums in the Classroom: Preservation Virginia’s John Marshall House Trunk

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Museums in the Classroom: Preservation Virginia’s John Marshall House Trunk

A thesis project submitted in partial fulfillment of the requirements for the degree of
Master of Arts at the Virginia Commonwealth University

by

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Bachelor of Arts, College of William and Mary, 2008
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Abstract

MUSEUMS IN THE CLASSROOM: PRESERVATION VIRGINIA’S JOHN MARSHALL HOUSE TRUNK

By Denisse M. De Leon, M.A.

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts at Virginia Commonwealth University.

Virginia Commonwealth University, 2010

Major Director: Dr. Margaret Lindauer, Associate Professor, Museum Studies Coordinator, Department of Art History

Since the No Child Left Behind Act (NCLB) was passed in 2001, museum educators have faced new challenges in designing programming that incorporates state standards of education while remaining faithful to the integrity of the museum’s collection and mission. Some museums have created programs that address these educational standards and can be used in school classrooms. This project is a case study of how one Virginia museum, Preservation Virginia, created a classroom program that addresses the state mandated Standards of Learning (SOLs). The report of this project includes discussion of the current debates that surround NCLB and its relationship to museum education. It also describes the five lesson plans included in the John Marshall
House Trunk and explains why additions to those lesson plans have recently been created in order to incorporate inquiry-based teaching methods endorsed within museum education literature.
Introduction

In the summer of 2008, I had the opportunity to intern for the Office of the Curator at the Supreme Court of the United States. It was during those summer months that I was introduced to the life and legacy of the Great Chief Justice, John Marshall. Upon learning that I would be moving to Chief Justice Marshall’s former hometown for graduate school, I was encouraged to contact the current owners of his family home, Preservation Virginia. I soon began interning for the Statewide Education Coordinator, Jennifer Hurst. My first assignment was to design a museum trunk that addressed the themes interpreted in the Marshall House and the Virginia Standards of Learning (SOLs).

My knowledge of curriculum development and Standards of Learning was limited. With the guidance of Ms. Hurst, Curator of Collections Catherine Dean and Information and Technology Coordinator Benjamin Knowles, I created five lesson plans that incorporated the mission of Preservation Virginia, the story of the Marshall House and relevant SOLs. Through the creation of this trunk I became aware of many of the challenges museum educators face when creating outreach programming in a standards-driven education system.

The 2001 No Child Left Behind (NCLB) act transformed the American classroom. The Commonwealth of Virginia established Standards of Learning (SOLs) to address the requirements of NCLB. Museum educators also found themselves facing a
new set of demands and challenges. The consideration given to the SOLs when designing the Marshall House Trunk makes this outreach program a valuable case study for understanding the effects of NCLB upon the field of museum education and the ways in which educators are responding to this new challenge. This project also serves as a proposal for ways in which inquiry-teaching methods can be used in conjunction with educational standards. New elements derived from these methods of learning have been added to enhance the museum trunk. These changes will make the John Marshall House Trunk a more comprehensive educational program.
Chapter One: Museum Education and the Politics of Educational Reform

This chapter offers a brief introduction to the 2001 educational reform bill No Child Left Behind (NCLB) and its effect on schools and museums. A general history of the museum as an educational institution will provide the necessary background for understanding the relationship between education reform and museum programming. The discussion of NCLB will include a description of the Virginia Standards of Learning (SOLs), criticisms that have arisen since the introduction of the bill, a discussion of its effect on curriculum, and the possibility of further reform under the Obama administration. The objective of this chapter is to provide a connection between the John Marshall House Trunk and NCLB’s effect on museum programming.

Museums as Educational Institutions

The American museum is a recent development in comparison to the long history of collecting in European society. “In 1786 artist Charles Willson Peale opened his Philadelphia home as an American cabinet of curiosities. This display is regarded as the nation’s first public museum open to the public” (Schwarzer 2006, 8). It was not until the museum boom of the nineteenth century that the United States saw a formalized commitment to collecting and exhibiting objects and documents related to the nation’s cultural patrimony and educating people about that patrimony. These early museums were a result of the economic growth experienced during the late nineteenth and early
twentieth century. The founders of these institutions believed in the power of the museum to educate. Mission statements written during this period cited education as the central purpose of the museum. America’s museum founders believed in the ability to teach “good taste and civic responsibility” (Zeller 1989, 19). By allowing the public access to their collections, “museums could help to shape an informed citizenry, ultimately resulting in a more productive economy” (Schwarzer 2006, 9).

The nineteenth-century museum touted itself as an educational experience, “It was a place for the elite and privileged to teach the nation’s working men and women what it meant to be cultured, civic-minded Americans” (Schwarzer 2006, 3). Though proclaimed egalitarian, the educational structure of the museum did not attract a socio-economically diverse audience. It continued to welcome those already equipped with the knowledge and funds needed to partake in a museum visit.

One of the first advocates for a truly didactic mission for museums was George Brown Goode. Goode worked for the Smithsonian Institution at the turn of the twentieth century as both an administrator and a scientist. He was a strong supporter of “active educational work, including systematic organization of collections, extensive labels and public lectures” (Zeller 1989, 33). Goode’s ideas foreshadow the changes that would occur in museum education by the late twentieth century.

After World War I there was a shift away from education towards acquisition. Struggling European collectors were eager to bolster their finances by selling many of their great masterworks. American collectors purchased many of these works in the hopes of both elevating their social status and the cultural standing of American museums. The onset of the Great Depression in the 1930’s ended Americans’ extravagant collecting
practices and forced museums to refocus on educating the visiting public. The events and attitudes generated during World War II and the tumultuous 1960’s led the museum to acknowledge the changing landscape of American society and strengthen their commitment to education and outreach.

The shift from a curatorial-centered museum toward an educative function gained momentum in the 1970-1980’s. The growing cultural diversity and competitive economic climate of these decades made educational outreach a pivotal factor in attracting new visitors and new money. In 1969 the American Association of Museums (AAM) published “America’s Museums: The Belmont Report.” The report was an appeal for direct federal support of museums. “Thanks in part to ‘The Belmont Report,’ Congress was convinced that museums were in fact educational organizations” (Schwarzer 2006, 194) and therefore state and federal governments could offer tax exemptions and other forms of federal funding.

Publications in the field of museum studies continued to promote museums as educational institutions. A 1984 report by the American Association of Museums’ Commission on “Museums for a New Century” reiterated the primacy of education in American museums. Eight years later, AAM published “Excellence and Equity: Education and the Public Dimension of Museums.” This report took into account a culturally diverse audience and was the “first major report on the educational role of museums ever to be issued by the American Association of Museums” (AAM 1992, 3). The purpose of the report was to “assert that museums place education – in the broadest sense of the word – at the center of their public service role, and to assure that the
commitment to serve the public is clearly stated in every museum’s mission and central to every museum’s activities” (AAM 1992, 7).

Since the 1992 publication of “Excellence and Equity,” education departments in many museums have become involved in all facets of museum work from exhibition planning to fundraising. The importance of education to funding is now central to the financial viability of a museum. By the early years of the twenty-first century the reputation, influence and practice of museum education was an established component of the American museum. The 2001 No Child Left Behind Act would again lead museums to re-examine the scope and content of their educational efforts.

No Child Left Behind and the Virginia Standards of Learning

No Child Left Behind (NCLB) is a bipartisan federal act created in 2001 and signed into law in 2002 by President George W. Bush. The law was well received by the legislature and garnered support from both sides of the political aisle. Respected politicians such as Massachusetts Democratic Senator Ted Kennedy and Virginia Republican Senator John Warner actively campaigned for the passing of the bill. NCLB was to become the most influential federal reform of the American school system since desegregation in the 1950’s (Miners 2009, 32).

“NCLB is designed to shift the balance point from a system of public schools with elected school boards towards a market-driven system of proprietary schools, subsidized by public dollars but organized around the principle of customer choice among education service providers” (Chapman 2007, 25). The Department of Education conceptualized the
law as consisting of four pillars that encourage competition and therefore create said market-driven education system.

The first pillar addresses the need for stronger accountability for results. The main principle of NCLB relates to measuring what students have learned and subsequently how well schools have prepared them for standardized tests. The need for accountability is linked to the goal of closing the achievement gap and “making sure all students, including those who are disadvantaged, achieve academic proficiency” (United States Department of Education). The second pillar offers more fiscal freedom for states and communities. NCLB ensures greater flexibility in the use of federal funds to address the particular needs of specific school systems. The third pillar focuses on selecting education methods based on the results of scientific research. Educators must learn how to identify the six components of a “scientifically based education program” (Learning Point Associates). The components include the use of empirical methods, rigorous and adequate data analysis, and reliance on measurements or observational methods that provide reliable and valid data. The program must be developed using either an experimental or a quasi-experimental design that allows for replication and can undergo expert scrutiny. The fourth and final pillar addresses how the law gives parents more choices. For example, children can transfer from one school district to another if their current school does not meet state standards for two consecutive years.

The goal of NCLB is to have all students nationwide pass their standardized tests by 2014. Schools must meet the “Adequate Yearly Progress” (AYP) determined for their district each year or face closure if scores do not improve during a five-year period. The law also established national standards that serve to outline the curriculum of American
public schools. The core subjects include reading and language arts, mathematics, science, civics, government, economics, geography, social studies, and history.

The Virginia Standards of Learning (SOLs) outline the curriculum for English, mathematics, science, history/social studies, technology, fine arts, foreign languages, health, physical education, and driver education. English, mathematics, science, and history are the only subjects that are tested regularly. The Virginia Department of Education develops its tests through an extensive process of review and field-testing, to ensure that tests are fair and of appropriate difficulty for a particular grade or course. Educators utilize SOL-test blueprints to learn which specific standards will be tested.

**Problems and Challenges of NCLB**

The effectiveness of NCLB in improving the United States education system is much debated. Both supporters and detractors generally agree that the act has served to identify the wide gap in academic achievement between wealthy white students and their economically disadvantaged, minority peers. NCLB has also helped to identify low performing schools. However, the success of the law within the classroom remains contested.

