

# *Grades 3-5 Lessons & Activities*



JACOBUS VANDERVEER HOUSE & MUSEUM  
BEDMINSTER, NEW JERSEY

## Lesson Title: Using Your Resources in Colonial Times

### Standards Addressed in This Lesson:

#### Social Studies

**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.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.

#### **ELA Standards:**

##### CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

##### CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**Rationale:** These lessons will be taught because students need to know about the history of the state they live in. There is no better way than to visit a site that was there during the birth of our country! The Vanderveer House has a lot to offer in terms of history, but also has many cross-curricular themes in Science and Language Arts, too.

**Prior Knowledge:** Students should have some basic knowledge about Colonial Times and the Revolutionary War time period before coming to visit the Vanderveer House.

**Possible Pre-Visit Activities to Build Prior Knowledge:** Teachers are encouraged to use the Pre-Visit activity located on the website to familiarize the students with some objects before coming to the house, that way they are able to do the following activities with ease. The link is <http://www.jvanderveerhouse.org/Pre-Visit%20Booklet.pdf> or it can be accessed on the Jacobus Vanderveer House website <http://jvanderveerhouse.com/>. Teachers should also have students watch two short videos as an introduction to the Vanderveer house and Pluckemin Cantonment, which can be found on YouTube by searching for “Introduction to Jacobus Vanderveer House” and “In Quarters Comfortable and Clever: The Continental Army at Pluckemin.” Another possible pre-visit activity would be to have the children discuss the importance and geographic significance of the Pluckemin Cantonment. They can look at a map of New Jersey and theorize why Henry Knox selected this area to set up his site. These are all activities that can be done on site, but if they are done beforehand, then students and teachers can maximize their time on site and use it to extend their learning and study the artifacts in the house.

**Length of Time:** Teachers can make this as long or short as they want to. If only one activity is done, it could take about 45 minutes and if all activities are done, it could take up to two hours.

**Objectives:**

1. Students will be able to identify the names of colonial artifacts and tell what they were used for.
2. Students will be able to identify which natural resources were used to make different products in the house.
3. Students will be able to identify different ways that colonial rooms were used and cite evidence to support their thinking.
4. Students will be able to demonstrate knowledge of the time period by creating a journal entry.

## **Formative Assessment:**

1. Complete “Artifact Inventory”
2. Completed graphic organizer “Rooms: Then and Now”
3. Completed game “Resource Hunt” and completed graphic organizer “Resource Hunt”
4. Completed journal entry

**Hook:** In order to get the children excited to start the tour, the teacher can select an item found in the kitchen and have students brainstorm what it might be, what it may have been used for, and what it is made of. Then, the teacher will explain to the students that as they go through the house, they should be looking for and observing the different objects they learned about before coming to the house in anticipation of an activity at the end of the tour.

**Activities: (Sequence spelled out for teachers):** Teacher should provide students with two graphic organizers called “Artifact Inventory” and “Rooms: Then and Now.” As students go through the house they should fill out the “Artifact Inventory.” This will ensure that students are engaged during each part of the house tour. They are asked to name an item, tell what room it was found in, tell what they think it is used for, tell what it reminds them of (this helps children to make connections and activate prior knowledge) and tell what they think it is made of. Another activity that can be done during the house tour is the “Rooms: Then and Now” activity. In each room, the teacher/guide should stop and have students reference that graphic organizer. Students should look around the room and think about how this room could’ve been used for multiple purposes. For example, the Front Parlor could’ve been used as a bedroom. The evidence is that there is a sleighback bed in it and when there is company, the doors can be shut, a fire can be made, the bed can be pulled down and the room can serve as a bedroom. Students are encouraged to use evidence and artifacts from the room to support their thinking. The use of evidence is an important skill that is tested in grades 3-5, as well. When the house tour is complete, students can gather in the Second Floor classroom. There they can break into four groups/stations. One group can play the game “Resource Hunt” (poster). Students will think about what resources were used to make each product and will place the cards in the pockets. Another group can go on a hunt around the house with a chaperone to find their own examples of how Colonial people (the Vanderveers and Knoxes included) used their resources. They should use the graphic organizer titled “Vanderveer House Resource Hunt Graphic Organizer.” A third group can sit and have a

