



Family Life on a 19th-Century Estate Activity Packet (Short Version)

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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. Complete versions of BPMM activity packets include **Common Core** learning standards and additional activities. These may be found on our website <http://www.bartowpellmansionmuseum.org/education/activity-packets.php>.

Family Life on a 19th-Century Estate
Pre-Visit Activity #1

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

Time Requirement: 20–30 minutes

Materials: Writing utensil and Working Words Vocabulary Worksheet (p. 3)

Introduction: This vocabulary warm-up introduces some terms that students will hear during their visit to BPMM. They should use context clues to determine which unfamiliar vocabulary word goes in 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 educators.
2. Distribute the Working Words vocabulary sheet. Explain that wealthy families hired live-in help to keep large houses clean and comfortable. This sheet describes a day in the life of a servant named Julia. You will learn more about Julia and the other people in the story 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. 4) provided in your packet. 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.
- 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

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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 19th-Century Estate
Pre-Visit Activity #2**

Title: Who Am I?

Content: Image analysis, 19th-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

Time Requirement: 45–60 minutes

Materials: Writing utensil, paper, and picture of child in 19th-century dress (p. 6)

Introduction: In the 19th century, clothing fashions and trends were very different from today. The image here is of a wealthy child dressed in high fashion. The picture is from *Godey's Lady's Book*, the 19th-century equivalent of modern 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. Students should try to 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.
6. Explain to the students that these are clothes for a child under six 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 program the educator will talk about the image and answer any questions.

Fig. 3.



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

Family Life on a 19th-Century Estate

Post-Visit Activity #1

Title: Who Am I? Follow Up

Content: Image 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

Time Requirement: 45–60 minutes

Materials: Image of boy in 19th-century dress (p. 6), winning paragraph from pre-visit activity #2

Introduction: Before your BPMM visit, the class looked at a picture of a child dressed in 19th-c. clothing. During your program, they learned that the child 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 the picture and read the winning essay/paragraph from the pre-visit image analysis activity. Now, the class knows that young boys wore dresses in the 19th century. How close were they to guessing the truth? 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, a caption says that that this is a dress “for a boy from two or five years of age.”

Extensions/Adjustments:

- Have the students write a short essay describing who is in the picture now that they have background information on 19th-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.

Family Life on a 19th-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

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

Materials: Writing utensil and paper

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?
2. 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.
3. 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.
4. 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.