NCLB was scheduled for congressional reauthorization in 2007 but federal lawmakers have been unable to gain the momentum necessary to reintroduce the bill. This lack of support by Congress is due in part to criticisms the law has received from people in the education community (teachers, administrators, etc.). Although the law has been recognized for collecting useful data on school performance, detractors have accused it of having an adverse effect on educators and their teaching methods. In an
article for *U.S. News & World Report* in January 2010, Margaret Spelling, former Secretary of Education under President George W. Bush, articulated what some believe are the successes of NCLB. Secretary Spelling characterizes the data generated from standardized tests as “our nation’s education report card” and supports the “fundamental power of accountability that is at the core of the No Child law” (Spelling 2010, 33). She argues that achievement has improved across the board; “in reading, nine-year-olds made more progress in the last nine years than in the previous twenty-eight years” (Spelling 2010, 33).

Critics of Secretary Spelling’s views argue that a standardized method of testing allows for only right or wrong answers and does not cultivate critical thinking skills. This autocratic method of testing creates a culture of “teaching to the test.” “Teachers cover less subject matter than before the act. Students are learning less and are not exposed to many historical events, the classics, and the arts. Because the arts are not included in most state standardized tests, schools are cutting these programs” (Rohrer 2005, 48). Due to the pressure to meet the AYP, “schools become test-preparation factories” (Rotherham 2010, 37).

Another issue stemming from NCLB pertains to funding. Arts programs and fieldtrip budgets face drastic cuts. This money is re-routed to improve test scores through supplemental services such as free tutoring or after-school assistance. Teachers are required to demonstrate how a field trip, such as a museum visit, fulfills specific points outlined by their state’s NCLB standards.

The core criticism of NCLB centers on whether meeting its requirements has, paradoxically, forced schools to lower the caliber of the education they provide.
Critics assert that because NCLB provides no federal standards for what students at each grade level should be learning, states can ‘dumb down’ the difficulty of their reading and math tests (Miners 2010, 32).

Critics also argue that the law should be fully funded by the federal government (Cohen 2010, 34). These critics argue that the government dollars spent on scientifically determining successful teaching methods should be invested in decreasing classroom size and increasing teacher resources. Some critics go so far as to argue that NCLB has no redeeming qualities because it neglects what some consider the key factor to closing the achievement gap: the role of the parent.

**NCLB and the Obama Administration**

In June 2009 the red schoolhouse constructed in 2001 in front of the Department of Education as a symbol of No Child Left Behind was torn down. This gesture was “a sign that the Obama administration intends to strike a new path for education reform” (Miller 2010, 32). Although still in the early years of his presidency, President Obama’s stand on NCLB seems to signal a shift from a singular focus on test scores to questioning what children are actually learning in the classroom.

In 2009 the Department of Education established “Race to the Top,” a four billion dollar grant program awarded to a state school systems. Like the four pillars of NCLB, “Race to the Top” consists of four key points. First, it supports the adoption of standards and assessments that prepare students to succeed in college, the workplace and the global economy. Second, it creates a data management system that measures student growth and success. Third, it recognizes the importance of effective teachers and principals.
Recruiting, developing, rewarding and retaining successful educational staff is a cornerstone of the program. The fourth initiative consists of working to improve the lowest-achieving schools. “Race to the Top” continues to rely upon standardized testing and state standards and is in many regards a continuation of the Bush administration’s philosophy.

In early March 2010, Secretary of Education, Arne Duncan announced broad changes to NCLB that parallel the “Race to the Top” program. Although specifics have yet to be released by the Department of Education, Secretary Duncan began appearing on network news outlets to discuss some of the key changes that will be made to the bill before it is presented to Congress.

The new goal of NCLB will be to create college and career-ready high school graduates. A set of national standards will be established in order to tackle the “dumbing down” and narrowing of state standards. These new standards will broaden the focus of school curricula to include science, social studies and the arts. Arguably the most significant shift will be in how schools are judged to be succeeding or failing. The current system issues the equivalent of a pass-fail report card for every school each year utilizing the goal of meeting “Adaquate Yearly Process” (AYP) as its measuring stick. The bill will eliminate the 2014 deadline of all schools meeting AYP. “Instead, under the administration’s proposals, a new accountability system would divide schools into more categories, offering recognition to those that are succeeding and providing large new amounts of money to help improve or close failing schools” (Dillon 2010). This redistribution of federal funding for education addresses the criticism that the federal government does not do enough to help “failing” schools.
This shift in funding policy also signifies a noteworthy move from a punitive to a rewards system. Additional funds will also be awarded to school systems that have demonstrated improvement. These proposed changes have come under sharp criticism by those who wish to see the new administration take a stronger stance against NCLB. The use of standards and standardized testing still forms a central part of President Obama’s education reform. Therefore, educational institutions, including museums, must continue to adapt to the standards-driven philosophy initiated by NCLB.

**NCLB and the Museum**

There is a dearth of scholarly material that addresses the effects of NCLB on museum education practices. Most published articles in the museum field only highlight the fact that NCLB has had an effect on museum education programming without outlining specifics. For example, a study initiated by the Office of Public Programs at the National Museum of American History (NMAH) in collaboration with the Smithsonian’s Office of Policy and Analysis (OP&A) focused on the usefulness of classroom resources created by the museum for American history teachers. Researchers were interested in identifying whether teacher needs had changed since the implementation of NCLB. Data was collected from teachers and school administrators around the country through questionnaires developed by NMAH and OP&A. The findings identified that teachers had different requirements in regard to both the content and acquisition of educational material created by the museum.

Researchers also discovered a shift in teaching to the test as mandated by the school administration. Time constraints have forced teachers to highlight topics and
information outlined in state standards and do little more. Teachers are expected to move quickly through the curriculum and are not permitted to revisit topics. The report outlined suggestions for future NMAH programming that would address this new educational climate. Teachers favored materials that could be downloaded electronically, such as PDF, audio, movies, and images. Fifty-minute supplemental lesson plans and/or activities were also favored. Teachers looked for lesson plans that linked history and/or the arts to other core subjects such as reading and math.

In 2009, the American Association of Museums (AAM) conducted a roundtable discussion on school programs. The association published its findings on its website. The discussion focused on the “impact of No Child Left Behind and other benchmark testing” (American Association of Museums). The conclusions reached by the AAM roundtable speak to the challenge NCLB poses to museum education school programs. Teachers who participated in the roundtable discussion described how NCLB made it more difficult to bring students on field trips to museums. Conflicts with scheduling standardized testing exacerbated these difficulties. Funding was also identified as a principal deterrent for school field trips. Teachers remarked that they felt pressure to “stay on task” and focus solely on preparing their students for state testing.

The most important finding of this roundtable was the growing need to find connections between museum programming and state standards. Teachers advocated for these connections to be outlined and published to help gain administrative approval. Teachers and museum professionals alike spoke of the need to establish teacher and school administrator advisory boards to help make curriculum connections and to develop stronger ties with local schools. The suggestion that more in-classroom programs
be developed to avoid issues in field trip funding has specific relevance to the scope of this museum project. Both of these reports highlight the need for further scholarly research on the effects of NCLB on museum education, while demonstrating some of the obvious challenges created by this educational reform.

**The Museum Trunk**

Museum trunks have become a popular museum program in response to budget cuts and the new pressures of NCLB. Museum trunks, or Trip-out trunks as they are often called, are outreach programs designed by museums to be taught within the classroom. The earliest traveling trunks were developed by museums in the segregated south, where Jim Crow laws prohibited African American students from visiting museums (Schwarzer 2010, 171).

Trunks today usually consist of multiple lesson plans that can be taught by a teacher without the aid of museum staff. Creating lessons that are delivered outside the museum setting allows a museum staff member to share the responsibility of programming and outreach. Trunks also offer teachers and students a way of participating in educational programming offered by museums without having the expense of transportation fees.

The topics for lesson plans are chosen in keeping with the state education standards and the museum’s mission, collection and exhibitions in mind. Trunks can range anywhere in size from a folder containing handouts, lesson plans, and poster size images, to a rolling suitcase that contains original artifacts, multimedia resources and materials for activities. The trunk is an opportunity for museums to share their collections
with a broader audience. Museums will often charge a rental fee until the cost of the trunk has been paid and will then offer the trunk to schools free of charge. As online resources grow in popularity trunks are being digitized and added onto museum websites to facilitate access.
Chapter Two: John Marshall House Trunk

The objective of this chapter is to illustrate the process by which museums create programs that address the requirements of the No Child Left Behind Act. A brief summery of the mission, scope and history of Preservation Virginia and the John Marshall House is provided to contextualize the programming needs of the institution. This chapter will also include a detailed description of the John Marshall House Trunk in order to demonstrate the relationship between the program and the Virginia Standards of Learning.

Preservation Virginia

Preservation Virginia (formerly known as APVA-Preservation Virginia) is a private non-profit organization focused on statewide historic preservation. Founded in 1889, the organization is “dedicated to perpetuating and revitalizing Virginia’s cultural, architectural and historic heritage thereby ensuring that historic places are integral parts of the lives of present and future generations” (Preservation Virginia). Its mission “is to preserve, promote and serve as an advocate for the state’s irreplaceable historic places for cultural, economic and educational benefits of everyone” (Preservation Virginia). The scope of the foundation spans the state of Virginia and includes multiple sites open to the public. Properties range from large archaeological sites to historic homes. Some examples of these sites include the first permanent colony in the United States, Historic...
Jamestown, and the homes of founding fathers, such as Patrick Henry’s Scotchtown. Each of the twenty-three properties is considered a branch of the organization, and serves as an “advocate for preservation in their cities, counties and regions” (Preservation Virginia).

The organization also lobbies state and national legislatures to pass laws and establish public policies that protect historic sites in Virginia. In keeping with Preservation Virginia’s mission to preserve, the foundation has started a funding program dedicated to purchasing historically and architecturally significant properties endangered by potential demolition. The program sells these properties to individuals committed to preserving and restoring these historic buildings.

