

# Carlyle House Teacher Resource Packet



## *Discovery Through Trash!*

### Supplemental Materials

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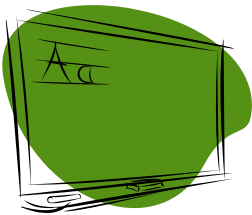
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# Planning Your Visit

Use the following icons to help guide you through the Teacher Resource Packet



## Teacher Preparation

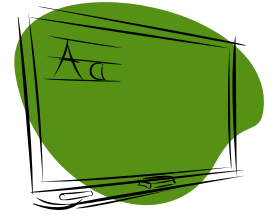
Use these pages to prepare your lessons and plan for the trip.



## Student Worksheets

These pages can be copied and used with your students in preparation for the trip.

## Planning Your Visit



Use the following checklist to prepare for your visit to Carlyle House.

### **Before your field trip:**

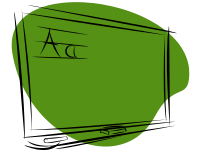
- Read over the *Teacher Resource Packet*.
- Make nametags for students.
- Use *Pre-Visit* activities to introduce students to Carlyle House.
- Map out the route from your school to Old Town Alexandria to avoid any possible delay and check out our website for parking details.

### **The day of your field trip**

- Bring 3 adult chaperones (including yourself). Remind chaperones that they are responsible for keeping the group together and well-behaved during the museum visit.
- Please bring your group in through the main entrance, located at the side of the house.
- The park surrounding the house may be used for picnic lunches (please let us know in advance if you plan to use this space)
- Expect your tour to last approximately 1 hour
- The tour is free to schools within the member jurisdictions of NVRPA, \$2 per students for schools outside of the area.
- Maximum number of students: 30 per hour

### **After your field trip:**

- Use *Post-Visit* activities to connect your museum visit to your classroom visit.



## Carlyle House Background Information

The Carlyle House Historic Park is owned and operated by the Northern Virginia Regional Park Authority. Restoration on the house began in 1970 and lasted until 1976. The house was restored to the time period of the original owner, John Carlyle (1720-1780). It is now comprised of period rooms from the era of 1770-1780. This era was selected because the original household inventory, taken at the time of John Carlyle's death, indicates exactly what was in the house at that time.

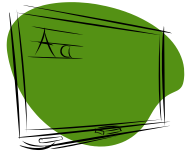
John Carlyle moved to the American colonies in 1741 from Great Britain and in 1749 purchased two lots in the newly formed town of Alexandria. The lots, situated between the Potomac River and Market Square, were the best location for a town trustee and merchant.

As a merchant, John Carlyle traded with both the West Indies and England. His business with the West Indies specialized in the **importation** of rum, molasses, sugar and slaves, and the **exportation** of timber, flour, bread, peas, beans, corn, and other foodstuffs. He **imported** from England finished goods such as furniture, china, and textiles and **exported** raw materials such as tobacco, wheat, timber and pig iron.

Carlyle married Sarah Fairfax in 1747, a member of one of the most influential families in the colonies. Sarah was the daughter of William Fairfax, agent for Thomas, 6<sup>th</sup> Lord Fairfax, who owned over five million acres of land in the Northern Virginia region. John and Sarah Fairfax Carlyle had seven children, two of whom, Sally and Ann, survived. Sarah Fairfax Carlyle died from complications from childbirth after the birth of Ann. John Carlyle remarried a woman named Sybil West. They had four children. Of those four, only one survived—a son, George William.

John Carlyle had servants and slaves—white, black, free, indentured and transported convict—that lived and worked in his home in Alexandria. At the time of his death in 1780, Carlyle owned nine slaves: Jerry, Joe, Cook, Penny, Charles, Sibreia, Cate, Moses, and Nanny.

## Discovery Through Trash: Background Info



Between the years of 1973 and 1975, an archaeological study was conducted on the grounds of the Carlyle House. Several artifacts were uncovered that are applicable to the period of the Carlyle's occupancy (1753-1780).

The “Discovery Through Trash” program focuses on types of artifacts that were found that represent life at the Carlyle House in the 18th century. The selection of objects discussed may be subject to change between different museum teachers. Some examples include: a wine bottle, a tea cup, a plate, a bone, a domino, keys, nails, a clay pipe and a chamber pot. Your students will be shown each object and asked to help identify what the object is, what it is made of, what it was used for, and where in the Carlyle House it would have been used.

