

Grades K-2 Lessons & Activities



JACOBUS VANDERVEER HOUSE & MUSEUM
BEDMINSTER, NEW JERSEY

Stepping Back in Time



Jacobus Vanderveer House and Museum
Grades K-2 Guide

Jacobus Vanderveer House and Museum Grades K-2 Guide

Rationale:

This guide serves as a tool to prepare K-2 students for a visit to the Vanderveer House and Museum, with lesson plans and activities that introduce the new concepts and themes the students will encounter. In addition, there are suggested activities to assist in student engagement in learning, while enjoying the experience of touring a historical house. There are also opportunities to reinforce these ideas after the tour and in the classroom after the visit.

Themes

- I. To introduce the concepts of change and continuity over time (past/present)
 - a. Students will learn that many years ago, long before they were born, life was different.
 - b. Students will observe artifacts in the 1700s and compare/contrast to their own lives.
- II. To encourage historical literacy and inspire historical empathy
 - a. Students will use analytical skills to better understand the past and make connections using evidence (historical literacy).
 - b. Students will consider the different perspectives and backgrounds of the people and places of the past (historical empathy).
- III. To actively participate in the museum experience
 - a. Students will be introduced to “museum” skills, such as observing and properly handling (or not handling!) of artifacts.
 - b. Students will make use of the museum resources to learn about the past during their visit, as well as utilizing the pre and post activities to reinforce the processes of critical thinking.

Social Studies Standards Addressed:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Cumulative Progress Indicators (CPI's)

6.1.4.D.11

Determine how local and state communities have changed over time and explain the reasons for change.

6.1.4.C.2

Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.P.D.4

Learn about and respect the other cultures within the classroom and the community.

ELA Standards Addressed:

Progress Indicators for Reading Literature Text

RL.1.1. Ask and answer questions about key details in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Progress Indicators for Speaking and Listening

SL.1.1. Participate in collaborative conversations with diverse partners about (*grade level topics and texts*) with peers and adults in small and larger groups.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Progress Indicators for Writing

W.1.2. Write informative/explanatory texts in which they name a topic, or supply some facts about the topic, and provide

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Lesson Objectives:

- SWBAT distinguish between the past and present.
- SWBAT identify 18th century household objects and artifacts.
- SWBAT compare and contrast artifacts in the 18th century to their own lives.
- SWBAT plan and design a simple model based on evidence to represent a proposed object.

Formative Assessment:

- Time Wheel (Past, Present, Future)
 - Conferring with students as they work through the assignment.
 - Refer back to the unit question “Is there a difference between the past and the present?” Students can respond verbally.
- STEM Design and Plan

Stepping Back in Time

Students will investigate life as it was for Dutch Americans in the 18th century. By engaging with artifacts and through hands-on activities, students will critically consider the rapid growth.

Teacher Background Information:

Historic significance of the Jacobus Vanderveer House:

The house was built in 1772 by Jacobus Vanderveer, the son of a wealthy Dutch miller. In early 1778, Vanderveer was approached to lend the residence to Gen. Henry Knox, who was coming from Boston to command a new artillery encampment and training academy that the Revolutionary Armies were setting up on the mountain high above the village of Pluckemin (part of Bedminster Township). Knox and his wife Lucy occupied the house until June or July 1779. The Jacobus Vanderveer House is the only building remaining from that period

The Jacobus Vanderveer House is an outstanding example of Dutch-American architecture modified and enlarged in the Federal period. The main block of the house, built in 1772, is a representative 18th century Dutch dwelling with mud walls, sturdy wooden beams, and fireplaces tiled in Delft from Holland. It was extended in 1813 in classic Federal style.

Pluckemin Cantonment:

A cantonment is a military training academy. General Henry Knox, the artillery commander during the Revolutionary War, created the Pluckemin Cantonment to provide training for the Continental Army troops. It is believed to be the first military training academy in the United States, and is the forerunner of the United States Military Academy at West Point. All vestiges of the Pluckemin Cantonment have disappeared, but visitors to the Jacobus Vanderveer House will soon be able to view a 3D digital film that "reconstructs" the Cantonment.

