



**Previsit and Postvisit Recommendations for  
Civics and Economics  
(Grades 6–8)**

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.

<b>Previsit Activities</b>	<b>Postvisit Activities</b>
<p><i><b>Tour the Town—Online</b></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 <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 look for the box "What To See and Do." Click on "Tour the Town" Online and begin your tour. This map activity may help to prepare students for what they will experience on their tour. Use the map to help students create questions for their tour that focus on the subject matter and standards they are addressing in the classroom. 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><i><b>Tour the Town—In Person</b></i></p> <p>During your visit to Colonial Williamsburg's 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 and the economy in the 1700s, make connections between past and present, and discuss the impact of the media on public opinion and public policy in the 1700s (e.g. Thomas Paine's <i>Common Sense</i>). 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. Discuss why buildings like the printing office were in the capital city and relate it to freedom of the press before and after independence from Great Britain.</p>

### Standards Addressed

*CE.9* The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

- a) examining the impact of the media on public opinion and public policy;
- b) describing how individuals and interest groups influence public policy;
- c) describing the impact of international issues and events on local decision making.

*CE.11* The student will demonstrate knowledge of how economic decisions are made in the marketplace by

- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption

### *How Did They Know . . . ?*

Many people who visit Colonial Williamsburg's Historic Area ask the question, "When they rebuilt the colonial capital in the 1930s, how did they know what the town looked like and where the buildings were located in the 1770s?" The answer can be found on the official Colonial Williamsburg website at [www.history.org](http://www.history.org). Once you have the [www.history.org](http://www.history.org) home page, look at the menu along the top and click on *Multimedia* and then click on slideshows. On the menu find *Zoomable Slideshows* and click on it, then scroll down to *Zoomable View of the Frenchman's Map* and click on it. With the students in your class, you can now closely examine one of the essential primary source documents used in rebuilding Virginia's 18th-century capital. It is believed that the map was made by the French military, when they were housed in Williamsburg immediately following the siege of Yorktown in the autumn of 1781. The date written on the map is May 1782.

Students may use the map to locate the major buildings in Williamsburg and see how archaeologists knew where to look when trying to

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### *How Did They Know . . . ? Part 2*

During your visit to Colonial Williamsburg's 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 the Colonial Williamsburg Historic Area and surroundings, and you will notice that it looks very much like the interactive map found on the website ("Tour the Town"). Students may use the map to locate historic sites and trades that they saw on the website and then visit those locations. Upon return to the classroom, the teacher can have the students compare the map in "This Week" to the *Frenchman's Map* they saw on the website. Students can discuss the accuracy of the current locations of buildings in relation to the *Frenchman's Map* and in so doing will develop an appreciation for primary source documents.

Another primary source that was invaluable to the reconstruction of buildings in Colonial Williamsburg's Historic Area was the *Bodleian Plate*, a copper engraving made in the 1740s that was rediscovered in 1929 in the files of the Bodleian Library at Oxford University. This primary source is

relocate the original buildings from the 1700s. The teacher can then discuss the importance of primary sources and give students a better idea of what they will be seeing on their visit to Colonial Williamsburg's Historic Area. Students also may be encouraged to compare the *Frenchman's Map* to the map in "Tour the Town" (see Previsit activity above). The teacher may suggest that during their tour students look for and ask their guide about other primary sources used to reconstruct Colonial Williamsburg's Historic Area—specifically if they are visiting the Governor's Palace (see Postvisit activity "How Did They Know...? Part 2).

### Standards Addressed

**CE.1** *The student will develop the social studies skills responsible citizenship requires, including the ability to*  
a) *examine and interpret primary and secondary source documents*

### ***Our Economic Dependence on the British***

As a direct result of the Boston Tea Party in December 1773, the British Parliament in April 1774 passed the Boston Port Act, which closed the port of Boston until the East India Company had been repaid for the destroyed tea. This act of Parliament was followed by three additional acts designed to punish the people of Massachusetts. Together the four acts were known by the people of Massachusetts as the Intolerable Acts. Previously, when Parliament had passed laws that were unpopular in the American colonies, the colonists instituted a boycott of British goods, which put economic pressure on Parliament and was effective in having the unpopular laws repealed. In response to the Intolerable Acts, the colonists' Non-importation Association was adopted by the Continental Convention in September–October 1774 and went into effect in December 1774. The end result of this boycott, however, was far from what it had been in the past. (Teachers may find additional information about this by going to the official Colonial Williamsburg website at

shown and discussed during public tours of the Governor's Palace, since that building is one of the sites shown on the *Bodleian Plate*. To view this primary resource the teacher can go to the official Colonial Williamsburg website [www.history.org](http://www.history.org) and, on the home page, go to the top right corner, click on the box titled "Search this site," type in "Bodleian Plate," and click on the "Go" button. The title "official site of Colonial Williamsburg—Bodleian Plate" will appear on the next list. If you click on that, it will show the *Bodleian Plate* and give a short description. Students may then be asked to attempt to identify the buildings on the engraved plate according to what they saw on their tour.