The “Discovery Through Trash” program is designed to teach students about past cultures by studying the artifacts that they have left behind—specifically objects used in the daily life of the Carlyle family in 18th-century Alexandria. This pre-visit information packet includes activities that will help your students learn how archaeologists recover artifacts, and what can be learned from those artifacts once they have been uncovered!

### Archaeology Vocabulary

Archaeology: the study of people from the past by what they have left behind

Artifact: any object that was made or changed by people

Culture: the ideas, customs, skills, art and beliefs of a people

Excavation: the search for evidence and artifacts of people from the past

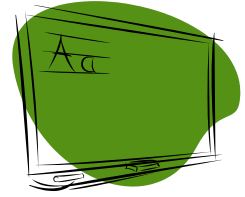


# PRE- VISIT ACTIVITIES



*Discovery Through Trash!*

# Pre-Visit Lesson Plan



Please use the following lesson plan to guide your classroom preparation for the field trip. Included here are four activities for you to use with your class *before* visiting Carlyle House.

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## **Activity 1:** *Trash Tales* p. 9

**Objective:** After completing the worksheet, students will be able to:

- Explain how trash is disposed of today and compare it to how trash was disposed of in the past.

**Answer Key:**

1. Carrots, parsnips, clams, coffee, bananas and cereal.
2. A bucket inside the house, and a pit in the ground outside.
3. A trashcan inside the house, and on the curb outside.
4. Mary threw hers in the hole and the garbage men took John's.
5. Mary threw away food scraps and broken china, John threw away food, coffee filters and a coffee can.

## **Activity 2:** *Archeologists of the Future* p. 11

**Objective:** After completing the class activity and discussion questions, students will be able to:

- Explain that archeologists use discarded items to make inferences about how people in the past lived.

Invite the class to give examples of things that they throw away. Ask if any of them have to “empty the trash” as one of their “chores.” Discuss the similarities and differences between how Mary Andrews got rid of her trash and how we do today. Discuss how archaeologists find the “trash” that people long ago threw away, and study it to learn about the people that discarded it.



NAME: \_\_\_\_\_

Date: \_\_\_\_\_



## Trash Tales

**DIRECTIONS:** Read the following stories about two kids from different times. After you finish reading, answer the questions at the end of the worksheet.

### **Paragraph A- The Past:**

Mary Andrews looked sadly at the pieces of the fine queens-ware coffeepot which had been broken the day before and now lay with clamshells and trimmings from carrots and parsnips in a bucket just inside the hall of the house. She took the bucket outside, and walking to the rear of the yard, dumped its contents into the deep square pit that had been dug the week before. Coffeepot pieces, vegetable leaves, and shells fell atop other broken pottery, glass, and refuse.



### **Paragraph B– The Present:**

John watched as his father made breakfast and coffee in the morning. First, he removed the used paper filter from the automatic coffee maker and threw it in the trashcan. He put a new filter in the coffeemaker and scooped the last of the coffee from the can into the filter. He then threw the empty coffee can into the trashcan, as well. He plugged in the coffeemaker and turned it on. While the coffee was brewing, John helped his dad slice a banana into their cereal. Then John threw the banana peel into the trashcan. It was Thursday—trash day—so, after breakfast, John took the trashcan out to the curb for the garbage men to empty it.

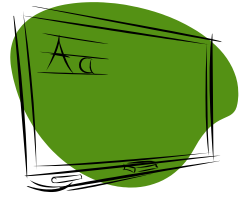




## Questions for Review

1. What foods are mentioned in the two paragraphs?
2. Where did Mary Andrews throw her trash inside the house? Where did she put the trash outside of the house?
3. Where did John and his father throw the trash inside the house? Where did John put the trash outside of the house?
4. What was done with the trash once it was taken outside?
5. What types of things did Mary Andrews throw away? What types of things did John and his father throw away?

# Archeologists of the Future



Put together a “bag of trash” and bring it in for your students to examine. Ask your students to be archeologists of the future and to tell you what they can determine about the person who threw this trash away.

This activity could be done with the students sitting in a circle on the floor. Allow the students to handle the objects and pass them around. Encourage them to examine the objects closely and share their observations.