Although preservation is central to the mission of Preservation Virginia, the importance of education has grown in recent years. Jennifer Hurst, the Statewide Education Coordinator for Preservation Virginia, is in charge of developing and implementing educational programming for all historic sites. Because Preservation Virginia is headquartered in Richmond, the sites in and around the city are given the greatest attention.

Ms. Hurst describes Preservation Virginia as having a two-part audience, consisting of those already interested in history and historic sites and those it educates about preservation. Historic sites attract traveling visitors and school groups, while preservation education is intended for people of all ages living within the local community in which a site is located. The John Marshall House is an excellent example of a property that addresses the entirety of Preservation Virginia’s audience.
The John Marshall House

John Marshall built his Richmond home in 1790, eleven years before becoming the fourth Chief Justice of the United States Supreme Court. The Federal-style brick house is one of the last remaining structures of the prestigious Court End neighborhood that existed in what is today downtown Richmond. Located on the corner of East Marshall Street and North Ninth Street, the home today is surrounded by various important buildings such as the State Capitol, Greater Richmond Convention Center, the Valentine Richmond History Center and the Library of Virginia. Originally, Marshall owned the entire city block, a common practice among wealthy families during the eighteenth century in Richmond.

The property remained in the Marshall family until 1911 when it was sold to the City of Richmond, which planned to demolish the house and build the John Marshall High School in its place. APVA-Preservation Virginia bought the property and convinced the city to build the high school behind the house. The school stood until 1960, when it was demolished and replaced by the current John Marshall Courthouse.

Preservation Virginia opened the doors of the John Marshall House to visitors in 1913 and continues to offer tours. The historic site also curates a collection of original Marshall family artifacts and period furnishings. Exhibits created for the John Marshall House focus on material culture such as historic costumes, while programming primarily consists of living history actors discussing the period. The current programming and collection attracts an adult audience that is already interested in history. The John Marshall House Trunk is designed to address a younger audience in Richmond area schools, therefore broadening the site’s visitor demographics.
**Trunk Content and Relevant SOLs**

The John Marshall House Trunk is Preservation Virginia’s first endeavor at community outreach. The trunk is designed to engage students from fourth through seventh grades within the Commonwealth of Virginia, especially those attending metro Richmond public schools that can visit the site.

At the earliest stage of planning and development for the John Marshall House Trunk, the Virginia Standards of Learning (SOLs) were established as the foundation for the theme and content of each lesson. The objectives and strategies for each lesson were derived from the essential skills section of each of the SOL subjects and specific standards. The essential skills sections refer to intellectual skills such as comparisons, evaluation, discussion and interpretation, all of which are addressed by the content of the trunk. The process of designing the activities focused on creating interactive, hands-on learning exercises. A key message in Preservation Virginia’s programming is to highlight the significance of historical sites in our daily life. The trunk activities also attempted to relate the themes of each lesson to the students’ daily life.

Despite the challenges cited in chapter one, the focus on the SOLs is not considered to be at odds with Preservation Virginia’s education programming. When asked about her views on NCLB and the SOLs, Jennifer Hurst described the standards as a helpful framework for developing programming and an easy way to know what information and materials teachers expect from said programming. Although many museum professionals consider the educational standards limiting, Preservation Virginia views these requirements as useful tools for program development.
The Commonwealth of Virginia has achieved “Adequate Yearly Progress” (AYP) as have surrounding Richmond area school districts in Henrico and Chesterfield counties. In contrast, Richmond City schools have not met AYP. Insofar as these currently failing schools are the intended audience for the trunk, the connections made to the SOLs are invaluable. The subject areas listed in the SOLs that are relevant to the trunk are Visual Arts, History (specifically Virginia Studies and U.S. History to 1865) and Civics and Economics. (For a list of SOLs and essential skills addressed in each lesson plan, see Appendix A.)

Although the trunk is designed for use in fourth through seventh grades, the SOLs most relevant to the interpretation of the John Marshall House are those connected to social studies and civics in fourth, fifth and seventh grades. John Marshall is not specifically mentioned in any SOL. His omission makes it necessary for each lesson plan to address the standards that name the historic figures Marshall knew, and the events and places at which he was present. Lesson two, “Who is John Marshall,” and lesson five, “Mr. Chief Justice,” are the best examples of the correlations made between the SOLs and the life and achievements of John Marshall.

The fourth grade social studies class is “Virginia Studies.” The SOLs from this course focus on Virginia state history and highlight the periods of “Colonization and Conflict: 1607 through the American Revolution” as well as “Political Growth and Western Expansion: 1781- mid 1800.” The fifth grade social studies class is “United States History to 1865” and covers many of the same SOLs as those highlighted in the fourth-grade level social studies class. John Marshall’s service as a soldier in the Revolutionary War and his role in the early years of the nation provide links between his
biography and the major historic events highlighted in the SOLs. The seventh grade history class is “Civics and Economics.” The standards at this grade level focus on the United States Constitution and the characteristics of civil servants. Chief Justice Marshall is arguably one of the most significant men to sit on the Supreme Court bench. His opinion in the case of Marbury v. Madison established what we know today as Judicial Review, marking the Supreme Court as the interpreter of the United States Constitution. The title of the Great Chief Justice indicates his significance as both a civic leader and his influence on the judicial branch of government.

The trunk consists of five lesson plans consisting of educational activities and visual resources based on the interpretation of John Marshall’s historic Richmond home and the mission of Preservation Virginia. The lesson design was conceptualized for either independent use or as a part of a sequential weeklong program. Each lesson is structured for the average class length of fifty-minutes, and each provides historical information for the teacher, a step-by-step procedure for the lesson, all pertinent worksheets and a vocabulary sheet for students. (Each lesson and all pertinent vocabulary sheets and activities are included in Appendix B. Sections in red represent additions that will be discussed in Chapter 3.) A brief description of each lesson follows.

Lesson one is titled “Historic Preservation” and aims to engage students and inform them about Preservation Virginia’s mission. The objective of this lesson is to introduce students to the John Marshall House site and teach them the importance of historical preservation in Virginia. The activities conceptualized for this lesson encourage students to look to their own experiences to understand the concept of preservation. The “What We Preserve” activity invites students to illustrate and describe objects that their
families have preserved. By relating the concept of preservation to daily life, participants are able to draw connections to Preservation Virginia’s mission. The importance of preservation then becomes a tangible practice in which they are already participants.

Lesson two, “Who Was John Marshall,” introduces the historic figure of John Marshall. This lesson incorporates the most historically significant details from the life of the famous Richmond lawyer. Students learn about Marshall’s participation in the Revolutionary War, his Richmond law practice and his involvement in the diplomacy and politics of the fledgling nation. The lesson also describes the political climate during the post-revolutionary era. A clip from the movie Mr. Chief Justice shows actors playing John Marshall and a fictitious character named Mr. Hays debating the beliefs of the political parties of the day, the Federalist versus the Democratic Republicans. After watching the film clip, students then complete a worksheet in which they learn to distinguish the traits that describe these two parties and are encouraged to reflect upon their own political beliefs.

Lesson three, “The Marshall Family,” was conceptualized as a way to present the role of women and domestic life during the time that the Marshall family lived in their Richmond home. The activities for this lesson deviate from the SOL requirements insofar as domestic life is not a topic included in the standards. The Marshall family tree is presented to the students, who then create their own family tree. The objective of this activity is to encourage participants to relate their lives today to the lives of those in the past. The “Colonial Women and Fabrics” activity is a tactile exercise where students can touch replicas of colonial fabric samples. Although not directly relevant to any
educational objectives, this activity offers the valuable opportunity to learn through one of the senses that is often repressed in a museum setting.

Lesson four is entitled “Urban Slavery.” The objective of this lesson is for students to learn the role of and opinions about slavery in eighteenth-century Richmond through the stories of the individuals who served in the Marshall household. The information and activities correlate strongly with the SOLs while also engaging students in hands-on learning. The most popular activity from the trunk to date is the bead activity. Students create their own bead necklaces that replicate those worn by urban slaves like those who lived in the Marshall home. Preservation Virginia’s Education Coordinator, Jennifer Hurst, has successfully implemented the activity at other historic sites such as Scotchtown and Bacon’s Castle with groups from first to fourth grade.

Like lesson two, lesson five, “Mr. Chief Justice,” is closely aligned with SOL requirements, especially those for seventh-grade levels. It recounts John Marshall’s revolutionary role as the fourth Chief Justice of the United States Supreme Court and the Supreme Court’s function as a co-equal branch of government. This lesson also integrates multimedia resources by including segments from the PBS special The Supreme Court and scenes from the movie Mr. Chief Justice. The crossword worksheet is intended to be a fun culminating activity for the week but is not directly linked to the content of this lesson.
Chapter Three: Museum Education Methods in a Standards of Learning World

This chapter will discuss the three prevalent teaching methods used by art and museum educators: object-based, inquiry-based and object-based inquiry. Although each method will be discussed independently, it is important to note that they share many features. The objective of this chapter is to discuss the challenges educators face when trying to use these methods in an SOL-driven system and ways in which connections can be made between standards and art education theory. To illustrate how both can work cohesively in today’s classroom, the concluding portion of this chapter will present revised portions of lesson plans from the John Marshall House Trunk that incorporate aspects of object-based, inquiry-based and object-based inquiry methods.

Museum Education Teaching Methods

Object-based learning acknowledges the primacy of the object. Art, primary documents, artifacts, and photographs are used to spark discussions and serve as a vehicle for discovery. Questioning is a key part of object-based learning. The object, rather than questions, is the entry point into discovery. This method draws from the learner’s own experience and knowledge to generate questions and answers that divulge the object’s meaning and connects it to broader themes.

The procedure for engaging in object-based learning typically begins by asking viewers to describe the physical attributes of an artifact, image or document. Common questions are, How was it made, and by whom? Why was it made? What is its function? Does it tell
a story? When was it made? The key to asking these questions is to use the object to provoke conversation. This strategy sets learners at ease while inviting them to make closer observations. The educator then guides the discussion by continuing to question and drawing connections between objects and answers that viewers provide.

