Life in Williamsburg, Virginia: 1891-1921

Kari Lauralyn Sessoms

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THE COLLEGE OF WILLIAM AND MARY
IN VIRGINIA

LIFE IN WILLIAMSBURG, VIRGINIA:
1891-1921

A MASTERS THESIS SUBMITTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS IN
MUSEUM/SECONDARY EDUCATION

BY
KARI LAURALYN SESSOMS

WILLIAMSBURG, VIRGINIA
NOVEMBER 1989
To my mother, whose inspiration is never ending.
ACKNOWLEDGMENTS

I wish to thank The Colonial Williamsburg Foundation and Dr. William E. Garland for their support of this project.
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RATIONALE

Life in Williamsburg, Virginia: 1891-1921 offers an in-depth study of a specific southern United States locality (Williamsburg, VA) that most students would not otherwise be exposed to in a general study of United States history. Through the inquiry-teaching strategy, students develop their own conceptual knowledge with hypotheses and conclusions about life in Williamsburg, Virginia: 1891-1921. Five structured lessons provide opportunities for hands-on learning activities with period photographs, maps, censes and newspaper articles. This educational program is written for middle school students, yet it is also suitable for students in grades three through eight.
INTRODUCTION

This first lesson is designed to excite and motivate students to define the problem of finding out what life was like in Williamsburg, Virginia 1891-1921. This can be accomplished through observation and inference activities associated with photographs from Williamsburg, Virginia 1891-1921.

OBJECTIVES

1. Given a definition and an example of an observation and an inference, students will distinguish between observations and inferences.

2. Given a set of 14 photographs of Williamsburg, Virginia 1891-1921, students will list 3 observations and 3 inferences for each photograph. (Refer to list of possible observations and inferences).

3. After completing an observation/inference activity, students will hypothesize and write what they believe life was like in Williamsburg, Virginia in 1900.

MATERIALS

1. A set of 14 mounted photographs (8"x 10") selected from Colonial Williamsburg Foundation Photo Library; domestic and street scenes in Williamsburg, Virginia around 1900.

2. Copies of Activity 1 as needed.

3. Pencils.

SUGGESTED TEACHING STRATEGY

Teacher:  
1. Introduce students to the concept of observation by explaining that it is something we see, i.e.: an icicle outside.

2. Introduce students to the concept of inference by explaining that it describes the meaning behind what we see, i.e.: describing the weather as being cold after seeing icicles outside. Be certain students can distinguish between an observation and an inference.

Student:  
1.  
2.  

3. Divide the class into 6 groups if possible. Separate the 14 photos among the groups as follows:

<table>
<thead>
<tr>
<th>Group #</th>
<th>Photograph</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,2,3</td>
</tr>
<tr>
<td>B</td>
<td>4,5</td>
</tr>
<tr>
<td>C</td>
<td>6,7,8,9</td>
</tr>
<tr>
<td>D</td>
<td>10,11</td>
</tr>
<tr>
<td>E</td>
<td>12,13</td>
</tr>
<tr>
<td>F</td>
<td>14</td>
</tr>
</tbody>
</table>

4. Distribute Activity 1 and photographs. (Depending on the number of students in your class, some students may have to share photographs. Allow students to work with other students when deciphering photographs).

5. . . . .

6. Refer to list of possible observations and inferences.

7. Collect Activity 1 and compile results for students.

EVALUATION

Refer to Activity 1.
Activity 1

NAME_____________________________________

AN OBSERVATION IS SOMETHING WE SEE. WE CAN SEE ICICLES HANGING FROM HOUSES. THAT IS AN OBSERVATION.

AN INFERENCE DESCRIBES THE MEANING BEHIND WHAT WE SEE. WE CAN DESCRIBE THE WEATHER AS BEING COLD AFTER SEEING ICICLES OUTSIDE. THAT IS AN INFERENCE.

LIST 3 OBSERVATIONS AND 3 INFERENCES FOR YOUR PHOTOGRAPH. YOU MAY QUIETLY DISCUSS THE PHOTOGRAPH WITH OTHER STUDENTS.

PHOTOGRAPH #_____

OBSERVATION (What I see)          INFERENCE (What it means)
1.                                         1.

2.                                         2.

3.                                         3.

