

Learning from
Yesterday . . . TODAY

A Day Trip into History



*Colonial
Williamsburg*

Department of Education Outreach
Department of School and Youth Group Tours

INTRODUCTION

A class field trip should be more than a day away from the classroom! It is an opportunity for an educational experience that complements the regular course of study, and it is imperative that teachers plan and implement activities that create worthwhile learning experiences for their students. The best way to accomplish this goal is to adopt a three-part strategy: careful preparation beforehand; meaningful exercises to engage students while at the site; and a thorough debriefing after returning to the classroom.

This guide is designed to assist teachers who are planning a field trip to, but may lack background knowledge or familiarity with, Colonial Williamsburg. It is also meant to suggest new approaches for educators who have made a visit to Colonial Williamsburg part of their students' instruction for many years. There are more ideas than can be used for a single trip, but all are provided so teachers can select those that best meet their instructional objectives and student needs.

In addition to specific sample lessons, extra material has been provided at the end of each section that can be further developed into lessons. Some lessons overlap in subject matter, but offer alternative strategies or target different skills. Each lesson can be adjusted according to grade level and the time available to the teacher. This guide is intended to make a trip to Colonial Williamsburg a more enjoyable and worthwhile learning venture for all involved.

Section 1: BEFORE THE VISIT – Set the Stage for Learning

Sample Lessons and Additional Lesson/Activity Suggestions

Teachers set forth the objectives for the visit and provide opportunities to gather needed background information for students to understand the purpose of the field trip.

[Note: For more information on customized guided tours at Colonial Williamsburg or to make reservations, call 1-800-228-8878 or email groupsales@cwf.org]

Section 2: EXPLORING THE HISTORIC AREA – Engage Students with Colonial Williamsburg

Sample Lessons and Additional Lesson/Activity Suggestions

Activities in this section are designed to engage students while they are in the Historic Area and ensure meaningful interactions that complement their pre-visit preparation.

Section 3: BACK AT SCHOOL – Debrief and Reinforce Learning

Sample Lessons and Additional Lesson/Activity Suggestions

These ideas are for de-briefing students after the Colonial Williamsburg experience and bringing closure to the instruction of the lesson. They re-state the main ideas and emphasize what the class learned from the entire experience.

Section 4: KNOW BEFORE YOUR GO – Hints and Suggestions

Ideas to keep in mind when planning and taking the field trip

RESOURCES AND ACKNOWLEDGEMENTS

Section 1

BEFORE THE VISIT

Set the Stage for Learning

Section 1 - Sample Lesson One

Tour the Town

Introduction:

To prepare students for their visit they can get the “lay of the land” by touring the town online before ever stepping foot in the Colonial Williamsburg Historic Area.

Objective:

As a result of this activity, students will:

- Acquire an overview of the types of buildings (government, trades/shops, and homes) in the Historic Area.

Strategy:

1. Use an interactive white board or other method to display computer content, or take the class to a computer lab.
2. Access the “Tour the Town” web site <http://tour.history.org/>
3. At the top right of the screen, click on the “Take a Tour” drop down menu.
4. Select the “Special Interest for Children” tour to highlight sixteen places of interest. The teacher could do a quick preliminary tour with students (allowing them to watch without taking notes) showing them how to navigate the site to access additional images and to use “Explore” to see more information.
5. Give students the “Tour the Town (Special Interest for Children) Chart” (included) and repeat the tour having students take brief notes on the chart about each site. [Note to teacher: You can use the chart as is or modify it to focus only on the places students will actually visit. Additional sites found in the full “Tour of the Town” may also be added.]
6. Have students share entries from their charts with the class. The teacher should combine the information to create a master chart.
7. Save the master chart as a post-visit reference.

Tour the Town (Special Interest for Children) Chart

Government Buildings	Trades and Shops	Homes
Governor's Palace	Apothecary	George Wythe House
Capitol	Blacksmith	Peyton Randolph House
Courthouse	Gunsmith	Benjamin Powell House
Magazine	Milliner	Geddy House
Public Gaol (Jail)	Raleigh Tavern	
Secretary's Office	Weaver	
	Wigmaker	

Section 1 – Sample Lesson Two

Shops and Buildings in Colonial Williamsburg

Introduction:

This lesson would take place 3 to 4 days prior to the visit. Background information is available from the Colonial Williamsburg Foundation web site www.colonialwilliamsburg.org and the book, *Official Guide to Colonial Williamsburg*.

Objectives:

As a result of this activity, students will be able to:

- Gather information about the government buildings, trade shops, and stores of eighteenth-century Williamsburg.
- Learn about the types of items found in each of the stores and trade shops and who would have used them.
- Identify the eighteenth-century government buildings and explain how each was used.