discussion about the information they collected on their “Rooms: Then and Now” graphic organizer. A fourth group can work on a biography station. The students will choose to read the mini-biography of either Henry Knox, Lucy Knox or Little Lucy Knox. They will then write a journal entry from the point of view of one of them about what it might have been like to live in the Jacobus Vanderveer House during the winter of 1779-1780. Students should use all of their background knowledge and information they learned during the day to craft their response.

**Accommodations for struggling learners:** These activities can be modified for a variety of learners. For those that need movement, the house tour provides a fast-paced, engaging activity where students can move around. For those who have reading or writing difficulties, modifications can be made to any of the graphic organizers to provide more space for writing, more explicit directions or sentence starters.

**Closure:** As a closure activity, the teacher/guide can hand out a 3-2-1 exit ticket for students to reflect on their trip. Students will list three things that they learned, two questions they still have about Colonial Times, the Revolutionary War or Vanderveer House and one big idea or theme that you learned today. Teachers can collect this as another formative assessment, as well as use it to plan future instruction.

### **Materials:**

Clipboard (one for each student, or something to lean on)

Pencils

“Artifact Inventory” worksheet

“Rooms: Then and Now” worksheet

“Resource Hunt” game board

“Resource Hunt” worksheet

Mini-biographies

Journal entry paper

Exit ticket



# Resource Hunt

In Colonial Times, people couldn't just go to the store to buy what they needed; they had to use their resources. That meant using what they DID have, such as trees, mud, animals and sunlight, in new and creative ways. Look at the pictures below and match the resources used to each item. Some items have more than one resource. Think about what each item was used for and it might help you!

**Used Trees-** This can mean any part of the tree, including the trunk, branches, fruits, nuts and sap.

**Used Earth-** This can mean mud, clay, sticks, grass, plants (fruits and vegetables), and coal.

**Used Animals-** This can mean parts of animals, such as skin or fur, too.

**Used Metal-** This can mean a variety of metals including iron, pewter and silver. Metal is made from extracting an ore in the Earth's crust.



Used Trees	Used the Earth	Used Animals	Used Sun
Used Trees	Used the Earth	Used Animals	Used Sun
Used Trees	Used the Earth	Used Animals	Used Sun
Used Trees	Used the Earth	Used Animals	Used Sun

Used Trees	Used the Earth	Used Animals	Used Sun
Used Trees	Used the Earth	Used Animals	Used Sun
Used Trees	Used the Earth	Used Animals	
Used Trees	Used the Earth	Used Animals	

Used Trees	Used the Earth	Used Animals	
Used Trees	Used Metal	Used Metal	Used Metal
Used Trees	Used Metal	Used Metal	Used Metal
Used Trees	Used Metal	Used Metal	Used Metal

Used Trees	Used Metal	Used Metal	Used Metal
Used Trees	Used Metal	Used Metal	Used Metal

# Vanderveer House Resource Hunt Graphic Organizer

Can you look around the house and find other examples of how Colonial people used their resources? Be creative!