**WHEN YOU HAVE COMPLETED THIS WORKSHEET, ANSWER THESE QUESTIONS ON YOUR OWN.

1. WHAT IS THE DIFFERENCE BETWEEN AN OBSERVATION AND AN INFERENCE?

2. WHAT DO YOU THINK LIFE WAS LIKE IN WILLIAMSBURG, VIRGINIA IN 1900? (We will compare our ideas now with our ideas at the end of this unit!)
<table>
<thead>
<tr>
<th>PHOTOGRAPH #</th>
<th>POSSIBLE OBSERVATIONS</th>
<th>POSSIBLE INFERENCES</th>
</tr>
</thead>
</table>
| 1            | 1. dirt roads with ruts and wheel tracks  
               2. lots of houses opposing each other with white picket fences in front of porch/entrance  
               3. a long tree-lined street with a church steeple in background  
               4. wagon-carts drawn by horses, cows  
               5. wooden "bridges" over ditches | 1. an "old" photograph of a long time ago  
                                             2. a residential area (neighborhood)  
                                             3. the town's main street  
                                             4. transportation for people or for delivering goods  
                                             5. recent rainfall |
| 2            | 1. wagon-cart drawn by 2 cows (ox)  
               2. a male negro cart driver resting on a seat made of corn husks, stopped cart in front of a general store  
               3. male negro cart driver wears a hat and a heavy coat | 1. transportation for heavy load  
                                             2. a negro servant delivering goods and waiting outside a general store for an "order" to be prepared  
                                             3. cool weather |
| 3            | 1. 2 negroes (1 female, 1 male) engaged in serious conversation outside  
               2. female negro holding hat onto head with one hand and holding her umbrella with the other, her apron is blowing in the wind | 1. If these are negro servants, they could be discussing the weather or errands that they are doing for their employers  
                                             2. a storm may be approaching |
| 4            | 1. 1 adult negro female, 1 adult negro male, 1 negro child  
               2. a wagon-cart drawn by 2 cows (ox), female negro woman holds a bunch of fish in the street, notation on photo reads: "Fish, 25 cents a bunch" | 1. a negro family  
                                             2. family is selling fish a way of making money |
| 5            | 1. negroes and whites in front of "S. Harris Cheap Store"  
               2. the two-story building beside the store has a balcony  
               3. no sidewalks or paved roads | 1. they are shopping at a general store and socializing  
                                             2. this two-story building may be either a dwelling above a shop or even a hotel  
                                             3. dirty buildings inside |
<table>
<thead>
<tr>
<th>PHOTOGRAPH #</th>
<th>POSSIBLE OBSERVATIONS</th>
<th>POSSIBLE INFERENCES</th>
</tr>
</thead>
</table>
| 6            | 1. 4 elegantly dressed white ladies and one negro girl (dressed in a simple frock with one strap falling off her shoulder), all seated and posed on steps  
2. negro girl holding 2 sunflowers and staring an empty, tired stare | 1. relaxing on the front steps of a school house or residence  
2. the girl may be the only servant the family has, so she is overworked |
| 7            | 1. 5 young boys, one young girl, and 4 women gathered in someone's backyard, all white and nicely dressed  
2. small white boy peering over white picket fence  
3. sailor and high collars, bow ties, boutonnieres | 1. socializing with friends and family  
2. possible curiosity and interest in watching the camera "in action" making this photograph!  
3. the style of dress in 1900 |
| 8            | 1. 1 white woman, 2 white girls inside, elegantly dressed  
2. all 3 examining a crystal? bowl full of grapes | 1. a wealthy mother and 2 daughters  
2. possibly preparing for a fancy dinner for family or friends |
| 9            | 1. a white woman holding a small girl and seated on a bench outside, notation on photo: “Cynthia & Mother October 1908”  
2. woman and child holding each other, tenderly | 1. a mother and daughter  
2. demonstrating affection or the child may have been frightened and in need of comfort |
| 10           | 1. a well-furnished room with a well-dressed white woman, small boy, and gentleman  
2. a gentleman is wearing a white collar around his neck, reading Heretics, a cross and a Madonna and Child picture on the wall  
3. many books in a bookcase, man and woman both reading  
4. a small boy writing at a desk  
5. 2 lamps, a ceiling light | 1. a wealthy family  
2. the gentleman is a minister  
3. a well-educated family  
4. he may be doing homework  
5. electricity present |
<table>
<thead>
<tr>
<th>PHOTOGRAPH #</th>
<th>POSSIBLE OBSERVATIONS</th>
<th>POSSIBLE INFERENCE(S)</th>
</tr>
</thead>
</table>
| 11           | 1. 3 elegantly dressed white women gathered around a fireplace in a well-appointed room with a teapot and tea cups on a table  
2. books on the table and in a bookcase  
3. high blouse collars, hair pulled up and back  
4. crowded walls and mantle filled with picture frames; overdecorated | 1. possibly cool weather; friends visiting each other in a wealthy home  
2. well-educated people live here  
3. the style of dress in 1900  
4. typical Victorian "clutter" |
| 12           | 1. 4 white women, 3 white men; well-dressed, outside in someone's backyard, playing guitars, banjo, and mandolin (no stereos or radios!) | 1. music was an excellent past-time and forms of social entertainment |
| 13           | 1. notation on photo: "Carnival on Court-Green, Williamsburg, Virginia"  
2. tents and booths | 1. form of entertainment similar to modern amusement parks (i.e.: Disneyland, Busch Gardens, etc.)  
2. possible fund-raising for charities, etc. |
| 14           | 1. large group of white children gathered around the grave of Matthew Whaley  
2. girl with hand on grave, boy resting arm on grave, all students have serious expressions  
3. boys and girls barefoot, in short sleeves, and wearing straw hats | 1. a Matthew Whaley School field trip to Bruton Parish Church cemetery to pay respects to Matthew Whaley  
2. demonstrating loving concern for the nine-year-old boy for whom Matthew Whaley School is named  
3. warm weather |
LESSON 2
DEVELOPING HYPOTHESES

INTRODUCTION

This second lesson is designed to encourage students to use a city map of Williamsburg, VA (April 1921) in order to hypothesize about what the town and townspeople were like in the early 1900’s.

OBJECTIVES

1. Given different sections of a map of Williamsburg, VA (April 1921), students will locate specified buildings.
2. Given a "Scale of Feet" drawn on each map, students will translate inches into feet in order to determine distance between buildings.
3. After studying the locations of buildings, students will be able to make hypotheses about the inhabitants and the activities they may have participated in Williamsburg, VA in 1921.

MATERIALS

1. 6 enlarged mounted photocopies (18” x 25”) of 6 sections of a map of the City of Williamsburg, VA (April 1921).
2. For each of the 6 map sections, 15 solid colors (of fabric) adhered to 15 squares (1 cm x 1 cm) of velcro. These will be fastened to appropriate locations on the map according to the Key or Legend.
3. Copies of Activity 2 as needed.
4. Rulers, pencils.

