

Name: _____

Pre-Game Activities

A. See, Think, Wonder. Choose one of the pictures and answer the questions on the chart.



SEE	THINK	WONDER
What do you see in the image?	What do you think is going on?	What other questions do you have?

B. What were “Colonial Times”? Read the notes on the “Colonial Times” slide and respond to the questions in writing.

1. What were Colonial Times?

2. Who was the leader of the colonists during Colonial Times?

3. Why were some colonists angry with the king?

4. Was everyone in the colonies upset with the king?

Name: _____

C. Taking sides. Now that you know a little about the time period, it's time to learn about the sides people were on. Match the definition to the term.

- 1. neutral _____ A. person who supported (and stayed loyal) to the British monarchy (the king of England)
- 2. patriot _____ B. person who rebelled against British rule and wanted freedom; also called revolutionary
- 3. loyalist _____ C. person who may be leaning one way or the other but hasn't picked a side



D. Perspectives. First, look at the people and read the text. Then, answer the questions.



What are your thoughts on...? What does your father think?

1. What does "perspective" mean? Define it in your own words.

2. What are "multiple perspectives"? Explain it and give an example.

I think...



That's what my uncle says.

3. Why might you have a different perspective than someone else?

My father feels differently.



E. Uncovering Meaning. Read the quote and decide which side they are supporting.

QUOTE	Patriot 	Loyalist 
1. "The king knows best."		
2. "British goods are so pricey!"		
3. "I get all of the nicest toys from England."		
4. "My people aren't interested in upsetting the British."		
5. "My uncle wants to see the colonies get along better with the king. But I don't think it's going to be that easy."		

Name: _____

Post-Game Activities



A. Discussion Questions. Answer the questions. Then share your answers with a partner.

1. Who did you talk to? What were their perspectives?

2. Why did people have different perspectives?

3. How did you decide where to place people on the seesaw?

B. Survey. Talk to two of your classmates and fill in the chart. Then answer the question below.

Classmate's Name	Which side did you choose?	What did you hear that helped you make your decision?
1.		
2.		

3. Why is it important to listen to other perspectives to make a decision?



NAME: _____

C. What actually happened? Fill in the blanks. Two terms will not be used.

American Revolution colonists government independence loyalists king president taxes

Colonists continued to be angered by British 1) _____ and actions after 1774. The 2) _____ started in 1775. In 1776, colonists declared 3) _____ from England. This means they said they wanted to be on their own and not ruled by the 4) _____. The 5) _____ fought the American Revolutionary War from 1775–1783 and they won! After the war, the next step was for the Americans to create their own independent 6) _____.



D. What's Next? Answer the questions in pairs or groups.



1. What do you think happened to Robert?

2. What actually happened to him?

3. Did his story surprise you? Explain.



1. What do you think happened to Lady Susan?

2. What actually happened to her?

3. Did her story surprise you? Explain.

NAME: _____

Post-Game Activities

E. Discussing characters.

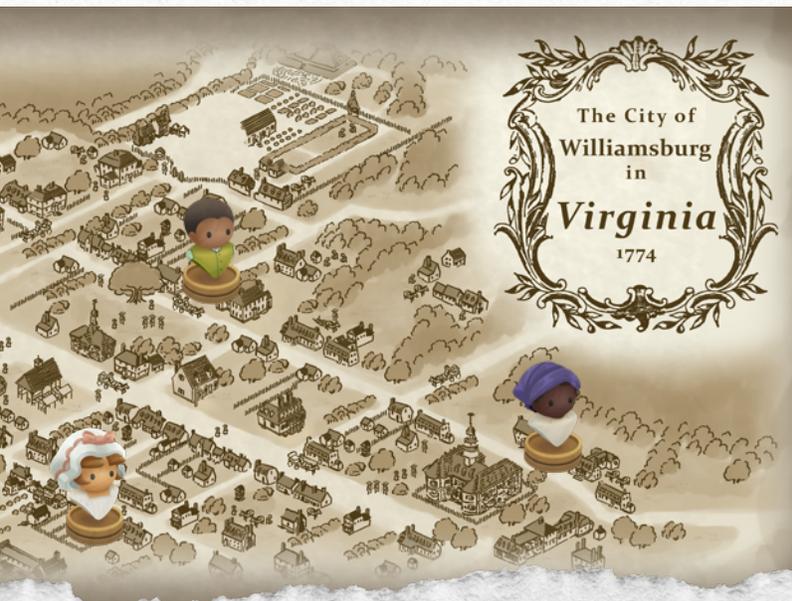
1. Pick a character from the People and Places Guide (pp. 6-7) and guess what happened to them. Add your notes here.

