



## *Conflict in the Colonies* Teacher Resource Packet

Thank you for registering for a Historic Newton youth program! In this packet you will find information about your visit, pre- and post-visit activities, and additional resources to support your teaching. Please reach out to [education@historicnewton.org](mailto:education@historicnewton.org) with any questions.

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## Program Overview

**Location:** Durant Kenrick House and Grounds, 286 Waverly Avenue, Newton, MA 02458

**Audience:** Grades 3-8 and 9-12

**Duration:** 1 ½ hours

**Essential Question:** How did different people living in the Colonies form opinions on the British Government during the events leading up to the Revolution?

**Overview:** In *Conflict in the Colonies*, students explore the events leading up to the American Revolution through the eyes of colonial Massachusetts residents. Students will consider the profile of an assigned colonial family and get to know each other: a diverse group of English settlers, Native people, free people of African descent, and wealthy landowners. Students then review facts and opinion statements to determine their character's opinion about the English government and share it with their neighbors by speaking at a town meeting, before voting to decide if the town will stay loyal, fight for independence, or stay neutral.

## About Your Visit

*Conflict in the Colonies* is held at the Durant-Kenrick House and Grounds. In order to preserve the artifacts and documents on display, flash photography is not allowed in the museum.

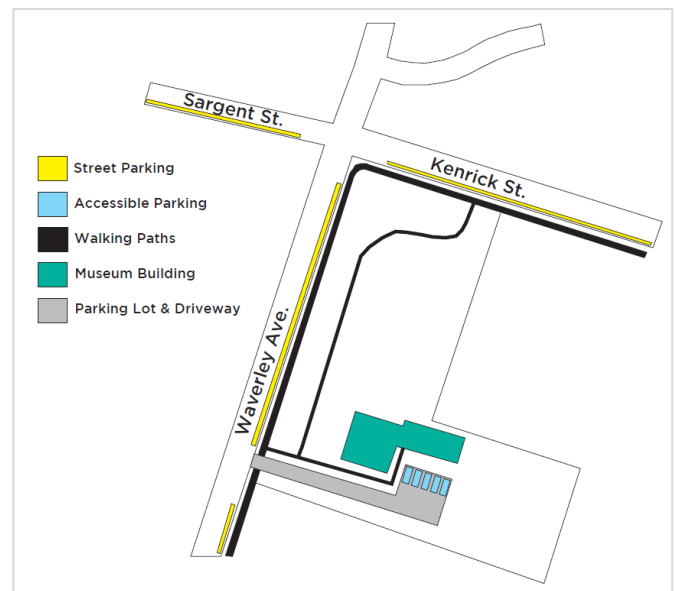
Please refer to the diagram on the right for information on drop off and parking. Groups can be dropped off in front of the museum, at the base of the driveway. Ample on-street parking is available on the even side of Waverly Avenue, Kenrick Street (the same side as the house), and Sargent Street. Parking is not permitted within five feet of any driveway on the street. Please do not park on the grass.

We ask for at least 1 chaperone for every 6 students. Chaperones are expected to:

- Remain with the group at all times and model appropriate museum behavior.
- Assist the museum educator as needed, such as reading aloud to students, dividing students into groups, escorting students to the bathroom, or other classroom management tasks.
- Keep cellphones and other electronic devices silent.

Please have your students divided into groups of 5 prior to arrival; this will facilitate the hands-on part of the program. It will also be helpful if each group has a chaperone.

If you wish to conclude your program with a snack, please notify the staff in advance and plan for an additional 15 minutes. You must bring all snack supplies. There are no water fountains on site but students can fill their water bottles from the kitchen tap.



## Suggested Vocabulary

Below are some terms that you might incorporate in your teaching about the colonial era leading up to the Revolution. Once you define the word with students, reinforce their understanding by using the term in context and supporting them in using their own words to describe what it means.

**Benefit:** Something that improves or promotes advantage or sake: *this is for your benefit*

**Colonial Era:** The time period beginning in 1700, around 100 years after the Pilgrims arrive, and ending with the Revolutionary war.

**Colonist:** British subjects who travelled to the new world and began to settle the area in the 18th century (1700).

**Fact:** (1) Something that actually exists; reality; truth: *The earth is flat has no basis in fact.* (2) Something known to exist or to have happened: *Space travel is now a fact.* (3) A truth known by actual experience or observation; something known to be true: *Scientists gather facts about plant growth.*

**Loyalist:** A person who is loyal to a political cause, government, or leader especially in times of revolt. In Colonial times, a Loyalist meant one who was loyal to the King of England.

**Opinion:** A judgment or belief not founded on certainty or proof, or it can be the popular feeling or view: *public opinion.*

**Protest:** To express or declare your objection, disapproval, or dissent, often in opposition to something you're powerless to prevent or avoid: *"a protest against increased taxation."*

**Revolutionary:** A person in the Colonial Era who wanted to fight for independence from England, often called a "Patriot".

**Siege & Blockade:** The term for the prevention of free movement to or from a place during wartime. **Siege** implies surrounding a city and cutting off its communications, and usually includes direct assaults on its defenses. **Blockade** is applied to naval operations that block all commerce, especially to cut off food and other supplies from defenders.