Strategy:

1. Organize students into manageable research groups depending on the resources that are available in the classroom. Have students study a map of the Colonial Williamsburg Historic Area to locate government buildings, trade shops, and stores.
2. Create a Class KWL chart. (sample included) on paper or on the board to help students focus on the information they will be seeking.
3. Provide a 2-column graphic organizer (sample included) with stores and trades listed in one column and government buildings in the other column. [Note to teacher: You may use the chart as written or customize it to show only the buildings students will visit. You may assign specific buildings to different groups to ensure that all buildings will be observed.] Using the Colonial Williamsburg web site www.colonialwilliamsburg.org, have students identify:
 - What goods and products each store or trade would provide (List at least four items).
 - How each government building was used (List at least four uses).
4. Have all groups report to the class what they have discovered about the trades, shops, and buildings of eighteenth-century Williamsburg, adding new information and questions to the “Class KWL Chart.” [Note to teacher: You may record notes for the class to see or students can write on or post sticky notes to a wall-mounted paper chart.] Have students add new information to their own graphic organizers as each group presents its findings.
5. Have students choose, or assigned them to, a site and then do some additional research. Have them write two paragraphs on the trade, shop, or public building to be visited, including: 1) general information about what the people do at the site, and 2) why the building or activity there was important in the eighteenth century.
6. Collect the completed graphic organizers for use during the class field trip.

KWL CHART

K = What we know now	W = What we want to know	L = What we have learned

Government Buildings How was each government building used?	Trade Shops/Stores What goods and/or services were provided? Who would have shopped there?
Capitol	Apothecary
Governor's Palace	Blacksmith
Courthouse	Brickmaker
Public Gaol (Jail)	Cabinetmaker
Magazine	Silversmith
Bruton Parish Church	Greenhow Store
	Gunsmith / Foundry
	Milliner / Tailor
	Printer / Bookbinder
	Raleigh Tavern / Wetherburn's Tavern
	Prentis Store

	Wigmaker
	Basketmaker
	Tin Shop
	Foodways (Palace/Armory)
	Cooper
	Weaver
	Wheelwright
	Carpenters
	Joiners
	Farmers

Section 1 - Sample Lesson Three

Colonial Culture

Introduction:

The Colonial Williamsburg Historic Area contains eighty-eight original buildings and many others that have been faithfully reconstructed in the eighteenth-century style. An analysis and interpretation of these buildings can be used to introduce students to life in the colonial capital. Good pre-visit groundwork would include an examination of different buildings in the students' own community (with pictures or a PowerPoint presentation if possible), naming and describing how each is used and is part of community life (i.e. churches, stores, government buildings).

Objectives:

As a result of this activity, students will be able to:

- Identify some of the important buildings in the Colonial Williamsburg Historic Area, and describe the purpose of these buildings.
- Explain each building's role in the lives of eighteenth-century Williamsburg residents.

Strategy:

1. Set up eight stations, each containing one image of a building that students will see when visiting the Colonial Williamsburg Historic Area. Each image should represent a facet of colonial life such as education, religion, government, social life, military, etc. Some suggested buildings include: Governor's Palace, Capitol, Courthouse, Powder Magazine, Bruton Parish Church, Raleigh Tavern, Outdoor market, and Public Hospital. (At each station, also provide some background information that will explain how the building was important to the eighteenth-century Williamsburg community. The www.colonialwilliamsburg.org web site is a good place to gather information.)
2. Explain to students that before their field trip they will take a classroom tour of some of the buildings they will see in Williamsburg. Doing so will help them begin to understand colonial life, particularly government, education, social life, and religion.
3. Have each student prepare a two-column graphic organizer. One column will be used to identify each building and in the other column they will write a brief description of how the buildings were used in the eighteenth century.
4. Provide time for students to visit each station and complete their graphic organizers with the names of the building and some information regarding their purposes and use.
5. Bring students back together to discuss their findings. Project an image of each building and have students share their information. [Note to teacher: You could use a projected chart to record information or create a physical chart to which sticky notes can be added.]
6. Close the activity by highlighting the information that provides insight into life in the eighteenth-century and the role of each building in the Williamsburg community.

Section 1 - Sample Lesson Four

Artifacts: Gateway to the Past

Introduction:

By analyzing simple objects (such as a tool or a weapon) from a specific time in the past students can learn about the everyday life of the people who lived during that time period. In preparation for a trip to Colonial Williamsburg or any other historic site, it is helpful to identify artifacts and understand how to analyze them. The objects themselves have stories to tell: how they were made, how they were used, and why they were important to those who used them.

Objectives:

As a result of this activity, students will be able to:

- Explain what an artifact is.
- Describe how a particular artifact is used.
- Draw conclusions about the lifestyle of the society that used them.

Strategy:

1. Assemble 10-12 artifacts (photos only, if necessary) from the colonial period, including a few with which students may not be familiar.
2. Divide the class into pairs and provide time for students to move around the room and analyze each of the artifacts and decide how they might have been used. It would be helpful to have an “Artifact Analysis” graphic organizer (sample included) for students to complete.
3. After students have completed the exercise, reassemble the class and discuss each artifact. It might be useful to stress that during their visit to the Colonial Williamsburg Historic Area they will see and learn about many artifacts that will help them to better understand life in eighteenth-century Virginia.
4. A follow-up exercise may also help to solidify students’ understanding of artifacts. Have the class as a whole, or students in groups, make a list of present-day objects that could inform future generations what life was like in the early twenty-first century. This is similar to creating a time capsule, but the actual creation of a capsule is not necessary.

