

# Carlyle House Teacher Resource Packet



## *History in a Haversack* Supplemental Materials

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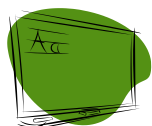
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Use the following icons to help guide you through the Teacher Resource Packet.



### Teacher Preparation

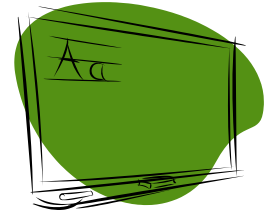
Use these pages to prepare your lessons and plan for the trip.



### 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 delays and check out our website for parking details.

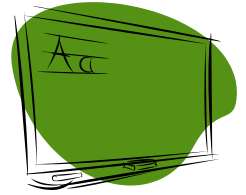
### **The day of your field trip**

- 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 long program.

### **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.

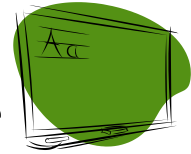
John Carlyle moved to the American colonies in 1741 from Great Britain and in 1749 purchased two lots in the newly formed town of Alexandria. The lots, situated between the Potomac River and Market Square, were the best location for a town trustee and merchant.

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.

## History in a Haversack: Background Info



Life has changed a great deal for people in Virginia since John Carlyle and his family lived in this house 250 years ago, but there are still a number of similarities. Some objects may seem surprisingly familiar to today's students, while others may leave them wondering.

The "History in a Haversack" program combines the excitement of discovery as students attempt to figure out what each of their mystery objects from the past is, with important skills such as map-reading and understanding the differences of life in the past.

The "History in a Haversack" program is designed to teach students about the similarities and differences between their lives today and the lives of those in the past. This pre-visit information packet includes activities that will help your students locate familiar places on a map, and begin to distinguish between objects from the past and present.

### Vocabulary:

**Money:** Metal or paper used to represent a certain value; in the 1700's, common forms of money were Spanish coins and paper currency printed by the various British American colonies. Today, money is printed and minted by the U.S. government.

**Barter:** The exchange of an object for another object that is seen to have an equal value; in the 1700's, barter was a common practice. Today it is less common and generally only used in informal circumstances.

**Credit:** A means of securing goods with the promise that payment will be made at a later date; in the 1700's a shopkeeper or merchant would often allow people to purchase items on credit. Today, most people use a credit card.

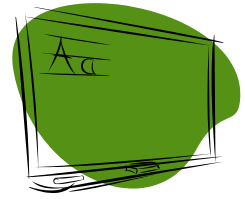


# PRE-VISIT ACTIVITIES



*History in a Haversack*

# Pre-Visit Lesson Plan



Three student activities follow for you to use with your class *before* visiting Carlyle House. Use the following lesson plan to guide your classroom preparation for the field trip.

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## **Activity 1:** *Mapping Our World* p. 10

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

- Identify Virginia on a map of the United States.
- Locate cities such as Alexandria and Richmond, and features such as the Potomac River, the Chesapeake Bay, and the Appalachian Mountains on a map of Virginia.

## **Activity 2:** *Then and Now* p. 11

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

- Distinguish between things that are/were only available in the present or past, and things that appear both today and before.

## **Activity 3:** *Then and Now Matching* p. 12

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

- Identify a number of parallels between items in the past, and those today.

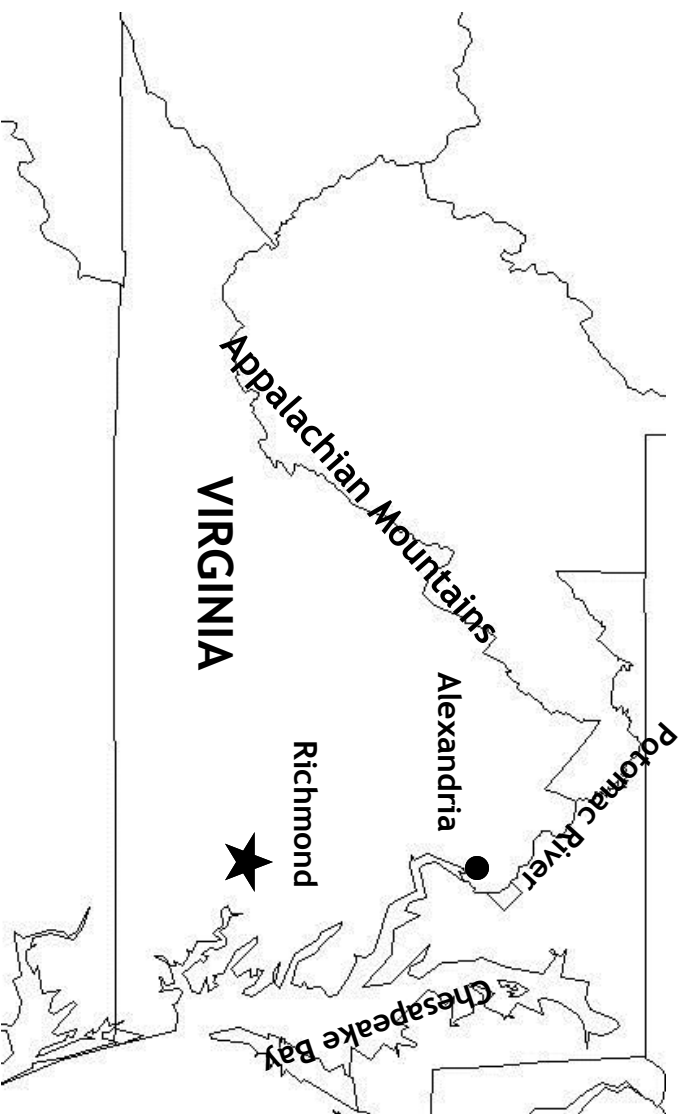


NAME: \_\_\_\_\_

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

# Mapping Our World

-Can you find and label the state of Virginia on the map of the United States?



-Can you circle the cities of Alexandria and Richmond on the map of Virginia?

-Can you put boxes around the Appalachian Mountains, the Potomac River, and the Chesapeake Bay?














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

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

Make a X next to the object in the box, to show if the colonists had it "THEN" or if we have it "NOW." Some may be both! If a box is empty, try drawing what the colonists used instead or what we use instead today.

## Then and Now

		 THEN	 NOW
Electricity			
Marbles			
Showers			
Computer			
Quill			
Flint and Steel			
Newspaper			

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

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

Draw a line from the colonial  
object to what is used today!



## Matching: Then and Now



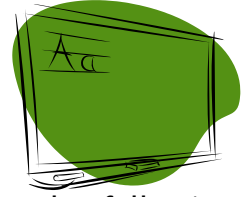


# **POST- VISIT** **ACTIVITY**

*History in a Haversack*



# Post-Visit Lesson Plan



This activity is for your use *after* your visit to Carlyle House. Use the following lesson plan to support and reinforce your visit.

## Activity 1: *Haversack Review*

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

- Recall objects used in eighteenth century life and describe how they were used in daily life.

**Directions:** On a blank piece of paper have students draw one of the objects from the Haversacks. In the picture they should include an American Colonists using the object in the correct setting. Have them identify the object.

**Make it More Challenging:** On the back of the paper have the students write a Museum Exhibit label for their object. The label should be about 3-4 sentences and include what the object is, where it could be found, who used it, and for what purpose.