Pre-Visit Activities

A note to the teacher:

The following activities have been designed to introduce the ideas and themes students will encounter during their visit to the Jacobus Vanderveer House and Museum. Through group discussions and activities, students will become familiar with the names, vocabulary, and concepts that enables richer investigation and builds connections with the past, present and think about the future.

Both in the past and the present, members of families met/meet their needs in the home. Although using different items and methods, people obtained food, provided shelter, built homes, and obtained clothing. Students will demonstrate an understanding of how technology in the home has changed over time and how these changes help meet the needs of the member of the family.

Length of Pre-Visit Activities: 30 minutes

Pre-Visit Literature Resources

Ox-Cart Man by Donald Hall

Read aloud The Ox-Cart Man. Discuss elements of a farm as you encounter them and focus students' attention on items you would find in the past. As students notice people, places, and things from the story, list them on a T-chart. Then discuss and add places and things we use in the present.

When I Was Built by Jennifer Thermes

Read aloud When I Was Built. Discuss the continuity and change of a farmhouse built 200 years ago to its present day dwellers. Focus attention on things you find in the past and the present. Create a T-chart with the past and present.

Anticipatory/Hook Set:

Some events are happening now and some events happened before.

Ask students a question to activate schema about the terms: past and present.

Examples:

- What grade were you in last year? What grade are you in this year?
- What did you do yesterday? (Prompt: Yesterday I . . .) What did you do today? (Prompt: Today I . . .)
- What does it mean if you did something in the past? What does it mean to be doing something in the present?
- Ask students to give examples of things they did in the past by using the prompts: I used to . . . and then ask them to give you an example of the present by using the prompt: Now I . . .
- Is there a difference between the past and the present?

Display the photos of a one room school house. (See photos on next page.)

- Ask the children to guess what kind of scene this is. Ask the children if they think this is a scene from now or from long ago. (Encourage the children to look at details in the picture and find artifacts).
- After the children had a chance to guess and explain their guesses, tell them that this is a scene of a school from a long time ago.

Continue the discussion:

- In what ways does the school house look different from our school?
- What kinds of artifacts in the schoolhouse can teach us about the past?
- Are the things you would find in a school today the same as things you would find in a school from the past? Why or why not?

**Download [One Room Schoolhouse](#) SMART Board notebook (2008)

Teacher Background information:

- Schoolhouses had one or two windows and one door.
- The teacher's desk was located at the front of the room, facing the students.
- There was no bathroom or running water in the schoolhouse. Students used the outhouse if they had to use the bathroom.
- Students sat at small wooden desks or on benches. The boys sat on one side of the room and the girls sat on the other.
- Schoolhouses were heated by one stove. Students were responsible for keeping the fire burning throughout the day.
- The schoolhouse was only one room. The teacher taught all grades in that one room. Younger students sat near the front while older students sat near the back of the schoolhouse.

Reference:

http://www2.needham.k12.ma.us/eliot/technology/lessons/History_Needham/schoolhouse_teacher/room.html



Reference: <http://www.uglyhedgehog.com/t-179413-1.html>



Reference:
http://www2.needham.k12.ma.us/eliot/technology/lessons/History_Needham/schoolhouse_teacher/room.html

KWL CHART

As a class think about your visit to the Jacobus Vanderveer House and Historical Museum and get ready to fill in the chart!

- In the first column, write what artifacts you **KNOW** you might see from long ago.
- In the second column, write what you **WONDER** about life over 200 years ago.
- After your visit to the Jacobus Vanderveer House and Historical Museum, write in the last column what you **LEARNED** and want to remember!