Inquiry-based learning is often conceptualized as an investigative task conducted by students with a teacher serving as an observer. This method of inquiry is used primarily in science lessons to facilitate experimentation and hypothesizing. The conclusion of this kind of inquiry will always be a right or wrong answer. The definition of inquiry-based learning relevant to the discussion of this thesis is inquiry as “a process, initiated by either teacher or student, in which students investigate central, essential questions while their teacher guides them through this process” (Edmonds-Alvarado and Herr 2003, xiii).

Inquiry is a popular method used by museum educators on gallery tours. The argument in support of this theory is that the constant questioning keeps students engaged with the works they are viewing. Another advantage of this educational method is that it honors the innate curiosity of students while working within the rubrics of established objectives. Like object-based learning, teachers guide the discussion toward these objectives. The goal is to strengthen students’ critical thinking skills and reasoning abilities.

Object-based inquiry is a hybrid teaching method that combines object-based and inquiry-based learning. Like object-based learning, objects are an important component of the lessons. The objects themselves however are not the central topic of the lesson but rather a point of entry into a broader topic. Inquiry generated from observing the object
becomes the means for teaching pre-determined objectives of the lesson plan. In other words, object-based inquiry utilizes the object and questions as tools.

Students are given time to observe the objects and discuss their observation with their peers. “When the excitement is still at a high level, the teacher cuts the brainstorming time off, allowing the enthusiasm to carry over into the whole-class portion of the lesson” (Edmonds-Alvarado and Herr 2003, 6). A teacher’s role is to ask questions and guide students through the experience. These questions must be well conceived to stimulate critical thinking from students. Answers are not seen as right or wrong but as a catalyst to further observation and questioning. The overall learning experience in object-based inquiry is student-directed.

**Inquiry and NCLB**

The effects of No Child Left Behind (NCLB) on the American education system, as discussed in chapter one, are fervently debated. Given the NCLB requirements for testing in reading and math, there has unsurprisingly been a decrease in time allotted for social studies, history and the arts. Some argue that this decrease in time has led to more austere teaching methods.

Concerns are mounting that instructional constraints associated with the mandated testing requirements of NCLB will drive teachers away from using inquiry-oriented approaches to student learning. The fear is that, in the interest of time and content coverage, direct instruction will become the dominant teaching approach found in the classrooms of the future (Audet and Jordan 2005, xii).
The emphasis in an NCLB-driven social studies or history curriculum is on direct instruction and memorization. Students are taught solely from the textbook and textbook derived materials. The pressures of standardized testing are the driving force behind direct instruction. “This authoritarian ritual and routine creates conformity, compliance, and passivity” (Canestrari 2005, 21). While this didactic method of teaching might be an efficient way to prepare students for the standardized test, the standards also advocate investigation and questioning, which are often ignored.

In the case of the Virginia Standards of Learning (SOLs), all subjects at each grade level are assigned a set of “Essential Skills.” This section of the SOLs advocates learning a skill set that does not pertain directly to testable facts. For example the fourth grade social studies SOLs mandate the development of critical thinking skills, and students are expected to “make connections with the past and present” and “evaluate and discuss issues orally and in writing.”

Inquiry provides “an authentic contextual base and an opportunity for students to apply the principles of investigation and exploration to develop their capacity for historical thinking” (Canestrari, 41). Inquiry would be an effective method for teaching the essential skills outlined by the Virginia Standards of Learning. Therefore, inquiry methods of teaching and SOLs can in fact work together within the classroom.

**Inquiry and the John Marshall House Trunk**

The John Marshall House Trunk was designed to allow teachers the freedom to select the activities and methods they prefer to teach. Information is provided as it would be in a textbook in the “Background information” portion of the lesson plan. Inquiry-
based teaching methods were not incorporated into the first iteration of the project. A section of what will be called “Facilitating Questions” has been added to each lesson plan in order to integrate the aforementioned methods. (Additions to the original lesson plans are made in red and included in Appendix B.) These questions pertain to either a specific object, image or activity. These questions will serve as a starting point for teachers who wish to incorporate inquiry methods of learning into their classrooms. Teachers can choose to use these questions as written or as a catalyst for creating their own inquiry-based method.

**Facilitating Questions Lesson 1: Historic Preservation**

At the beginning of the lesson, students will be asked a series of questions to facilitate discussion on what is preserved and why we should preserve history. These questions also serve as a useful lead into the first worksheet entitled “What We Preserve.” Students are invited in the following questions to think about what things they or their families preserve. “What kinds of things do you like to keep? Why do you keep them? What do you think the things you keep could tell others about you?” The intention of beginning the discussion with questions is to provide a tangible link between preservation and daily life. The next set of questions should lead students to think about the concept of preservation on a grander scale. “Can you think of anything your state or the country preserves? Have you ever visited a place or seen something that has been preserved? Was it an important document, a building or an object?” These questions allow students to once again draw upon prior knowledge and remain engaged with the concepts being discussed. For example, students might recall objects they have seen in
museums or historic homes they have visited with their families or on field trips. The final question that should be introduced into the discussion pertains to the importance of preservation and is thus closely linked to the mission of Preservation Virginia. Teachers should ask students, “What do you think the word preservation means?” and “Why is it important to preserve history?” After identifying the objects they preserve and the objects and places the state and country preserves, students should now be able to discuss why these places and objects are important and thus why preservation is important.

**Facilitating Questions Lesson 2: Who Was John Marshall**

The second lesson in the trunk is an introduction to the historical figure of John Marshall. The background information and activities contextualize Marshall within the scope of American history. The facilitating questions will be introduced after the “John Marshall Timeline” activity to re-emphasize the required standards. The questions will serve as an informal oral quiz that allows students to review the SOLs through discussion.

Teachers should begin by inviting students to think about what makes John Marshall an important historical figure. Students should consider the following questions. What important historical events did he witness? And, what important historical figures did he know? These questions are a way of leading students to connect Marshall to the SOLs on the Revolutionary War and founding fathers such as George Washington and Thomas Jefferson. The next set of questions invites students to make connections between the past and the present. Teachers should introduce the question “Are any of the places where he lived, studied and worked preserved for us to visit today?” Students
should mention places such as John Marshall’s home in Richmond, Colonial Williamsburg and the Supreme Court. Once students are able to make those connections then teachers should ask if the students have ever visited these places. This question once again goes back to the importance of relating preservation to the students’ own experiences.

**Facilitating Questions Lesson 3: The Marshall Family**

The questions in this lesson will form a part of the “Colonial Fabrics Activity.” Students will be asked the following questions to help them identify the fabrics: How does the fabric feel? Does it feel soft or rough? Is it durable or delicate? Does it have a pattern? By asking these questions teachers are inviting students to observe, describe and thus become active participants in the activity.

The next portion of questions invites students to relate the fabric of the past to clothing they may wear today. “Have you ever worn anything that feels like this? Were you wearing it for a fancy event or just doing your day-to-day activities? Would you wear this in the summer or in the winter?” The questions allow for discussion on the context of clothing. In this activity students are engaging multiple senses and using personal reference to find solutions.

**Facilitating Questions Lesson 4: Urban Slavery**

As part of this lesson, students are provided with materials to create bead necklaces like those worn by the slaves who lived in John Marshall’s home. The facilitating questions will serve as a way of introducing information on slave artifacts
through guided discussion. Students will gain an understating of the significance of the objects they are about to create themselves.

Teachers will ask the following questions rather than merely listing the facts provided in the background information section. Much like the question for the “Colonial Fabrics Activity” students will rely on what they observe and draw from their own experiences. Teachers will display the sample necklace and ask the following questions, “What is this necklace made out of? Who do you think would have worn it? How do you think they got the beads to make it? Do you think it had meaning for the person who wore it?” These questions should lead into a discussion on how urban slaves could own small artifacts, and how the preservation of these artifacts tell the story of urban slavery.

**Facilitating Questions Lesson 5: Mr. Chief Justice**

This lesson focuses on the role for which John Marshall is best known, the Great Chief Justice. The facilitating questions for this section will introduce the three branches of government and the role of a justice. The questions can be asked at the beginning of class as a way of incorporating the background information provided in the lesson plan.

The first set of questions allows teachers to guide discussion on the American political system: “What kind of government does the United States have? Who is in charge? Who do we vote for? Is it just one person in power or do different groups share power? Can you name the three branches of government?” The following questions assess if students have any prior knowledge of the legal system. Teachers will ask students to use their own experiences to answer questions such as “Do you know what a judge does? Have you ever seen a judge? What kinds of things do you need to study to
become a judge?” As students share their knowledge teachers can guide the discussion toward introducing the information on the Supreme Court.
Conclusion

When the American museum formalized its standing as an educational institution, it became a part of a larger educational system. The No Child Left Behind Act completely altered the classroom, and its influence upon museums is undeniable. Today, museum educators and schoolteachers have become allies in addressing the challenges presented by NCLB. This museum project helps educators in both fields better understand the significance of No Child Left Behind and the ways in which museum programs can be designed for use in the classroom. The trunk program created for the John Marshall House is proof that outreach programs can meet the requirements of the law and incorporate museum education theory, while remaining faithful to the mission and scope of a historic site.

While this project chronicles much of the development of the Marshall House Trunk, the program is still in flux. Preservation Virginia is currently planning to make the trunk available online. This change in media will bring about new questions and challenges, suggesting that the process of creating effective educational programming is always evolving. Throughout this museum project I learned how the demands on museum educators are also always in flux. The knowledge I have acquired about NCLB and museum education teaching methods has prepared me to confidently begin my career in museums. Such preparation will allow me to advance both art appreciation and academic achievement among today's students.
Bibliography
Bibliography:


Appendices
Appendix A: List of Virginia Standards of Learning that are addressed in each Lesson for the Marshall Trunk

Standards are characterized by grade level and standard number or by area of study and standard number. Standards may include further details that are listed by letter. Essential skills are listed and not numbered.

