

EXTEND your STUDENTS' LEARNING!

activities to follow the revolutionary war program

“Lexington & Loudoun:

The Coming of the American Revolution”

1. **Extending learning into the community.** Students have received materials that encourage them to pursue their curiosity about the local area and its history with their parents—*beyond* the classroom. We all know that *true* learning goes beyond the classroom and the pesky ever-present SOLs. ***Is extra credit a possibility if a student tries one of these?***
 - a. The Scavenger Hunt—This gives students a chance to see local colonial and Revolutionary War sites. Students search for answers to questions at historic sites throughout Loudoun County. Establish which of the sites and their questions you want dealt with to get credit. [*Directions to each site are included with the scavenger hunt brochure. If all the sites are visited and enough answers are correct, the student receives a Mosby Heritage Area t-shirt.*] With so many people new to Loudoun, this activity gets *families* thinking and enthusiastic about their local history and a conversation going about it between parents and their kids. Seeing and touching sites discussed in my program is very special to many students! You may find the t-shirt is enough incentive, but do *remind* them.

Note: THESE Sites on the Loudoun Heritage Scavenger Hunt were touched on in this Revolutionary War program:
 - Scavenger Hunt, Part A--Leesburg Walking Tour—Sites 1, 4, 6, 14
 - Scavenger Hunt, Part B—Northern Loudoun Tour—Sites 4, 5, 7, 9
 - Scavenger Hunt, Part C—Southern Loudoun Tour—Site 7
 - b. A Mosby Heritage Area Revolutionary Era Walking Tour in Downtown Leesburg. Each of your students will be given one of these short walking tours of Leesburg which lets them see that the Revolution happened *here*, too. Encourage them to walk this with their parents or an older brother or sister. Have them take a picture of themselves at each site, then print it out so that you can see they visited—then give them *extra credit*. We will have talked about several of these sites in the program.
 - c. Sites with special early Loudoun History Programs for students—
 - Loudoun Heritage Farm Museum, Sterling—www.loudounfarmmuseum.org
 - Loudoun Museum in Leesburg--www.loudounmuseum.org
 - Claude Moore Park in Sterling--www.loudoun.gov/prcs/parks/claude.htm

2. **Extend learning through use of the computer.** Below are listed sites that can be useful and interesting in learning more about early Loudoun, Lexington, Boston, and their experiences during the American Revolution.
- a. www.loudounhistory.org Gene Scheel's web site, a marvel for Loudoun history teachers. Look at the index! Scheel teaches Loudoun History to Loudoun's teachers; see the fall/spring teacher course listings.
 - b. <http://vagensearch.com/AmericanRevolution/History.html>
A Loudoun Revolutionary War web site! Easy-to-use and informative.
 - c. www.nps.gov/mima/ This is the Minuteman National Historical Park web site, with information about what happened at Lexington and Concord, information for teachers and students, and photos of the park.
 - d. usparks.about.com/od/revwarsitesnatl/1/aa070399.htmf This site also looks at Minuteman National Park and the history it preserves, with information on Paul Revere
 - e. www.nps.gov/bost/ This is the Boston National Historical Park web site, with information about key Revolutionary War sites in the historic city, information for teachers and students, and photos of park sites.
 - f. www.cvesd.k12.ca.us/finney/paulvm/_welcomepv.html This site, in the process of moving--the new location is provided at this location when it does--is a Paul Revere's Ride "virtual museum"!

3. **Extending learning through classroom discussion.**

- a. Why do you think the men of Lexington were so willing to become Minutemen and take up arms against the Crown of Great Britain? Why did the Revolutionary War begin in Massachusetts (and not Virginia)?
- b. Why did so many of Loudoun's men stay home, remaining part of the local militia, rather than joining George Washington's Continental Army actually fighting the British in the field?
- c. If you were a Loudoun Quaker child during the Revolution—a religion that does not believe in War—how do you think you would have felt about this American attempt to get their independence from Britain? How do you think Quaker children were treated by their friends who *weren't* Quakers?
- d. Revolutions against the government—in this case, the government of Great Britain and the King—can be violent, bloody, and scary. We know that the actual Revolutionary War had no battles in Loudoun. But did it ever get violent, bloody, and scary here? [Q.: what does *violent* mean?]
- e. Should we have a statue to the soldiers of the Revolutionary War in Loudoun? Why or why not *here*?