



## Family Life on a 19<sup>th</sup>-Century Estate Activities Packet

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Note: These activities/lessons are appropriate for elementary/middle school students and are somewhat generalized. BPMM educators encourage teachers to adjust the difficulty to fit the standards of the individual classroom or school as they see fit. See the extension/adjustment section of each lesson plan for ideas.

## Family Life on a 19<sup>th</sup>-Century Estate

### Pre-Visit Activity #1

**Title:** KWL Chart

**Content:** Overview of program; temporal knowledge

**Objectives:**

- Distinguish between prior, present, and future knowledge
- Organize thoughts in a coherent manner
- Create, as individuals or a group, questions to be asked during BPMM visit

**Class Level:** Grades 2–6

**CCSS Goals:** Writing (W), speaking and listening (SL), language (L), history/social studies (RH)

- Grade 2: W.2.2; W.2.8; SL.2.1; SL.2.3; SL.2.6; L.2.4
- Grade 3: W.3.2; W.3.8; SL.3.1; SL.3.3; SL.3.6; L.3.4
- Grade 4: W.4.2; W.4.8; SL.4.1; L.4.4
- Grade 5: W.5.2; W.5.8; SL.5.1; L.5.4
- Grade 6: W.6.2; SL.6.2; SL.6.5; L.6.4; RH.6.4; RH.6.8

**Time Requirement:** 5 minutes before and after trip; 10–15 minutes additional with discussion

**Materials:** Paper, writing utensil

**Overview:** KWL charts are a great way for students to organize their knowledge in a comprehensible way. It's also useful for the students to write out what they already know about a topic and consider interesting questions. This activity is to be done both before and after your visit to BPMM, so have the students store their papers in a safe place.

**Activity:**

1. To begin, have the students take a piece of paper and fold it 3 times lengthwise (hotdog style). At the top of the first section, have the students write "What I Know." Title the second creased section "What I Would Like to Know," and the third section "What I Have Learned."
2. Before you begin any of the other provided pre-visit activities or your own connected lessons, have the students fill out the section titled "What I Know." Have them write everything they know about the Bartow or Pell families; daily life prior to electricity; life in 19<sup>th</sup>-century New York; etc. Then have the students fill out the section titled "What I Would Like to Know." If time allows, sometimes it's a good idea to have a class discussion about what the students know about the history of the area and what most of the class is interested in finding out. BPMM educators are extremely flexible and interested in helping the students get the most out of their visit. The educator will do their best to answer any questions the students have or point them to the right resource if they don't know.

3. After you have visited BPMM and finished all related lessons/activities, have the students fill out the “What I Have Learned” section. Ask some of the students to share their progress in the KWL chart and also ask them what they enjoyed learning about the most.

**Extensions/Adjustments:**

- KWL charts are usually for 2<sup>nd</sup>- to 6<sup>th</sup>-grade students, but if you have younger or special needs students, modify the exercise by making a class chart rather than individual KWL papers. It can also be modified by just including the last 2 sections “What I Would Like to Know” and “What I Have Learned.”

**KWL Chart Format Example**

What I **K**now

What I **W**ould Like to Know

What I Have **L**earned

## Family Life on a 19<sup>th</sup>-Century Estate

### Pre-Visit Activity #2

**Title:** Working Words

**Content:** Vocabulary; introduction to some program themes

**Objectives:**

- Become familiar with vocabulary that will be used during BPMM visit
- Use context clues to hypothesize the meaning of unfamiliar words

**Class Level:** Grades 2–6

**CCSS Goals:** Reading: literature (RL), informational text (RI), and foundational skills (RF); history/social studies (RH)

- Grade 3: RL.3.4; RI.3.2; RI.3.4; RF.3.4
- Grade 4: RL.4.2; RL.4.4; RI.4.2; RI.4.4; RF.4.3; RF.4.4
- Grade 5: RL.5.2; RL.5.4; RI.5.2; RI.5.4; RF.5.3; RF.5.4
- Grade 6: RL.6.4; RI.6.4; RH.6-8.4; RH.6-8.8

**Time Requirement:** 20–30 minutes

**Materials:** Writing utensil; Working Words: Vocabulary Worksheet (p. 6)

**Introduction:** This vocabulary warmup will introduce students to some of the terms they will hear during their visit to BPMM. They should use context clues to try and figure out what unfamiliar vocabulary word goes with each blank.

**Activity:**

1. Explain to the students that when they visit BPMM they will enter a place and time that is different from the world they normally experience. These differences will be visible in the objects in the mansion, but there will also be differences in the words and phrases used by the guides.
2. Distribute the Working Words vocabulary sheet. Explain that wealthy families hired live-in help to assist them in keeping large houses (like mansions) clean and comfortable. This sheet describes a day in the life of a servant named Julia. Julia and the other people mentioned in this worksheet were employed in the Bartow household. You will learn more about them on your visit to the mansion.
3. Have the class independently fill in the blanks from the word bank provided at the top of the sheet. The class should use context clues to try and figure out the right positions for the unfamiliar words.
4. Go over the sheet as a class, using the Answer Key (p. 7) provided in your packet. Because this exercise is an introduction to new terms, it is not vital that the students answer every blank correctly, just that they try to use context clues.

