



## Previsit and Postvisit Recommendations (Grades 4 and 5)

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="191 869 604 905"><i><b>KWL Chart (Parts 1 and 2)</b></i></p> <p data-bbox="191 947 792 1436">The teacher will lead the students in developing a KWL Chart focused on their upcoming visit to Colonial Williamsburg's Historic Area and museums. 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="240 1478 607 1587" style="list-style-type: none"><li>1. What I know [K]</li><li>2. What I want to know [W]</li><li>3. What I learned [L]</li></ol> <p data-bbox="191 1629 448 1665"><u><b>Standard Addressed</b></u></p> <p data-bbox="191 1671 792 1894"><i>VS.1 The student will develop skills for historical and geographical analysis and responsible citizenship including the ability to</i> <i>b) determine cause and effect relationships;</i> <i>c) compare and contrast historical events;</i> <i>d) draw conclusions and make generalizations;</i></p>	<p data-bbox="824 869 1133 905"><i><b>KWL Chart (Part 3)</b></i></p> <p data-bbox="824 947 1419 1514">The teacher should post the KWL chart developed during the previsit 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 <a href="http://www.history.org">www.history.org</a>)</p> <p data-bbox="824 1556 1094 1591"><u><b>Standards Addressed</b></u></p> <p data-bbox="824 1598 1435 1894"><i>VS.1 The student will develop skills for historical and geographical analysis and responsible citizenship including the ability to</i> <i>b) determine cause and effect relationships;</i> <i>c) compare and contrast historical events;</i> <i>d) draw conclusions and make generalizations;</i> <i>e) make connections between past and present;</i> <i>f) sequence events in Virginia history;</i></p>

<b>Previsit Activities</b>	<b>Postvisit Activities</b>
<p>e) make connections between past and present;  f) sequence events in Virginia history;  g) interpret ideas and events from different historical perspectives</p> <p><i>USI.1</i> The student will develop skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <p>b) make connections between the past and the present;  d) interpret ideas and events from different historical perspectives;  h) interpret patriotic slogans and excerpts from notable speeches and documents;  i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</p>	<p>g) interpret ideas and events from different historical perspectives</p> <p><i>USI.1</i> The student will develop skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <p>b) make connections between the past and the present;  d) interpret ideas and events from different historical perspectives;  h) interpret patriotic slogans and excerpts from notable speeches and documents;  i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</p>
<p><b><i>Tour the Town—Online</i></b></p> <p>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 <a href="http://www.history.org">www.history.org</a> and give students a virtual tour of the town. Once you have the <a href="http://www.history.org">www.history.org</a> 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. Use the map to help students create questions for the “What I Want to Learn [L]” section of the KWL chart. As part of this activity, the teacher may want to ask for student input on what they would like to see and learn more about during their visit to Colonial Williamsburg’s Historic Area and museums.</p>	<p><b><i>Tour the Town—In Person</i></b></p> <p>During your visit to Colonial Williamsburg Historic Area and museums, 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 make generalizations about life in the 1700s, make connections between past and 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</p>

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<p><b><i>Name That Founding Father</i></b></p> <p>Much has been said and written about the men who helped to create the United States of America—our founding fathers. Students now have the opportunity to play a fun and educational game and test their knowledge about our founding fathers. Go to the official</p>	<p><b><i>Name That Founding Father—Home Version</i></b></p> <p>Have the students create and reenact their own founding father game show based on the people of the past they learned about on their visit to Colonial Williamsburg’s Historic Area and museums. Try to use different founding fathers</p>