What We <u>K</u>now	What We <u>W</u>onder	What We Want to <u>L</u>earn

PEOPLE TO KNOW



George Washington

- Leader of the Continental Army during the Revolutionary War
- First President of the United States



Henry Knox

- Leader of the American military training under General Washington
- Supervised the creation and use of the Pluckemin Cantonment (a camp where soldiers are trained for military service) which was located close to the Vanderveer House



Lucy Flucker Knox

- Wife of Henry Knox
- Good friends with Martha Washington (George Washington's wife)

Jacobus Vanderveer

- First member of his family to be born in NJ
- Built the house in 1772-1773
- Let the Knox Family live in his house

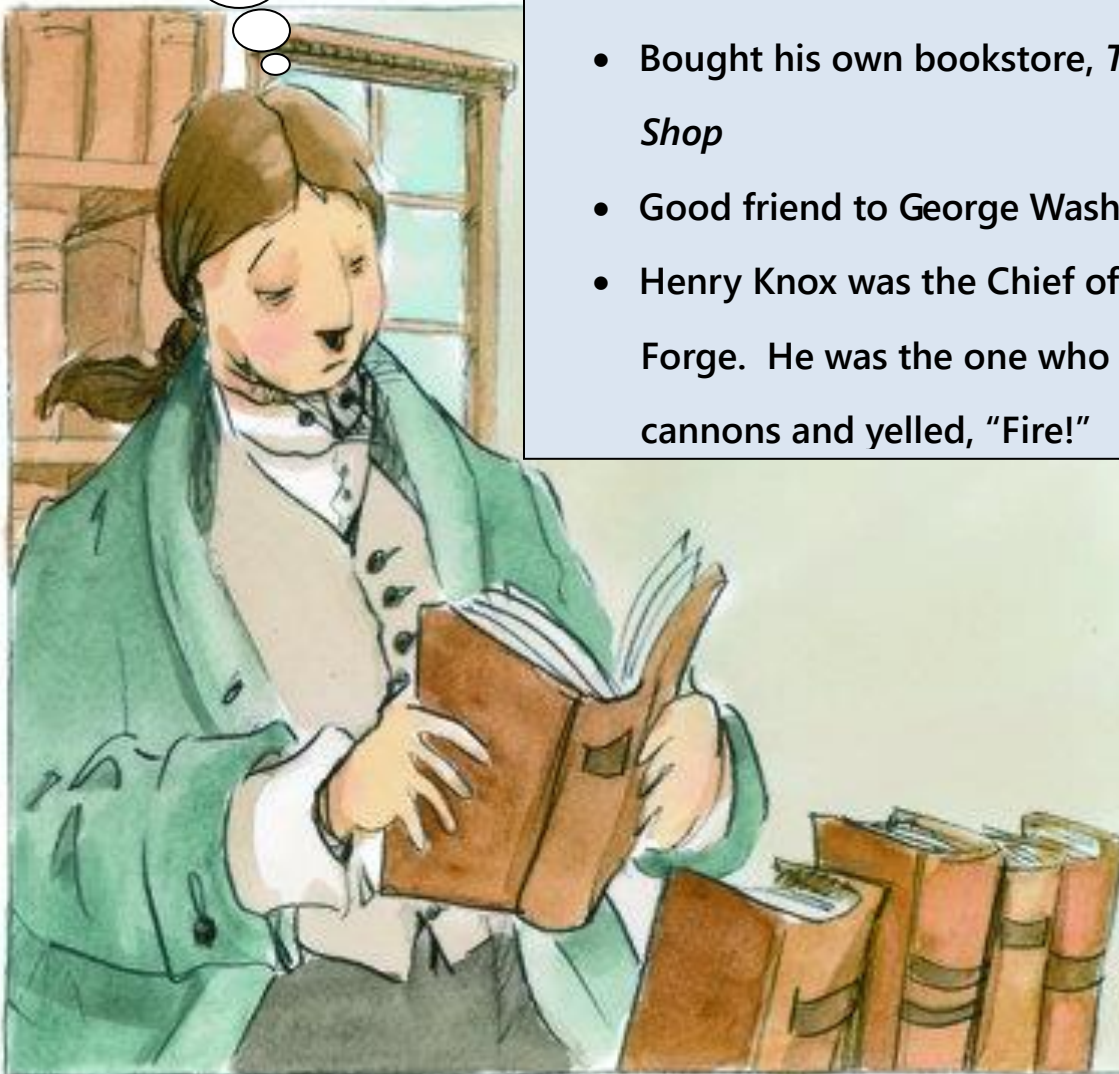
"Little" Lucy Knox

- Oldest daughter of Henry and Lucy Knox
- 2 or 3 years old when living at the house

