

Visiting the West Virginia State Museum:

A Pre- and Post- Visit Lesson Plan for Kindergarten - 2nd Grade

Pre-Visit Lesson

This 2-part lesson plan is designed for students in Kindergarten, First Grade, and Second Grade 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 compare and contrast past and present lifestyles of West Virginians using examples of artifacts representing cultural life 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	
Kindergarten SS.K.1: Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings). SS.K.18: Investigate state symbols, celebrations, holidays and prominent West Virginians. SS.K.22: Compare and contrast past and present lifestyles of West Virginians. First Grade SS.1.1: Model patriotism, cooperation, tolerance and respect for others within the school and community. SS.1.23: Investigate the common occupations of people in West Virginia. SS.1.25: Describe the cultural life of West Virginia as reflected in games, toys and various art forms. Second Grade SS.2.5: Investigate various occupations and career opportunities and how they have changed within the state and nation. SS.2.17: Identify state symbols, celebrations, holidays, famous West Virginians and the governor of West Virginia. SS.2.21: Compare and contrast past and present lifestyles of West Virginians.	
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**	

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Pre-Visit Lesson

- Click Chip to Retrieve Slideshow:  Museum Field Trip **or** manually type: <http://bit.ly/WVSM-Lesson-Plan>
 - *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. 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/museum-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 when our class visits the West Virginia State Museum?**"

(Slide 5) Allow several student volunteers to answer. Jot down their answers so that they are visible to the class.

- a. 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

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your students.

5. Writing Activity (Independent Student Work)

- a. 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.
 - 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.
- b. 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.
- 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, allow various students to share their work with the class.

Outcome & Assessment Strategies

Outcome:

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.

Assessment Strategies:

- 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

And any other accommodations as needed to meet individual needs

We look forward to your visit!



Name: _____

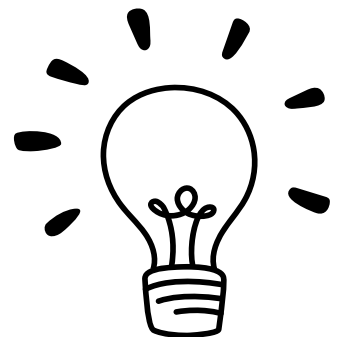
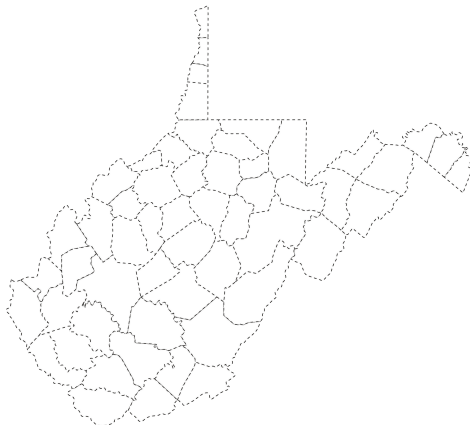
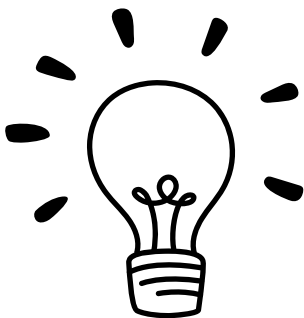
Date: _____

Teacher: _____



Directions: Finish the sentence!

On our field trip to the
West Virginia State
Museum, I hope that I
will learn...



Name: _____

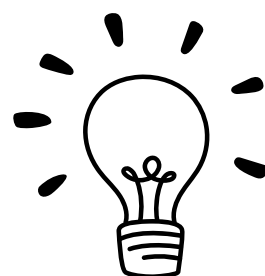
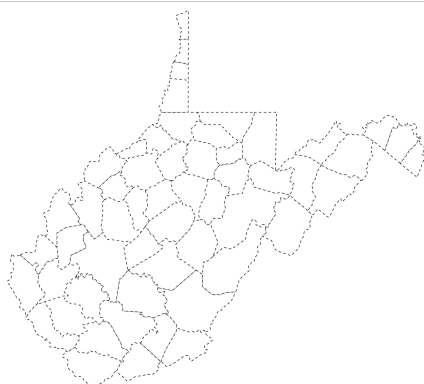
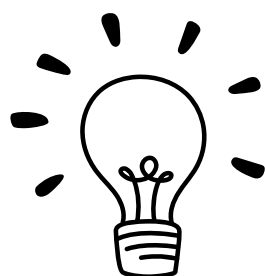
Date: _____

Teacher: _____



Directions: Trace and finish the sentences. Then, finish the last sentence with your own words!

My class is going to
visit the...



When we visit, I hope
that I will learn about

Name:

Date:

Teacher:



Directions: Trace and finish the sentence with your own words!
Draw a picture in the box to go with your sentence.

A large, empty rectangular box with a thick black border, intended for drawing a picture related to the sentence.

