

Visiting the West Virginia State Museum:

A Pre- and Post- Visit Lesson Plan for 3rd - 5th Grades

Pre-Visit Lesson

This 2-part lesson plan is designed for students in 3rd, 4th, and 5th Grades and is an optional supplement to your visit to the West Virginia State Museum. A pre-and post-visit lesson plan, student worksheets, and links to resources are all provided within this document.

Lesson Essential Question	Notes:
How will our field trip to the West Virginia State Museum help us to understand and appreciate our state's arts, culture, and history?	<i>This lesson is designed to allow teachers to adapt and focus on specific topics within the lesson to meet grade level standards and student needs as necessary.</i>
Lesson Objectives ("I Can..." Statements)	
- I can identify something that I want to learn about during my visit to the West Virginia State Museum. - I can examine West Virginia's history using examples of artifacts and primary source documents observed at the West Virginia State Museum. - I can connect with West Virginia history. - I can model appropriate citizenship and patriotism during a field trip to a historical museum.	
Lesson Standards	
3rd Grade SS.3.3: Investigate significant cultural contributions of various groups creating our multicultural society. SS.3.3: Examine historical conflicts and their resolutions (e.g. The Boston Tea Party, conflict between Native Americans and explorers). SS.3.25: Investigate the nine tourist regions of West Virginia. 4th Grade SS.4.17: Analyze the impact of West Virginia's geography on transportation settlement, jobs, clothing, food, shelter, services, and interaction with others outside the state. SS.4.18: Compare and contrast West Virginia's population, products, resources, and transportation from the 18th century through modern day. SS.4.19: Pose, research, and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.) 5th Grade SS.5.25: Reconstruct the economic, social, and political history of West Virginia through the use of primary source documents SS.5.26: Sequence the events that led to the formation of the state of West Virginia (e.g., timeline). SS.5.27: Analyze the moral, ethical, and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	
Prior Knowledge/Prerequisite Skills	
<i>For best success, it is recommended that students have a preliminary understanding (recognize with low to moderate accuracy) of each targeted standard within the lesson. This lesson will further help them understand each standard.</i>	
Materials	
Access to a projector and laptop**	

Visiting the West Virginia State Museum:

A Pre- and Post- Visit Lesson Plan for 3rd - 5th Grades

Pre-Visit Lesson

- Click Chip to Retrieve Slideshow:  3rd-5th Museum Field Trip **or** manually type: <https://bit.ly/WVSM-Visit-Lesson-3-5>
 - *Note: This Slideshow is for **both** the Pre- & Post-Visit Lessons*
Slides 1-6 are for pre-visit, Slides 7-11 are for post-visit

***If access to a projector and laptop are unavailable, modify lesson plan as you see fit*

- Student Worksheets and Writing and/or Coloring Utensils

Learning Procedure

1. Activating Strategy: Pose a Question

- a. Activate student learning by posing the question, "Have you ever been to a museum?" (This question is embedded in Slide 2). Engage students in a whole group discussion about their experiences. If none of your students have been to a museum, you could choose to offer your own experiences. If neither any of the students nor any of the teachers/teacher assistants/others in the room have visited a museum, lead a discussion in making predictions about what it might be like to visit a museum.
 - i. Teachers can also opt to incorporate the KWL Graphic Organizer (What Do you **K**now? What do you **W**ant to Know? What did you **L**earn?) with the K and W portion of the chart completed in the pre-visit lesson and the L completed during the post-visit lesson.

2. Optional: Transition to a whole group discussion about Field Trip Citizenship.

- a. Complete the Looks Like, Sounds Like, Feels Like Chart (Slide 3) with your students in order to collectively establish appropriate behavior expectations for their museum visit.
- b. Review these expectations with your students the day of your field trip.
- c. Get your students moving by having student volunteers stand up and model appropriate vs inappropriate behaviors. After a student or small group of students demonstrates the targeted behavior, (i.e. walking quietly and calmly, jumping up and down, etc.) have the class collectively identify why or why not the behavior is an example of good citizenship.

3. Introduce the West Virginia State Museum to your students with the embedded video clip (Slide 4) or visit

wvstatemuseum.wv.gov/2025/virtual-tour.html and choose the videos of Discovery Rooms that you would like to highlight during your visit.

- a. If technology is unavailable to play the video in the slideshow or the short clips of each of the museum's 26 Discovery Rooms courtesy of WVPBS, teachers could choose to print out and enlarge a museum map to discuss with students. Museum maps are available on the West Virginia State Museum Education website: wvstatemuseum.wv.gov
- b. After watching the video or reviewing the map as a whole group, briefly discuss what was seen and/or what to expect during the visit to the museum.

