



Uncovering Loyalties: Patriot or Loyalist

Grade Level: 4

The half-day option is the recommended time commitment. Full-day notes are provided as an optional alternative.

Topic: Virginia Studies

This self-guided tour leverages Uncovering Loyalties, an educational game created in partnership with iCivics, along with pre- and post-visit activities to ensure that your students have a tangible understanding of Virginia's early American history.

HOW DID THE RESIDENTS OF WILLIAMSBURG FEEL ABOUT DECLARING INDEPENDENCE FROM ENGLAND?

Students will apply history and social science skills to the content by:

- developing questions, enhancing curiosity, and engaging in critical thinking and analysis
- using evidence to construct timelines, classify events, and distinguish fact from opinion
- comparing and contrasting people, places, and events
- identifying cause-and-effect relationships to clarify and explain content

STANDARDS ALIGNMENT

Virginia SOL

VS.4 The student will apply history and social science skills to understand life in the Virginia colony by:

- Distinguishing between indentured servants and enslaved people, including how European countries traded for, transported, and sold Africans to be enslaved in British North America beginning in the 17th century;
- Describing ways people exchanged goods and services in colonial Virginia.

VS.5 The student will apply history and social science skills to explain Virginia and Virginians' role during the American Revolution by:

- Explaining the principles and events that convinced the colonists to declare independence and go to war with Great Britain, as expressed in the Declaration of Independence;
- Examining the important contributions, leadership, and experiences of Virginians during the war.

PRE-VISIT MATERIALS

Encourage your students to play [Uncovering Loyalties](#). In the game, it's 1774 in Williamsburg, and tensions in the British American Colonies are rising. Students are invited to engage with young people around the city to see if independence is in the air...or not? Uncovering Loyalties with Colonial Williamsburg puts your students at the center of the action in pre-revolutionary Virginia. Commissioned by Lord Dunmore, students will ask questions, listen to responses, and apply critical-thinking skills to identify where loyalties lie.

[Play Uncovering Loyalties](#)

PRE-VISIT ACTIVITY: VIDEO + PERSPECTIVE ASSIGNMENT

1. **Watch the Video** (at timestamp 21:11) – Show the CW Kids Ask video: <https://www.youtube.com/live/-N2u-Pkowus?si=6-gbh4umyoMPtG6B&t=1271s>
2. **Play Uncovering Loyalties**
3. **Group Activity** – To prepare for your visit to Colonial Williamsburg, have your students come up with questions they want to ask our Costumed Interpreters on their visit to see where their Loyalties are. Would they support the Crown or the cause of the Patriots?

ON-SITE ACTIVITY: FIELD INVESTIGATION

1. **Explore Colonial Williamsburg**
2. **Ask Questions** – Have your students ask interpreters their questions to see who supports the Patriots and who supports England.
3. **Fact-Finding Mission** – Students write down 3 new facts they learned from the visit.
4. **Quick Reflection** – Jot down one surprise or detail that connected to what they saw in the video.

POST-VISIT ACTIVITY: DEBATE & REFLECTION

1. **Debate Setup** – Students use their facts and questions to join a classroom debate: Split your class into groups and have your students debate whether or not Virginia should declare independence. Encourage your students to use evidence they gathered on their trip!
2. **Evidence Sharing** – Each student must cite their 3 facts to back up their perspective.
3. **Compelling Question** – End with a whole-class discussion: *How did the residents of Williamsburg feel about declaring independence from England?*

PLAN YOUR CLASS VISIT

Below, you will find a suggested self-guided itinerary for your group. We have highlighted 10 sites for visiting to provide the flexibility for you to meet the specific needs of your group. Throughout the site introductions, you will find links to helpful YouTube videos and pages within our website that will provide context for your students.

We recommend beginning your journey at the Governor's Palace to learn more about Lord Dunmore. Colonial Williamsburg opens at 10:00 a.m., so please plan your day with that in mind.

SUGGESTED ITINERARY BASED ON FIELD TRIP TIMING

Optional Itinerary (≈6 hours, with lunch)

For classes visiting all day, please note that schedules and site openings may change depending on the date and time.

Morning (~2 Hours 30 Minutes)

- **~35 Minutes | Williamsburg Bray School**
First stop to set the stage with education, inequality, and resilience.
Look for: What would it feel like to learn here?
- **~30 Minutes | Engraver/Foundry**
Explore trades and how messages were spread in metal and print.
Look for: How could a stamp or medal spread powerful ideas?
- **~35 Minutes | Governor's Palace (tour)**
Explore power, loyalty, and the role of the royal governor.
- **~20 Minutes | Wythe House**
Revolutionary ideas in the home of George Wythe.
Look for: How do homes reflect ideas as well as lifestyles?

