



Previsit and Postvisit Recommendations (Kindergarten and Grade 1)

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 to experience a taste of the past.

Previsit Activities	Postvisit Activities
<p data-bbox="142 829 557 867"><i>KWL Chart (Parts 1 and 2)</i></p> <p data-bbox="142 905 789 1360">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="191 1398 561 1514" 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 1591 412 1629"><u>Standards Addressed</u></p> <p data-bbox="142 1633 766 1902"><i>K.1 The student will recognize that history describes events and people of other times and places by</i> <i>a) identifying examples of past events in legends, stories, and historical accounts of George Washington;</i> <i>b) identifying the people and events honored by the holidays of Presidents' Day and Independence Day (Fourth of July).</i></p>	<p data-bbox="823 829 1133 867"><i>KWL Chart (Part 3)</i></p> <p data-bbox="823 905 1479 1436">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 www.history.org)</p> <p data-bbox="823 1486 1094 1524"><u>Standards Addressed</u></p> <p data-bbox="823 1528 1451 1797"><i>K.1 The student will recognize that history describes events and people of other times and places by</i> <i>a) identifying examples of past events in legends, stories, and historical accounts of George Washington;</i> <i>b) identifying the people and events honored by the holidays of Presidents' Day and Independence Day (Fourth of July).</i></p> <p data-bbox="823 1801 1468 1902"><i>K.2 The student will describe everyday life in the present and the past and begin to recognize that things change over time.</i></p>

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<p><i>K.2 The student will describe everyday life in the present and the past and begin to recognize that things change over time.</i></p> <p><i>1.2 The student will describe stories of American leaders and their contributions to our country, with emphasis on George Washington.</i></p>	<p><i>1.2 The student will describe stories of American leaders and their contributions to our country, with emphasis on George Washington.</i></p>
<p><i>Tour the Town—Online</i></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 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 also may use the map to help students create questions for the “What I want to learn [L]” section of the KWL chart.</p> <p><u>Standards Addressed</u></p> <p><i>K.1 The student will recognize that history describes events and people of other times and places by a) identifying examples of past events in legends, stories, and historical accounts of George Washington; b) identifying the people and events honored by the holidays of Presidents’ Day and Independence Day (Fourth of July).</i></p> <p><i>K.2 The student will describe everyday life in the present and the past and begin to recognize that things change over time.</i></p> <p><i>1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.</i></p>	<p><i>Prepare an 18th-century Food</i></p> <p>Included with these activities are five recipes from 18th-century cookbooks. The recipes are fairly fast and easy to prepare and the results were quite commonly found on tables in Colonial Williamsburg’s Historic Area. If your school permits cooking in the classroom, you may want to have the students assist with this activity—or the teacher and/or volunteer parents could prepare the foods at home and bring them into the class for students to try.</p> <p><u>Standards Addressed</u></p> <p><i>K.2 The student will describe everyday life in the present and the past and begin to recognize that things change over time.</i></p> <p><i>1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.</i></p>

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<p><i>Read George Washington's Breakfast</i></p> <p>The teacher may want to secure a copy of the children's book <i>George Washington's Breakfast</i> by Jean Fritz (New York, N.Y.: Paperstar, 1998, 1969). (This book is available in most public and school libraries.) This is a story about a young boy who has the same name and birthday as George Washington, and he wants everything else in his life just as Washington had it, but he cannot find out what Washington ate for breakfast. The story can be read to students and discussed prior to visiting Colonial Williamsburg's Historic Area.</p> <p><u>Standards Addressed</u></p> <p><i>K.1 The student will recognize that history describes events and people of other times and places by</i></p> <p><i>a) identifying examples of past events in legends, stories, and historical accounts of George Washington;</i></p> <p><i>b) identifying the people and events honored by the holidays of Presidents' Day and Independence Day (Fourth of July).</i></p> <p><i>K.2 The student will describe everyday life in the present and the past and begin to recognize that things change over time.</i></p> <p><i>1.2 The student will describe the stories of American Leaders and their contributions to our country, with emphasis on George Washington</i></p> <p><i>1.3 The student will study the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).</i></p>	

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Recipes to try with your students after your visit to Colonial Williamsburg's Historic Area

A taste of Williamsburg—try some of the following receipts in your classroom

TO MAKE LEMON SYLLABUBS.

Take a quart of cream, half a pound of sugar, a pint of white wine (substitute sparkling cider), the juice of two or three lemons, the peel of one grated; mix all these, and put them in an earthen pot, and mill it up as fast as you can till it is thick, then pour it into your glasses, and let them stand five or six hours; you may make them over night.

The Compleat Housewife by Eliza Smith. First published 1758. Pages 194–195.