SUGGESTED TEACHING STRATEGY

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce the map by explaining that we will study buildings and their locations on six different map sections.</td>
<td>1. . . . .</td>
</tr>
<tr>
<td>2. Encourage students to take their time to study the map and to try and refine their hypotheses from Lesson 1.</td>
<td>2. . . . .</td>
</tr>
<tr>
<td>3. Divide the class into six groups, if possible, (for use with map section #’s 2-7) and distribute Activity 2.</td>
<td>3. Get pencils and rulers ready. Begin working in groups.</td>
</tr>
<tr>
<td>4. Refer to Teacher Questions/ Possible Student Responses sheets.</td>
<td>4. Refer to Teacher Questions/ Possible Student Responses sheets.</td>
</tr>
</tbody>
</table>
Teacher:  

5. Collect Activity 2 and compile results for students.

6. If time permits, allow students to make oral presentations of their findings as well as their hypotheses about life in Williamsburg, VA in the early 1900's.

7. FOLLOW-UP ACTIVITY: Organize a field trip to the Colonial Williamsburg Historic Area in order for students to compare their hypotheses to the physical historical surroundings.

Student:  

5. Complete and hand in Activity 2 to the teacher.

6. ........

7. ........

EVALUATION

Refer to Activity 2.
Activity 2

NAME________________________________________________________

MAP SECTION # _____________________________
(Look for a large # in the top right corner)

DIRECTIONS: Study your map section of the City of Williamsburg, VA carefully. Answer questions 1-7.

1. What is the date of this map of the City of Williamsburg, VA?

_________________________________________ How old is the map?

(Show your work here).

2. What, if any, are the main buildings on your map section?

__________________________________________

3. Street names are written in large print. List the streets on your map here:

__________________________________________

__________________________________________

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding color velcro square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.

KEY

S = Store

D = Dwelling (residence or home)

rest. = Restaurant

(bright green) STORE__________________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
5. In 1921 in Williamsburg, VA, what was used to heat buildings? ________________________________

What was used for lighting? ______________________________________________________________

6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here:

There are approximately _____ feet between ________________________________________________

________________________________________________________(Bldg. #1) and ________________________

________________________________________________________(Bldg#2).
7. Looking at the types of buildings and their locations on your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shopkeepers may have lived above or near their shops? Why? Write a well-organized paragraph answer here:
Teacher Questions: Possible Student Responses:

1. What is the date of this map of the City of Williamsburg, VA? How old is the map? (Show your work).
   1. April 1921. 1989 -1921
      This map is 68 years old.

2. What, if any, are the main buildings on your map section?
   2. The College of William and Mary.

3. Street names are written in large print. List the streets on your map here.
   3. Richmond Avenue, North/South Boundary, College Avenue, Main or Duke of Gloucester Street.

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding velcro color square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.
   4. . . . .

**KEY**

S = Store
D = Dwelling
rest. = Restaurant
(bright green STORE .................. none.
(royal blue) DWELLING ............... yes, many.
(red) CHURCH .......................... Chapel.
(yellow) SCHOOL ....................... The College of William & Mary.
(pink) HOTEL/INN ...................... none.
(purple) RESTAURANT/DINING ROOM/
   TEA ROOM ............................ Dining Hall.
(orange) FIRE DEPT ................... none.
(brown) AUTO SHOP/
   SALES/REPAIR ...................... yes.
(light blue) JAIL ..................... none.
<table>
<thead>
<tr>
<th>Teacher Questions:</th>
<th>Possible Student Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(black) LIBRARY .................................................. Library.</td>
<td></td>
</tr>
<tr>
<td>(gray) POST OFFICE ................................................. none.</td>
<td></td>
</tr>
<tr>
<td>(dark green) MOVING PICTURES ........................... none.</td>
<td></td>
</tr>
<tr>
<td>(coral) COLLEGE DORMITORY ...................... Jefferson Hall, Tyler Hall.</td>
<td></td>
</tr>
<tr>
<td>(white) LAUNDRY/CLEANING .............................. none</td>
<td></td>
</tr>
<tr>
<td>(light peach) BANK ............................................. none.</td>
<td></td>
</tr>
</tbody>
</table>

5. In 1921 in Williamsburg, VA, what was used to heat buildings? What was used for lighting?

5. Heat = steam.
   Lighting = electricity.

6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here.

6. There are approximately 250 feet between the entrance of the President's House and the entrance of the Science Hall.

7. Looking at the types of buildings and their locations on your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shopkeepers may have lived above or near their shops? Why? Write a well-organized paragraph answer here.

7. This section of the map includes the campus of The College of William & Mary. College students live in the dormitories, professors teach in the academic halls. There would be a lot of activity here September - May when classes are in session. The President and his family live on the campus. Most inhabitants here would probably be intelligent.
Teacher Questions: possibilities:

1. What is the date of this map of the City of Williamsburg, VA? How old is the map? (Show your work).
   - Possible Student Responses:
   - April 1921. 1989 -1921
   - This map is 68 years old.

2. What, if any, are the main buildings on your map section?
   - Possible Student Responses:
   - None.

3. Street names are written in large print. List the streets on your map here.
   - Possible Student Responses:
   - Prince George, North/South Nassau, North/South Henry, Main or Duke of Gloucester Street, Francis Street.

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding color velcro square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.
   - Possible Student Responses:
   - None.

KEY:

S = Store
D = Dwelling
rest. = Restaurant

(bright green STORE ................. Jewelry, General, Hardware, Drugs, Millinery, Printing, Candy, Barber, Meat & Grocery, Bakery.

(royal blue) DWELLING ................. yes, many.

(red) CHURCH ......................... Methodist, Baptist (colored).

(yellow) SCHOOL ....................... none.

