

Level: Grades 1-3

Social Studies Standards:

D2.Eco.1.K-2. Explain how scarcity necessitates decision making.

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

Writing Standards:

W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

Task: "Use evidence from your visit to The Hampton Historic Site to describe how the wealth of the Ridgely Family affected their lifestyle. Include the information you learned about the Orangery in your explanation."

Before the Visit

Review the previous learning students had done around plants and the environment needed for growth.

Review or introduce the concepts of scarcity, related to plants and environments (mention citrus fruits), and how economic level affects how people live.

Develop a class list of questions related to life in the 1800s.

During the Visit

Begin the tour in the Orangery. First, upon arrival allow students to draw sketches of the room. Ask students to think about the room design and how that gives clues to how the room's original purpose was for growing citrus. **Have the students complete the Orangery task while in the Orangery, this can be done in groups or individually.**

Tour the house, grounds, dairy barn, and slave quarters as appropriate. During the tour, ask students *to keep a list of ways* they can tell the Ridgely family was wealthy.

Conclude the tour back at the Orangery and conduct a class discussion on the following:

- Review the function of the Orangery back in the 1800s.
- Put students in groups and ask students to consider the challenges in the 1800s that we do not have today. (For instance access to foods like citrus fruit)
- Review and answer the list of questions developed prior to visiting

Individual writing task: Have students write or draw about how the Ridgely family was able to overcome the challenges of life in the 1800s. Would other families who did not have the wealth of the Ridgely family be able to overcome those challenges?

After the Visit

As a class review the students' writing and notes from the visit.

Provide time for students to conduct additional research as needed to answer any other questions that came up during the visit.

Have students complete the final writing task

“Use evidence from your visit to The Hampton Historic Site to describe how the wealth of the Ridgely Family affected their lifestyle. Include the information you learned about the Orangery in your explanation.”