**Lesson 1: Historic Preservation**

4th Grade: Essential Skills
- make connections between the past and present
- identify and interpret artifacts and primary/secondary source documents to understand events in history

4th Grade: Visual Arts
Visual Communication and Production
4.3 The student will create a work of art that uses themes, ideas and art forms from the past

5th Grade: Visual Arts
Aesthetics
5.29 The student will discuss how criteria used to value art within a culture vary over time
5.30 The student will describe a valuable object within present-day culture in terms of aesthetic preferences

7th Grade: Essential Skills
- create and explain maps, diagrams, tables, charts, graphs and spreadsheets

7th Grade: Visual Arts
Visual Communication and Production
7.5 The student will communicate information and ideas through illustrations
Lesson 2: Who was John Marshall?

4th Grade: Virginia Studies
Colonization and Conflict: 1607 through the American Revolution

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
   b) identifying the various roles played by Virginians
   c) identifying the importance of the Battle of Great Bridge

Political Growth and Western Expansion: 1781-mid1800

VS. 6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation

4th Grade: Essential Skills
   - identify and interpret artifacts and primary/secondary source documents to understand events in history
   - evaluate and discuss issues orally and in writing
   - compare and contrast historical events

5th Grade: U.S. History to 1865

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
   d) identifying the conflicts that resulted in the emergence of two political parties

7th Grade: Civics and Economics

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civil life by
   a) practicing trustworthiness and honesty
   b) practicing courtesy and respect for the rights of others
   c) practicing responsibility, accountability and self-reliance
   d) practicing respect for the law
   e) practicing patriotism

7th Grade: Essential Skills
   - select and defend positions in writing, discussion and debate
Lesson 3: The Marshall Family

4th Grade: Visual Arts
Visual Communication and Production
4.3 The student will create a work of art that uses themes, ideas and art forms from the past

4th Grade: Virginia Studies
Colonization and Conflict: 1607 through the American Revolution
VS.4 The student will demonstrate knowledge of life in the Virginia colony by
e) describing everyday life in colonial Virginia

5th Grade: U.S. History to 1865
USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
e) describing colonial life in America from the perspective of women and African Americans
**Lesson 4: Urban Slavery**

4th Grade: Virginia Studies
Civil War and Post-War Era
VS. 7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War

4th Grade: Essential Skills
- identify and interpret artifacts and primary/secondary source documents to understand events in history
- evaluate and discuss issues orally and in writing
- compare and contrast historical events

4th Grade: Visual Arts
Visual Communication and Production
4.3 The student will create a work of art that uses themes, ideas and art forms from the past

5th Grade: U.S. History to 1865
USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
  f) describing colonial life in America from the perspective of women and African Americans

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801-1861 by
  g) identifying the main ideas of the abolitionist and suffrage movements

5th Grade: Visual Arts
Visual Communication and Production
5.7 The student will collaborate with others to produce a work of art that characterizes a historical period
Lesson 5: Mr. Chief Justice

4th Grade: Virginia Studies
Political Growth and Western Expansion: 1781-mid 1800s
VS. 6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation

4th Grade: Essential Skills
- identify and interpret artifacts and primary/secondary source documents to understand events in history

7th Grade: Civics and Economics
CE. 2 The student will demonstrate knowledge of the foundations of American constitutional government by
   b) explaining the significance of the Constitution of the United States, including the Bill of Rights
   c) identifying the purposes for the Constitution of the United States

CE. 6 The student will demonstrate knowledge of the American constitutional government by
   h) explaining the principle of separation of powers and the operation of checks and balances

CE. 10 The student will demonstrate knowledge of the Judicial system established by the Constitution of the Unites States of America
   b) demonstrating the exercise of Judicial Review
Appendix B: John Marshall House Trunk

Additions to lesson plans have been made in red.

Important terms are in **bold** throughout the lesson plans.

**Lesson 1: Historic Preservation**

**Subjects:** Virginia Studies, U.S. History, Civics, Visual Arts  
**Grade Level:** 4th-7th Grade  
**Time:** One 50-minute class period

**Objective:** Students will be introduced to the John Marshall House site and learn the importance of historical preservation in Virginia.

**Strategies:** Students will…
- utilize their own experiences to understand the concept of preservation
- draw connections between historical sites and the narration of history
- learn about the challenges and the importance of preserving history

**Links to Virginia Standards of Learning:**

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<tr>
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<tr>
<td></td>
<td>7.5 The student will communicate information and ideas through illustrations</td>
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Background:
APVA Preservation Virginia:

APVA Preservation Virginia is a private non-profit organization and statewide historic preservation leader founded in 1889, dedicated to perpetuating and revitalizing Virginia's cultural, architectural and historic heritage. The mission of APVA Preservation Virginia is to preserve, promote and serve as an advocate for the state’s irreplaceable historic places for the cultural, economic and educational benefit of everyone. APVA owns 24 properties ranging from large sites such as Historic Jamestown, Scotchtown (Patrick Henry’s home) to the Old Cape Henry Lighthouse located in Virginia Beach. The organization also works with state and national legislatures to pass laws and establish public policy that protect historic sites in Virginia. In recent years, APVA has helped save a dozen historic sites from destruction through its Revolving Fund Program. This program is dedicated to purchasing historic properties that are in danger of being destroyed, and later selling them to sympathetic buyers who will work to restore and refurbish the building.

APVA in Richmond:

The branch of APVA Preservation Virginia located in Virginia’s capital is called the Historic Richmond Foundation. Its responsibilities are to collaborate with city officials and the business sector to promote the economic viability of rehabilitation, in order to preserve the unique landscape that makes Richmond a great place to live and an attractive tourist venue. Many of the sites that Historic Richmond Foundation has worked to protect and restore are in Richmond’s most famous neighborhoods. Some examples are:

- Science Museum of Virginia, formerly the Union Station of Virginia: West Broad
- St. James Episcopal Church: Monument Avenue
- White House of the Confederacy: Court End
- The Richmond Dairy building: Jackson Ward
- Main Street Station: Shockoe Valley
- St. John’s Church: Church Hill

John Marshall House:

John Marshall built his home in Richmond in 1790, eleven years before becoming the 4th Chief Justice of the United States Supreme Court. The Federal style brick house is one of the last remaining structures of the prestigious Court End neighborhood, which today forms part of downtown Richmond. Originally Marshall owned the entire city block, a common practice in the City of Richmond where such homes were known as “plantations-in-town.” Within this block Marshall built his residence and law office, a laundry, kitchen, carriage house and stable, garden and carriage turn-around. The floor plan of the house itself is
relatively simple. The first floor includes the Passage, Large Dining Room, Family Dining Room, Withdrawing Room and Mrs. Martyr’s (the housekeeper’s) Room. The second floor includes the Marshalls’ Bedchamber and the North and South Bedchambers where the children lived.

The property remained in the Marshall family until 1911 when it was sold to the City of Richmond. The City planned to demolish the house to build John Marshall High School in its place. APVA-Preservation Virginia bought the property and convinced the City to build the high School behind the house. The John Marshall House opened its doors to the public in 1913. John Marshall High School was used until the 1960s. Today, the John Marshall Courthouse has replaced the high school and fills half of the block.

Facilitating questions:
Students should begin by thinking about what things they or their families preserve. “What kinds of things do you like to keep? Why do you keep them? What do you think the things you keep could tell others about you?” The purpose of beginning discussion with these questions is to provide a tangible link between preservation and daily life. The next set of questions should lead students to think about the concept of preservation on a grander scale. Questions such as, “Can you think of anything your state or country preserves? Have you ever visited a place or seen something that has been preserved? Was it an important document, a building or an object?” Allow for students to draw upon prior knowledge and remain engaged with the concepts being discussed. For example, students might recall objects they have seen in museums or historic homes they have visited with their families or on field trips. The final questions that should be introduced into the discussion pertain to the importance of preservation and are closely linked to the mission of preservation Virginia. Teachers should ask students, “What do you think the word preservation means?” and “Why is it important to preserve history?” After identifying the objects they preserve and the objects and places the state and country preserves, students should be able to discuss why these places and objects are important and therefore why preservation is important.

Materials:
- Images
  - John Marshall House Site
  - John Marshall House Insurance Plans
- ‘What We Preserve’ worksheet
- ‘Historic Richmond’ worksheet
**Procedure:**

**Vocabulary Handout**
Teachers will go over vocabulary terms included in the handout provided for this lesson.

**Facilitating Questions**
Teachers can use the aforementioned questions to engage students in what and why we preserve history. These questions could also serve as a useful lead into the first worksheet ‘What We Preserve.’

**Activity 1: Preservation (30 minutes)**
At the beginning of this lesson teachers should instruct their students to think about something their families have chosen to preserve. Students will then fill out the ‘What We Preserve’ worksheet allowing them to think about preservation at a personal level.

The second part of this activity involves the teacher describing the role of APVA Preservation Virginia in the state’s history, using the background information provided. Students will then fill out the Historic Richmond worksheet, allowing them to develop their map reading skills and demonstrating their understanding of the city’s landmarks.

**Activity 2: Historic Home (20 minutes)**
In this activity students will be introduced to the John Marshall House site using the background information and images provided for this lesson. Using the insurance plans for the John Marshall House students will create their own “insurance plans” for their classroom, noting the location of significant structures, such as desks, sinks, closet, etc. Teachers should instruct students to think about why archeologists and historians 100 years from now would be interested in seeing these plans.
Vocabulary Lesson 1:
Historic Preservation

**Preservation** = to protect or save from damage; to keep safe from destruction

**Heritage** = something passed on through generations that tells us something about our history

**Archeology** = the scientific study of material remains (tools, pottery, baskets, jewelry, and other artifacts or monuments) of past human life and activities
What We Preserve

Directions:

Part I: In the space below draw a sketch of the object your family has preserved.

Part II: In the lines provided describe the object and explain why you think your family has preserved it through the years.
Name: __________________________

Date: __________________________

Directions:
Part I: With the help of the map below match the historic site with the district in which it is located.