Artifact Analysis

Artifact name and description	Who used it? How it was used?	Where was it used?	What present-day item is used for the same purpose today?

Additional Lesson/Activity Suggestions for Section 1

The Trades Game

Using www.colonialwilliamsburg.org, select “Tour of the Town.” Use the “Take a Tour” pull-down menu, and choose “Trades.” Students will be given time to explore this site to learn about the trades they may visit on their field trip, particularly noting the types of goods that were produced by each trade. Using a list of the trades that have been written or projected on the board, students will be called on to provide information about each trade. The information will be used to create a brief overview of each trade.

Divide the class into teams of two students. Give each team one die. Each number on the die correlates to one request:

1. Give a definition of the trade.
2. Draw a product of the trade.
3. Act out the trade.
4. Use the trade or its product in a sentence.
5. Name a related trade and explain the relationship.
6. Do we have a similar present-day trade? (or another option - Teacher’s choice)

The teacher names a trade. Students roll the dice and then do what the roll instructs. Repeat for as many different trades as desired.

Trades that students may see and learn more about during their field trip visit include: apothecary, milliner, blacksmith, printer/binder, cabinetmaker, silversmith, shoemaker, brickmaker, carpenter/joiner, cooper, peruke (wig) maker, gunsmith, weaver, miller, basketmaker, or wheelwright.

Can You Be a Burgess?

Before students tour the Capitol building, the teacher can explain that a Burgess was an elected official of a county who could make laws for the colony. To be a Burgess an individual had to be free (not enslaved or an indentured servant), male, white, a property owner, a member of the Anglican Church, and at least 21 years old.

To help students understand how many (or how few) of them would have been eligible to be members of the House of Burgesses, ask all students to stand. As the teacher recites the requirements one at a time [Note: Some criteria have been modified for this exercise so all students are not eliminated at once], have each student sit down when no longer eligible. To be a Burgess, an individual had to be:

- free (not enslaved or an indentured servant)
- male
- white
- property owner (parents must own house, not rent)
- member of the Anglican Church (Church of England or non-Catholic Christian for this activity)
- at least 21 years old

For example, when the teacher says “You must be male...,” all females would sit down. When the teacher says “You are a property owner...,” students who do not meet the definition of owning property, land, or buildings sit down. The process continues until all of the requirements

have been stated. Those students who are still standing could have been members of the House of Burgesses in the eighteenth century.

Extension: Create student pairs to compare the actual requirements to be a Burgess to the criteria for becoming a member of the United States Senate or House of Representatives today. Have students share their findings.

[NOTE: The requirements to be a present-day U.S. Senator: “To be a member of the Senate you must be at least thirty years old, a citizen of the U.S. at least nine years, and a resident of the state that sends you to Congress. To be a member of the House of Representatives you must be at least 25 years old, a citizen of the U.S. at least 7 years, and a resident of the state that sends you to Congress.” *U.S. Constitution, Article I*]

Trip Agenda

Show students the agenda for the day and a map of the Historic Area. Have them trace the route they will take. Download a map from www.colonialwilliamsburg.com/discover or access the interactive “Tour the Town” at www.colonialwilliamsburg.org. If student groups will be allowed to tour on their own, have them do some initial planning. Students should write down any questions they have about sites they will see. The teacher can use these questions before the trip to provide additional information, or during the trip to spark discussion. It is also an opportunity to encourage observation skills and to help students create a list of questions to ask when they meet interpreters and group leaders. Students need to understand that the costumed interpreters stay in eighteenth-century character and will not “understand” questions with modern references.

Miscellaneous Activities

Colonial activities that can also set the stage for a visit to the Colonial Williamsburg Historic Area include: writing with a quill pen, listening to colonial music, playing a board game such as “A Royal Game of Goose” or “9-man Morris,” cross-stitching a simple design, or learning a few steps of a colonial-style dance. A source for games directions is <http://www.learnnc.org/lp/multimedia/13298> where games are demonstrated on a video.

Section 2

EXPLORING THE HISTORIC AREA

Engage Students with Colonial Williamsburg

For teachers who have scheduled a guided tour of the Historic Area with a Colonial Williamsburg guide, this section may be modified accordingly. The group's tour leader will provide information enabling students to understand the history and reconstruction of the Historic Area. Students should take notes as they tour the town so they can deal effectively with the follow-up exercises in the classroom.

Section 2 – Sample Lesson One

Visiting Trade Shops and Buildings in the Historic Area

Introduction:

This on-site assignment is designed to assure that students make use of their prior research and are engaged in during their visit to Colonial Williamsburg. During their visit students will use the list created during their in-class research and discussions to investigate the Historic Area (see The Trade Shops and Buildings in Colonial Williamsburg Lesson in Section 1).

Objective:

As a result of this activity, students will:

- Discover what goods sold in colonial times are still offered in the present day trade shops and stores.

Strategy:

1. Divide students into two or more groups depending on the availability of chaperones and the time available.
2. Hand out the checklists created by students prior to the visit.
3. Using the checklists as they visit the different buildings of Colonial Williamsburg, have students check off similar items that they find in the trade shops and stores.