**Extensions/Adjustments:**

- Do the exercise as a class or split the students into groups and have them complete the worksheet in teams. The winner is the first one who completes the worksheet and has the most right answers.
- After the class has filled out their sheets and checked their answers, create a dictionary entry for each word. Have the class decide on a part of speech for each word and create a definition.
- Have the students write a letter or newspaper article using some of the terms from the word bank. They can choose any time-appropriate scenario such as a servant writing to her parents in Ireland; a country gentleman discussing his day; etc. If the students do not know much about this period, it may be best to do this activity after your visit.
- The story in this worksheet introduces issues of class and immigration. Have a class discussion and debate on the issue your class finds most interesting.

### Working Words—Vocabulary Worksheet

Julia is a servant working for the Bartow family in 1860. She works all day and well into the night. Using the word bank below, help Julia learn about her duties. Each word will be used only once.

#### Word Bank

Ancestors	Parlor	Thaumatrope	Coachman
Embroidery	Portrait	Tutor	Carriage
Famine	Chambermaid	Governess	Sampler
Immigrant	Quill	Oil Lamps	

Julia recently came to the United States. Originally from Ireland, she is an \_\_\_\_\_. Because of the Irish Potato \_\_\_\_\_, many people were forced to leave their homes and look for work in other places. The cook, laundress, gardener, and \_\_\_\_\_ are all also from Ireland, so although Julia is far from home, she does not feel too alone in the large, unfamiliar Bartow mansion. Julia is the \_\_\_\_\_, which means she is mainly responsible for keeping the bedrooms clean, maintaining bedroom fireplaces, and completing other small chores.

Every morning, Julia is awake before dawn, lighting the many fireplaces and \_\_\_\_\_ in the house so it will be warm and light for the Bartow family and her fellow servants. Then Julia helps clean and straighten the house. This morning she begins cleaning in the \_\_\_\_\_, which is still messy from the large party the Bartows had the night before. As she moves through the room, working, she straightens and admires a \_\_\_\_\_ of one of the Bartows' \_\_\_\_\_, Mr. Pell.

Everyone is tired from the previous night—Mr. Bartow reads in the library while Mrs. Bartow spends the morning working on her \_\_\_\_\_. After lunch, Julia helps the \_\_\_\_\_ attend to the Bartow children. The \_\_\_\_\_ has taken the \_\_\_\_\_ out for the afternoon to buy books for the children's lessons, leaving the women in charge of the younger children, Henrietta and Theodoret. Henrietta works on an embroidered \_\_\_\_\_ to impress her mother, while Theodoret fashions a \_\_\_\_\_ from a feather. Julia watches quietly, not allowed a break although she has been on her feet all day. However, when the others have left for dinner, she takes a moment to play with the \_\_\_\_\_ that Henrietta left behind. Now it is late evening and although the Bartows are preparing for bed, Julia's day is far from over. She still has to help clean up after dinner and then close up the house for the evening before she can go to sleep.

## Working Words—Vocabulary Worksheet

Julia is a servant working for the Bartow family in 1860. She works all day and well into the night. Using the word bank below, help Julia learn about her duties. Each word will be used only once.

### Word Bank

Ancestors	Parlor	Thaumatrope	Coachman
Embroidery	Portrait	Tutor	Carriage
Famine	Chambermaid	Governess	Sampler
Immigrant	Quill	Oil Lamps	

Julia recently came to the United States. Originally from Ireland, she is an **immigrant**. Because of the Irish Potato **Famine**, many people were forced to leave their homes and look for work in other places. The cook, laundress, gardener, and **coachman** are all also from Ireland, so although Julia is far from home, she does not feel too alone in the large, unfamiliar Bartow mansion. Julia is the **chambermaid**, which means she is mainly responsible for keeping the bedrooms clean, maintaining bedroom fireplaces, and completing other small chores.

Every morning, Julia is awake before dawn, lighting the many fireplaces and **oil lamps** in the house so it will be warm and light for the Bartow family and her fellow servants. Then Julia helps clean and straighten the house. This morning she begins cleaning in the **parlor**, which is still messy from the large party the Bartows had the night before. As she moves through the room, working, she straightens and admires a **portrait** of one of the Bartows' **ancestors**, Mr. Pell.

Everyone is tired from the previous night—Mr. Bartow reads in the library while Mrs. Bartow spends the morning working on her **embroidery**. After lunch, Julia helps the **governess** attend to the Bartow children. The **tutor** has taken the **carriage** out for the afternoon to buy books for the children's lessons, leaving the women in charge of the younger children, Henrietta and Theodoret. Henrietta works on an embroidered **sampler** to impress her mother, while Theodoret fashions a **quill** from a feather. Julia watches quietly, not allowed a break although she has been on her feet all day. However, when the others have left for dinner, she takes a moment to play with the **thaumatrope** that Henrietta left behind. Now it is late evening and although the Bartows are preparing for bed, Julia's day is far from over. She still has to help clean up after dinner and then close up the house for the evening before she can go to sleep.