(pink) HOTEL/INN ....................... none.

(purple) RESTAURANT/
      DINING ROOM/
      TEA ROOM ................. Tea Room.
Teacher Questions: Possible Student Responses:

(orange) FIRE DEPT. ........ none.

(brown) AUTO SHOP/Sales/REPAIR ........ yes, many.

(light blue) JAIL ........ none.

(black) LIBRARY ........ none.

(gray) POST OFFICE .......... Post Office.

(dark green) MOVING PICTURES .... Moving Pictures.

(coral) COLLEGE DORMITORY .... Girl’s College, Dormitory, Brown Hall.

(white) LAUNDRY/CLEANING .... Cleaning, Pressing.

(light peach) BANK ........ none.

5. In 1921 in Williamsburg, VA, what was used to heat buildings? What was used for lighting?

Heat = stove.

Lighting = lamp, electricity.

6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here.

The General Store on the corner of North Nassau and Main Street is approximately 125 feet from the Post Office.

7. Looking at the types of buildings and their locations on your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shopkeepers may have lived above or near their shops? Why?

This section of the map is an active, fashionable, commercial area of town with a Post Office, stores, and churches. There are a number of dwellings as well. Some of the shopkeepers may have lived above or near their shops. Because of the "colored" and (supposedly) white churches, one can guess that both blacks and whites inhabited Williamsburg, VA in 1921.

Write a well-organized paragraph answer here.
MAP OF THE CITY OF WILLIAMSBURG, VA
April 1921 Section #4

Teacher Questions:

1. What is the date of this map of the City of Williamsburg, VA? How old is the map? (Show your work).

Possible Student Responses:

April 1921. 1989 -1921
This map is 68 years old.

2. What, if any, are the main buildings on your map section?

Possible Student Responses:

none.

3. Street names are written in large print. List the streets on your map here.

Possible Student Responses:

Prince George, North/South Nassau, Palace, Dunmore, Nicholson, Main or Duke of Gloucester Street, Francis Street, South England.

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding color velcro square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.

Possible Student Responses:

yes, many.

KEY

S = Store
D = Dwelling
rest. = Restaurant

(bright green STORE ................. General, Confectionery, Drugs, Milliner, Jeweler, News Stand.

(royal blue) DWELLING ......... yes, many.

(red) CHURCH .................. Methodist, Baptist (colored).

(yellow) SCHOOL ................. Presbyterian, M.E. Church South, Bruton Episcopal with a cemetery.

(pink) HOTEL/INN ............... none.

(purple) RESTAURANT/DINING ROOM/
TEA ROOM ..................... Tea Room.
Teacher Questions: Possible Student Responses:

(orange) FIRE DEPT. .................. Fire Dept.
(brown) AUTO SHOP/
    SALES/REPAIR ................... yes.
(light blue) JAIL ...................... Jail.
(black) LIBRARY ........................ none.
(gray) POST OFFICE .................... none.
(dark green) MOVING PICTURES .... Moving Pictures.
(coral) COLLEGE DORMITORY ........ none.
(white) LAUNDRY/CLEANING ............ none.
(light peach) BANK .................... Bank.

5. In 1921 in Williamsburg, VA, what was used to heat buildings? What was used for lighting?

6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here.

7. Looking at the types of buildings and their locations on your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shopkeepers may have lived above or near their shops? Why? Write a well-organized paragraph answer here.

5. Heat = stove.
   Lighting = electricity.

6. Bruton Episcopal Church is approximately 275 feet from the News Stand.

7. This section of the map of the City of Williamsburg, VA is residential with three churches in the area. It would be a fairly quiet area. There are some important public buildings in the southeastern corner of the map: City Hall, Bank, Jail, Fire Dept., etc.
Teacher Questions:  Possible Student Responses:

1. What is the date of this map of the City of Williamsburg, VA? How old is the map? (Show your work).
   1. April 1921. 1989
      This map is 68 years old.

2. What, if any, are the main buildings on your map section?
   2. none.

3. Street names are written in large print. List the streets on your map here.
   3. North/South England, Scotland, Main or Duke of Gloucester Street, North/South Queen, North/South Colonial, Francis Street, North/South Boundary.

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding color velcro square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.
   4. . . . . . .

   KEY

   S = Store
   D = Dwelling
   rest. = Restaurant

   (bright green STORE . . . . . . . . . . . . . Furniture, Grocery and Meat, Notions, Cobbler, Barber, Millinery, Tin Shop.

   (royal blue) DWELLING . . . . . . . . . . . . . yes, many.

   (red) CHURCH . . . . . . . . . . . . . . . . . . . Baptist, Union Baptist (colored), M.E. Church (colored).

   (yellow) SCHOOL . . . . . . . . . . . . . . . . . . . Old Public School No. 1 (presently a dwelling).

   (pink) HOTEL/INN . . . . . . . . . . . . . . . . . . . Hotel Williamsburg, Colonial Inn, Raleigh Hotel.
Teacher Questions: Possible Student Responses:

(purple) RESTAURANT/DINING ROOM/ TEA ROOM .................. Restaurant, Dining Room, Tea Room.

(orange) FIRE DEPT. ................. none.

(brown) AUTO SHOP/ SALES/REPAIR .......................... yes.

(light blue) JAIL .......................... none.

(black) LIBRARY ......................... Library.

(gray) POST OFFICE .................... none.

(dark green) MOVING PICTURES ...... none.

(coral) COLLEGE DORMITORY ...... none.

(white) LAUNDRY/CLEANING ......... yes.

(light peach) BANK ...................... none.

5. In 1921 in Williamsburg, VA, what was used to heat buildings? What was used for lighting?


6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here.