Section 2 – Sample Lesson Two Living History

Introduction:

This is an opportunity for students to put their knowledge of historic artifacts to use. As they visit the various buildings in the Colonial Williamsburg Historic Area, they should make a list of items they have seen, identifying how they were used, who might have used them, and whether something similar is used today. If possible, students (individually or in groups with a single “photo journalist”) could use phones or cameras for still photos with narration or interviews to capture people using the tools.

As they explore the Colonial Williamsburg Historic Area, individual students may be drawn to a particular trade, house, or other site (such as Great Hopes Plantation, Market Square, or the Military Encampment). This will result in a more vivid picture of what life was like as each group describes the various facets of colonial life they have seen.

Objectives:

As a result of this activity, students will be able to:

- Explain how some tools and other household items were used in the eighteenth century.
- Describe what everyday life was like in eighteenth-century Virginia.

Strategy:

1. Have each student create a list of specific tools or household items they encounter and indicate how and where they were used (i.e. in the kitchen, the field, the barn, a shop). A “Living History Lesson Chart” (provided) may be helpful during the day and can be used back in the classroom when reviewing photos and videos as a basis for a written assignment.
2. As they observe people working, students can also make note of who used the items. Was it something that women used more often than men, or vice versa? Was it something a young person might also use? Was it something an enslaved person or an apprentice would use?

Living History Lesson Chart

Artifact (List by name and draw a picture of it)	Who used it? How it was used?	Where it was used?	What present-day item is used for the same purpose today?

Section 2 – Sample Lesson Three Become a Colonist

Introduction:

In the Colonial Williamsburg Historic Area, students will see and interact with a variety of people from various levels of eighteenth-century society. On full-day field trips there should be time for students to reflect on what they are seeing and experiencing. Through this whole-class activity, students will have the opportunity to see Williamsburg through different lenses and begin to understand how all of its residents lived and worked together to create a community.

Objectives:

As a result of this activity, students will be able to:

- View colonial life through the perspectives of various colonial people.
- Make inferences regarding how these people interacted with each other.
- Record observations.

Strategy:

1. Assign each student a person who may have lived in eighteenth-century Williamsburg. Depending on ages/abilities, it may be beneficial to have pairs of students share a person. Some suggestions include: gentry man/woman, tradesperson, spouse of a tradesperson, middling-sort man/woman, teenage boy/girl, young boy/girl, owner of a small farm, enslaved field laborer (man/woman), enslaved house servant (man/woman), owner of a large plantation, or member of the House of Burgesses.
2. During the visit students will be required to keep a journal in which they record their observations. The agenda for the trip will determine the journal entries. For a full-day trip, four entries are recommended: two before lunch and two after lunch. Before the trip, assign, or have students choose, an eighteenth-century person they would like to become and plan a page for each journal entry. The teacher could prepare a journal page that has a portion of the tour written at the top along with prompts and questions to which students are to respond.
3. As students move around the Colonial Williamsburg Historic Area they should keep in mind how their person would “fit” into the places/situations they are visiting. At various intervals throughout the day students should stop and write down their observations about what they have experienced so far. Areas where they can search for their persons include:
 - **Great Hopes Plantation:** Topics of interpretation are lives of small farmer owners, enslaved families, and the work of enslaved field laborers.
 - **Benjamin Powell House (open seasonally):** Topics of interpretation are lives of middling sort men/women, tradespeople, spouses of tradespeople, middling-sort teenage boys/girls, and enslaved house servants. [Note: These topics can also be covered at the Geddy House, open daily.]
 - **Peyton Randolph House:** Topics of interpretation are lives of gentry men/women, gentry-sort young boys/girls, enslaved house servants, members of the House of Burgesses.

Some sample writing prompts for journal entries may include:

- ❑ A reason I would have come to this area/building today is . . .
 - ❑ What happens here makes a difference in my life because . . .
 - ❑ I would interact with people here because . . .
 - ❑ I would interact with other people within Williamsburg because . . .
 - ❑ I would have enjoyed/not enjoyed being this person because . . .
4. Collect students' work. Once they are back in the classroom, return their writing and provide time for them to share their journal entries.

Section 2 – Sample Lesson Four Williamsburg Scavenger Hunt

Introduction:

Colonial Williamsburg is a “playground” of historical information. Students are able to walk the same streets as the founders. They can visit historical buildings and imagine events that took place hundreds of years ago. This scavenger hunt will introduce them to events and places that are historically significant.

Objectives:

As a result of this activity, students will be able to:

- Locate places on a map.
- Gather historical information about trades in eighteenth-century Williamsburg.

Strategy:

1. Give students a copy of the “Williamsburg Trade Shop Scavenger Hunt” sheet that they will complete throughout the field trip.
2. Have students explore Colonial Williamsburg Historic Area and answer each of the questions on their scavenger hunt sheet as they spend time in each of the trade shops.
3. If they finish early, students can visit some of the trade shops not specifically listed and create their own scavenger hunt clues for those locations. [This information can be used as part of the follow-up discussion with the rest of the class.]