## Family Life on a 19<sup>th</sup>-Century Estate

### Pre-Visit Activity #3

**Title:** Who Am I?

**Content:** Image analysis, 19<sup>th</sup>-century children's activities

**Objectives:**

- Work with information presented through visual media
- Collaborate with their peers to create a summary or narrative
- Produce and present a clearly written opinion piece that includes evidence citation and a statement of conclusion

**Class Level:** Grades 1–7

**CCSS Goals:** Reading (RI: informational text), writing (W), speaking & listening (SL), history/social studies (RH)

- Grade 1: RI.1.6; W.1.1; W.1.7; SL.1.1; SL.1.2; SL.1.6
- Grade 2: RI.2.1; RI.2.7; W.2.1; W.2.7; SL.2.1; SL.2.2; SL.2.4; SL.2.6
- Grade 3: RI.3.7; W.3.1; W.3.2; SL.3.1; SL.3.2; SL.3.4; SL.3.6
- Grade 4: RI.4.7; W.4.1; W.4.2; SL.4.1; SL.4.2; SL.4.3; SL.4.4; SL.4.6
- Grade 5: W.5.1; W.5.2; W.5.3; SL.5.1; SL.5.2; SL.5.4; SL.5.6
- Grade 6: RI.6.7; W.6.1; W.6.3; W.6.4; SL.6.1; SL.6.2; SL.6.4; RH.6.7; RH.6.8
- Grade 7: RI.7.7; RH.7.7; W.7.1; W.7.3; W.7.4; SL.7.1; SL.7.3; SL.7.4; RH.7.8

**Time Requirement:** 45–60 minutes

**Materials:** Writing utensil, paper, and picture of child in 19<sup>th</sup>-century dress (p. 10)

**Introduction:** In the 19<sup>th</sup> century, clothing fashions and trends for children and young men and women were very different from today. The image here is of a wealthy child dressed in high fashion. The photo is from *Godey's Lady's Book*, the 19<sup>th</sup>-century equivalent of modern high-fashion magazines. In this activity, your class will use evidence from the image to deduce the identity and actions of the child. Then, in groups, they can write a short paragraph about their conclusions.

**Activity:**

1. Split the class into groups of 4 or 5. Give each group a copy of the picture of the well-dressed child. (If you prefer, project the image rather than passing out copies.)
2. Each group should try and figure out amongst themselves who is in the picture. Groups should be monitored to make sure each student has a turn to speak and collaborate. Students should try and determine: Who, what, and why. **Who** is the child? **What** age is the child and what social group does the child belong to? Is the child a girl or a boy? **What** is happening and **what** is the child playing with? **Why** is the child dressed up? Are these everyday clothes or for special occasions?



3. Still in their groups, have the students write a paragraph that details their conclusions. They should use information they have learned in class about early American life and details from the picture as evidence. Encourage the inclusion of linking words and a conclusion sentence. For example:  
“Therefore, our group thinks that this person is...”
4. Nominate a student from each group to read their paragraph to the class.
5. Have the class vote on which paragraph best describes the activity taking place in the photo. If possible, have the class (as a whole) describe why the paragraph that won was superior—use of evidence and language, sentence structure, etc.
6. Explain to the students that the child is wearing an expensive outfit—the designer clothes of the period. Let them know that these are clothes for a child younger than five and that the items in the child’s hands are for a game called hoops. Your class will learn more about the outfit and the game during your visit to BPMM. Don’t feel the need to go into too much detail—during your visit to BPMM the guide will talk about the image and answer any questions.

**Extensions/Adjustments:**

- Have the students write a short (1/2- to 1-page) narrative about what is happening in the image. The paragraph should include short introductions for the subject, an explanation of what is happening and why, and a location. It should include at least 2 sequential actions/events that are described using temporal words; i.e. now, then, etc. To make it more difficult, have the students include dialogue and use relevant vocabulary words (vocabulary worksheet p.6).
- Discuss how visual art can be used to interpret the past. What does this image tell us about the 19<sup>th</sup> century that a letter might not? Why are visual primary sources just as important to historic research as written sources?
- See Photo Analysis Follow-Up Post-Visit Activity #1.

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GODEY'S LADY'S BOOK AND MAGAZINE.

Fig. 3.



Image 1: *Godey's Lady's Book and Magazine*. Vol. 54. New York: The Godey Co., 1857.

## Family Life on a 19<sup>th</sup>-Century Estate

### Post-Visit Activity #1

**Title:** Who Am I? Follow Up

**Content:** Photo analysis, reinforcement of themes

**Objectives:**

- Discuss the significance of different primary sources
- Understand the difference between an inference or reasoned guess vs. a fact

**Class Level:** Grades 1–7

**CCSS Goals:** History and social studies (RH), speaking & listening (SL)

- Grade 1: SL.1.1; SL.1.2; SL.1.4
- Grade 2: SL.2.1; SL.2.2; SL.2.4
- Grade 3: SL.3.1; SL.3.2; SL.3.4
- Grade 4: SL.4.1; SL.4.2; SL.4.4
- Grade 5: SL.5.1; SL.5.2
- Grade 6: RH.6.7; RH.6.8; RH.6.9; SL.6.1; SL.6.2; SL.6.4
- Grade 7: RH.7.7; RH.7.8; RH.7.9; SL.7.1; SL.7.3; SL.7.4

**Time Requirement:** 30–45 minutes

**Materials:** Image of boy in 19<sup>th</sup>-century dress (p. 10), winning paragraph from pre-visit activity #3

**Introduction:** Before your visit to BPMM, your class looked at a photograph of a child dressed in 19<sup>th</sup>-century clothing. Initially the students probably had no idea what was going on in the image. During your visit they learned that the child in the image was actually a boy, although he was wearing a dress and had long hair. Use this image and the paragraphs the children wrote prior to their visit to discuss inferred and implied knowledge and how different primary sources can be used to help supplement each other.