_D_ Science Museum of Virginia
_A_ St. James Episcopal Church
_F_ White House of the Confederacy
_B_ The Richmond Dairy building
_E_ Main Street Station
_C_ St. John’s Church

Write the correct letter in the spaces above:
A. Monument Avenue
B. Jackson Ward
C. Church Hill
D. West Broad
E. Shockoe Valley
F. Court End

Part II: Using different color markers or pencils mark each historic site location on the map above. Make sure to create a map key where you identify which color you used for each site.

Map Key:
Lesson 2: Who Was John Marshall?

Subjects: Virginia History, Civics, U.S. History
Grade Level: 4th-7th Grade
Time: One 50-minute class period

Objective: Students will identify and evaluate the influence John Marshall had on the founding of the United States while discussing what major political debates were going on in his lifetime.

Strategies: Students will…
- use visual aides and worksheets to comprehend a historical timeline
- work in groups to formulate a persuasive argument
- develop their debating skills
- gain an understanding of the responsibilities of civic duty

Links to Virginia Standards of Learning:

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**7th Grade: Civics and Economics**

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civil life by
   a) practicing trustworthiness and honesty
   b) practicing courtesy and respect for the rights of others
   c) practicing responsibility, accountability and self-reliance
   d) practicing respect for the law
   e) practicing patriotism

**Background:**

**Biographic Information**

John Marshall was born on September 23, 1755, in Fauquier County, Virginia. At the age of 19 he enlisted in the army and fought in the Revolutionary War, serving first as a Lieutenant and later as a Captain for the Culpeper Minutemen. During his time with the Continental Army he served under General George Washington and fought in the Battle of Great Bridge.

After the war, Marshall briefly studied law under George Wythe at the College of William and Mary and began his formal law career in 1780. It was during this time that he met 13-year old Mary “Polly” Willis Ambler, whom he would marry in 1783. A year before, in 1782, John Marshall was elected to the Virginia House of Delegates in Richmond, VA. He served as a delegate until 1789 and in 1788 he was named a delegate to the Virginia Convention, during which he participated in the ratification of the Constitution of the United States. John Marshall was recognized for his fairness, his belief in a strong federal government, and his acute intellect. These characteristics made him a leading member of the legal community in Richmond.

In 1797, President Adams convinced Marshall to serve as a diplomat to France. Upon his return, Marshall was elected to the U.S. House of Representatives, and in 1800 President Adams appointed him Secretary of State. He served in that office for only one year when President Adams nominated him to be the 4th Chief Justice of the United States Supreme Court.

He served as Chief Justice for a total of 34 years, the longest any Chief Justice has ever served, and garnered the title The Great Chief Justice. During his first 10 years on the bench he heard what is believed to be the most important case of his career, Marbury v. Madison (see lesson 5 for detailed explanation). During his term on the Court Marshall wrote and published the first biography of George Washington.

In 1831 Marshall’s beloved wife Polly died at their home in Richmond, VA. Four years later, The Great Chief Justice passed away at the age of 79 in Philadelphia, PA. He is buried next to his wife Polly at Shockoe Hill Cemetery in Richmond, VA.
Political Views

During the early years of our nation, two political parties developed with different views on how much power the federal government should have. These political parties were called the Federalists and the Democratic Republicans. The Federalists believed in a strong central government, the creation of a national bank and favored the development of industry on a national scale. The Democratic Republicans believed in a limited national government, free trade and favored states having individual power.

Marshall’s reading of the Constitution brought him into conflict with the Democratic Republicans, specifically President Thomas Jefferson. Although the two men were cousins, Marshall and Jefferson never agreed politically. Marshall believed that a strong federal government was necessary to ensure that the government would meet the needs of the people. Jefferson, on the other hand, believed that the power of government should remain largely in the hands of the states.

Facilitating Questions

Teachers should begin by inviting students to think about what makes John Marshall an important historical figure. Students should consider the following questions. “What important historical events did he witness?” and “What important historical figures did he know?” These questions are a way of leading students to connect Marshall to the SOLs on the Revolutionary War and founding Fathers such as George Washington and Thomas Jefferson. The next set of questions invites students to make connections between the past and the present. Teachers should introduce the question, “Are any of the places he lived, studied, and worked in still preserved for us to visit today?” Students should mention places such as John Marshall’s home in Richmond, Colonial Williamsburg and the Supreme Court. Once students are able to make these connections, then teachers should ask if the students have ever visited these places.

Materials:
- Worksheets
  o John Marshall Timeline
  o Federalists v. Democrats
- Movie Clip from Mr. Chief Justice

Procedure:

Vocabulary Handout

Teachers will go over vocabulary terms included in the handout provided for this lesson.
Facilitating Questions

Questions will be introduced after the ‘John Marshall Timeline’ activity to re-emphasize the required standards. The questions will serve as an informal oral quiz that allows students to review standards through discussion.

Activity 1: Biography of John Marshall (20 minutes)

In this activity teachers will use the background information provided in this lesson plan to teach their students about John Marshall’s life. At the conclusion of the lesson students will work on the ‘John Marshall Timeline’ worksheet to record major events in both the Chief Justice’s life and American history.

Activity 2: Political Parties (30 minutes)

Students will watch a clip from the movie Mr. Chief Justice where Federalist John Marshall debates Democratic Republican Mr. Hays. Students will then complete the ‘Federalist v. Democratic Republican’ worksheet. Part II of this worksheet is optional and allows the students the opportunity to pick a political party and debate with their classmates over its legitimacy.
Vocabulary Lesson 2: Who is John Marshall?

Lieutenant = military officer

Captain = a military leader or commander

Bar Examination = the test people must pass to become lawyers

Permanent = does not change

Ratify = to pass; to confirm

Delegate = a representative; a single person acting for a group

Diplomacy = peaceful talks between different countries

Appoint = to assign someone to a job

Preside = to supervise or control
John Marshall Timeline:

**ANSWER KEY:**

**September 24, 1755**  
John Marshall is born in Fauquier County, Virginia, the first child of John and Mary Keith Marshall.

**1775 – 1780**  
Serves in the Revolutionary War as a lieutenant for the Culpeper Minutemen, eventually reaching the rank of Captain while serving with General George Washington and fighting in the Battle of Great Bridge.

**1779-1780**  
Enrolls as a student at the College of William and Mary attending a series of lectures on law offered by George Wythe, and within a year passes the Bar examination.

**1783**  
Marries Mary “Polly” Willis Ambler and moves permanently to Richmond to practice law.

**1782-1789**  
Begins political career by serving in the Virginia House of Delegates.

**1788**  
Named delegate to the Virginia Convention, which ratifies the Constitution of the United States.
1797 Travels to Paris, France on a diplomatic mission.

1800 Serves as Secretary of State for President Adams.

1801 Appointed the 4th Chief Justice of the United States Supreme Court.

1803 Presides over the case of Marbury v. Madison.

1805-1807 Publishes biography of George Washington.

1831 Mrs. Marshall dies in Richmond, VA.

July 6, 1835 John Marshall dies at the age of 79 in Philadelphia, PA, and is buried next to his wife Polly at Shockoe Hill Cemetery Richmond, VA.
Federalists v. Democratic Republicans

Part I:
Directions: write the correct letter in the chart below.

<table>
<thead>
<tr>
<th>Federalists:</th>
<th>Democratic Republicans:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
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<td>C</td>
<td>D</td>
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<td>I</td>
<td>F</td>
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<td></td>
<td>H</td>
</tr>
</tbody>
</table>

A) Believed in a strong central government
B) Free trade
C) In favor of a national bank
D) Believed in limited national government
E) Thomas Jefferson
F) Favored states having individual power
G) Favored development of industry on a national scale
H) Mr. Hayes
I) Chief Justice John Marshall

Suitable for 6th grade and up

Part II:
Directions: With the entire class or in smaller groups, discuss which political party you would have been a member of and why.
- Be sure to think about how these parties are similar to or different from the political parties we have today.
Lesson 3: The Marshall Family

Subjects: Virginia History & U.S. History
Grade Level: 4th-7th Grade
Time: One 50-minute class period

Objective: Students will learn about John Marshall’s family and the role women and the arts played in colonial America.

Strategies: Students will...
- gain a better notion of urban colonial life in Virginia
- build an understanding of a woman’s role in colonial times
- work in groups to identify and interpret historical evidence in order to better understand colonial Virginian society

Links to Virginia Standards of Learning:

<table>
<thead>
<tr>
<th>4th Grade: Virginia Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonization and Conflict: 1607 through the American Revolution</td>
</tr>
<tr>
<td>VS.4 The student will demonstrate knowledge of life in the Virginia colony by</td>
</tr>
<tr>
<td>e) describing everyday life in colonial Virginia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th Grade: U.S. History to 1865</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</td>
</tr>
<tr>
<td>b) describing colonial life in American from the perspective of women and African Americans</td>
</tr>
</tbody>
</table>

Background:
John Marshall’s Family
John Marshall did not come from a wealthy family. His father was a farmer of Welsh descent who served in the Revolutionary War and went on to become a surveyor and land agent for Lord Fairfax. His mother’s family were the Randolphs of Virginia. Descended from English gentry and Scottish nobility they are often referred to as the Adam and Eve of Virginia. It is through the Randolph family that John Marshall is related to Thomas Jefferson.

While in Williamsburg studying law John Marshall met Mary ‘Polly’ Willis Ambler at a ball, Polly was only 13. At the time of the Revolution, the Amblers were one of the wealthiest families in Virginia. They moved to Richmond when it became the capital and were shortly followed by Marshall once he completed his Law lectures.

Family legend says that when Marshall asked Polly to marry him after 4 years of courtship she refused. Marshall said good-bye, mounted his horse and rode off in the direction of Fauquier County. Polly watched him go, and when he
disappeared began weeping hysterically. Upon seeing her so upset Polly’s cousin, John Ambler, snipped a lock of her hair and rode after Marshall. Thinking the gesture was from Polly, Marshall asked her once again to marry him, and this time she said yes. That lock of hair was placed in a locket and Polly wore it for the rest of her life. When she died, Marshall wore the locket until he died.