Williamsburg Trade Shop Scavenger Hunt

1. This trade shop sold medicines and other medical goods. The owner could also provide medical treatment and even perform surgery! This trade is _____.
2. This trade imported goods from England. The ladies would shop here for petticoats, shifts, cloaks, and neckerchiefs. This trade is _____.
3. This trade dates back centuries. They made wooden containers that held flour, gunpowder, tobacco, and many other things. The products could also serve as shipping containers. This trade is _____.
4. This trade shop sold soaps, perfumes, powders, and lice treatments. They also made wigs and hairpieces for men and women. This trade is _____.
5. This trade used techniques such as hammering, heating, polishing, and forging. Items produced included coffeepots, serving trays, and silverware. This trade is _____.
6. This trade set letters for a living. Tedious type setting was done for hours and then a “beater” would ink the type to be printed. Newspapers and books could be found here. This trade is _____.
7. This was one of the most common trades in eighteenth-century Virginia. They made custom footwear for everyone. Leather, lasts, and finished shoes are found here. This trade is _____.
8. This trade made all parts of a firearm. They forged iron and steel into shape. They also used similar tools to the woodworker. This trade is _____.
9. This trade involved unskilled workers. Many landowners assigned enslaved persons to do the work. These workers stomped clay with their feet to make this product. This trade is _____.
10. Additional trade questions:

_____.

Additional Lesson/Activity Suggestions for Section 2

Trades Expo

No field trip to Williamsburg would be complete without taking lots of pictures. With the availability of digital cameras, tablets, and phones, students can create full representations of the trades they explore while in the Historic Area. This activity can be as flexible or as structured as needed. The objective is for students to learn about the trades, including what they did, the goods they produced, the tools they used, and a few interesting facts.

The teacher can assign small groups specific trades to photograph in order to assure a variety, or the choices may be left up to the groups' members. Each group needs a camera of some kind. As they move throughout the Historic Area, the groups should take pictures that illustrate the tools used and products made in each trade. Encourage students to question the tradespeople to learn how the tools are used, the required skills for the trade, what a beginning apprentice would do, etc. Some note taking might also be necessary. Three to five pictures of each trade should be enough.

Modifications: If cameras are not available, students can make notes in a journal or group leaders may write notes based on what the group members observe and report.

Tobacco

Tobacco was a labor-intensive crop and the backbone of the eighteenth-century Virginia economy. When students visit Great Hopes Plantation, they are able to learn about the various stages of tobacco cultivation, from seed to harvest. As a follow-up activity, students can create the lyrics for a song or a poem that includes each step. They could use a familiar tune, a variation based on a work song, or an original composition. Hand/body gestures can also be included.

A visit to Great Hopes Plantation is also an opportune time to talk with students about the beginning of slavery to fulfill the need for labor in America and why such laborers were important to the entire economy.

Slave Life

Approximately half of the people living in Virginia were enslaved. Some were house slaves, but most were field laborers. They worked on plantations, small farms, and in cities like Williamsburg. To help students see the differences in the lives of urban and rural slaves, visit the Peyton Randolph House and Great Hopes Plantation. Students can compare and contrast the work required of different slaves, their living conditions, types of clothing worn, and the challenges of working in each situation.

Revolution in the Streets

It is important to take part in "Revolution City" programming and events. Encourage students to interact with costumed interpreters when possible and to ask questions during Q&A opportunities.

Interviews—Have students pretend they are reporters covering a Revolution City event in Williamsburg and prepare for their interviews by creating lists of questions they might ask. Have

teams of students interview a variety of historical interpreters. A team could include an interviewer, a reporter, and a camera operator. Responses to interview questions can be written in a reporter notebook and/or recorded on a phone/tablet or camera.

Colonial Expert

Assign each student a different house or building for which they will become the “expert” by gathering as much information as possible at the site. They need to know to whom the house or building belonged, how it was used, who lived or worked there, what level of society visited it, and any other important information they can collect. Students can use the information to report back to the class when they return to school.

Section 3

BACK AT SCHOOL

Debrief and Reinforce Learning

Section 3 – Sample Lesson One
From the Past to the Present: What Can We Learn about Ourselves from History?

Introduction:

Students have been asked to analyze artifacts and draw conclusions about life in the past, but what does doing so tell them about how American society has changed? In this lesson they can begin analyzing the data they have collected to see how life in Colonial Williamsburg was different from and/or similar to their lives today.

Objectives:

As a result of this activity, students will be able to:

- Explain what everyday life was like in eighteenth-century Virginia.
- Describe implements used in the eighteenth century and what tools are used today to do similar work.
- Explain the similarities and differences between life in the eighteenth century and today.

Strategy:

After returning to school, discuss the students' findings.

What was their favorite spot?

What did they learn?

What do they think was the most difficult eighteenth-century occupation or trade?

What do they think was the easiest way to make a living in the eighteenth century?

1. Divide the class into groups of 4-5 students each, and assign each group a trade or way of making a living in colonial Virginia, such as farmer, shopkeeper, clothing maker, woodworker, etc.
2. In each group, have one student act as secretary, making a list of the implements used in that occupation or way of making a living. [The chart created in the Living History Lesson in Section 2 would be helpful.] In 3 or 4 statements, the group should summarize the work: how physically demanding it was, what the daily routine might have been, how many people were needed to work with the person, and so on.
3. After sufficient time for group work, re-convene the class to discuss the groups' findings. Students may also be asked to compare how similar tasks are performed today.
4. As a follow-up activity, have each student write a short essay on how their life would be different if they had lived in the eighteenth century.