**Activity:**

1. Project a copy of the photograph and read the winning essay/paragraph from pre-visit activity #3, the initial image analysis activity. Go over it with the class in order to remind them of the activity and the essay. During that activity the class made an inference about who was in the photograph without any context information. Remind them of their initial hypothesis regarding the identity of the child. Now, the class has learned that 19<sup>th</sup>-century boys often wore dresses when they were very young. How close were they to guessing the truth? Did any of the groups whose essay was not chosen come closer to the truth? Explain to the students that their initial guesses were inferred and were guesses informed by reason. Have the students discuss the difference between a fact and an

educated guess. Talk about why guessing, or inferring, is sometimes important to the scientific method or historic research.

2. Have the class list different types of primary sources. Most of them will probably be written sources like diaries, journals, or maps. Explain that the image, from an early fashion book, is a primary source as much as a photograph or letter. Under the image, there is a caption reading that that this is a dress “for a boy, from two or five years of age.”
3. Ask the class to think about how both image and text help explain the concept of dresses for boys. Without the text, the children probably did not guess that it was a boy. However, if the class was just shown the text, could they have imagined the dress shown in the image? Would they have guessed that the boy would also have a long hair style?

### **Extensions/Adjustments:**

- Have the students write a short essay describing who is in the picture now that they have background information on 19<sup>th</sup>-century dress and activities.
- Ask the class if there is any situation today where males might wear dresses or dress-like clothing (clergy and graduation robes, etc.). Use the image and their answers to discuss gender roles or how actions and activities change through the years. This can be as complicated or as simple a discussion as your class would like and can be connected to discussions of suffrage, equality, or fashion.
- Have the students write down one interesting fact (other than that young boys often wore dresses) that they learned during their trip to BPMM. In small groups, have the class share with each other what they found most interesting and why. This is a collaborative listening and speaking activity meant to encourage group discussion and listening skills.

## Family Life on a 19<sup>th</sup>-Century Estate

### Post-Visit Activity #2

**Title:** Essay Prompts

**Content:** Vocabulary, writing and grammar skills, reinforcement of information, primary sources

**Objectives:**

- Reinforce concepts introduced during visit to BPMM
- Develop writing and grammar skills
- Encourage independent thinking based on content-specific knowledge

**Class Level:** Grades 3–7

**CCSS Goals:** Writing (W), can vary depending on the prompts chosen but can include:

- Grade 3: W.3.1; W.3.2; W.3.3; W.3.4; W.3.6; W.3.8
- Grade 4: W.4.1; W.4.2; W.4.4; W.4.6; W.4.8
- Grade 5: W.5.1; W.5.2; W.5.4; W.5.6; W.5.8
- Grade 6: W.6.1; W.6.2; W.6.4; W.6.6
- Grade 7: W.7.1; W.7.2; W.7.4; W.7.6

**Time Requirement:** Will vary depending on essay choice and class writing level

**Materials:** Writing utensil, paper, tutor’s letter (p. 15, optional)

**Introduction:** This activity offers several essay prompts that will help reinforce the vocabulary and information the students learned during their trip to BPMM. Essay length will vary from a couple of paragraphs to a page.

**Prompt Options:**

1. Walking into a historic house often feels like walking into the past. It can be a strange experience for students living in more modern homes and neighborhoods. How did you feel when you arrived at BPMM? What did you find most strange about the old house and furnishings (furniture and objects)?
2. During your visit to BPMM, perhaps you learned that the Bartows moved to the country after two of their young children died. Drawing on historical information you have learned in class and on your visit, discuss the perils of living in the city in the 19<sup>th</sup> century and compare the dangers of the past with those of today. Discuss at least 2 dangers of living in developing cities in the early to mid-1800s and 2 dangers of modern cities. The dangers can be social (gang violence) or physical (the spreading of disease).

3. If your class had time, you may have walked out to the Carriage House, where the Bartows kept their modes of transportation, i.e. horses, carriages, and sleighs. Today, we travel by cars, buses, and trains. Compare and contrast 1 historical and 1 modern mode of transportation. Include at least 1 positive and 1 negative for both periods.
4. Look at the tutor's letter your teacher has projected or passed out. Read through the letter carefully. The style of the writing may make it a little hard to understand at first—this was the typical style of letters of the period. Pick out a word or phrase you are unfamiliar with and write a Wikipedia entry for it. You can make up ideas based on context clues or research the word or phrase in your classroom. If your topic is properly researched and edited, ask your teacher for permission to create or add to a Wikipedia entry on the topic.
5. When you visited BPMM, there were several objects you may have been unfamiliar with located around the house. Pick your favorite object and describe it in a paragraph. There should be at least 3 descriptive sentences and 1 sentence discussing why you chose this object.
6. During your trip to BPMM, your guide discussed the Irish servants working for the Bartows. The Irish Potato Famine drove many immigrants from Ireland to New York. Write a short essay about immigration. This can deal with current or historical immigration issues, and can be written as a persuasive or informative essay or a narrative story.