Suggestions for “trash”:

- Milk carton
- Diet soda can
- Empty medicine bottle (Nyquil, asthma inhaler, Benadryl, etc.)
- Toothpaste tube
- Nature magazine (bird watching, fishing, etc.)
- Sports magazine (Sports Illustrated, Golf Digest, etc.)
- T. V. Guide
- Baby food jars
- Hair spray can
- Kitty litter bag or pet food bag
- Toy packaging

Possible interpretations:

- The people had children
- The people had a baby
- The people had pets
- The people had a T. V.
- The people liked nature, sports
- The people got sick and took medicine

# Archeologists of the Future

## Review Questions



**DIRECTIONS:** Write your answers to the following questions or discuss them in groups or as a class.

1. Pretend you are leading an archaeological excavation behind a house that was lived in long ago. You find expensive broken dishes in the “trash pit.” What does that tell you about the people who lived there?

2. You also find a broken toy whistle or a baby-doll head. What does that tell you about the people who lived there?

3. Name 2 things your family throws away? What would that tell people about your family?

4. Name 1 thing you throw away? What would that tell people about you?

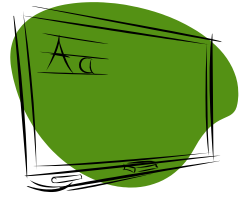


# POST- VISIT ACTIVITIES

*Discovery Through Trash!*



# Piecing it Together



**Objective:** This activity will demonstrate how archaeologists sort pieces of objects that they find and piece them together to learn more about the past.

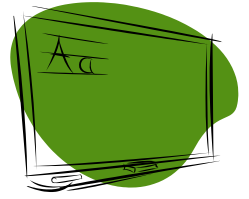
Explain to your class that archaeologists do not always find objects in perfect condition—sometimes they are broken and have to be “pieced together.” Give an example of an object that an archaeologist might find broken: a cup, glass, bottle, plate, bowl. Discuss how sometimes archaeologists find many broken pieces that go to many different objects and have to sort them out and piece them together. Explain to your class that they will be acting like archaeologists—sorting out pieces of broken objects and piecing them together to try to learn from them.

Cut paper plates, bowls, cups, etc. into different sizes and shapes. For best results, use different sizes, materials (plastic, paper, Styrofoam) and patterns (solid, floral, birthday, etc.). Divide your class into several groups and give each group 15 or 20 pieces and a roll of masking tape. Make sure that each group gets pieces that will “fit together” to make a whole or almost whole object. Make sure, also, that each group gets an incomplete set and odd pieces that do not match others.

Have each group sort out the pieces given to them. Invite suggestions from the students as to how they should sort them out: color, material, pattern, etc. After the students have sorted their pieces out, have them begin to put them together with the masking tape.

Discuss with the class how archaeologists have to sort like pieces before they begin to piece them together. Also, talk about how, many times, they don’t find all of the pieces to an object or may have found single pieces to several different objects.

# Our Class Archeology Exhibit



The following is an activity for you to do with your class after your visit to the Carlyle House. It is designed to synthesize what you have learned from the pre-visit activities and on the actual tour. We hope that you choose to do this activity with your class, as it will complete the “Discovery Through Trash” program.

**Objective:** This activity will allow the students to compare their own material culture with that of John Carlyle’s family in 18th-century Alexandria.

Create a museum exhibition with your class! Have each student bring in an object from home and create an exhibit label for it. Allow the students to be as creative as they would like in designing their label—as long as it is legible and fits the criteria of the lesson.

The purpose of this lesson is for students to be able to compare their own lives with the lives of the Carlyle family in 18th-century Alexandria. The exhibit labels can be short, but should include a comparison of their object with its 18th-century equivalent. When you assign the students to select an object from home, encourage them to think back to their visit to the Carlyle House and select an object that is comparable to something that they saw on their tour.

**Example 1:** If a child brings in a mug, their label could read, “We drink coffee and tea out of mugs. John Carlyle and his family also drank tea and coffee, but they drank out of porcelain tea cups.”

**Example 2:** If a child brings in a Nintendo Gameboy, the label could read, “This is my favorite game to play. They didn’t have these in John Carlyle’s time, but they played other games like dominos and cards.”

**Example 3:** If a child brings in a ballpoint pen, the label could read, “We write papers and letters with pens like this. John Carlyle and his family wrote papers and letters, too, but they wrote with a quill pen, made out of a goose feather, that had to be dipped in ink.”

Have the students set their objects and labels out for the rest of the class to see. Invite the students to “walk through the museum” and examine each other’s exhibits!