HENRY KNOX FUN FACTS

**I LOVE TO
READ!**

- Loved to read
- Was the 7th of 10 children
- Only had a 5th grade education
- Completed his education through reading books
- Worked in a bookstore
- Bought his own bookstore, *The London Book Shop*
- Good friend to George Washington
- Henry Knox was the Chief of Artillery at Valley Forge. He was the one who rolled out the cannons and yelled, "Fire!"



Picture: <http://www.nytimes.com/2013/01/16/books/henry-and-the-cannons-by-don-brown.html>

Information Reference: <http://www.knoxmuseum.org/>

Vocabulary

basic needs - food, shelter, clothing, love

artifacts – real objects or pictures of real things that existed long ago and tell us how things were in the past

present – happening now

past – something that happened already

future – something that will happen or will be

long ago – in the distant past

change – to make different

Revolutionary War - the battle in between Great Britain and the 13 American colonies

Pluckemin Artillery Cantonment – America's first military academy (school) very close to the Vanderveer house

Vanderveer House – the house Henry Knox and his family lived in when he was working at the Pluckemin Cantonment

Museum Activities

Scavenger Hunt (during tour)

Directions

- Print the Jacobus Vanderveer Scavenger Hunt.
- Attach Scavenger Hunt to a clipboard (optional).
- Children will search for artifacts in each room of the Vanderveer House.
- Write an "X" in the box below the picture when the artifact is found.

Materials:

- Jacobus Vandereer Scavenger Hunt
- Clipboard (Optional)
- Pencil

Time Wheel Lesson (after tour)

Activity Duration: 45 minute

Connection:

Refer to responses from Pre-Visit Activities (Anticipatory Set/Hook, KWL Chart, and/or Read Alouds)

Teach:

Re-discuss the terms: **past** and **present**.

- The past is something that has already happened.
- The present is something that is happening now.
- The future is something you think will happen.

Teacher "Think Aloud" Example:

During the Scavenger Hunt I found a bed that was folded against the wall in the Parlor room. It is a bed that can be unfolded when being used and then folded up against the wall when it isn't being used.

Long ago people used folded beds as extra beds for house guests and to save space in their houses. This bed can be unfolded in the Parlor Room. It looked like this (display photo of the bed in Parlor Room).

Today people still use folded beds to sleep house guests and to save space in their houses. Now the beds are usually inside furniture so people can use the cabinets around the bed. It looks like this (display picture). Murphy bed is the present name for these types of beds.

In the future I think these kinds of beds will be like a cloud. There will be a silver plate on the ground. When you push the button on the silver plate a bed appears floating in the air.



Past:
Jacobus Vanderveer
Parlor Room



Present:
Present day bed

Active Engagement:

Allow students to turn and talk to discuss the past and present using the vocabulary and phrases that modeled above.

Students can use the prompts:

- Long ago people used (artifact) to (use of artifact). Student will point to the artifact from the scavenger hunt.
- Today people still use (item) to (use of item). Describe how it looks today.
- In the future I think (name the item) will look like (describe the item).

Independent Practice:

Students create a Time Wheel to demonstrate understanding of past, present and future.

Time Wheel:

Each student will receive two paper plates. One paper plate will be divided into thirds. The other plate will have 1/3 of the wheel cut out to make a window and a title.