Item: \_\_\_\_\_

What It Was Used For: \_\_\_\_\_

\_\_\_\_\_

Resources Used To Make It/Use It: \_\_\_\_\_

\_\_\_\_\_

Item: \_\_\_\_\_

What It Was Used For: \_\_\_\_\_

\_\_\_\_\_

Resources Used To Make It/Use It: \_\_\_\_\_

\_\_\_\_\_

Item: \_\_\_\_\_

What It Was Used For: \_\_\_\_\_

\_\_\_\_\_

Resources Used To Make It/Use It: \_\_\_\_\_

\_\_\_\_\_

### **Answer Key:**

1. **Candlebox:** Used trees (box); Used animals (animal fat)
2. **Wattle and daub insulation:** Used Earth (hay, sticks, straw, mud, manure)
3. **Candle mold:** Used metal; Used animals (animal fat was poured in the mold)
4. **Gridiron/Trivet:** Used trees (handle); Used metal (plate)
5. **Rolling Herb Grinder:** Used metal (base); Used trees (handle); Used Earth (herbs picked from the garden were cut with this blade)
6. **Spider pot:** Used metal
7. **Bed Warmer:** Used metal (for the base); Used trees (for the handle) and Used the Earth (for coal to put in the bed warmer)
8. **Chamber Pot:** Used metal
9. **Wide Floor Boards:** Used trees (the trunks or largest tree limbs available)
10. **Butter Churn:** Used trees (for the base); Used metal (for the lid)
11. **Spoon Rack with spoons:** Used Trees (for the rack); Used metal (for the spoons)
12. **South Facing Windows:** Used trees (for the frame); Used the Earth (melted materials were used to make glass); Used sun (because the windows were facing South, they received the maximum amount of sunlight and kept the house warm)
13. **Brick Wall Mortar:** Used the earth (mud, clay, etc.)
14. **Trencher:** Used trees; Used metal (a knife or blade would be used to carve the bowl; Used the Earth (rocks could be used to help carve and smooth the bowl)
15. **Barrel:** Used trees (planks were made and shaped); Used metal (to hold the planks together)
16. **Quill Pen:** Used Animals (the quill feather comes from a bird; Used the Earth (some ink was made from plant material such as berries)
17. **Mortar and pestle:** Used trees
18. **Spinning wheel:** Used trees (for the wheel and base), Used animals (wool), Used the Earth (flax, hemp and cotton were plants that were grown and used to make

Read the Mini-Biography of Henry, Lucy, or Little Lucy. Then, write a journal entry from the point of view of one of them. Use your background knowledge of the time period to tell what it would have been like to live in the Jacobus Vanderveer House during the winter of 1778-1779.









## Rooms: Then and Now

In Colonial Times, since homes were smaller, each room or section of the house had many different uses and served multiple purposes. As you tour the Jacobus Vanderveer home, look around each room and try to figure out the different ways that room may have been used in Colonial Times. Look for objects as evidence to support your thinking. There may be more than one correct answer.

### **Present Day Rooms**

Bedroom	Kitchen	Bathroom	Living Room
Office	Dining Room	Play Room	Laundry Room
Work Room			

### **Jacobus Vanderveer House Rooms**

The Kitchen	The Front Parlor	The Second Floor
The Back Parlor/Knox Bedroom		

### **The Kitchen**

This room could have also been used as a/an \_\_\_\_\_

\_\_\_\_\_.

My evidence is \_\_\_\_\_

\_\_\_\_\_.

## **The Front Parlor**

This room could have also been used as a/an \_\_\_\_\_

\_\_\_\_\_.

My evidence is \_\_\_\_\_

\_\_\_\_\_.

## **The Back Room/Knox Bedroom**

This room could have also been used as a/an \_\_\_\_\_

\_\_\_\_\_.

My evidence is \_\_\_\_\_

\_\_\_\_\_.

## **The Second Floor**

This room could have also been used as a/an \_\_\_\_\_

\_\_\_\_\_.

My evidence is \_\_\_\_\_

\_\_\_\_\_.

## 3-2-1 Exit Ticket

Name: \_\_\_\_\_

3- Name three things that you learned today

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2- Name two questions that you still have about Colonial Times, the Revolutionary War or Vanderveer House

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1- Name one big idea or theme that you learned today

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## 3-2-1 Exit Ticket

Name: \_\_\_\_\_

3- Name three things that you learned today

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2- Name two questions that you still have about Colonial Times, the Revolutionary War or Vanderveer House

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1- Name one big idea or theme that you learned today

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