6. The Hotel Williamsburg is approximately 300 feet from the Colonial Inn.

7. Looking at the types of buildings and their locations of your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shop-keepers may have lived above or near their shops? Why?

7. This section of the map most likely had many visitors because there are three hotels/inns in the area. Blacks most likely lived in the northeastern section of the map because of the location of two black ("colored") churches there. There is a healthy blend of dwellings and shops. Shopkeepers probably lived above or near their shops.

20
Teacher Questions: Possible Student Responses:

1. What is the date of this map of the City of Williamsburg, VA? How old is the map? (Show your work).
   - April 1921. 1989 -1921
   - This map is 68 years old.

2. What, if any, are the main buildings on your map section?
   - none.

3. Street names are written in large print. List the streets on your map here.
   - Scotland Street, Cross, North/South Botetourt, Nicholson, Main or Duke of Gloucester Street, Francis Street, Capitol Avenue, Blair Avenue.

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding color velcro square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.
   - . . . .

KEY

S = Store

D = Dwelling

rest. = Restaurant

(bright green STORE. General, Grocery.

(royal blue) DWELLING yes, many.

(red) CHURCH Mt. Ararat Baptist (colored).

(yellow) SCHOOL "Colored School".

(pink) HOTEL/INN none.

(purple) RESTAURANT/DINING ROOM/

   TEA ROOM none.

(orange) FIRE DEPT. none.
Teacher Questions: Possible Student Responses:

(brown) AUTO SHOP/SALES/REPAIR .................. yes.

(light blue) JAIL ........................................ none.

(black) LIBRARY ................................. none.

(gray) POST OFFICE ............................ none.

(dark green) MOVING PICTURES ........ none.

(coral) COLLEGE DORMITORY ........ none.

(white) LAUNDRY/CLEANING ........ none.

(light peach) BANK .............................. none.

5. In 1921 in Williamsburg, VA, what was used to heat buildings? What was used for lighting?

5. Heat = stove, furnace.

Lighting = electricity.

6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here.

6. The "Colored School" is approximately 850 feet from the Mt. Ararat Baptist Church (colored).

7. Looking at the types of buildings and their locations of your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shopkeepers may have lived above or near their shops? Why? Write a well-organized paragraph answer here.

7. This section of the map is a densely residential area. The area would be fairly quiet. Blacks probably populated Nicholson and Francis Streets because of their close proximity to the "Colored School" and the Mt. Ararat Baptist Church (colored). The northeastern section is the site of the original Colonial Capitol building (near Capitol Avenue).
MAP OF THE CITY OF WILLIAMSBURG, VA
April 1921 Section #7

Teacher Questions: Possible Student Responses:

1. What is the date of this map of the City of Williamsburg, VA? How old is the map? (Show your work).
   1. April 1921. 1989
      This map is 68 years old.

2. What, if any, are the main buildings on your map section?
   2. Eastern State Hospital.

3. Street names are written in large print. List the streets on your map here.
   3. Francis Street, South Boundary, Ireland Street, South Henry Street.

4. Find, if possible, one example of the following buildings on your map section. Mark the map with the corresponding color velcro square and list the name in the blank. If the building does not exist on your map section, write "none" in the blank.
   4. . . . .

KEY

S = Store
D = Dwelling
rest. = Restaurant

(bright green STORE ....................... none.

(royal blue) DWELLING ...................... yes, many.

(red) CHURCH .............................. Chapel.

(yellow) SCHOOL ........................... none.

(pink) HOTEL/INN ........................... none.

(purple) RESTAURANT/DINING ROOM/
       TEA ROOM  ....................... Dining Hall, Dining Room.

(orangered) FIRE DEPT  .................. "Hose House".
Teacher Questions: Possible Student Responses:
(brown) AUTO SHOP/Sales/Repair ............... yes.
(light blue) JAIL ................................ none.
(black) LIBRARY ............................... none.
(gray) POST OFFICE .......................... none.
(dark green) MOVING PICTURES ........ none.
(coral) COLLEGE DORMITORY ........... none.
(white) LAUNDRY/CLEANING .............. yes.
(light peach) BANK ............................ none.

5. In 1921 in Williamsburg, VA, what was used to heat buildings? What was used for lighting?

6. Find the "Scale of Feet" on your map section. Choose 2 different buildings and then use your ruler to measure the distance between them. ONE INCH = 50 FEET. Fill in the blanks here.

7. Looking at the types of buildings and their locations of your map section, what kinds of activities would you expect to be happening in this part of the city of Williamsburg, VA in 1921? Why? Who may have lived here? Why? Do you think shop-keepers may have lived above or near their shops? Why? Write a well-organized paragraph answer here.

5. Heat = steam.
   Lighting = electricity.

6. The Female Tuberculosis Camp is approximately 550 feet from the Male Tuberculosis Camp.

7. Eastern State Hospital grounds would most likely be off limits to the general public because it is a mental hospital. There probably would not be too much social or academic activity here. Walking around the area, however, one would possibly see doctors, nurses, and patients and possibly hear an occasional outburst of screaming or laughter!
LESSON 3
TESTING THE PROBLEM

INTRODUCTION

This third lesson is designed to test students’ hypotheses from the previous two lessons. This can be accomplished through the introduction of the 1900 Census of the City of Williamsburg, Virginia. This lesson may continue for two days or it may be shortened to one day.

OBJECTIVES

1. Given the major components of a Federal census, students will read and decipher 8 pages of a 1900 Federal census of the City of Williamsburg, VA.

2. Given a set of questions, students will recognize parts of a census and make hypotheses to describe the community of Williamsburg, VA in 1900.