Section 3 – Sample Lesson Two Travel Brochure

Introduction:

City governments and chambers of commerce frequently advertise to bring tourists to their cities. In this activity, students will create a travel brochure to advertise eighteenth-century Williamsburg to potential visitors.

Objectives:

As a result of this activity, students will be able to:

- Write brief paragraphs highlighting important places in eighteenth-century Williamsburg.
- Persuade others to visit Williamsburg.

Strategy:

1. Show students some examples of travel brochures that advertise various U.S. cities. What types of things do the brochures include to attract visitors?
2. Have students brainstorm reasons why people would want to travel to Williamsburg in the eighteenth century. Reasons could include business, shopping, recreation, government business, and so on. What buildings, shops, and trades might they visit? Ask students to imagine that they have been hired by the “Williamsburg Visitors’ Bureau” to create a brochure. Their product is a trifold brochure created by folding a piece of paper into thirds. Each section will highlight various attractions of the city.
3. Suggested organization for the brochure:
 - Front cover: title with a catchy slogan and an illustration.
 - Back cover: explanation of how to get more information about Williamsburg (and may include a map).
 - Other pages: The remaining pages should focus on reasons to come to Williamsburg. Each page should have a brief paragraph about this reason, including places people would visit. Encourage the use of illustrations, photographs, and captions. Some examples include:
 - a. Government buildings: Capitol, Courthouse, Governor’s Palace, Public Goal, Powder Magazine, or Public Hospital.
 - b. Shopping: Mary Dickinson Store, Prentis Store, millinery, wigmaker, Golden Ball Store, Greenhow Store, or apothecary.
 - c. Businesses: blacksmith, brickmaker, cabinetmaker, printer, Raleigh Tavern, Wetherburn’s Tavern, etc.
4. Have students share their brochures with the class and highlight the aspects of the field trip to the Colonial Williamsburg Historic Area they found most appealing and explain why.

Alternate Brochure

Have students create a brochure that will inspire other students before their field trip to the Colonial Williamsburg Historic Area. What places did they enjoy most, and what would they encourage other student to see and do?

Section 3 – Sample Lesson Three Williamsburg Mural

Introduction:

Colonial Williamsburg presents many opportunities to learn about the past. While students are visiting, the experience can seem overwhelming. By the time they return to school, students will have had time to process their visit and reflect on everything they saw and did in the Historic Area. This lesson provides an opportunity for students to share their favorite parts of the trip and what they learned.

Objective:

As a result of this activity, students will be able to:

- Use creative writing and artistic abilities to create a class mural.

Strategy:

1. Provide a large piece of white paper on a table or a wall.
2. Ask students to brainstorm their favorite part of the field trip and then sketch, draw, or paint a picture that illustrates that aspect of the experience. The pictures may be done separately on copy paper and then pasted onto the large paper, or a few students at a time can work directly on the large paper.
3. As a creative writing project, have students consider what they learned while on the field trip and then write a short story or poem about it. As with the art, the work may be done individually and then pasted onto the large paper, or a few students at a time can write their contribution directly on the large paper.
4. The end product will be a large mural of all things Williamsburg.
5. Conduct a whole-class discussion in which students share their impressions of the visit and relate some of the information/experiences they found most worthwhile and enjoyable.

Additional Lesson/Activity Suggestions for Section 3

Souvenir Sources

Encourage students to bring to class for one day any souvenirs they acquired during the field trip. [Note to teacher: Plan to have some items available for any student who was unable to acquire something.] Have students display the souvenirs on their desks or a table. Be sure to include anything you purchased as well. Suggested uses for the souvenirs include:

- Compare primary and secondary sources. How would you categorize these items? How can we learn about history and/or the people of Williamsburg by examining these items? What items would be primary sources?
- Have students create an illustration incorporating several souvenirs. Show the items as they would have been seen or used in the eighteenth century.
- Instead of an illustration, have students write a story that prominently includes three of the souvenirs.
- If the souvenir is related to a specific trade, ask students to explain what they learned when they visited that trade (e.g. If someone bought a wig curler, did they go to the wigmaker's shop? What did they learn?) If they weren't able to visit the specific shop in the Historic Area, have them research the trade.
- Working in groups, have students create a tableau that incorporates some of the items.

Independence or No Independence?

If students visited the House of Burgesses or were able to view Revolution City scenes, have them discuss the arguments they heard for and against the colonies becoming independent from Great Britain. Some points to consider include:

- Walking in the Revolutionary City, did it seem like the colonists would be able to take care of themselves if they separated from Great Britain? [Be prepared to give examples.]
- What were some pros and cons to being independent?
- Were the colonists prepared to go to war with Great Britain if necessary? What were the risks?
- How might the colonists govern their own country differently? Do you agree with those ideas?
- Create other guiding questions based on the knowledge students gained during classroom instruction and/or the field trip experience.

Once the discussion has ended, have students imagine themselves as citizens of eighteenth-century Williamsburg who feel they must write a letter to their representative in the House of Burgesses, stating their position and informing him whether he should vote for or against independence from Great Britain.