They married when Polly was 17 and Marshall was 27. They had 10 children of which 6 survived to adulthood. Their oldest son Thomas attended Princeton while the other three sons attended Harvard. Their only surviving daughter Mary married her cousin and next-door neighbor, Jaquelin Harvie, in 1813.

Colonial Women
In colonial America, women received a more limited education than men. They were not allowed to attend college, which made marriage their top priority. What little education they did receive centered on skills that would serve them in running a household. For people in the upper class, the goal was to become an ‘accomplished’ young lady. Domestic skills such as cooking, sewing, managing servants and slaves were extremely important. Also important was the ability to read, do basic math, dance, draw, speak a little French, and play a musical instrument. Colonial women were also responsible for the early education of their children. Although a woman’s education was limited by societal rules, colonial society in general admired women of wit, culture, and strength of character.

Colonial Fabrics
Men and women of all social classes in John Marshall’s time wore clothing that reflected their social status and the type of work they performed. Slaves wore clothing made of sturdy fabrics that resisted wear and tear. Upper class men and women, like the Marshall’s, could afford finer fabrics for clothing worn around the household and fashionable fabrics for public events. There were several fabrics that were very common during Marshall’s lifetime:

- **Silk** = A product of the silkworm, which came originally from China, and was used in gowns.
- **Muslin** = A lightweight cotton fabric used for everything from handkerchiefs and undergarments to summer dresses.
- **Linen** = Made from the core of the flax plant, linen was a strong, affordable cloth imported from London and used to makes shirts and aprons.
- **Wool** = Made from the coat of sheep it could be woven to be soft or coarse and was suitable for cold weather.
- **Calico** = A printed cotton fabric originally imported from England and France and later in the 19th century produced in the United States, it was used for women’s dresses, children’s clothes and men’s shirts.


- **Ticking** = A strong linen fabric commonly used as a household textile to make mattresses and aprons. It was also used in men’s jackets and trousers and women’s dresses.

- **Osnaburg** = A plain, coarse, unbleached linen that was cheap and durable, it was used in men’s shirts, trousers and jackets and women’s petticoats, jackets and shortgowns.

**Facilitating Questions:**

Students will be asked the following questions to help them identify the fabrics: “How does the fabric feel? Does it feel soft or rough? Is it durable or delicate? Does it have a pattern?” The next questions invite students to compare the fabrics of the past to clothing they may wear today. “Have you ever worn anything that feels like this? Were you wearing it for a fancy event or just doing your day-to-day activities? Would you wear this in the summer or in the winter?” These questions should encourage discussion about clothing as cultural evidence.

**Materials:**

- Worksheets
  - John Marshall’s Family Tree
  - Your Family Tree
  - Colonial Fabrics
  - 10 packets of ‘Colonial Fabric Samples’

**Procedure:**

**Vocabulary Handout**

Teachers will go over vocabulary terms included in the handout provided for this lesson.

**Facilitating Questions:**

The questions in this lesson will form a part of the “Colonial Fabrics Activity.” The goal of these questions is to invite students to observe, describe and become active participants in the activity.

**Activity 1: Family Tree** (20 minutes)

In this activity teachers will utilize the background information provided in this lesson plan to teach their students about John Marshall’s family. Students may fill out the John Marshall Family Tree worksheet during or after the lesson. Once students understand how a family tree functions they can create their own family trees and compare how colonial families were similar to or different from their own.
Activity 2: Colonial Women & Fabrics (30 minutes)

In this activity teachers will utilize the background information provided in this lesson plan to teach their students about the role women played and the fashions worn during John Marshall’s lifetime. Once teachers believe students have enough information they will divide the classroom into smaller groups and give each group a ‘Colonial Fabric Samples’ packet.

Teachers will have their own fabric packet with each sample labeled and a key to the ‘Colonial Fabrics’ worksheet in order to help guide the students. They will instruct the students to think about key words used to describe fabrics. For slave clothing list: rough, durable, tough, and plain. For the upper class list: fine, soft, delicate, and patterned. Students should also be instructed to remember that some fabrics were used by both social groups.
Vocabulary Lesson 3:
The Marshall Family

Colonial = historic period in America’s early history beginning with the founding of Jamestown in 1607 and ending with the Battle of Yorktown in 1781.

Surveyor = a person who examines the condition and value of land

Gentry = term used to describe members of the upper class

Courtship = process of dating before marriage


**Colonial Fabrics**

Part I:
Directions: Next to each name listed below write 3 adjectives to describe each kind of fabric.

Part II:
Directions: Write the correct letter in the chart below. Some letters may be used twice.

<table>
<thead>
<tr>
<th>MARSHALL FAMILY</th>
<th>MARSHALL FAMILY SLAVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
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<td>D</td>
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<td>H</td>
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</tbody>
</table>

A) Silk
B) Ticking
C) Tan Linen
D) Purple Wool
E) Calico
F) Black wool
G) Muslin
H) Osnaburg
ANSWER KEY: Directions: Fill in the blanks below with the appropriate Marshall Family member.

Marshall Family Tree
Name: ______________________________
Date: ______________________________

**Directions:**

**Part I:**
In the boxes below write the names of your grandparents, parents and siblings. Do you know their birthdays? Cut the boxes out and glue them to the tree. Make sure to draw lines connecting each row of boxes to the row above. If you have any questions use the Marshall Family Tree as your guide.

**Part II:**
Answer the following questions

1) Is your family bigger or smaller than John Marshall’s?
2) Do people have more or less children today than in the 1800’s?
3) Do people live longer today than they did in the 1800’s?

[Boxes for names and questions]
My Family Tree
Lesson 4: Urban Slavery

Grade Level: 4th-7th Grade
Time: One 50-minute class period

Objectives: Students will learn about the role of and opinions about slavery in 18th-century Richmond through the individuals who served in the John Marshall household.

Strategies: Students will…
- identify differences in the institution of slavery in various environments and geographic locations
- learn how important historical figures in America engaged in the debate about slavery
- create a replica of jewelry that resembles examples owned by slaves in order to better understand a historical object

Links to Virginia Standards of Learning:

| 4th Grade: Virginia Studies                     |
| Civil War and Post-War Era                      |
| VS. 7 = The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War |

| 4th Grade: Essential Skills                  |
| - identify and interpret artifacts and primary/secondary source documents to understand events in history |
| - evaluate and discuss issues orally and in writing |
| - compare and contrast historical events |

| 4th Grade: Visual Arts                        |
| Visual Communication and Production           |
| 4.3 The student will create a work of art that uses themes, ideas and art forms from the past |

| 5th Grade: U.S. History to 1865               |
| USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by |
| b) describing colonial life in America from the perspectives of women and African Americans |
USL.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801-1861 by
  c) identifying the main ideas of the abolitionist and suffrage movements

5th Grade: Visual Arts
Visual Communication and Production
5.7 The student will collaborate with others to produce a work of art that characterizes a historical period

Background:

Urban v. Rural Slavery
The responsibilities of a slave depended heavily on the social standing and employment of their masters. If a slave’s owner lived in a rural area, slaves likely tended to his land and livestock. In urban areas agriculture did not play a central role, leaving slaves available for tasks such as working in his owner’s home or running errands around the city. The close proximity to their masters and the more frequent opportunities to socialize present a clear difference between urban and rural slavery.

In Virginia, slavery was central to the economic growth of the colony. As part of the Chesapeake colonies, which included Maryland and North Carolina, Virginia became a part of the Tobacco Coast and relied heavily on slave labor to run the large plantation system. The James River served as a major avenue for bringing slaves into the state. Many of the slave markets for Virginia were based in Richmond. One example, Lumpkin’s Jail, also referred to as the “Devil’s Half Acre,” operated the largest slave export business in the United States. Today it is the site of Virginia Union University.

John Marshall on Slavery
The American Colonization Society (The Society for the Colonization of Free People of Color of America) was one of the organizations responsible for the founding of Liberia, a country on the coast of West Africa. The society received support from both Southerners fearful of organized revolts by free blacks and Northerners concerned that an influx of black workers would hurt the economic opportunities of indigent whites. Many ex-slaves saw a return to Africa as the best solution to their troubles and were also strong supporters. The society worked to rally their cause and establish several branches across the growing nation. In 1823, John Marshall became the first president of the Richmond branch of the American Colonization Society, using his sway as Chief Justice to advocate the creation of Liberia.
Introducing Robin Spurlock

Robin Spurlock was John Marshall’s chief domestic slave. Most of his responsibilities were consistent with those of a butler; he was in charge of the other slaves and the management of the household. The pantry located off the passage served as Robin’s main office or workroom. Here he would have kept many of his supplies, along with some of the family’s porcelain and silver. His children Robin, Jack and Agnes also worked for the Marshall family.

What makes Robin unique is that fact that he was a leading figure among Richmond blacks. He fully embraced the few freedoms afforded to him as an urban slave. Spurlock was rumored to have a unique sense of fashion. The Marshall family would tell the story of how he was given long black stockings to wear, but when he appeared for duty the stockings had mysteriously become bright yellow.

Because of his dedicated service and his standing as a well-respected member of Richmond’s slave community, Robin remained with Marshall until his death. In his will, Marshall gave Spurlock the choice of remaining with the Marshall family or choosing his freedom and moving to Liberia. Spurlock ultimately chose to continue serving the Marshall family, perhaps to stay near his children, or because he was uninterested in starting a new life in an unfamiliar country at his advanced age.

Slavery artifacts

Africans sold into slavery came from societies in which adornment signified lineage, membership to a cultural group, political power, personal wealth, or marked rites of passage. This tradition of personal adornment carried over to America as a way of reflecting personal taste or as meaningful social markers within the enslaved community. For example, necklaces could indicate African roots or marital status.

Though there is little recorded history on why or how slaves utilized jewelry, we do have descriptions of the adornments they wore thanks to advertisements for runaway slaves. Archeologists investigating areas where slaves would have lived have also discovered discarded beads thought to be from jewelry. Because slaves had no income, most of the jewelry they wore was made from raw materials such as coral, glass, bone, and shell. Though the materials may not be luxurious the significance of these objects to their enslaved owners cannot be underestimated.