MATERIALS

1. 8 mounted photocopied pages (19” x 14”) of the 1900 Census of the City of Williamsburg, VA (National Archives Microfilm #T623 Roll #1740).

2. Copies of Activity 3 as needed.

3. Pencils.

SUGGESTED TEACHING STRATEGY

Teacher: Student:

1. Introduce the concept of census-taking in the United States by explaining that the Federal government needs to know how many people live here (their ages, jobs, etc.) so that it can compare and predict growth (in agriculture, population, economy, etc.) from decade to decade. The first Federal census was taken in 1790.

   1. Why do we have a census every 10 years?

2. Introduce the major components of a census and be certain that the students are able to locate each heading on their census sheet:

   *State
   *County
   *City
   *Institution
   *Date
   *Relation
   *Citizenship
   *Occupation
   *Education
   *Ownership of home
   *Nativity (place born)
   *Personal Description

2. How do we read this census?
3. Divide the class into 4
groups, if possible and
distribute the census
sheets as follows:

<table>
<thead>
<tr>
<th>Sheet #</th>
<th>Group #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>A</td>
</tr>
<tr>
<td>3, 4</td>
<td>B</td>
</tr>
<tr>
<td>5, 6</td>
<td>C</td>
</tr>
<tr>
<td>7, 8</td>
<td>D</td>
</tr>
</tbody>
</table>

4. Distribute Activity 3.

5. Refer to Teacher
Questions/Possible Student
Responses sheets.

6. Collect Activity 3 and
compile results for
students.

7. If time permits, allow
students to make oral
presentations of their
findings. This will enable
students to test one
another's hypotheses as
well as heighten their
insight into the personal
characteristics of the
inhabitants of Williamsburg,
VA in 1900.

8. FOLLOW-UP ACTIVITY:
Organize an In-School
Census in which the
class may participate.
See In-School Census
Follow-up Activity.

EVALUATION

Refer to Activity 3.
Activity 3
NAME______________________________

DIRECTIONS: Study your census sheet carefully.
Answer questions 1-4.

1. List as many different OCCUPATIONS (Trades or Professions) as you can find on your census sheet:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. Which specific OCCUPATIONS (Trades or Professions) give you a clue that this census was taken in a city/urban area and not a country/rural area?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. List any problems or difficulties you found while reading the census:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Studying your census sheets carefully, what characteristics of the community can you determine from the details given? A closed/unfriendly community or an open/friendly one? Why?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

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**JUNE 1900 CENSUS**
*City of Williamsburg, VA (red #’s on pp. 1-4)*

**Teacher Questions:**

1. List as many different OCCUPATIONS (Trades or Professions) as you can find on your census sheet.

2. Which specific OCCUPATIONS give you a clue that this census was taken in a city/urban area and not a country/rural area?

3. List any problems or difficulties you found while reading the census.

4. Studying your census sheets carefully, what characteristics of the community can you determine from the details given? A closed/unfriendly community or an open/friendly one? Why?

**Possible Student Responses:**


2. Teacher, Pharmacist, Merchant, Salesman(woman), Telegraph Operator, Hotel Proprietor, Architect, Bank Clerk, At college.

3. The handwriting was often difficult to read. The census taker could make accidental errors.

4. The variety of occupations of the inhabitants leads one to conclude that this is a prosperous community.
DIRECTIONS: Study your census sheet carefully.
Answer questions 1-17.

1. What is the name of the institution for this census sheet?

2. What is the date? _______________________

3. Who is the President of the College? _______________________

4. Does he own or rent his home? _______________________

5. What is his Occupation (Trade or Profession)? _______________________

6. Is he single, married, or divorced? _______________________

7. How many children does he have? _______________________

8. What are their names and ages? _______________________

9. Are there any other teachers on this census sheet?
If so, what is his/her name? _______________________

10. Where was his mother born? _______________________

11. Where was his wife born? _______________________

12. Are all of the students on census sheet #6 from Virginia? If not, from what other places are they?

13. Are there any female or black students on this sheet? _______________________

14. Are any of the students married? _______________________

15. What is the age of the youngest/oldest student? _______________________

16. List any problems or difficulties you found while reading the census:

NAME__________________________
17. Studying your census sheets carefully, what characteristics of this college community can you determine from the details given, and why?
<table>
<thead>
<tr>
<th>Teacher Questions</th>
<th>Possible Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the name of the institution for this census sheet?</td>
<td>1. The College of William and Mary.</td>
</tr>
<tr>
<td>2. What is the date?</td>
<td>2. June 18, 1900.</td>
</tr>
<tr>
<td>3. Who is the President of the College?</td>
<td>3. Lyon G. Tyler.</td>
</tr>
<tr>
<td>4. Does he own or rent his home?</td>
<td>4. He owns his home.</td>
</tr>
<tr>
<td>5. What is his Occupation (Trade or Profession)?</td>
<td>5. Teacher.</td>
</tr>
<tr>
<td>6. Is he single, married, widowed, or divorced?</td>
<td>6. He is married.</td>
</tr>
<tr>
<td>8. What are their names and ages?</td>
<td>8. Elizabeth - 15 years old.</td>
</tr>
<tr>
<td></td>
<td>John - 13 years old.</td>
</tr>
<tr>
<td>10. Where was his mother born?</td>
<td>10. Maine.</td>
</tr>
<tr>
<td>places are they?</td>
<td></td>
</tr>
<tr>
<td>13. Are there any female or black students?</td>
<td>13. No, they are all white males.</td>
</tr>
<tr>
<td>15. What is the age of the youngest/oldest student?</td>
<td>15. 16 years old, 26 years old.</td>
</tr>
<tr>
<td>Teacher Questions:</td>
<td>Possible Student Responses:</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>16. List any problems or difficulties you found while reading the census.</td>
<td>16. The handwriting was often difficult to read. The census taker could make accidental errors.</td>
</tr>
<tr>
<td>17. Studying your census sheets carefully, what characteristics of the community can you determine from the details given?</td>
<td>17. This would be a quiet college community, an interesting place to visit.</td>
</tr>
</tbody>
</table>
Activity 3

NAME ________________________________

DIRECTIONS: Study your census sheet carefully.
Answer questions 1-11.