*NOTE: This version corrects original spelling errors and some minor grammatical errors. Punctuation has been modernized.*

Pelham, Westchester County, NY

June 17, 1838

My Dear Sister,

You perceive by this time that I have changed my whereabouts. Don't you think that I am a roving planet? Is free I am and withal a little comet-like in my movements. Now on Cape Cod and then back to the land of the blue laws, refumblng [*sic*] my dusty boots, my purse filled with vacancy and my pockets penniless—living on hope and moonbeams and am off on a tangent somewhere else. I received your very kind and affectionate letter a few days since, forwarded from Middletown and need I say it gave me a great deal of pleasure. No it would be but a cold common-place way of saying what you must very well know. Long long had I looked for it, almost the last thing I did before I left Middletown was to call at the P.O. I found a letter but not the one and left with a heavy heart. I will not chide you, but it does seem that if you could know how many unpleasant feelings your neglect causes me and the sweet pleasure a letter brings, which I know you would gladly—yes at any sacrifice, do anything to promote my happiness, it does seem, I say, that you would write oftener.

Well I suppose you would like to know what I am doing here. Have patience and I will tell you all about it, but you know I can never tell a story without beginning at the first beginning and giving all the minutiae—so here it goes.

Dr. Fisk was in Baltimore the last of April, and two or three gentlemen there applied to him for a teacher to fit their boys for college. He mentioned me to them and agreed to see me, and if I would go, let them know. He accordingly did on his return, and I agreed to go for a year for \$600. He wrote them immediately and received an answer that the gentleman who had the management of the business was about to start on a journey to be absent some weeks and could do nothing about it until he returned, and as he did not say specifically he should want me, the doctor said I should not consider myself under any obligation if another situation should offer. I was expecting to go the next week when I wrote to Mr. Jones but thought I would say nothing about it and take you by surprise writing from Baltimore. Three weeks ago last Thursday Professor Wheeden, who came from New York that morning, told me that a gentleman, whose name he had forgotten, wanted me to meet him at the Book Room in New York the next morning at 9 o'clock and would defray my expenses if I would. That was about all he could tell me about it. I told my chum I was going to New York—what my business was and he laughed heartily at the idea of me going on such a wild goose hunt—but I got ready as soon as possible, jumped on board the steam boat and off I went. On account of bad weather had a very rough passage and did not get in till 10 o'clock in the morning. I went immediately to the place and inquired for the nameless gentleman, but no one knew anything about him. I then hunted up the Doctor who was in the city and ascertained the gentleman's name, and he told me I had better call

the next morning. I did and found the gentleman, and in a few minutes I made a bargain to stay with him a year. Went back to Middletown and stayed a week. There I said goodbye to my friends, then I took passage again for New York then to New Rochelle where I found Mr. B's coachman waiting for me with a brougham, which took me to his residence, and when haven't I been particular enough! My business is to take charge of two boys—fit them for college. One, his nephew, is about 14, a fairly little fellow and a good scholar. The other his son about 10, a pleasant little boy but does not like to study very well. I have to spend from 8 to ½ past 12 in the forenoon and from ½ past 2 to ½ past 4 PM with them. The rest of the time I go where I please and do what I've a mind to.

Mr. Bartow is a very wealthy gentleman formerly a merchant of New York, now retired from business. He has a splendid situation on the Sound 16 miles from New York City, formerly his country seat where he spent the summers when he lived in the city. He has a very large farm connected with it cared for by I don't know how many men who live in farm houses all about the lot. Has splendid gardens with gooseberries, currants, etc etc etc. The gardener devotes his whole time to it—has a great plenty of fruit trees of various kinds. It's a country place and we go three miles to church, but I like it none the worse for that. He has a plenty of horses and carriages, and it makes a very pleasant ride. Ride both forenoon and afternoon. The gentleman and lady are both Episcopalians, and I of course attend the Episcopal church, They have a governess for their daughter, a young lady from Boston who teaches the same time to those in her charge that I do to mine. Mr. B says a horse and carriage are at my service whenever I wish to ride, and I have taken a great many with him, with boys, and alone into the country and to the neighboring villages, sometimes several miles. I am as you may suppose pleasantly situated and think there is a prospect of spending the year pleasantly. It's a very agreeable family. They live in first style I assure you. Have servants and waiters in abundance. One waits upon the table and another upon something else. If I want a drink of water I merely call on a waiter. If my boots want blackening just tell the negro boy. If you ride out, a servant is ready to open the gates on your return, and yet there is none of that stiffness or affected greatness that you find around the would-be gentry of the N[orth].E[ast]. Mr. & Mrs. B. are very free, social and kind, and I am treated not only respectfully but kindly.