4. Prepare students for the writing activity with the question, "**What do you hope to learn about [standard topic of choice (e.g., settlement, WV tourism, industries, natural resources, etc.) when our class visits the West Virginia State Museum?**" (Slide 5) Allow several student volunteers to answer. Jot down

Visiting the West Virginia State Museum:

A Pre- and Post- Visit Lesson Plan for 3rd - 5th Grades

Pre-Visit Lesson

their answers so that they are visible to the class. - If Graphic Organizers are more helpful, drawing out a Word Web style chart with the question in the middle could be beneficial to you and your students. 5. Writing Activity (Independent Student Work) - Distribute the worksheet and transition to independent student work after the class has brainstormed various ideas regarding what they hope to learn during their field trip to the West Virginia State Museum. - Multiple variations of the worksheet are attached to this lesson plan to provide differentiation and best meet student needs. Worksheets vary from all writing, some guided writing, writing and drawing, and all drawing-based activities. - Allow students to work independently for the amount of time that best suits your students' needs. A 15-minute timer on Slide 4 is embedded in the Slideshow, but can be changed or adjusted as you see fit. - Circulate as students are working to provide assistance and answer any questions that may arise. - After students have had time to complete their individual work, allow various students to share their work with the class.	
Outcome & Assessment Strategies	
<i>Outcome:</i> By the end of the lesson, students will be able to model appropriate behavior for a visit to a historic museum as well as identify something that they hope to learn during their visit to the West Virginia State Museum through brief, narrative writing or pictorial form. <i>Assessment Strategies:</i> - Students role play appropriate vs. inappropriate behaviors and identify which behaviors are correct or incorrect through simple discussion as a whole group. - Students write, draw, or both write and illustrate something that they want to learn during their visit to the West Virginia State Museum.	
Student Accommodations	
- Provide additional prompts/directions with verbal or written cues - Model example responses - Provide additional time for written work - Provide appropriately leveled worksheet for each individual student <i>And any other accommodations as needed to meet individual needs</i>	

We look forward to your visit!



Name:

Date:

Teacher:

Before We Go What I Hope to Learn...



Our class will be taking a field trip to visit the West Virginia State Museum in Charleston. This museum has artifacts and information about the history of our state. Using complete sentences, write about what you hope to see and learn about West Virginia during our field trip.

Describe what you hope to see or learn about during our field trip.

Now, give three reasons to explain why you hope to see or learn about that.

Reason 1: _____

Reason 2: _____

Reason 3: _____

Conclusion

Teacher:



Virginia State Museum in
the history of our state.

learn about West Virginia
to see and learn about it!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name:

Date:

Teacher:

Before We Go

What I Hope to Learn...



Our class will be taking a field trip to visit the West Virginia State Museum in Charleston. This museum has artifacts and information about the history of our state.

Write about what you hope to see and learn about West Virginia during our field trip. Be sure to include an introduction, at least three body paragraphs, and a conclusion.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Visiting the West Virginia State Museum:

*A Pre- and Post- Visit Lesson Plan
for 3rd - 5th Grades*

Post-Visit Lesson

Lesson Objectives (“I Can...” Statements)	Notes:
- I can identify something that I learned during my visit to the West Virginia State Museum. - I can examine West Virginia’s history using examples of artifacts and primary source documents observed at the West Virginia State Museum. - I can connect with West Virginia history. - I can create a poster with my classmates to summarize our field trip to the West Virginia State Museum.	<i>This lesson is designed to allow teachers to adapt and focus on specific topics within the lesson to meet grade level standards and student needs as necessary.</i>
Lesson Standards	
3rd Grade SS.3.3: Investigate significant cultural contributions of various groups creating our multicultural society. SS.3.3: Examine historical conflicts and their resolutions (e.g. The Boston Tea Party, conflict between Native Americans and explorers). SS.3.25: Investigate the nine tourist regions of West Virginia.	
4th Grade SS.4.17: Analyze the impact of West Virginia’s geography on transportation settlement, jobs, clothing, food, shelter, services, and interaction with others outside the state. SS.4.18: Compare and contrast West Virginia’s population, products. Resources, and transportation from the 18th century through modern day. SS.4.19: Pose, research, and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.)	
5th Grade SS.5.25: Reconstruct the economic, social, and political history of West Virginia through the use of primary source documents SS.5.26: Sequence the events that led to the formation of the state of West Virginia (e.g., timeline). SS.5.27: Analyze the moral, ethical, and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	
Prior Knowledge/Prerequisite Skills	
<i>This lesson is based on experiential learning done during your field trip to the West Virginia State Museum.</i>	
Materials	
- Access to a projector and laptop - Click Here to Retrieve Slideshow: 3rd-5th Museum Field Trip - Or manually type: https://bit.ly/WVSM-Visit-Lesson-3-5 - If access to a projector and laptop are unavailable, modify the lesson plan procedures as you see fit - Student Worksheets and Writing and/or Coloring Utensils - Worksheet provides lines to cut out the shape. You can ignore this part or allow students to cut their own work out.	
Learning Procedure	