ABC Chart

Make an ABC chart in which each letter of the alphabet represents something the students saw or learned in the Colonial Williamsburg Historic Area. Each letter should also have an accompanying illustration and a caption.

Historical Marker

Make a historical marker for one of the places visited in the Colonial Williamsburg Historic Area. Include facts about the building as well as its importance to the everyday lives of the colonists or to their struggle for independence.

Tobacco

If students visited Great Hopes Plantation, they can create the lyrics for a song or a poem that includes all the stages of tobacco cultivation, from seed to harvest. They could use a familiar tune, a variation based on a work song, or an original composition. Hand/body gestures can also be included.

Revolutionary City

Students take on the role of a reporter, and use their notes, photos, and film interviews to create a short essay or podcast.

Colonial Expert

Student experts can use the information they collected during the field trip to report back to the class.

Section 4

BEFORE YOU GO

The official website www.colonialwilliamsburg.com/discover offers information on the Revolutionary City and a downloadable map of the Historic Area. Familiarize students with the map so they have a good idea where things are located and how to use the map to locate buildings, restrooms, trade shops, etc.

Show students the agenda for the day and have them trace the route they will take. If groups will be allowed to tour on their own, have them work together to do some initial planning. Students should write down any questions that they have about sites they will see.

Practice “good” questions to ask the guides and historical interpreters.

Explain to students that the historical interpreters are people of the 1770s and may not understand or be able to answer modern questions.

Encourage students to try to speak to as many interpreters as possible but not monopolize one person for too long. Remind them to ask permission to take photos or video and to be mindful of others who are also there to enjoy and learn.

Brainstorm with the class ways to document their time in the Colonial Williamsburg Historic Area and then select the best one. Suggestions include photos, videos, sketches, notes, an artifact collection, etc.

Teach students to shout “Huzzah!” as a celebratory term.

The current “This Week” brochure (available at the Group Arrivals Building and in the Historic Area) contains the current schedule and a large color-coded map that includes the locations of exhibition buildings, trades, stores, bathrooms, and places to obtain refreshment.

The Duke of Gloucester Street is the main portion of the Historic Area. It is over a mile long and includes uneven surfaces—comfortable footwear is best for all.

- **On** the Duke of Gloucester Street: Millinery, Wigmaker, Powder Magazine, Courthouse, Geddy House, and Weaver.
- **Off** the Duke of Gloucester Street on parallel and side streets: Public Gaol (Jail), Brickmaker, Benjamin Powell House (open seasonally), Peyton Randolph House, Playbooth Theater, Great Hopes Plantation, and the Art Museums.

Ensure that students have all the paper, pens, and so on that will be necessary to complete their assigned tasks in the Historic Area.

Plan to collect all completed charts, notes, graphic organizers, and upload photos at the end of the field trip day for use back in the classroom.

Remind students that the visit to the Colonial Williamsburg Historic Area is intended to be a learning experience and should be treated accordingly.