Mr. Bartow and I have many pleasant walks about the place examining the improvements, etc. They have a great deal of company from the city as it is only sixteen miles, and there is a steamboat goes mornings & back in the P.M. I shall [ ] down occasionally and I [ ] some many pleasant [acquisitions] in the city.

I will let you [ ] your own time [ ] writing [ ]. I see if [ ] to say a [word] [ *rest indecipherable* ].

Yours as ever,  
Augustus

Pelham East Chester P.O.

Westchester Co. NY

Care of Robert Bartow Esq.



## Family Life on a 19<sup>th</sup>-Century Estate

### Post-Visit Activity #3

**Title:** Census Investigation

**Content:** Social studies, primary sources

**Objectives:**

- Reinforce information and themes discussed during tour of BPMM
- Become familiar with a unique type of primary source (a census)
- Encourage students to use hard data to explore and discuss complex social issues

**Class Level:** Grade 4–8

**CCSS Goals:** Reading: informational text (RI), speaking & listening (SL), history/social studies (RH)

- Grade 4: RI.4.1; RI.4.4; RI.4.7; SL.4.1; SL.4.2; SL.4.3
- Grade 5: RI.5.1; RI.5.3; RI.5.4; SL.5.1; SL.5.2; SL.5.3
- Grade 6: RI.6.1; RI.6.4; RI.6.7; SL.6.1; SL.6.2; SL.6.4; RH.6.1; RH.6.2; RH.6.4; RH.6.6; RH.6.8
- Grade 7: RI.7.1; RI.7.4; SL.7.1; SL.7.2; SL.7.4; RH.7.1; RH.7.2; RH.7.4; RH.7.6; RH.7.8
- Grade 8: RI.8.1; RI.8.4; RI.8.8; SL.8.1; SL.8.2; SL.8.4; RH.8.1; RH.8.2; RH.8.4; RH.8.6; RH.8.8

**Time Requirement:** 1–2 hours (2-part activity). If time restraints exist, part 1 (40 minutes) can stand alone.

**Materials:** Writing utensil, Census Investigation Worksheet, 1860 census (p. 22), 2010 census question example— extension exercise (p. 23)

**Introduction:** This is meant as an introduction to primary source investigation as well as reinforcing information learned on a visit to BPMM. The lack of electronic data and photographs for early American history means that historians have to rely on other sources, such as censuses, to learn about people and culture. For this activity, the class will first look over the census and become familiar with the categories and information provided. Then the class will practice looking for basic information, using their Investigation Worksheets. Finally, the class will use the 1860 census as data evidence to promote discussion of social and cultural issues.

**Activity:**

**Part 1:**

1. Begin the activity by evaluating your class’s understanding of censuses and census data. This will vary from class to class. If necessary, write the definition of census (a complete, periodic, governmental inventory of population and property) on the board and lead a discussion on its meaning.

2. Once the class has a handle on the definition, project the 1860 census onto the board or pass out photocopies of the data. Give the class a few minutes to look over the data and related questions. Explain that censuses are done by an entire household, which is why the household staff is included in the Bartow mansion answers. Explain how to read the census and what “ditto” means.
3. Pass out the Census Investigation Worksheet. Inform the class that for this exercise they are historians searching for information on the Bartow family—this is what BPMM staff did in order to lead the tour the students just attended. Because there was no internet and family records are incomplete, the staff and the students have to hunt for and interpret information from primary sources, such as census data, tombstones, and city or county records. The census that the class is working with is a federal document. If the educator specifically mentioned any of the household staff during the tour, the class might recognize the servants’ names on the document. Have the class independently answer the questions in the worksheet so they can practice reading the census and understand the information on it. This should take no more than 15 to 20 minutes as the questions are fairly simple.
4. Go over the answers in class. Discuss why a census is a valid primary source and what it offers that photographs and newspapers—more commonly used primary sources—do not.

### **Part 2:**

1. Project the 1860 census onto the board.
2. Have the class examine the census in detail and then lead a discussion on how the information can be used by historians and social scientists. As historians, the class cannot just list data, they have to think critically about the information they have discovered.

#### Possible discussion topics:

- Gender: In 1860 the government allowed women to answer questions about their profession, but this was not an option in 1850. Remind your students that widespread social reforms and social movements (particularly ones led by females) became increasingly popular starting in the mid-1800s.
- Education: Both censuses ask if the household member can read and write. Do you think this is a question asked in census figures today? (It is not.) Do you think that it should be?
- Immigration: Most of the household staff is composed of Irish immigrants. Why? How does this link to wider historical scope? (They were cheaper than American staff; Irish Potato Famine.)

### **Extensions/Adjustments:**

- Instead of having an initial discussion in class, have the students take copies of the census data home with them. As a homework assignment, have the students look at the data and come up with 2 or 3 questions prompted by the information. The next day, have the class write their best questions on the board. Let the students choose the question they find most interesting and write an essay response.