1. What is the name of the institution for this census sheet?

____________________________________________________________________

2. Who is the Superintendent of this hospital? ____________________________

3. What other Occupation (Trade or Profession) does he have?

____________________________________________________________________

4. Are there any other physicians listed? _____ If so, how many? _____________

5. What two other medical professionals are listed?

____________________________________________________________________

6. Where was the dentist born? ___________________ How old is he? ____________

7. Where was his father born? ____________________

8. Where was his mother born? ____________________

9. What was the race and sex of all the inmates listed on this census sheet?

____________________________________________________________________

10. List any problems or difficulties you found while reading the census:

____________________________________________________________________

____________________________________________________________________

11. Studying your census sheets carefully, what characteristics of the community can you determine from the details given?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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JUNE 1900 CENSUS
Eastern State Hospital (red #’s on pp. 7-8)

Teacher Questions: Possible Student Responses:

1. What is the name of the institution for this census sheet?
   1. Eastern State Hospital.

2. Who is the Superintendent of this hospital?
   2. Mr. Foster.

3. What other Occupation (Trade or Profession) does he have?
   3. He is a physician.

4. Are there any other physicians listed? If so, how many?
   4. Yes, two.

5. What two other medical professionals are listed?
   5. Dentist, Nurse.

6. Where was the dentist born? How old is he?
   6. Ontario, Canada. 29 years old.

7. Where was his father born?
   7. Amsterdam, Holland.

8. Where was his mother born?
   8. Ireland.

9. What is the race and sex of all the inmates listed on this census sheet?
   9. White, male.

10. List any problems or difficulties you found while reading the census.
    10. The handwriting was often difficult to read. The census taker could make accidental errors.

11. Studying your census sheets carefully, what characteristics of the community can you determine from the details given?
    11. The mental hospital employees would be helpful and friendly. The patients would probably be difficult to understand.
## IN-SCHOOL CENSUS

**SCHOOL**

**STATE**

**CITY**

**COUNTY**

**DATE**

<table>
<thead>
<tr>
<th>Location (Homeroom)</th>
<th>Name</th>
<th>Personal Description</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ethnic Origin</td>
<td>Sex</td>
<td>Birth</td>
<td>Age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mo.</td>
<td>Yr.</td>
</tr>
</tbody>
</table>

---

35
LESSON 4
TESTING THE PROBLEM

INTRODUCTION

This fourth lesson is designed to expose students to news, advertising, clothing, and so on of Williamsburg, VA inhabitants through a study of the May 22, 1987 edition of The Virginia Gazette. This lesson will develop insight and test students’ hypotheses about life in Williamsburg, VA 1891-1921.

OBJECTIVES

1. Given 4 photocopied pages of the May 22, 1897 edition of The Virginia Gazette, students will compare/contrast it to today’s newspapers.
2. After completing an activity using the gazette, students will have gained insight into the lives of the Williamsburg inhabitants and will be able to test their hypotheses about life in Williamsburg, VA 1891-1921.

MATERIALS

1. 4 mounted photocopied pages (10”x 17”) of the May 22, 1897 edition of The Virginia Gazette.
2. Copies of Activity 4 as needed.
3. Pencils.

SUGGESTED TEACHING STRATEGY

Teacher:
1. Introduce students to The Virginia Gazette (May 22, 1897) by asking them to name newspapers they have read.
2. Write the following words on the chalkboard and call on students to explain the meanings in their own words:
   * advertising
   * subscription
   * headlines
3. Because this is individual work, distribute Activity 4 (along with the mounted photocopied pages of The Virginia Gazette) to students, one page at a time. Allow the rest of the class to work on other activities.

Student:
2. *advertising - a written announcement of something to sell, etc.
   *subscription - a purchase of something (i.e.: for a year’s time, a magazine subscription).
   *headlines - main news stories.
Teacher:

4. Refer to Teacher Questions/Possible Student Responses sheets.

5. Collect Activity 4 and compile results for students.

Student:

4. Refer to Teacher Questions/Possible Student Responses sheets.

5. Complete and hand in Activity 4 to the teacher.

EVALUATION

Refer to Activity 4.
DIRECTIONS: Study The Virginia Gazette carefully. Answer questions 1-15.

1. What is the title of this newspaper? ____________________________________________________

2. What is the cost for a one-year subscription (purchase) to The Virginia Gazette in 1897? ________
   Do you know what a subscription to a newspaper would cost today? _____ If so, write the cost here: ____________________

3. What is the date of this newspaper? ___________________________________________________ 

4. Who is the editor/publisher? (Hint: Look on page 2). ____________________________________

5. Who was the President of the United States in 1897? ____________________________________

6. What are some of the front page headlines (main news stories)? ___________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Find some “Personal and Brief” news on page 2. Is this local or national news? ____________
   List your favorite “gossip” news item here: _____________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. Name some foods for which you find recipes on page 2.
   __________________________________________________________
   Choose and list a grocery item and its price as well as its approximate price in today’s grocery stores:
   __________________________________________________________
9. Look at pages 2 and 4. What is one way that merchants advertised (announced something to sell, etc.) their products and services? __________________________________________________________________________

10. Are all of the advertising merchants inhabitants of Williamsburg? ____ If not, what other cities do they live in? __________________________________________________________________________

11. If you were an inhabitant of Williamsburg, VA in 1897, what products would you be interested in purchasing, and why? (List the price of the product, if given).

