



Previsit and Postvisit Recommendations (Grades 2 and 3)

The following previsit and postvisit activities are meant to enhance your students learning experience when they tour Colonial Williamsburg's Historic Area and museums. The previsit activities are designed to prepare your students for their visit and to introduce them to basic concepts of 18th-century Virginia and United States history. These previsit activities will help students to begin thinking about their visit and give them an idea of what they may expect to see and learn. The postvisit activities are designed to encourage your students to recall what they learned from their visit and begin to see how it may apply to their lives.

Previsit Activities	Postvisit Activities
<p data-bbox="142 867 557 905"><i>KWL Chart (Parts 1 and 2)</i></p> <p data-bbox="142 942 789 1398">The teacher will lead the students in developing a KWL Chart focused on their upcoming visit to Colonial Williamsburg. Students will generate a “What I Know about Colonial Williamsburg” [K] section with information they already have. Then students will be asked what they want to know about the museum, and those questions will form the “What I Want to Know” [W] section. These questions can serve as focus points for the students’ visit to the museum. (The teacher and students will complete the chart after the visit. See Postvisit Activities.)</p> <ol data-bbox="191 1438 560 1549" style="list-style-type: none">1. What I know [K]2. What I want to know [W]3. What I learned [L] <p data-bbox="142 1625 402 1661"><u>Standard Addressed</u></p> <p data-bbox="142 1667 743 1776"><i>2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population</i></p>	<p data-bbox="828 867 1138 905"><i>KWL Chart (Part 3)</i></p> <p data-bbox="828 942 1487 1436">The teacher should post the KWL chart developed during the pre-visit activities. Students will briefly review what they knew before their visit and then will go through each of the questions from the “What I Want to Know” section of the chart and discuss answers. These answers will form the “What I Learned” [L] section of the chart. The teacher also may need to clarify some of the information from the “What I Know” section if that was found to be incorrect. Check with students for additional questions they have about the museum, and talk about ways to get the answers (including going on the Colonial Williamsburg website www.history.org)</p> <p data-bbox="828 1520 1089 1556"><u>Standard Addressed</u></p> <p data-bbox="828 1562 1433 1671"><i>2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population</i></p>

Tour the Town—Online

Provide students with a glimpse of what Colonial Williamsburg’s Historic Area looks like, before they step onto the bus for their trip. The teacher can go to the official Colonial Williamsburg website www.history.org and give students a virtual tour of the town. Once you have the www.history.org home page click on “What To See and Do” and look at the menu on the left side of the page. Click on “Tour the Town” Online and begin your tour. This map activity may be a good follow-up to the KWL chart and better prepare students for what they will experience on their tour. The teacher may also use the map to help students create questions for the “What I Want To Learn [L]” section of the KWL chart.

Standards Addressed

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Tour the Town—In Person

During your visit to Colonial Williamsburg’s Historic Area you may pick up copies of the free publication “Colonial Williamsburg This Week.” One side of this pamphlet includes a large map of Colonial Williamsburg’s Historic Area and the surroundings, and you will notice that it looks very much like the interactive map found on the website. Students may use the map to locate historic sites and trades that they saw on the website and then visit those locations. Upon returning to the classroom, the teacher can have the students discuss what sites they visited and what they learned at each site as a review exercise. Students may be encouraged to compare changes in buildings, jobs, transportation, and population from past to present and discuss how people of different cultures contributed to society of the 1700s. This map activity may be used as an introduction to map skills as well as a review of what was seen and experienced on the visit to Colonial Williamsburg’s Historic Area and museums.

Standards Addressed

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Heads Up For the Colonists

To prepare students for some of the different looking clothing styles and appearances of people from the 1700s, the teacher can play a short computer game with students in the classroom. Go to the official Colonial Williamsburg website at www.history.org and click on “Kids Zone.” Under games and activities, click on games and then click on “Heads Up for the Colonists.” The teacher can assist the students in playing the game and then discuss some of the interesting facts about clothing styles and wigs that were worn in Williamsburg in the 1700s. This concept can be expanded to include the fact that not all colonists could afford the clothing and wigs that we see worn by citizens in Williamsburg. In the 1700s, Williamsburg was basically a city made up of middling sort and gentry families. Small farmers (more than 80 percent of the population in Virginia) did not live in Williamsburg and could not afford such fancy clothes, hats, and wigs.

Standards Addressed

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Heads Up For the Colonists

As a follow-up activity after the visit to Colonial Williamsburg’s Historic Area, the teacher can lead a discussion about the hardships of living in the 1700s. Ask students to compare the clothing styles they saw costumed people wearing and how they could tell if a person was in the lesser (lower) sort, middling sort, or gentry (upper) class. Discussion can then focus around the difficult decisions people had to make about how they would live—and it all had to do with survival and what they could do to earn enough money to buy the things they needed to live. Stylish clothes, hats, and wigs were secondary to having sufficient food to survive and a house to protect you from the weather.

Standards Addressed

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Colonial People and Their Economy

This activity is an excellent follow-up activity to “Heads Up for the Colonists.” The economy of colonial Virginia was based on farming and trade. Families needed to make difficult decisions about what they *wanted* to purchase and what they *needed* to purchase. Through this online program, students will have the opportunity to see how a farming family made these decisions. Go to the official Colonial Williamsburg website at www.history.org and click on “Kids Zone.” Under games and activities click on “Colonial People,” and then click on “Family of Seven.” The teacher can show the program to students and then discuss similarities and differences to families today.

Standards Addressed

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Colonial People and Their Economy

The previsit activity “*Colonial People and Their Economy*” can also be used as a post-visit activity. When used as a post-visit activity the teacher can show the students ‘Family of Seven’ and then lead students in a discussion of how their experiences during their visit to Colonial Williamsburg relate to the story in the on-line program, specifically in relation to the standards listed below.

Standards Addressed

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).