Directions:

Students will complete each 1/3 of the bottom plate at a time. (bottom plate)

1. Past: first 1/3 of the circle:

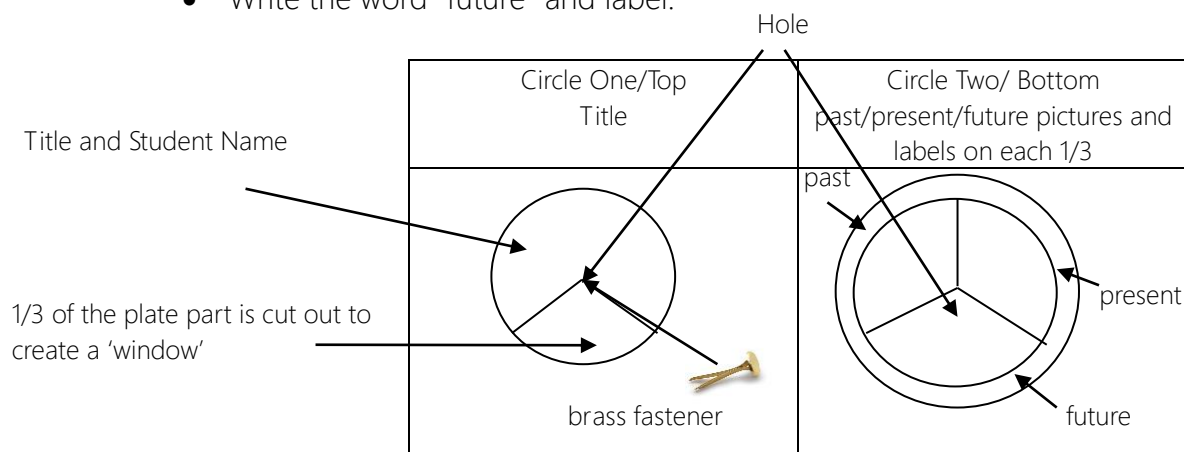
- Draw a picture of an artifact from Jacobus Vanderveer House tour to represent the past.
- Write the word "past" and label the picture.

2. Present: second 1/3 of the circle:

- Draw a picture an object that represents the same object from the past that we use presently.
- Write the word "present" and label the picture.

3. Future: last 1/3 of the circle

- Draw a picture of an object that represents the same object from the past that you think we might use in the future.
- Write the word "future" and label.



Help the students assemble their Time Wheels by placing the two plates on top of each other and attaching them with a brass fastener placed through the middle. Students can spin the Time Wheel when fastened.

Accommodations for struggling learners:

- Allow students to work in pairs.
- Allow students to use a scribe to label their drawings and title.
- Provide pictures of artifacts used presently. Students can match the past to the present.

Share/Closure:

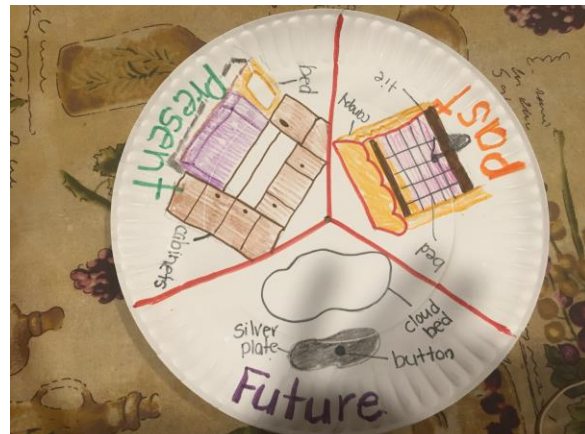
Share: Allow students time to share their Time Wheels either in whole group, small group, or partners.