On our field trip to
the West Virginia
State Museum, I want
to learn about

Name:

Date:

Teacher:



Directions: Our class is going to the West Virginia State Museum! In the box, draw a picture of something that you want to learn about during our visit.

A large, empty rectangular box with a thick black border and rounded corners, intended for a student to draw a picture of something they want to learn about during their visit to the West Virginia State Museum.

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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 compare and contrast past and present lifestyles of West Virginians using examples of artifacts representing cultural life 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	
Kindergarten SS.K.1: Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings). SS.K.18: Investigate state symbols, celebrations, holidays and prominent West Virginians. SS.K.22: Compare and contrast past and present lifestyles of West Virginians.	
First Grade SS.1.1: Model patriotism, cooperation, tolerance and respect for others within the school and community. SS.1.23: Investigate the common occupations of people in West Virginia. SS.1.25: Describe the cultural life of West Virginia as reflected in games, toys and various art forms.	
Second Grade SS.2.5: Investigate various occupations and career opportunities and how they have changed within the state and nation. SS.2.17: Identify state symbols, celebrations, holidays, famous West Virginians and the governor of West Virginia. SS.2.21: Compare and contrast past and present lifestyles of West Virginians.	
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: Museum Field Trip - Or manually type: http://bit.ly/WVSM-Lesson-Plan - 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	

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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 backwards if you learned about fossils; Take a step forward if you had fun at the museum; Take a step backwards 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

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whole group 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 a. Once all student responses are placed on the chart, secure them and you can display it <i>Alternative Activity Ideas:</i> • 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	
<i>Outcome:</i> 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. <i>Assessment Strategies:</i> • 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 <i>And any other accommodations as needed to meet individual needs</i>	

We hope that you enjoyed your visit!



Be sure to visit us again!

Name: _____

Date: _____

Teacher: _____

 **Directions: Complete the postcard!**

1. Write your name, the school's name, your teacher's name, and today's date on each line.
2. Address your postcard to someone you live with! Write their name after "Dear" and then fill out the address information on the other side.
3. Finish the sentence.
4. Draw a picture to go with your sentence.
5. When you are finished, carefully cut along the dotted line.

BONUS: Design a stamp for your postcard!



Name: _____

School: _____

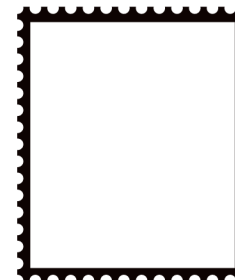
Teacher: _____

Date: _____

Dear _____,

Our class went on a field trip to the West Virginia State Museum. During our visit, I learned...

Here is a picture of what I learned!



Addressee's Name: _____

City, State: _____

Name: _____

Date: _____

Teacher: _____

 **Directions: Complete the postcard!**

1. Write your name, the school's name, your teacher's name, and today's date on each line.
2. Trace and complete the sentences.
3. Draw a picture to go with your sentences.
4. When you are finished, carefully cut along the dotted line.

BONUS: Design a stamp for your postcard!



Name: _____

School: _____

Teacher: _____

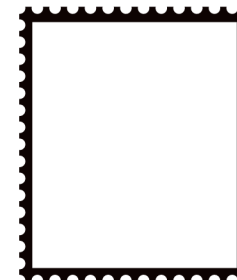
Date: _____

Dear Friend,

Our class went to the

I learned

Here is a picture of what I learned!



My Friend

On the line above, write the name of our city and state

Name: _____

Date: _____

Teacher: _____

 **Directions: Complete the postcard!**

1. Write your name, the school's name, your teacher's name, and today's date on each line.
2. Trace and complete the sentence.
3. Draw a picture to go with your sentence.
4. When you are finished, carefully cut along the dotted line.

BONUS: Design a stamp for your postcard!



Name: _____

School: _____

Teacher: _____

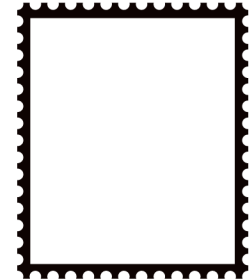
Date: _____

Dear Friend,

At the West Virginia

State Museum, I learned

Here is a picture of what I learned!



My Friend

On the line above, write the name of our city and state

Name: _____

Date: _____

Teacher: _____

 **Directions: Complete the postcard!**

1. Write your name, the school's name, your teacher's name, and today's date on each line.
2. Draw a picture about your something you learned on the field trip.
3. When you are finished, carefully cut along the dotted line.

BONUS: Design a stamp for your postcard!



Name: _____

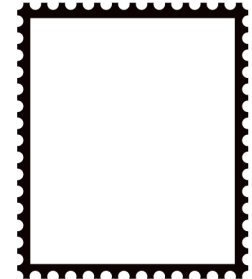
School: _____

Teacher: _____

Date: _____

Dear Friend,

Our class took a field trip to the West Virginia
State Museum. I learned a lot! My favorite was...



My Friend

On the line above, write the name of our city and state