Lunch (~30 Minutes)

Picnic on Palace Green or in the pavilion behind Shields Tavern. Sandwiches are available at the Raleigh Tavern Bakery, with picnic tables located behind the bakery.

Afternoon (~2 Hours 50 Minutes)

- **~30 Minutes | Magazine Yard/Military Encampment**
Gunpowder and control — the spark of conflict.
- **~35 Minutes | Randolph House**
Wealth, power, and enslaved labor side by side.
- **~30 Minutes | American Indian Encampment**
First peoples' lives and responses to colonists.
- **~25 Minutes | Printers & Bookbinders**
The printed word as a weapon of revolution.
- **~25 Minutes | Raleigh Tavern**
Where ideas became action.
- **~20 Minutes | Capitol**
Finish at Virginia's political center.
Look for: Which debates then still matter today?
- **~5 Minutes | Walk to Bus Pickup at Capitol**

Optional Itinerary (~3 hours) If time is limited, skip either Wythe House or Raleigh Tavern to reduce the total time by ~30 minutes

Please note, that schedules and site openings may change depending on the date and time.

- **~15 Minutes | Williamsburg Bray School**
First stop to set the stage with education, inequality, and resilience.
Look for: What would it feel like to learn here?
- **~30 Minutes | Governor's Palace (tour)**
Explore power, loyalty, and the role of the royal governor.
- **~25 Minutes | Wythe House**
Revolutionary ideas in the home of George Wythe.
Look for: How do homes reflect ideas as well as lifestyles?
- **~30 Minutes | Magazine Yard/Military Encampment**
Gunpowder and control — the spark of conflict.
- **~25 Minutes | American Indian Encampment**
First peoples' lives and responses to colonists.
- **~20 Minutes | Raleigh Tavern**
Where ideas became action.
- **~30 Minutes | Capitol**
Finish at Virginia's political center.
Look for: Which debates then still matter today?
- **~5 Minutes | Walk to Bus Pickup at Capitol**

(If time is limited, skip either Wythe House or Raleigh Tavern to reduce the total time by ~30 minutes)

TEACHER GUIDE

Today, use this for additional information about the sites you visit and the people you meet during your trip to Colonial Williamsburg.

SITE SELECTION

Select the sites that will best support your class's needs and as your field trip's schedule allows. We recommend starting your journey at the [Williamsburg Bray School](#) site, conveniently located near the Art Museums of Colonial Williamsburg and a bus drop-off point. *You will not be able to see all the sites in one day, so prioritize the sites that best meet your students expectations and needs.*

Bray School/African Meetinghouse and Burial Ground

Teacher Notes: The Williamsburg Bray School is open daily from 10:00 AM to 5:00 PM

- **Uncovering Loyalties Character Connection**

Mary Ashby, Sarah

- **Introduction**

Today we're going to visit the [Williamsburg Bray School](#), one of the first schools in the American colonies that taught [Black children](#), many of whom were enslaved. The school was started in the 1760s by a group in England that believed teaching children to read and learn about religion was important. Their teacher's name was [Ann Wager](#).

Even though slavery was still legal in Virginia at the time, this school gave some enslaved and free children a rare chance to [learn](#). The [students](#) faced many unfair rules, but they worked hard to learn reading, writing, and Bible lessons.

This building helps us think about both the hardships and the hopes of people who were often left out of the story. It also shows how important education has always been in American history, even when it wasn't fair or equal.

- **Bray School Guiding Questions**

- o How was being a student at the Bray School similar to going to school today? How was it different?
- o Why was it important for these children to learn, even when they faced so many challenges?
- o What questions might students at the Bray School have asked their teacher about the decision to declare independence?



Engraver/Foundry

Teacher Notes: Either the Engravers or Founders are open 10:00 AM to 5:00 PM daily.

Check the Colonial Williamsburg [Event Calendar](#) for the hours of operation on your day of visit.

- **Uncovering Loyalties Character Connection**

Mary Geddy

- **Introduction**

Today we're going to visit the [Engraver](#) and/or [Foundry](#) site(s), where skilled workers made things out of metal, like tools, coins, medals, and even types used in printing presses. These trades were very important in colonial Virginia.