- Look at a list of modern census questions and answers. Discuss how the questions have changed to better fit our society. If the questions were never changed, could the census accurately reflect the New York population of today? Here is a link to the 2010 Census data for Westchester County: <http://quickfacts.census.gov/qfd/states/36/36119.html>.
- The 2010 census example question #6: “What is this person’s race?” (p. 23) is located behind the censuses in this packet. Have the students examine the many ways the question could be answered. Compare this to the racialized question in 1860, “Color?,” and lead a discussion on how social perceptions have changed in regard to race. This comparison can also be used to discuss immigration.
- Incorporate the numbers in the census data into a mathematics lesson.

### Federal Census Investigation Worksheet

1. In what year was Census #1 taken?
  
2. How many Bartow family members lived in the house when this census was taken?
  
3. How old was Mr. Robert Bartow at the time the census was taken? What was his job? (Hint: "Job" is a synonym for profession or trade.)
  
4. Did Maria Bartow, Robert's wife, work outside the home?
  
5. How many of those listed were Bartow children? How old, respectively, were the oldest and youngest children?
  
6. How many of the Bartow children were male?
  
7. List the names and professions of the non-family Bartow household residents.
  
8. How many members of the household staff were born in Ireland?
  
9. Which staff members could not read and write?
  
10. How much money was the Bartow house AND property worth when the census was taken?

**Federal Census Investigation Worksheet**

1. In what year was Census #1 taken?

**1860**

2. How many Bartow family members lived in the house when this census was taken?

**8**

3. How old was Mr. Robert Bartow at the time the census was taken? What was his job? (Hint: "Job" is a synonym for profession or trade.)

**68; Gentleman**

4. Did Maria Bartow, Robert's wife, work outside the home?

**No**

5. How many of those listed were Bartow children? How old, respectively, were the oldest and youngest children?

**6; oldest- 31; youngest- 14**

6. How many of the Bartow children were male?

**4**

7. List the names and professions of the non-family Bartow household residents.

**Mary Berigan- cook; Julia- chambermaid; Mary Covat- domestic; Bridgit Connor- laundress; Matthew Hellen- gardener; John Cloure- coachman**

8. How many members of the household staff were born in Ireland?

**5**

9. Which staff members could not read and write?

**Bridgit Connor and Matthew Hellen**

10. How much money was the Bartow house AND property worth when the census was taken?

**\$82,000**

## 1860 US Federal Census Report for Pelham NY

Name	Married within the year	Attended School	Over 20 years can not read or write	Age	Sex	Color	Profession or Trade	Value of Real Estate	Value of Property	Place of Birth
Robert Bartow				68	M	White	Gentleman	80,000	2,000	New York
Maria				60	F	Ditto				Ditto
George				31	M	D	Gentleman			D
Clarina				22	F	D				D
Robert*				20	M	D				D
Heber		1		18	M	D				D
Henrietta		1		17	F	D				D
Theodoret		1		14	M	D				D
Mary Berigan				26	F	D	Cook			Ireland
Julia				21	F	D	Chambermaid			D
Mary Covat				25	F	D	Domestic			New York
Bridgit Connor			1	35	F	D	Laundress			Ireland
Matthew Hellen			1	55	M	D	Gardener			D
John Cloure				30	M	D	Coachman			D

\* Student at Columbia University  
*Transcript*

Image 3: Census #1 . "1860 US Federal Census Report for Pelham NY." Bartow-Pell Mansion Museum.

**6. What is this person's race? Mark  one or more boxes.**

White

Black, African Am., or Negro

American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

Asian Indian       Japanese       Native Hawaiian

Chinese             Korean             Guamanian or Chamorro

Filipino             Vietnamese       Samoan

Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.* ↘

Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.* ↘

Some other race — *Print race.* ↘

Image 4: 2010 Census Question. From the Population Reference Bureau. "The 2010 Census Questionnaire: Seven Questions for Everyone."  
<http://www.prb.org/images09/question6.gif>.

## Family Life on a 19<sup>th</sup>-Century Estate

### Post-Visit Activity #4

**Title:** History Fair

**Content:** Varying elements of history, historical and scholastic research, 19<sup>th</sup> century

**Objectives:**

- Gain a greater knowledge of and appreciation for the past
- Learn the skills and become familiar with the resources needed to become historical researchers
- Students enhance critical thinking, reading, and writing skills

**Class Level:** Grades 6–12

**CCSS Goals:** Can vary according to topic; generally projects cover the following anchor standard groups:

- Reading: CCRA.R.1;CCRA.R.2; CCRA.R.3; CCRA.R.6; CCRA.R.7; CCRA.R.8; CCRA.R.9; CCRA.R.1
- Writing: CCRA.W.1; CCRA.W.2; CCRA.W.3; CCRA.W.4; CCRA.W.5; CCRA.W.7; CCRA.W.8; CCRA.W.9; CCRA.W.10
- Speaking and Listening: CCRA.SL.2; CCRA.SL.4; CCRA.SL.5; CCRA.SL.6
- Language: CCRA.L.1; CCRA.L.2; CCRA.L.6
- History/Social Studies: RH.6–8.1; RH.6–8.2; RH.6–8.3; RH.6–8.4; RH.6–8.5; RH.6–8.6; RH.6–8.7; RH.6–8.8; RH.6–8.9

**Time Requirement:** Ongoing process; will depend on type of project, student creativity, project difficulty, and available class time. This is a great project if your school or class requires a writing or research project with guided revisions (see CCRA.W.10) as History Fair is often a yearlong project with extensive research and multiple drafts.