Time Wheel Materials:

- Paper plates
- Hole puncher
- Crayons
- Markers
- pencil (optional)
- Brass fasteners
- Scavenger Hunt/Student Activity Guide



Time Wheel Example
Top



Time Wheel Example
Bottom

STEM Lesson

Activity Time: Approximately 60 minutes

Engagement and Exploration:

- Provide each group of students (3 students/group) with a bag of materials.
- Explain to the children that they will be building a structure that will keep the rabbits out of the Vanderveer's vegetable garden.
- Tell the students that each structure will be tested at the end of the activity.
- **Each student within their group should first write and sketch an idea in their STEM Plan and Design.** Each group **should** discuss each other's ideas and come to a consensus as to which model sketched they will build. (This will give each student the opportunity to share their idea and begin teaching them the importance of collaboration.)
- Do not give them any more instructions!
- Allow the students to work together in designing and building their structure. (Teacher will walk around the room and provide feedback to any questions they may have with guidance, not answers . . .)

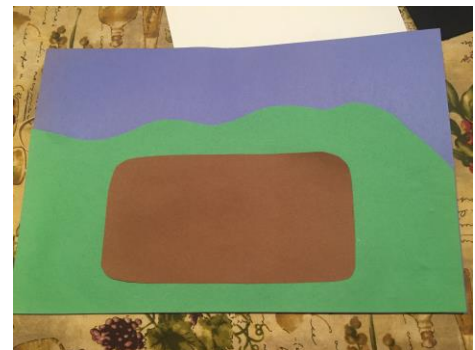
Explanation:

- Once all groups are finished with building their structures, give them a few minutes to test their design. As they are testing their designs, instruct the students to give you verbal explanations as to why they chose their design and observe whether their goal has been met.
- Once all groups have given verbal explanations, instruct the students go back to their STEM Plan and Design and write what they think they could change to make their structure better.

Extension: In the classroom/Media Center/Computer lab students can research other ways to keep animals out of vegetable gardens.

STEM Activity Materials:

- 30 wood sticks (15 modified option)
- 15 straws (8 modified option)
- clay (**omit** for modified option)
- pencils
- scissors
- masking tape (**omit** for modified option)
- rabbit
- Design Plan and Worksheet
- glue (modified option only)
- Construction Paper Garden (modified option only)



Construction Paper
Garden Example

STEM Lesson Rabbits

- Copy on thick paper
- Cut out each rabbit
- Attach each rabbit to a cube to create a freestanding rabbit
- Modified STEM Lesson - **do not** attach the rabbit to a cube



Guard the Vegetables!

STEM Plan and Design

Here's a Rabbit

Oh, here's a fluffy rabbit
With two ears so very long
See him hop, hop, hop about
On legs so very strong!
He nibbles, nibbles vegetables
For his meals every day
And as soon as he has had enough
He hops, hops, hops away!

Help the Vanderveer Family keep the rabbits out of the vegetable garden!

Design a **structure** to help save the vegetables.



Requirements

The structure must...

- be able to stand on its own
- be taller than the rabbit
- have an entrance/exit

Materials List

- 30 wood sticks
- 15 straws
- clay

Tools List

- freestanding rabbit
- scissors
- masking tape
- pencils
- Plan and Design worksheet

Guard the Vegetables!

Modified STEM Plan and Design

Here's a Rabbit

Oh, here's a fluffy rabbit
With two ears so very long
See him hop, hop, hop about
On legs so very strong!
He nibbles, nibbles vegetables
For his meals every day
And as soon as he has had enough
He hops, hops, hops away!

Help the Vanderveer Family keep the rabbits out of the vegetable garden!

Design a **structure** to help save the vegetables.



Requirements

The structure must...

- be glued to a construction paper vegetable garden
- be taller than the rabbit
- have an entrance/exit

Materials List

- 15 wood sticks
- 8 straws

Tools List

- rabbit
- scissors
- glue
- pencils
- Plan and Design worksheet



Engineer _____

Date _____

GUARD THE VEGETABLES!

STEM Plan and Design

Ask It!



What is the problem?

The rabbits are eating the plants in the Vanderveer vegetable garden!



Imagine It!



How can we solve the problem?

The **BEST** solution is to build a . . .

because

it will keep the rabbits out of the Vanderveer vegetable garden so the vegetables can grow.

Design It!



My Blueprint

This is what it will look like.