Visiting the West Virginia State Museum:

A Pre- and Post- Visit Lesson Plan for 3rd - 5th Grades

Post-Visit Lesson

1. **Activating Strategy: The Line Game**

- a. Activate student learning and reflection with an interactive game of the Game
- b. To play, students form a single horizontal line. Teacher provides prompts such as, "Take a step forward if..." and "Take a step back if..."
- c. Use prompts based on student responses from the writing activity about what students *hoped* to learn at the museum in the pre-visit lesson as well as opinion questions
 - i. *Example Prompts:*
 1. *Take a step forward if you saw the West Virginia State Flag; Take a step back if you learned about fossils; Take a step forward if you had fun; Take a step back if you learned about coal mining; Take a step forward if you thought the cannon was really cool; Take a step forward if you remember something neat that you saw; etc.*
 - ii. Use the last prompt to transition students back to a whole group discussion

2. **After observing student responses in the Line Game, discuss the field trip** with students. Have several student volunteers respond to questions like: *What did you learn at the museum? What was your favorite part of the museum? Etc.*

- a. Teachers could have opted to incorporate a KWL Graphic Organizer (What Do you **K**now? What do you **W**ant to Know? What did you **L**earn?) with the K and W portion of the chart completed in the pre-visit lesson. This would be an opportunity to complete the L portion of the chart.
- b. Jot down student responses (or summarized versions) in a place visible to all students. You could even use the background of Slide 8.

3. **Create a Venn Diagram with students** to help them make connections between past and present life in West Virginia based on their observations at the museum and experiences.

- a. If necessary, provide a prompting question of a clear example, "*Do you remember the cabin? What's different between that cabin and a house you might see today? Would cabins still have all of the same stuff inside them? Etc.*"
- b. The Slideshow incorporates a pre-drawn Venn Diagram for you on Slide 9

4. **Independent Student Work**

- a. Provide students with the post-visit worksheet activity and introduce the directions. It may be helpful to model how students should complete the assignment.
- b. Allow students to work independently for the amount of time that best suits your students' needs. A 20-minute timer on Slide 10 is embedded in the Slideshow, but can be changed or adjusted as you see fit. More time has been allotted for this writing activity, as students will also need to cut out their answers to include on the class chart.
 - i. Multiple variations of the worksheet are attached to this lesson plan to provide differentiation and best meet student needs. Worksheets vary from all writing, some guided writing, writing and drawing, and all drawing-based activities.
- c. Circulate as students are working to provide assistance and answer any questions that may arise.
- d. After students have had time to complete their individual work, return to a whole group

Visiting the West Virginia State Museum:

*A Pre- and Post- Visit Lesson Plan
for 3rd - 5th Grades*

Post-Visit Lesson

5. **Allow students to share their response** verbally with the class (if they so choose) and place it on the class chart using glue, tape, staples, etc. Assist with materials as needed
- Once all student responses are placed on the chart, secure them and you can display it

Alternative Activity Ideas:

- Create a class memory book by binding student worksheets into a book
- Create a class scrapbook using photos taken during the field trip in addition to student quotes and illustrations of their experience
- Have students write a letter (and/or draw a picture) about their experience to share with a friend or family member

Outcome & Assessment Strategies

Outcome:

By the end of the lesson, students can clearly describe their learning experiences during their visit to the West Virginia State Museum through brief, narrative writing or pictorial form while drawing connections to West Virginia's history through the past and present.

Assessment Strategies:

- Students contribute to the Venn Diagram comparing past and present life in West Virginia.
- Students write, draw, or both write and illustrate what they learned during their visit to the West Virginia State Museum.

Student Accommodations

- Provide additional prompts/directions with verbal or written cues
- Model example responses
- Provide additional time for written work
- Provide appropriately leveled worksheet for each individual student

And any other accommodations as needed to meet individual needs

We hope that you enjoyed your visit!



Be sure to visit us again!

Name: _____

Date: _____

Teacher: _____

Field Trip Reflection



Using complete sentences, describe our field trip.

What do you remember about our trip? Where did we go? What did we do? What did we see?



List 3 things that you learned

1. _____
2. _____
3. _____



Draw a picture of something you saw during the field trip.

What was your favorite part?



Shade in the stars to rate your field trip experience.



Using complete sentences, explain your rating.

Teacher:





Draw a picture of a memory from the field trip.



 A question I still have is...

★★★★★



Name: _____

Date: _____

Teacher: _____

Field Trip Reflection



Using complete sentences, summarize our field trip. Don't forget to include at least 3 things that you learned!



Draw a picture of a memorable moment on the field trip.

What was your favorite part?



A question I still have is...



Rate your field trip experience.



Explain your rating.