[Engravers](#) used sharp tools to carve designs or letters into metal, while workers at the [foundry](#) melted metal to pour into molds and make objects. These crafts helped create many of the things people needed every day—from business stamps to nameplates to tools for printers.

During the time of the American Revolution, this kind of work also helped spread messages of freedom, honor important people, and support the cause of independence. As you explore, think about how these artists and workers used their hands to shape the look and message of colonial life.

- **Engraver/Foundry Guiding Questions**

- o How might owning a business impact the decision to declare independence or remain loyal?
- o How could making engraved stamps, medals, or metal type help support the fight for independence?
- o Why were messages and images so powerful during the Revolution?

[Leave the property and turn right towards the Governor's Palace. The walk between the Foundry/Engraver to the Palace should take around 5 minutes.]



The Governor's Palace

Teacher Notes: [The Governor's Palace](#) offers daily 25-minute tours every 7-15 minutes between 10:00 AM and 4:00 PM, and from 4:00 PM to 5:00 PM, the building is open for exploration at your own pace.

- **Uncovering Loyalties Character Connection**

Lord Dunmore, Lady Susan Dunmore

- **Introduction**

A long time ago, when Virginia was still a colony ruled by the King of England, the governor was the King's representative here. He was one of the most powerful people in the colony, and he lived right here in Williamsburg—in this big, fancy [house](#). We met the governor when we played the game Uncovering Loyalties – does anyone remember his name? [[Lord Dunmore](#)]

The Governor's Palace wasn't just a home. It was also a place where important meetings and fancy parties were held. People came here to make big decisions and show off the power of the King.

Enslaved black and white servants also [maintained](#) this household. Many governors brought their white servants from England to work alongside enslaved people, which was not common in Virginia.

This building can help us learn not just about one person, but about how Virginia was governed, why people started to question British rule, and how that helped lead to the American Revolution.

- **Governor's Palace Guiding Questions**

- o Why would Lord Dunmore want to remain loyal to the King? What reasons might he have had to side with the colonists?
- o Who else worked or lived in the Governor's Palace besides the governor? What might they have needed to think about when deciding to be a loyalist or a patriot?
- o What objects and materials in the Palace show you the governor's status and power?

[Traveling between the Governor's Palace and Wythe House is a five-minute walk down Palace Green towards Duke of Gloucester Street.]



Wythe House

Teacher Notes: The Wythe House is open Mondays, Wednesdays, Fridays, and Saturdays from 10:00 AM to 5:00 PM for exploration on your own. Historic Interpreters are available to answer questions or help support your students' discovery.

- **Uncovering Loyalties Character Connection**

Charles

- **Introduction**

Today, we're going to visit the [Wythe House](#), the home of [George Wythe](#) (pronounced 'with'). He was an important Virginian who helped shape the ideas that led to American independence. He was a lawyer, a teacher, [a scientific thinker](#), and one of the first people in Virginia to speak out against British rule.

George Wythe signed the Declaration of Independence and taught other leaders like [Thomas Jefferson](#). He lived right here in Williamsburg during the time of the American Revolution. His house was not just a home—it was also a place where people talked about freedom, justice, and what it meant to start a new country. He lived here with his wife and several enslaved people, including [Lydia Broadnax](#), a cook and seamstress.

As you walk through the Wythe House, think about what it would be like to live here during colonial times, and how this house helped support the ideas that led to the founding of the United States.

- **Wythe House Guiding Questions**

- o Mr. Wythe was not able to be at the signing of the Declaration of Independence because his wife was ill. How might family impact what actions people took during the Revolution?
- o Mr. Wythe taught law to Thomas Jefferson. How might he have shaped Jefferson's views on independence?
- o Mr. Wythe helped design the Virginia flag. How are his views regarding independence shown in the design?

[From the Wythe House, turn right and walk towards Duke of Gloucester Street. Turn left and walk until you reach the open space around the Courthouse and Magazine.]

Magazine Yard

Teacher Notes: The Magazine Yard and Guardhouse are open daily, 10:00 AM to 5:00 PM

- **Introduction**

Today we're going to visit the [Powder Magazine](#), one of the most important buildings in colonial Williamsburg. A long time ago, this building stored gunpowder and weapons used by the British government to protect the colony and control the people.

The Powder Magazine was more than just a storage place—it became a big part of the story leading to the American Revolution. When tensions grew between the colonists and the British, people in Virginia started to question who should have control over weapons and power. The Powder Magazine even became the center of a conflict called the [Gunpowder Incident](#) in 1775, when the royal governor ordered the gunpowder to be taken away, making many colonists angry.