Lemon Syllabubs

(Modern adaptation for the classroom—without wine)

1 qt. whipping cream

½ lb. sugar

1 pt. sparkling cider

Juice of two lemons

Zest from one lemon

Combine ingredients using a whisk. Beat until frothy, but do not overbeat (you don't want it to turn into butter). Pour into clear plastic cups—so students can see the separation of ingredients. If 6-oz. cups are used the recipe should make approximately 20 cups. Let them sit to separate. Eat the top with a spoon, drink the bottom. This is a dessert common in colonial Virginia.

GINGERBREAD

Three quarts of flour, three quarters of a pound of brown sugar, a large spoonful of pounded ginger, one tea-spoonful of powdered cloves—sift it, melt half a pound of butter in a quart of rich molasses, wet the flour with it, knead it well, and bake it in a slack oven.

The Virginia Housewife by Mary Randolph

Gingerbread

(Modern adaptation for the classroom—half of above recipe)

1½ qt. flour

3/8 lb. brown sugar

1 Tablespoon powdered ginger

½ teaspoon powdered cloves

¼ lb. butter (1 stick)

1 pt. molasses

Combine all dry ingredients (flour, sugar, ginger, cloves). Mix well. Melt butter in molasses and then add wet ingredients to the dry. Mix well. Mixture will look dry and uneven, but do not add any more liquid. Take a

small amount of dough at a time and work it with hands until uniform. Roll out on floured board, and cut out using cookie cutters. Bake on ungreased sheet in 325°F. oven for approximately 15 minutes. Remove from sheet and let cool.

SHREWSBURY CAKES

Mix a pound of sugar, with two pounds of flour, and a large spoonful of pounded coriander seeds; sift them, add three quarters of a pound of melted butter, six eggs, and a gill of brandy; knead it well, roll it thin, cut it in shapes, and bake without discolouring it.

The Virginia Housewife by Mary Randolph

Shrewsbury Cakes (Sugar Cookies) *(Modern adaptation for the classroom—half recipe)*

½ lb. sugar
1 lb. flour
3/8 lb. melted butter
3 eggs
Juice of one lemon
Zest of one lemon

Combine dry ingredients (sugar and flour) and sift together. Beat eggs, add melted butter, lemon juice, and lemon zest. Add liquid ingredients to dry and mix well with hands. Roll out on floured board, and cut out using cookie cutters. Bake on ungreased sheet in 325°F oven (check temperature) for 10 minutes. Remove from sheet and let cool.

POUND CAKE

Wash the salt from a pound of butter, and rub it till it is soft as cream—have ready a pound of flour sifted, one of powdered sugar, and twelve eggs well beaten; put alternately into the butter, sugar, flour, and the froth from the eggs—continuing to beat them together till all the ingredients are in, and the cake quite light: add some grated lemon peel, a nutmeg, and a gill of brandy [substitute lemon juice for brandy]; butter the pans, and bake them. This cake makes an excellent pudding, if baked in a large mould, and eaten with sugar and wine. It is also excellent when boiled, and served up with melted butter, sugar, and wine.

The Virginia Housewife by Mary Randolph

Pound Cake *(Modern adaptation for the classroom)*

1 lb. unsalted butter
1 lb. flour
1 lb. granulated sugar
1 lb. eggs (approximately 8 or 9 large eggs)
1 lemon (juice and zest)

Cream butter with hands. Add sugar and mix well. Alternately add flour and beaten eggs, beating well after each addition. Add lemon juice and lemon zest. Bake in floured and buttered bundt pan in 350° F oven for approximately 1 hour. Let cool ten minutes, then invert on cake rack and let cool rest of way.

JOHNNY CAKE, OR HOE CAKE

Scald 1 pint of milk and put to 3 pints of indian meal, and half pint of flour—bake before the fire. Or scald with milk two thirds of the indian meal, or wet two thirds with boiling water, add salt, molasses and shortening, work up with cold water pretty stiff, and bake as above.

American Cookery, or the art of dressing viands, fish, poultry, and vegetables, and the best modes of making pastes, puffs, pies, tarts, puddings, custards, and preserves, and all kinds of cakes, from the imperial plum to plain cake: Adapted to this country, and all grades of life.

by Amelia Simmons. Hartford: Printed for Simeon Butler, Northampton (1798)

Johnny Cake, or Hoe Cake

(Modern adaptation for the classroom—Half recipe)

1 cup milk

1 ½ pt. corn meal

½ cup flour

Scald milk, add to cornmeal and flour. Mix to consistency of pancake batter. Lightly grease griddle or electric skillet and heat to medium. Ladle batter onto griddle, bake one side, then flip, and bake until light brown.