   __________________________________________________________________________

12. Look at page 3. What clues can you find that suggest this newspaper is not set in modern times?

   __________________________________________________________________________

13. Look at page 4. List your favorite "Words of Wisdom":

   __________________________________________________________________________

14. Continue looking on page 4. List your favorite "Pith and Point":

   __________________________________________________________________________

15. What is your favorite section of The Virginia Gazette, and why?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________
THE VIRGINIA GAZETTE May 22, 1897

Teacher Questions:

1. What is the title of this newspaper?

2. What is the cost in 1897 for a one-year subscription to the newspaper? Do you know what a subscription would cost today?

3. What is the date of the newspaper?

4. Who was the editor/publisher? (Look on page 2).

5. Who was the President of the United States in 1897?

6. What are some of the front page headlines?

7. Find some “Personal and Brief” news on page 2. List your favorite “gossip” news item here.

8. Name some foods for which you find recipes on page 2. Choose and list an item with its approximate price in today’s grocery store.

Possible Student Responses:

1. The Virginia Gazette.

2. $1.00 per year. A subscription in 1989 costs $17.00 per year.

3. May 22, 1897.


5. William McKinley.

6. - President McKinley sent a message to Congress about Cuba.
   - There are forest fires in the upper peninsula of Michigan.
   - The new knitting mills in Portsmouth are producing well.
   - A boiler at a West Virginia sawmill exploded and killed some people.
   - etc.

7. - Mr. C. P. Armistead, the popular Steward of the Eastern State Hospital, was in Richmond Thursday.
   - Miss Kittie Morecock, who has been spending time in Richmond, will return home in a few days.
   - It is said that Mr. Taz. Taylor, of Norfolk, is being prominently mentioned for the State Senate.

   1897: 7 cents/lb. bacon.
   1989: $1.50/lb. bacon.
### Teacher Questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Look at pages 2 and 4. What is one way that merchants advertised their products and services?</td>
<td>9. They placed eye-catching advertisements in <em>The Virginia Gazette</em>.</td>
</tr>
<tr>
<td>10. Are all of the merchants inhabitants of Williamsburg? What other cities do they live in?</td>
<td>10. No, they are also from Richmond, Norfolk, Binghamton (NY), Chicago (IL), St. Louis (MO), New York (NY), Boston (MA), Philadelphia (PA).</td>
</tr>
<tr>
<td>11. If you were an inhabitant of Williamsburg, VA in 1897, what products would you be interested in purchasing? Why? List the price of the product, if possible.</td>
<td>11. I would need shoes to wear to school so I would buy my shoes from W. L. Douglas at $3.00/pr.</td>
</tr>
<tr>
<td>12. Look at page 3. What clues can you find on this page that suggest this newspaper is not set in modern times?</td>
<td>12. The clothing and hairstyles are old-fashioned designs.</td>
</tr>
<tr>
<td></td>
<td>- You will limit the number of your troubles if you limit the number you tell them to.</td>
</tr>
<tr>
<td>14. Continue looking on page 4. List your favorite &quot;Pith and Point&quot;.</td>
<td>14. - Even in traveling a thorny path, it may not be necessary to step on all the thorns.</td>
</tr>
<tr>
<td>15. What is your favorite section of <em>The Virginia Gazette</em>? Why?</td>
<td>15. . . . .</td>
</tr>
</tbody>
</table>
LESSON 5
DEVELOPING A CONCLUSION

INTRODUCTION

This final lesson is designed to help students synthesize their observations, inferences and hypotheses in order to develop a final conclusion about life in Williamsburg, VA: 1891-1921.

OBJECTIVES

1. Given a file folder which includes Activity Sheets #1-4, students will synthesize this collected data into a description of a typical day for a child in Williamsburg, VA: 1891-1921.

2. Students will derive satisfaction from their ability to develop accurate conclusions about life in Williamsburg, VA: 1891-1921.

MATERIALS

1. Chalkboard, chalk.

2. File folder for each student including Activity Sheets #1-4.


SUGGESTED TEACHING STRATEGY

Teacher:                     Student:

1. On the chalkboard, briefly review and list observations, inferences, and hypotheses of Williamsburg inhabitants according to student data.

2. Have the class agree on a statement that describes as accurately as possible (based on their study) what life was like in Williamsburg, VA: 1891-1921.

3. Distribute file folders which include Activity Sheets #’s 1-4 to each student.

4. Ask students to assume the identity of a child (choose their favorite girl’s or boy’s name from the 1900 census) and describe a typical day for her/him in Williamsburg, VA 1891-1921. Make certain students include data from Activity Sheet #’s 1-4.

Based on the evidence we have examined, life in Williamsburg, VA: 1891-1921 was . . . .

Get file folder, pencil, and notebook paper ready.

. . . .
Teacher:

5. Collect papers and review them.

6. Allow students to present orally their typical day descriptions of children in Williamsburg, VA; 1891-1921.

Student:

5. Complete file folders and hand in to teacher.

6. Present typical day descriptions to the class.

EVALUATION

Refer to student file folders.
SELECTED BIBLIOGRAPHY


Colonial Williamsburg Foundation. (selected pre-restoration photographs)


Sanborn Company, Fire insurance map of Williamsburg, Virginia: April 1921.


The Virginia Gazette. (May 22, 1897), Vol. V, No. 1.