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### ***The Last Straw***

American colonists in 1774 figured that if they enacted the Non-importation Association and enforced it throughout the colonies, the British would once again repeal despised regulations—in this case the Intolerable Acts. Unfortunately, this economic manipulation of Parliament by boycotting British goods only angered Parliament and King George III, and this time they were steadfast on making the colonies conform or pay the price. The British saw the Non-importation Association of 1774 as the last straw in defiance to British rule, and the king ordered a formidable British military force to Boston to restore order and enforce compliance to British rule. Of course, only a few months later, this led to the military confrontations at Lexington and Concord and the Revolutionary War.

While visiting Colonial Williamsburg's Historic Area, students will learn how Virginians felt about the Boston Tea Party and the British Intolerable Acts. They also will see the fate that awaited those

[www.history.org](http://www.history.org) and, at the top of the home page, in the box marked “Search this site,” type in “non-importation agreement,” and click “Go.” Then, double click on the first article listed on the screen.) Before visiting the Historic Area, the classroom teacher can discuss with students both the Intolerable Acts and the resulting Non-importation Association. When students tour the Colonial Williamsburg Historic Area they can ask their group leader about the Non-importation Association of 1774 and how it affected merchants and people in Williamsburg. Students may also ask their guide about how the British kept their American colonies economically dependent on them for trade and finished products. These same issues also may be discussed with costumed staff in each of the trade shops visited.

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- c) describing the impact of international issues and events on local decision making.*

**CE.11** *The student will demonstrate knowledge of how economic decisions are made in the marketplace by*

- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption*

### ***Declaring Our Independence***

In May and June 1776, a pivotal historical event took place in Williamsburg: The Fifth Virginia Convention. Groups that visit the colonial Capitol building will typically learn about this event in the Hall of the House of Burgesses. The Virginia Delegates who participated in the Fifth Virginia Convention voted on May 15, 1776, to petition the

merchants who did not conform to the Non-importation Association and how it was enforced by the colonists (Liberty Pole). Students will learn, too, of an event in Williamsburg that occurred within 48 hours of Lexington and Concord and became the last straw for the people of Virginia—undermining their respect for British rule and the British governor (Gunpowder incident). Following the tour of the Historic Area, the teacher can have students discuss both the military and nonmilitary response of Virginians to the Intolerable Acts and how those decisions affected the local economy, lifestyle, and politics.

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### ***Securing Our Individual Rights***

George Mason and James Madison played important roles in the development of both the Virginia Declaration of Rights and Virginia Constitution in May and June 1776 and in the development of the U.S. Constitution in 1787. However, when it came time to approve the U.S. Constitution, these two notable Virginians were on

Continental Congress to declare the 13 American colonies free and independent states. As a result of that action, the Declaration of Independence was written and adopted by the Continental Congress within six weeks. The delegates of the Fifth Virginia Convention went on to write and adopt the Virginia Declaration of Rights on June 12, 1776.

Both of these original documents can be examined by accessing the official Colonial Williamsburg website at [www.history.org](http://www.history.org). Once you reach the home page, look at the menu along the top and click on *Multimedia* and then click on slideshows. On the menu, find *Zoomable Slideshows* and click on it. Then scroll down to *Historic Documents* and click on it. You will see both the Declaration of Independence and the Virginia Declaration of Rights. Have students view the Declaration of Independence and focus on the first 12 lines. Next have them view the Virginia Declaration of Rights and focus on the first three paragraphs. Have students compare the wording of the two documents and the concepts covered, noting similarities and differences. Point out to students that the Virginia Declaration of Rights was completed on June 12, 1776—24 days prior to the completion of the Declaration of Independence. Thomas Jefferson had received draft copies of the Virginia Declaration of Rights while he was writing the Declaration of Independence. Does it show? During their tour of Colonial Williamsburg’s Historic Area, students can ask their tour guide about the Fifth Virginia Convention and Virginia Declaration of Rights.

### Standards Addressed

**CE.2** *The student will demonstrate knowledge of the foundations of American constitutional government by*  
a) *explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;*

opposite sides. The reason for this division was that the U.S. Constitution said nothing about individual rights, and George Mason refused to sign it without protection for the rights of individual citizens. Virginia refused to ratify it until its representatives were fully assured that the first business to be taken up by the new constitutional government would be the addition of amendments to the Constitution guaranteeing individual rights. Both North Carolina and Rhode Island refused to ratify until such time as those amendments were adopted by Congress and sent to the states for ratification. The document James Madison proposed to the U.S. Congress in 1789 (which eventually became the Bill of Rights) looked very similar to the Virginia Declaration of Rights from 1776.

Both of these original documents can be examined by accessing the official Colonial Williamsburg website at [www.history.org](http://www.history.org). Once you reach the home page, look at the menu along the top and click on *Multimedia* and then click on slideshows. On the menu, find *Zoomable Slideshows* and click on it; then scroll down to *Historic Documents* and click on it. You will see both the Virginia Declaration of Rights and the U.S. Bill of Rights. (Be aware that the original Bill of Rights included 12 amendments, but the first two were not ratified. That means the third amendment in the original document is what we know today as the First Amendment.) Have students view the two documents and then compare the wording and concepts covered in both, noting similarities and differences. The teacher can ask students about what they saw and/or heard on their tour of Colonial Williamsburg’s Historic Area that supported the reasons why Virginians felt so strongly about guaranteeing individual rights.

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*b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, and the Declaration of Independence*

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***CE.3** The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by*

*b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws*

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