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<p>Colonial Williamsburg website at <a href="http://www.history.org">www.history.org</a> and click on “Kids Zone.” Under games and activities click on games and then click on “Name That Founding Father.” The teacher can assist the students in playing the game and then discuss some of the interesting facts about George Washington, Thomas Jefferson, Benjamin Franklin, and Patrick Henry. Inform students that they will be learning much more about these individuals during their visit.</p> <p><b><u>Standards Addressed</u></b></p> <p><i>VS.5</i> The student will demonstrate knowledge of the role of Virginia in the American Revolution by  <i>b) identifying the various roles played by whites, slaves and free blacks, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette</i></p> <p><i>VS.6</i> The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by  <i>b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;</i></p> <p><i>USI.6</i> The student will demonstrate knowledge of the causes and results of the American Revolution by  <i>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry</i></p>	<p>than the original online game, including different individuals who also played a role in the development of the new nation (e.g., George Wythe, George Mason, Thomas Paine, John Adams).</p> <p><b><u>Standards Addressed</u></b></p> <p><i>VS.5</i> The student will demonstrate knowledge of the role of Virginia in the American Revolution by  <i>b) identifying the various roles played by whites, slaves and free blacks, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette</i></p> <p><i>VS.6</i> The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by  <i>b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;</i></p> <p><i>USI.6</i> The student will demonstrate knowledge of the causes and results of the American Revolution by  <i>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry</i></p>

### ***Revolution? Why?***

The teacher can have students brainstorm reasons why the colonists in 1775 would consider going to war with the most powerful nation in the world—Great Britain. (The teacher should keep this list for use in the postvisit activity.) After developing a list of possible reasons, the teacher can have students read the Declaration of Independence and find the charges made against the king in that document. These charges give clear indications why Americans believed that they could no longer tolerate British rule. Students can then assemble a list of questions about why the colonists in Virginia chose to go to war, including questions regarding how slaves, Indians, and women felt about going to war; students can then ask their questions when they visit Colonial Williamsburg’s Historic Area. Students should also be encouraged to ask questions about how the colonists felt about starting a war against the most powerful nation on earth and how or why the colonists (patriots) felt they could win such a war. These questions should be taken on the fieldtrip and asked of the Colonial Williamsburg group interpreter and costumed people in the capital city. The follow-up to these questions will be done in the Postvisit Activities.

#### **Standards Addressed**

***VS.1*** The student will develop skills for historical and geographical analysis and responsible citizenship including the ability to

- b) determine cause and effect relationships;*
- c) compare and contrast historical events;*
- d) draw conclusions and make generalizations;*

***VS.5*** The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a) identifying the reasons why the colonies went to*

### ***Revolution? Why? How?***

Following the fieldtrip to Colonial Williamsburg’s Historic Area and museums have students review the list of reasons why the colonists chose to go war against Great Britain that they brainstormed before the trip. Then review the questions students asked when they visited and the answers they received. Ask students to discuss what they learned about the feelings and roles of slaves, Indians, and women in the revolution. After the discussion about the causes for the Revolution, ask students how the Americans were able to defeat the largest and most powerful army and navy in the world. Following the visit to Colonial Williamsburg’s Historic Area and museums, students should have a better idea of the important role played by the French during the Revolution—especially during the siege of Yorktown.

#### **Standards Addressed**

***VS.1*** The student will develop skills for historical and geographical analysis and responsible citizenship including the ability to

- b) determine cause and effect relationships;*
- c) compare and contrast historical events;*
- d) draw conclusions and make generalizations;*

***VS.5*** The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a) identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence;*
- b) identifying the various roles played by whites, slaves and free blacks, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette*

***USI.1*** The student will develop skills for historical and geographical analysis and responsible

<p>war with England as expressed in the Declaration of Independence;</p> <p>b) identifying the various roles played by whites, slaves and free blacks, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette</p> <p><b>USI.1</b> The student will develop skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <p>b) make connections between the past and the present;</p> <p>d) interpret ideas and events from different historical perspectives;</p> <p>h) interpret patriotic slogans and excerpts from notable speeches and documents;</p> <p>i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</p> <p><b>USI.6</b> The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>a) identifying the issues of dissatisfaction that led to the American Revolution;</p> <p>b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</p> <p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry</p> <p>d) explaining reasons why the colonies were able to defeat Britain</p>	<p>citizenship, including the ability to</p> <p>b) make connections between the past and the present;</p> <p>d) interpret ideas and events from different historical perspectives;</p> <p>h) interpret patriotic slogans and excerpts from notable speeches and documents;</p> <p>i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</p> <p><b>USI.6</b> The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>a) identifying the issues of dissatisfaction that led to the American Revolution;</p> <p>b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</p> <p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry</p> <p>d) explaining reasons why the colonies were able to defeat Britain</p>
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