Materials List

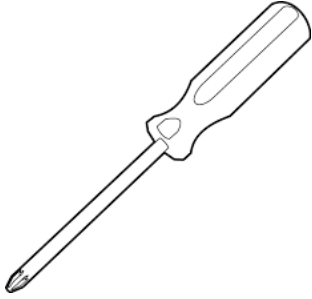
1. 30-wood sticks
2. 15-straws
3. clay
4. pencils
5. scissors
6. masking tape
7. freestanding rabbit
8. Plan and Design worksheet

Test It!



Create it.

Try it out!



What can we change to make it better?



Improve It!



Engineer _____

Date _____

GUARD THE VEGETABLES!

Modified STEM Plan and Design

Ask It!



What is the problem?

The rabbits are eating the plants in the Vanderveer vegetable garden!



Imagine It!



How can we solve the problem?

The **BEST** solution is to build a . . .

because

it will keep the rabbits out of the Vanderveer vegetable garden so the vegetables can grow.

Design It!



My Blueprint

This is what it will look like.



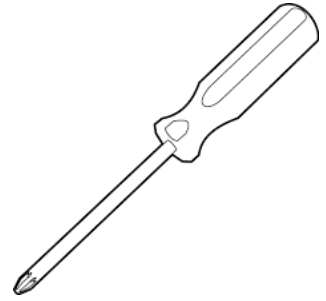
Materials List

1. 15-wood sticks
2. 8-straws
3. glue
4. pencils
5. scissors
6. rabbit
7. Plan and Design worksheet

Test It!



Create it.
Try it out!



What can we change to make it better?



Improve It!

JACOBUS VANDER VEER HOUSE AND MUSEUM



K-2 Student Guide

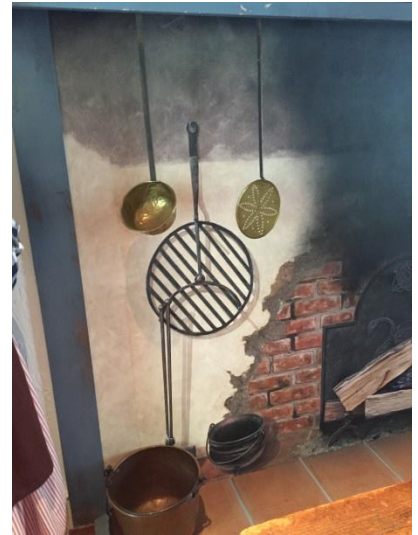
Student Name

Jacobus Vanderveer House and Museum

Scavenger Hunt



Look for objects that match these pictures in the **Kitchen Hearth Exhibit.**



Jacobus Vanderveer House and Museum

Scavenger Hunt



Look for objects that match these pictures in the **Vanderveer Parlor Room.**



Jacobus Vanderveer House and Museum

Scavenger Hunt



Look for objects that match these pictures in **The Knox Bedroom.**



Jacobus Vanderveer House and Museum Scavenger Hunt

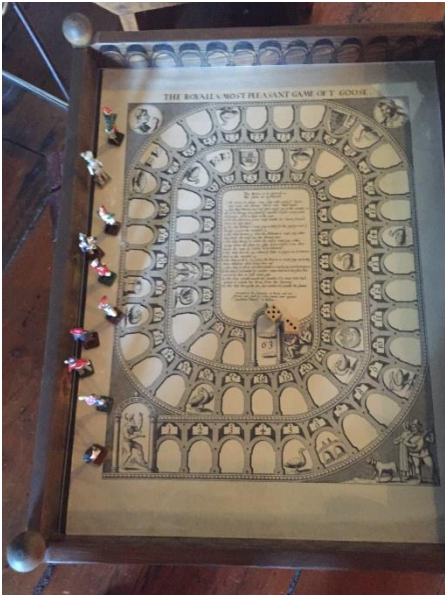


Look for **paintings** that match these pictures in **The 1813 Main Parlor.**



Jacobus Vanderveer House and Museum

Scavenger Hunt



Look for objects that match these pictures in **The Lumber Room.**