**Materials:** Will depend on type of project. All materials will be supplied by students. Depending upon style of presentation chosen, the materials may include such items as markers, paper, foam board, props, computer electronics, etc.

**Introduction:** Students will have the choice to create an exhibit, paper, documentary, or performance pertaining to New York in the 19<sup>th</sup> century. Preferably the topic will relate to technology, gender roles, or transportation, but the possibilities are endless. For example, topics can touch on Irish immigration or American railroad expansion. More details on New York State History Day and Competition on the next page!

**Activity:** Students choose a history topic related to the National History Day annual theme. The current annual theme can be found at <http://www.nhd.org/AnnualTheme.htm>. The students then conduct extensive research over the course of the school year and create their project. Students can work together as a group. When the research and project are completed, students should present their findings in class or



enter the History Fair competition. More information on the state competition can be found at [www.nyshistoryday.org](http://www.nyshistoryday.org).

**Extensions/Adjustments:**

- Students in grades 1–5 cannot participate in the state or national competition, but teachers of younger students can still use this lesson plan. It teaches good researching, speaking, and listening skills, and is a fun way to engage students in history.
- Have your class host its own history fair for another classroom or parents!

**National and New York State History Day:** Sponsored by the New York State Historical Association, New York State History Day (NYSHD) encourages students to explore different kinds of history with a large variety of topics and research sources. New York participants join students from 47 other states, the District of Columbia, American Samoa, and Guam to promote history through original research. National History Day, established in 1974, encourages history in the classroom and inspires students from all backgrounds to engage with history and acquire valuable, lifelong skills that will help them with other scholastic research projects and general presentation skills.

After participating in a History Day competition, students will be able to

- Self-direct their own studies
- Conduct purposeful research and work with both primary and secondary sources
- Be aware of past events and their impact on today’s society
- Reiterate knowledge and information in a popular format
- Speak publicly with poise and self-assurance

More information on NYSHD can be found at <http://www.nyshistoryday.org/FrequentlyAskedQuestions.htm>.

To find out if and how your county participates in NYSHD go to <http://www.nyshistoryday.org/RegionalInfo.htm>.

For tips on how to integrate National History into your classroom go to <http://www.nhd.org/ClassroomConnection.htm>.

## Additional Resources

### Books

Coulter, Laurie. *Cowboys and Coffin-Makers: One Hundred 19<sup>th</sup>-Century Jobs You Might have Feared or Fancied*. Illustrations by Martha Newbigging. Buffalo: Annick Press, 2007.

- Book describing a variety of 19<sup>th</sup>-century jobs

Frank, Stephan M. *Life with Father: Parenthood and Masculinity in the Nineteenth-Century American North*. Baltimore: The Johns Hopkins University Press, 1998.

- Book detailing the “new” generation of fathers in the 19<sup>th</sup> century; deals with gender growth and changes during this turbulent and changing period in American history

Kalman, Bobbie. *19<sup>th</sup> Century Girls and Women*. New York: Crabtree Publishing Co., 1997.

- Thorough look at women and girls in the 1800s; illustrates both positives and negatives for females of the period

Peterson, Carla L. *Black Gotham: A Family History of African Americans in Nineteenth-Century New York City*. New Haven: Yale University Press, 2012.

- Discusses the early post-Civil War history of Black Americans, specifically, the black socio-cultural elite and leaders of New York City

Ray, Kurt. *New Roads, Canals, and Railroads in Early 19<sup>th</sup>-Century America: The Transportation Revolution*. New York: Rosen Publishing Group, 2003.

- Details the transformation of American transportation during the American Industrial Revolution; child friendly

Thornton, Jeremy. *The History of Early New York (Building America's Democracy)*. New York: Rosen Publishing Group (Powerkids Printing), 2003.

- Short, early-education overview of Colonial New York

Thornton, Jeremy. *The Irish Potato Famine: Irish Immigrants Come to America 1845–1850*. New York: Rosen Publishing Group, 2004.

- Children’s book; short overview of Irish potato famine and Irish immigration

Volo, James M., and Dorothy Denneen Volo. *Family Life in 19<sup>th</sup>-Century America*. Westport: Greenwood Publishing Group, Inc., 2007.

- A broad look at family life in the 19<sup>th</sup> century—good overview and reference book

## Websites

*Daily Mail* Online. "Welcome to America: Poignant black-and-white pictures show the brutal hardships endured by immigrant families in 19<sup>th</sup>-century New York."

<http://www.dailymail.co.uk/news/article-2343204/Welcome-America-Poignant-black-white-pictures-brutal-hardships-endured-immigrant-families-19th-century-New-York.html>.

- Photos showing immigrants living and working in the streets of New York City; good visual source

Historic Hudson River Towns Inc. "Estates of the Hudson Valley." <http://www.hudsonriver.com/hudson-river-estates>.

- Overview of different historic homes and estates in the Hudson River area

Hoppe, Michelle J. "Transportation in the 19<sup>th</sup> Century." <http://www.literary-liaisons.com/article033.html>.

- Information on modes of transportation in the 19<sup>th</sup> century