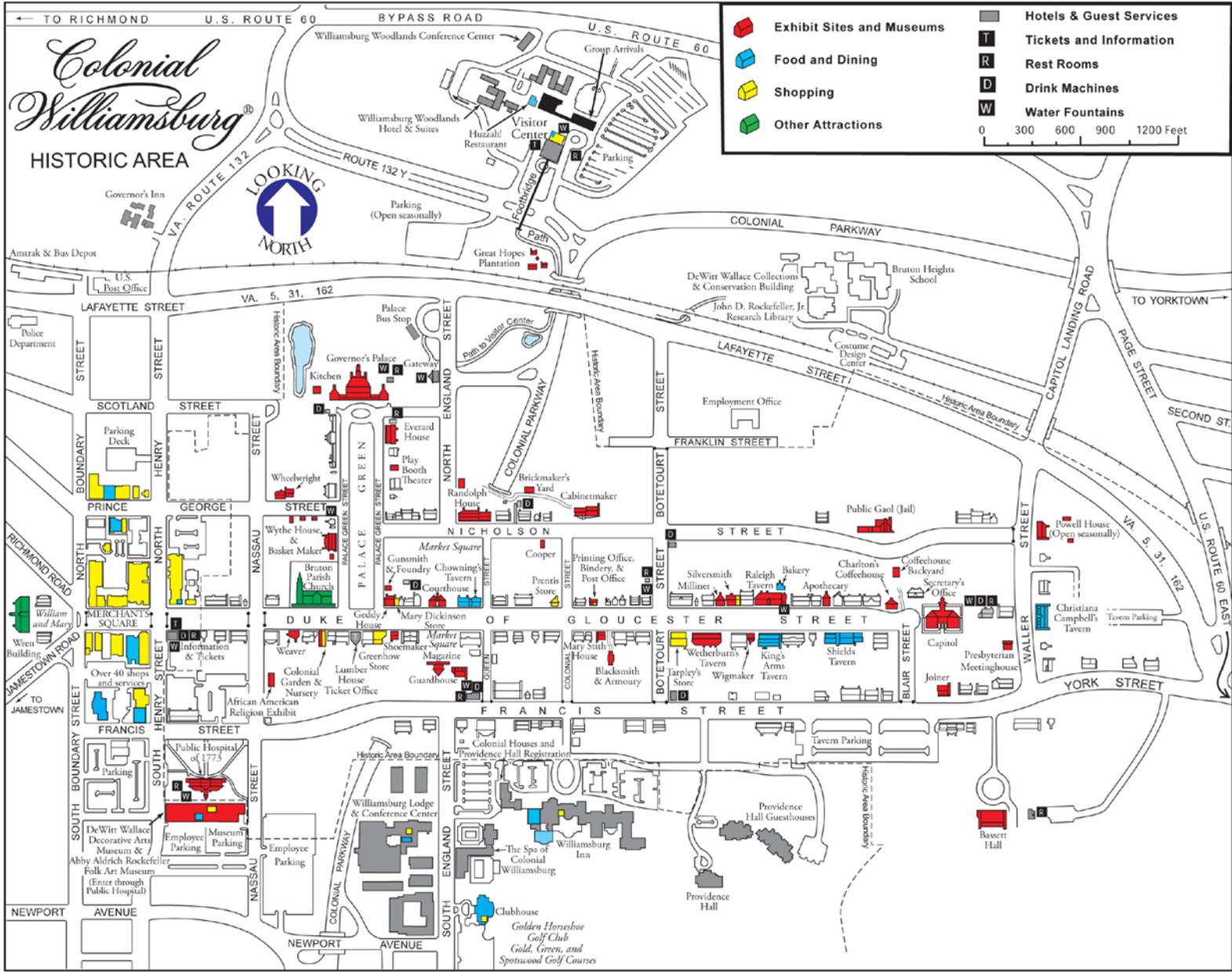


	Exhibit Sites and Museums		Hotels & Guest Services
	Food and Dining		Tickets and Information
	Shopping		Rest Rooms
	Other Attractions		Drink Machines
			Water Fountains

0 300 600 900 1200 Feet

Resource Guide

Resources and references have been noted within most lessons. The sites and publications that provide the most helpful information include the following:

School and Group Tours – For more information on customized guided tours or to make reservations, call 1-800-228-8878 or email groupsales@cwf.org.

www.colonialwilliamsburg.org provides a wealth of information and images for Revolutionary City buildings, trade shops, and stores as well as links to “Tour the Town.” For in-depth information and activities there is also a “Kids” pull-down menu with games, mazes, and a place to practice writing with a quill pen. The “Multimedia” section contains puzzles, games, quizzes, art features, videos, word searches, excerpts from the eighteenth-century *Virginia Gazette* newspaper, maps, and timelines with extra information. There are also slide shows, downloads, webcams, webcasts, podcasts, and blogs, as well as archived webcasts and web chats.

“Tour the Town” can be found at

<http://www.colonialwilliamsburg.org/almanack/tourTheTown/index.cfm>

In addition, in the “History” section there is detailed information about individual people, places, trades, manners, politics, religion, tools, clothing, and colonial life.

www.colonialwilliamsburg.com provides a full description of the phases and the locations of The Revolutionary City (Rev City) action, an events calendar, and brief descriptions of buildings and trades under “Discover” and “Things To Do.”

www.colonialwilliamsburg.com/discover links to a map of the Historic Area, also known as the Revolutionary City.

<http://www.colonialwilliamsburg.org/Publications/books/index.cfm> provides links to purchase books, videos, DVDs, and CDs.

<http://www.colonialwilliamsburg.org/History/teaching/TRCatalog> accesses the Teaching Resources Catalog, which includes Hands-On History kits and a wide variety of objects, and classroom instructional resources.

Teachers may subscribe to the free *Teacher Gazette* newsletter for monthly lesson plans and primary sources by visiting

<http://www.colonialwilliamsburg.org/history/teaching/enewsletter/enewsletter.cfm>

Teachers may join the Teacher Community, a web site for teachers to find free resources, share ideas and experiences with peers, and keep up with all things civics, history, and Colonial Williamsburg. To create a free account, go to <http://teachers.history.org/>

The “Colonial Williamsburg Daily Dispatch” is available for computers or smartphones at the iPhone App Store.

Official Guide to Colonial Williamsburg is available for purchase at <http://www.colonialwilliamsburg.org/Publications/books/index.cfm>

Contributors to this Field Trip Guide

Developer

Kelly Govain, Colonial Williamsburg Foundation

Original Lessons and Materials

Margret Atkinson, Baton Rouge, LA

Martha Berner, San Diego, CA

Dee Besl, Cincinnati, OH

Janet Brooks, Baldwinsville, NY

Linda Colbert, El Cajon, CA

Tom Henry, Pennellville, NY

Susan Hewitt, El Cajon, CA

Vanna Owens, Oklahoma City, OK

Chris Whitehead, Mesa, AZ

Deanna Wiist, Bloomington, IL

Reviewers

Andy Engel, Colonial Williamsburg Foundation

Dan Moore, Colonial Williamsburg Foundation

Editors

Bill Fetsko, Colonial Williamsburg Foundation

Nancy Hickok, Colonial Williamsburg Foundation

Jodi Norman, Colonial Williamsburg Foundation