Facilitation questions

Teachers will display the sample necklace and ask the following questions, “What is this necklace made out of? Who do you think would have worn it? How do you think they got the materials to make it? Do you think it had meaning for the person who wore it?” These questions should lead to a discussion on how urban slaves could own small artifacts, and therefore how the preservation of these artifacts tell the story of urban slavery.
Materials:
- ‘Urban v. Rural Slavery’ worksheet
- Bead kits

Procedure:
Vocabulary Handout
Teachers will go over vocabulary terms included in the handout provided for this lesson.

Facilitating Questions:
The questions will serve as a way of introducing information on slave artifacts through guided discussion. Students will gain an understanding of the significance of the objects they are about to create themselves.

Activity 1: Urban Slavery (20 minutes)
In this activity teachers will use the background information provided in this lesson plan to teach students to distinguish between the tasks of urban versus rural slaves. This activity also includes a writing exercise for 6th and 7th grade students.

Activity 2: Beads (30 minutes)
In this activity students will make their own bead necklace inspired by those worn by slaves during John Marshall’s era. Each student will receive eight beads and a pre-cut string to create their necklace. All materials are provided in the trunk.
Vocabulary Lesson 4: Urban Slavery

Rural = related to the country

Urban = related to the city

Liberia = country in Africa founded as a new home for many freed American slaves

Colonization = process of bringing another place or person under complete control of a foreign power

Domestic = to be of the home

Adornment = something that decorates; an ornament or accessory
**Urban Slavery v. Rural Slavery**

**Part I:**
Directions: write the correct letter in the chart below.

<table>
<thead>
<tr>
<th>Urban slavery</th>
<th>rural slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>A</td>
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<tr>
<td>D</td>
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<td>I</td>
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<tr>
<td>J</td>
<td></td>
</tr>
</tbody>
</table>

A) Care for livestock  
B) Attended to guests  
C) Planted rice, sugar, cotton, tobacco & corn  
D) Served mostly inside the house  
E) Slept in separate quarters  
F) Ran errands to market  
G) More opportunities to socialize  
H) Harvest crop  
I) More direct contact with masters  
J) Lived in same house as masters

**Suitable for 6th grade and up**

**Part II:**
Directions: Write a brief essay comparing and contrasting the jobs of urban and rural slaves. What themes and patterns can you find?
Lesson 5: Mr. Chief Justice

Subjects: Virginia Studies, U.S. History, Civics  
Grade Level: 4th-7th Grade  
Time: One 50-minute class period

Objective: Students will learn about John Marshall’s role as the fourth Chief Justice of the United States Supreme Court and how the Supreme Court functions as a co-equal branch of government.

Strategies: Students will…
- develop a broader vocabulary by learning certain legal terms
- identify how the three branches of government work together
- learn how specific cases establish laws

Links to Virginia Standards of Learning:

<table>
<thead>
<tr>
<th>4th Grade: Virginia Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Growth and Western Expansion: 1781-mid1800</td>
</tr>
<tr>
<td>VS. 6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Grade: Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- identify and interpret artifacts and primary/secondary source documents to understand events in history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th Grade: Civics and Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE. 2 The student will demonstrate knowledge of the foundations of American constitutional government by</td>
</tr>
<tr>
<td>b) explaining the significance of the Constitution of the United States, including the Bill of Rights</td>
</tr>
<tr>
<td>c) identifying the purpose of the Constitution of the United States</td>
</tr>
<tr>
<td>CE.6 The student will demonstrate knowledge of the American constitutional government by</td>
</tr>
<tr>
<td>b) explaining the principle of separation of powers and the operation of checks and balances</td>
</tr>
<tr>
<td>CE.10 The student will demonstrate knowledge of the Judicial system established by the Constitution of the United States of America</td>
</tr>
<tr>
<td>b) understanding the exercise of Judicial Review</td>
</tr>
</tbody>
</table>
Background:
Three Branches of Government

The responsibilities of these branches today are as follows:
- The legislative branch makes the laws
- The executive branch enforces the laws
- The judicial branch interprets the laws

The three branches of the United States Government are outlined in the Constitution. Article One defines the legislative branch as a bicameral body consisting of the House of Representatives and the Senate. These two legislative bodies are what we refer to as the United States Congress. Article Two outlines the powers of the Executive Branch and creates the office of the President of the United States and the office of the Vice-President of the United States. Article Three creates a Judicial Branch to be headed by one Supreme Court.

Article Three has the peculiarity that it does not outline the power, scope and direct responsibilities of the Supreme Court. Supreme Court Justices are not elected officials but rather serve ‘terms of good behavior’ and once on the bench can only be removed if they choose to retire, pass away or are impeached. Article Three also states the requirements to becoming a Supreme Court Justice:
1. Appointed by the President
2. Confirmed by the Senate

In other words, you do not need to be a lawyer, U.S. citizen or even over the age of 18 to become a Justice. For these reasons the Supreme Court was viewed as the weaker branch of government. John Marshall established the Supreme Court as the interpreter of the Constitution of the United States and gave the office real power through the court’s ruling in a case known as Marbury v. Madison.

Marbury v. Madison

William Marbury had been appointed Justice of the Peace in the District of Columbia by President John Adams shortly before leaving office. The commission was not delivered as requested by John Marshall, Adams’ Secretary of State, and when President Thomas Jefferson assumed office, he ordered the new Secretary of State, James Madison, to withhold Marbury’s commission. Unable to assume the appointed offices without these documents, Marbury petitioned the Supreme Court to force Madison to deliver the commission. The Court rendered a unanimous (4-0) decision, that Marbury had the right to his commission but the court did not have the power to force Madison to deliver the commission.

This decision acknowledged the scope of the Court’s powers and was based on the interpretation of constitution. It established what today is called Judicial Review. This is defined as the power of federal courts to consider or overturn any congressional and state legislation or other official governmental action deemed
inconsistent with the Constitution, Bill of Rights or federal law. In other words, Marbury v. Madison established the Supreme Court as the interpreter of the United States Constitution.

The Great Chief Justice

John Marshall was nominated to be the 4th Chief Justice of the United States Supreme Court by President Adams in 1802 and unanimously confirmed by the Senate. Before taking office Marshall had a clear view of the needs of the Court, which were very much influenced by his association with the Federalist Party. He held his seat on the bench for 34 years, making him the longest serving Chief Justice in Supreme Court history. During his tenure, he established the Supreme Court as a co-equal branch of government through its ruling in cases such as Marbury v. Madison. He also changed how the court itself ran by instituting the practice of writing one Opinion and giving the bench one voice instead of having each justice publish an individual report. John Marshall’s legacy still lives on today and for this reason he is referred to as The Great Chief Justice.

Facilitating Questions

The following questions pertain to a discussion on the American political system, “What kind of government does the United States have? Who is in charge? Who do we vote for? Is it just one person in power or do different groups share power? Can you name the three branches of government?” The next set of questions assess if students have any prior knowledge of the legal system. Teachers will ask students to use their own experiences to answer questions such as, “Do you know what a judge does? Have you ever seen a judge? What kinds of things do you need to study to become a judge?” As students share their knowledge teachers can guide the discussion towards introducing information on the Supreme Court.

Materials:
- Movie Clips
  - Mr. Chief Justice
  - PBS: The Supreme Court
    Program One: DVD Segment 2 Marbury v. Madison and Judicial Review
- Crossword puzzle worksheet
- 3 branches of government poster

Procedure:

Vocabulary Handout

Teachers will go over vocabulary terms included in the handout provided for this lesson.
Facilitating Questions:
The facilitating questions for this section will introduce the three branches of government and the role of a Supreme Court Justice. The questions can be asked at the beginning of class as a way of incorporating the background information provided in the lesson plan.

Activity 1: The Supreme Court (40 minutes)
In this activity students will review the responsibilities and division of power established by the Constitution. After teachers have used the facilitating questions and background information provided in this lesson plan in conjunction with the ‘Three Branches of Government’ poster, students will view the 2nd clip from the film Mr. Chief Justice. The purpose of this clip is to illustrate for the students John Marshall’s ambition for the Supreme Court. After teachers feel that students understand the state of the judicial branch before Marshall took office, they can play the 2nd movie clip from the PBS special The Supreme Court. This segment of the movie discusses the Supreme Court ruling Marbury v. Madison and how it forever changed the place of the United States Supreme Court in the federal government because it established Judicial Review.

Activity 2: Crossword Puzzle (10 minutes)
The Crossword puzzle is the culminating activity for the week. The words used in the puzzle come from the five vocabulary sheets included in each lesson plan. Teachers may choose to have the students work together in groups while in class or can assign this activity as individual homework.
Vocabulary Lesson 5:  
Mr. Chief Justice

**Constitution** = a system of principles, guidelines or rules by which a nation, state or corporation is governed

**Legislative** = body of government that creates the law

**Executive** = body of government that enforces the law

**Judicial** = body of government that interprets the law

**Impeach** = to accuse a public official of misconduct in order to remove them from their office

**Commission** = a document that grants authority

**Judicial Review** = when the Justices of the Supreme Court rule that an act of Congress is unconstitutional (goes against the constitution)

**Opinion** = the decision reached by the Supreme Court on a particular case
The Great Chief Justice

impeach
archeology
rural
executive
constitution
preservation
colonial
urban
judicial
marshall
heritage
gentry
legislative
ratify
polly
The Great Chief Justice
Denisse Marie De Leon was born in San Juan, Puerto Rico, on September 19, 1985. After spending her childhood in Charlotte, North Carolina, she moved back to Puerto Rico, where she graduated from Academia Maria Reina in 2004. She attended the College of William and Mary in Williamsburg, Virginia, and graduated in 2008 with a B.A. in Art History and Classical Civilizations. She chose to attend Virginia Commonwealth University to achieve her Master’s in Art History. She has interned at numerous museums, including the National Portrait Gallery, the Supreme Court of the United States, Preservation Virginia and the Corcoran Gallery of Art.