

Manassas Museum Classroom Experiences

To schedule a classroom visit from a Manassas Museum staff member on any of the following topics, please contact Programs Coordinator Doug Horhota at (703) 257-8265.

Archeology (*recommended for 3rd - 6th graders*)

- **Archeology Then and Now**

A Museum staff member will give a detailed explanation of archeological digs through the centuries and the fascination people have had with them (grave robbing, record keeping, preserving ancestral antiquities, profiteering). This program can be for a specific archeological period students are studying (Ancient Egypt, Pompeii, Jamestown, Monitor salvage, for example).

- **What's Under MY Feet!**

A Museum staff member will discuss the potential for a specific dig in your school's region, what you might find, and how to get started.

- **Trunk Q&A Session**

A Museum staff member will give a detailed review of the materials provided in the trunk and answer students' questions about what the items are and how they were used.

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Native American Trunk *(recommended for 2nd and 4th grades)*

- **Myths, Legends, and First Impressions**

Using historical accounts, 16th & 17th century drawings, and storytelling, this program explores how the early European colonists viewed the Native Americans they encountered, and compares their impressions with how the Native Americans viewed themselves and lived.

- **George Washington and the Battle of Jumonville**

It's 1754 and young 22 year old Lieutenant Colonel George Washington has a choice to make. His men have a small group of enemy soldiers surrounded, and they look like they're asleep. What will he do? What would you do? A staff member from the Museum will lead students through a scenario based on the Battle of Jumonville that develops depending on the choices they make as a class. Washington's controversial actions at this battle contributed to the start of the French and Indian War. Will students follow in his footsteps or find another path?

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Nature Exploration Trunk *(recommended for 3rd grade science studies)*

- **Nonverbal Communication**

Students will play the role of one of the many Native American tribes encountered by explorers Lewis and Clark during their journey across the continent. A costumed staff member from the Museum will arrive in your classroom as an emissary from Lewis and Clark's Corps of Discovery. This explorer doesn't speak your language, but has a lot to say. Both sides will have to find ways to communicate without words.

- **Junior Cartographers**

It's 1803. President Thomas Jefferson has given your students a mission: to explore the American wilderness and create detailed, accurate maps of the land and waterways from Virginia to the Pacific. Captain William Clark will arrive at your classroom to lead the expedition.

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Virginia I: Colonization to Pre-Industrialization (*recommended for 4th & 5th grades*)

- **Reasons for Revolution**

Using replica objects from the Colonial era, a Museum staff member will lead students through a simulation of how money worked in Colonial times and how American Colonists were taxed to the breaking point by the British Crown setting the stage for the American Revolution.

- **“We Hold These Truths to Be Self-Evident”**

Students will travel back to a time when life, liberty and the pursuit of happiness were not guaranteed by law, except for a select group of individuals. Under the guidance of Museum staff, they will experience what it’s like not to have the freedoms listed in the Declaration of Independence and guaranteed by the Bill of Rights.

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Virginia II: Industrial Revolution to Modern Era *(recommended for 4th & 5th grades)*

- **The Doctor Makes a House Call**

A historical doctor will visit your classroom and cure your students of their ills using the latest medical science of the 18th and 19th centuries. Toothache? Fever? Broken leg? The doctor has all the tools and all the answers. Be careful though the remedy could be worse than the illness.

- **The Road to Equality**

Students will participate in a “choose your own career” activity to discover how roles, responsibilities and rights have changed over time for children, women, and African Americans. What choices did these groups have in 1850? In 1900? 1950? What rights were protected or unprotected?

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