As we explore this building, think about how something as simple as a place to store gunpowder became a symbol of freedom, control, and the fight for independence.

- **Magazine Yard Guiding Questions**

- o What would it be like joining Washington's army? Why would people join despite the hardships they would face?
- o Why did taking the gunpowder from the magazine upset the colonists?
- o What hardships might the people of Williamsburg have faced during the war? How might those challenges have impacted the decision to declare independence?

[Walk North across Duke of Gloucester Street towards Botetourt Street and the large red building. It will take less than 5 minutes to walk there.]

Randolph House

Teacher Notes: The Randolph House is open Tuesday & Thursday through Sunday, 10:00 AM to 5:00 PM for tours.

- **Uncovering Loyalties Character Connection**

Edmund Randolph, Henry

- **Introduction**

Today we're going to visit the [Randolph House](#), the home of one of the most powerful families in colonial Virginia. The Randolphs were wealthy and well-known. Some members of the family, like [Peyton Randolph](#), were leaders who helped Virginia move toward independence from Great Britain.

But this big, beautiful home also tells another story. The Randolph family enslaved many [people](#), who lived and worked here without freedom. Their labor helped make the Randolphs' wealth and lifestyle possible.

As we walk through the house and grounds, we'll learn about both the people who lived in luxury and those who lived in hardship, and how all of them were part of Virginia's history. This house helps us think about what freedom meant to different people—and what it cost.

- **Randolph House Guiding Questions**

- o Peyton Randolph was a patriot. His brother, John Randolph, was a loyalist. What would it be like to have family members and friends on both sides of the war?
- o Why is it interesting that someone who spoke about freedom also owned slaves?
- o Many enslaved people ran away to join Lord Dunmore, including some people owned by the Randolphs. Why would some people take the risk of running? Why might some choose to remain behind?

[Turn left on Botetourt Street when leaving the Randolph House and walk towards Nicholson Street.

The American Indian Encampment will be up on your left. It should take about 3-5 minutes to walk there.]

The American Indian Encampment

Teacher Notes: The American Indian Encampment is open Tuesday through Saturday, 10:00 AM to 5:00 PM

- **Uncovering Loyalties Character Connection**

Robert Mursh, Mattachanna

- **Introduction**

Today we're going to visit the [American Indian Encampment](#) to learn about the lives of Virginia's first peoples—the Native American tribes who lived here long before English settlers arrived. These [communities](#) had their own cultures, governments, languages, and ways of life. They fished, hunted, farmed, and traded with other tribes and, later, with colonists.

When the English arrived in Virginia in 1607, Native peoples like the Powhatan had to decide how to respond—sometimes by trading, sometimes by teaching, and sometimes by resisting. Their stories are an important part of Virginia's history. The [Brafferton Indian School](#), which was in our game Discovering Loyalties, at William & Mary, served as a school to teach Indigenous [boys](#) and convert them to English customs.

As we explore the encampment, think about how [Native peoples](#) adapted to their environment, how they worked together as communities, and how their lives changed when settlers came.

- **American Indian Encampment Guiding Questions**

- o How did life change for Native peoples after colonists began settling in Virginia?
- o How did the leadership structure of Native peoples differ from that of the colonists? What did they have in common?
- o Why might Native peoples want to remain loyal to the king? Why might they choose to support the Patriots? Remain neutral?

[Walk South on Botetourt Street towards Duke of Gloucester Street and then turn right. The Printer and Bindery sites are located on your right, about 250 yards away. There is a restroom located along this path, and it should take about 3-5 minutes to walk.]

Printers and/or Bookbinders

Teacher Notes: The Printers are located down the stairs to the left of the Bookbinders. They are open Tuesday through Saturday, and the Bookbinders are open Thursday through Sunday. Both operate from 10:00 AM to 5:00 PM.

- **Uncovering Loyalties Character Connections**

William Alexander Rind

- **Introductions**

Today we're going to visit the [Printer's Shop](#) and the [Bindery](#)—places where colonists printed newspapers, books, posters, and pamphlets. In colonial Virginia, these trade shops were very important because they helped people [share news](#), spread ideas, and stay connected.



At the time, there were no TVs, phones, or internet—so the printed word was one of the main ways people learned what was happening around them. Printers played a big role in the years leading up to the American Revolution by printing speeches, laws, and arguments about [freedom](#), rights, and independence.