Notes

2. Read about what happened to them. Add your notes here.

Notes

3. Tell your partner about it
4. Ask your partner what they think about the story.
5. Switch partners and discuss a different character.



Here are some phrases to get you started.

- What do you think happened?
- After the game, my character (summarize what happened)
- Does that surprise you?
- Did the game give you an idea that might have happened?
- I was not surprised that happened because I learned _____ in the game.
- That is very interesting. I did not expect that because I learned _____ in the game.



Governor's Palace

The Governor's Palace was the official home of the royal governor who acted as the king's representative in Virginia.



Market Place

The Market House was a busy center where people from many backgrounds came to buy and sell goods.



The Gedy House

The Gedy family ran a foundry (factory that produces metals), a silversmith, and a jewelry business from this family home.



Rind Print Shop

It was a print shop used to print a variety of documents such as books, pamphlets, and newspapers.



George Wythe House

It was the home of the Wythe family. Political leaders gathered at this house. They discussed the future of the American colonies.



Raleigh Tavern

The Raleigh Tavern was an important meeting place for the House of Burgesses. It was a center for political discussions against the British Crown.



Brafferton Indian School

This school for Native Americans aimed to educate young Native American boys in the ways of English religion, language, and culture.



The Randolph Property

This is the home of Peyton Randolph. He served in the Virginia House of Burgesses and in the First Continental Congress.



Lord Dunmore

Governor

Did you know?

In 1775, Dunmore offered freedom to enslaved people who joined the British Army. They were returned when the British retreated.

Where did he end up?

Dunmore fled to New York after patriot forces burnt the nearby loyalist town of Norfolk in 1776. He later returned to Britain.



Lady Susan Murray

Governor's daughter, age 7

Did you know?

For children like Lady Susan in colonial America, education mostly took place at home. Mothers typically taught reading and fathers typically taught writing.

Where did she end up?

Lady Susan's family returned to England in June 1775 due to unrest in the colonies.



William

Alexander Rind

Printer's son, age 11

Did you know?

Print shops were social and political hubs, so printers' children like William got to meet many different kinds of people, including local businessmen and politicians.

Where did he end up?

William moved to Canada in 1783 and later served as the British king's printer.





Edmund Randolph

Lawyer's son and law student, age 20

Did you know?

In the colonial era, access to higher education was limited and primarily available to those students who came from wealthy families (like Edmund).

Where did he end up?

Edmund was a lawyer. He supported independence and held public offices in the U.S. after the war.



Caesar

Enslaved tavern staff, age 16

Did you know?

Once they turned 16, enslaved boys like Caesar typically started fieldwork or apprenticeships to learn skills like blacksmithing and carpentry.

Where did he end up?

The Revolution did not bring freedom to all. Young men like Caesar remained enslaved after the war.



Henry

Enslaved by the Randolph family, age 8

Did you know?

Labor for young enslaved boys like Henry usually included laundry, cooking, and cleaning.

Where did he end up?

Henry and his mother Aggie sought freedom with the British army but were returned to the Randolphs.



Charles

Enslaved by George Wythe, age 12

Did you know?

From a very early age, enslaved children learned a variety of skills and were expected to help with the work of the household.

Where did he end up?

By 1788, George Wythe had sold, transferred ownership, or freed the people he enslaved.



Mary Geddy

Silversmith's daughter, age 7

Did you know?

In colonial America, girls were generally taught to read for religious reasons, like studying the Bible.

Where did she end up?

Mary and her family moved from Williamsburg to Petersburg, Virginia in 1778.



Robert Mursh

Student at Brafferton Indian School, age 16

Did you know?

Most of the students at Brafferton Indian School (like Robert) were not originally Christians. They had to abandon their Native American religious practices.

Where did he end up?

Robert went on to fight for the Continental Army in the Revolutionary War.



Mary Ashby

Member of a free Black family, age 10

Did you know?

In Williamsburg, some Black children (like Mary Ashby) attended the Bray School. It taught enslaved and free children religious lessons and reading.

Where did she end up?

Many suspect that Mary helped other Black people in Williamsburg to learn to read and write.



Mattachanna

Mattaponi Tribal member, age 13

Did you know?

Native American girls like Mattachanna learned from local village women, mastering skills like basket weaving, cooking, and foraging for edible plants.

Where did she end up?

Mattachanna's people, the Mattaponi, continued to trade goods with Virginians.



Sarah

Enslaved young woman, age 17

Did you know?

Many enslaved people like Sarah formed friendships with one another. They relied on each other's support to survive harsh and difficult lives.

Where did she end up?

Sarah's worship community named itself the Free Baptist Church. It dates back to 1776.