The bindery is where printed pages were put together into books. This took time and skill! The people who worked in these shops were trained in special trades and helped inform and inspire the people of Virginia.

As we explore, think about how powerful the printed word was in a world without screens!

- **Printer and/or Bookbinder Guiding Questions**

- o Why were writing and printing powerful tools during the American Revolution?
- o How would boycotting British goods impact trade shops?
- o How would you choose which articles were printed in your newspaper?

[Turn left when leaving this site and walk down Duke of Gloucester Street. The Raleigh Tavern will be on the next block on the left. It will take about 5-7 minutes to walk.]

Raleigh Tavern

Teacher Notes: Open Daily for tours from 10:00 AM to 4:00 PM

- **Uncovering Loyalties Character Connections**

Caesar

- **Introduction**

Today, we're going to visit the [Raleigh Tavern](#), one of the busiest places in Williamsburg during colonial times. A tavern wasn't just a restaurant—it was also a place to meet, talk, and share ideas. People came here to eat, rest, do business, and discuss [important events](#).

Some of Virginia's leaders gathered here when they [couldn't meet](#) in the official government buildings—especially when they were upset with the royal governor. They talked about laws, liberty, and what it would mean to become independent from Great Britain.

The Raleigh Tavern became a place where big ideas about freedom and government were shared making it more than just a place to eat. As you walk through the rooms, imagine what it was like to hear those conversations and be part of history!

- **Raleigh Tavern Guiding Questions**

- o Who got to sit in the rooms and join in the talks at the Tavern? Who else were present in the tavern but maybe didn't get to share their ideas?
- o What does the Raleigh Tavern show us about how people shared news and ideas in colonial times?
- o Why was the Raleigh Tavern so important to the forming of our new nation?

[Turn left when leaving the Raleigh Tavern and walk east on Duke of Gloucester Street. The Capitol building is the building at the end of the street. It will take about 3-5 minutes to walk there.]

Capitol

Teacher Notes: This building is open for tours every 15 minutes daily from 10:00 AM to 5:00 PM

- **Introduction**

Today, we're going to visit the [Capitol](#) Building, where important leaders in colonial Virginia came together to make laws and govern the colony. This building was like the government center of Williamsburg, just like Virginia's capital in Richmond today.

In the 1700s, Virginia was still a colony ruled by the King of England, but the leaders here—called the [House of Burgesses](#)—began speaking up for the rights of Virginians. Some of the most famous Virginians, like [George Washington](#), [Thomas Jefferson](#), and [Patrick Henry](#), spoke here about liberty, laws, and independence.

As we explore the Capitol, think about how this building helped shape the [ideas](#) that led to the American Revolution—and how it helped Virginia become a leader in starting a new nation.

- **Capitol Guiding Questions**

- o Who got to participate in the government in colonial times- and who didn't?
- o What are some of the big ideas that Virginia leaders talked about here?
- o How did someone become a Burgess? A member of the Governor's Council? How might this impact their loyalties?

[There is a parking lot across Francis Street to the south of the Capitol building. Your buses can pick up students there.]

FULL ITINERARY



OPTIONAL ITINERARY



Conclusion

Have your students fill out an exit ticket on what they learned on their trip, focusing on our compelling question. How did the people of Williamsburg feel about declaring independence? What did they learn today? What surprised them?

1. At the Governor's Palace, we saw how royal leaders lived—and asked what it meant to have ? power in colonial times.
2. In the Raleigh Tavern, we imagined the big conversations that helped spark a revolution.
3. At the Wythe House, we thought about how people made choices during wartime.
4. The Bray School taught us about the bravery of Black children seeking an education, even in the face of unfairness.
5. At the Powder Magazine, we saw how a building filled with gunpowder helped ignite the fight for independence.
6. The Randolph House helped us ask hard questions about freedom and slavery.
7. At the American Indian Encampment, we learned from Virginia's first peoples and how they adapted and resisted change.
8. In the Printer and Bindery Shops, we discovered how words and printed ideas helped start a new nation.
9. And in the Capitol Building, we stood in the same place where Virginia leaders once debated laws, liberty, and the future of America.

As we think back on these places, ask yourself:

- What did freedom mean to different people in colonial Virginia?
- How did daily life, work, and community shape our history?
- Why is it important to learn everyone's story—not just the most famous?
- What would you say or do if you lived during that time?

History comes alive when we ask questions, think deeply, and imagine what it was like to walk in someone else's shoes.