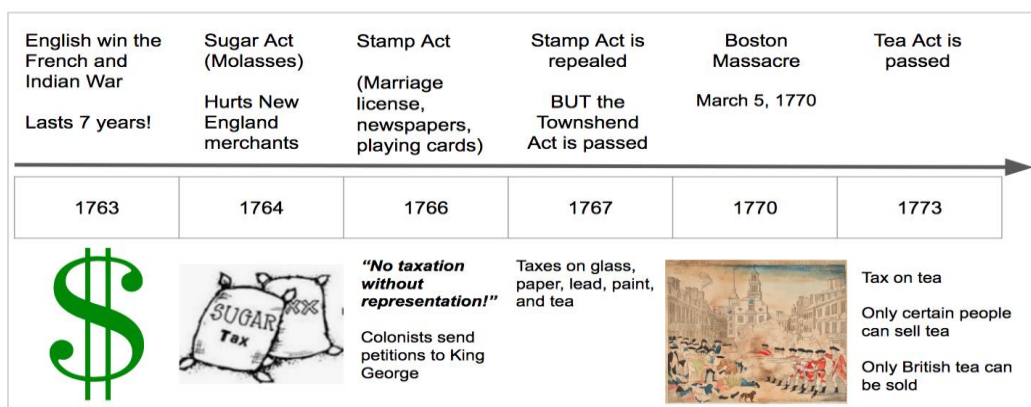
**Town meeting:** An assembly of the qualified voters of a town. Such a meeting may exercise all the powers of local government.

## Suggested Activities to Supplement Your Visit

Below are some short activities you can incorporate into your classroom practice before and after students participate in the *Conflict in the Colonies* program. Please note you may need to scale up or down the activities based on the needs and abilities of your students.

### Pre-Visit Activities

**Tea Party Timeline.** If your students have already learned about the events leading up to the Boston Tea Party, this timeline activity can reinforce their understanding of the chain of events. Make a set of cards, each featuring an event that led to the Boston Tea Party. The cards can be as simple or complex as you like – you can provide just the name of the event, or also include the event, year, and a description. Have students work together to put the events in order, then hold a class discussion to reflect on the timeline. Below is a sample simple timeline:



**Practice Speaking and Listening.** Pick an item that will designate the speaker, i.e., only the person holding the item can speak, and they cannot be interrupted. Practice this skill by asking the class a simple question like, "what is your favorite food and when did you first remember having it?". Students take turns holding the item and sharing their response with the class, which other practice listening without interjecting with noises or comments. This can also be done in pairs or small groups.

### Post-Visit Activities

**Letter writing.** Ask each student to write a letter to a classmate from the point of view of their character from the program. In the letter they should explain their position about the British government using the facts and opinions they discussed at the town meeting. Students can exchange letters and respond to each other.

**Tea Party Timeline Revisited.** Have students revisit the timeline of events leading up to the Boston Tea Party (see pre-visit activity above) and identify events that directly affected their character. Discuss: did one event shape many people's views? Did it have the same impact on all those affected?

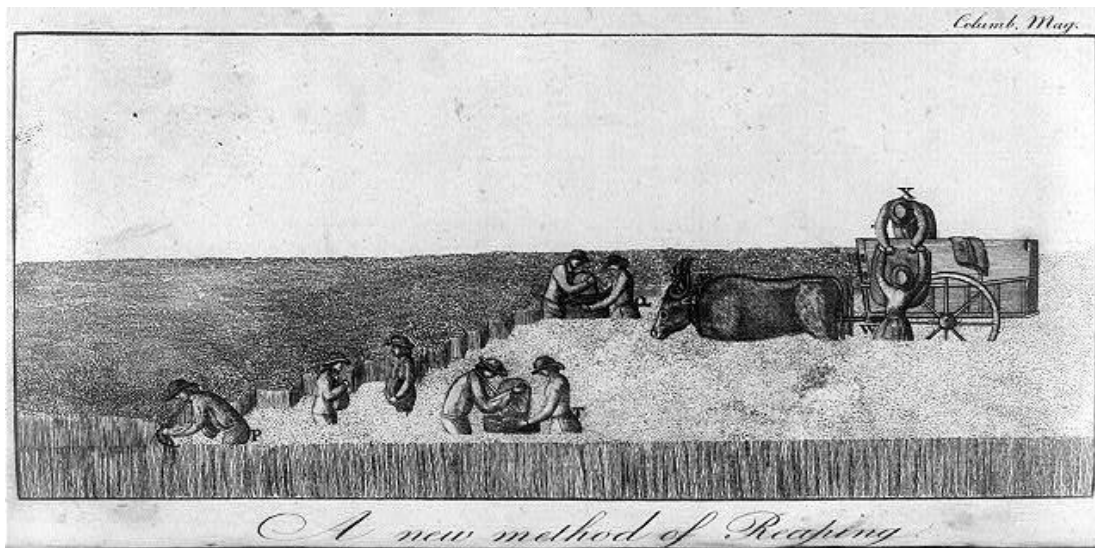
**Practice Debate.** After the lively town meeting in *Conflict in the Colonies*, provide students another opportunity to debate a topic. It can be something complex like a current event or something simple like brownies vs. cookies. Students research the facts and opinions on the topic and come up with an argument, supported by evidence for one side. Then hold a whole-class discussion on the topic, culminating in the opportunity to vote.

## Background Information for Educators

### Colonial Daily Life

In the 18<sup>th</sup> century, everyone in Newton lived and worked on a farm. Even if a man practiced a trade as a blacksmith or miller, he still needed to farm in order to provide his family with food. Families were large, typically with six children. They often included grandparents, unmarried aunts, and uncles since no one was able to live on their own. By working together and trading with other farmers colonists were able to get by. Tax records indicate that the average farm had 4 cows, 2 horses, 2 oxen, 4 goats and sheep and an undetermined number of chickens. The average farm was 50 acres. About half of it was a wood lot, which provided fuel for heat and cooking. Most of the farm was dedicated to feeding the livestock: pasture for grazing and meadow for hay. Only about 3-4 acres was used for crops. Often a farm had a small orchard. Newton farmers traveled a short distance to Brighton or Boston to sell excess crops, cheese, butter, and wood.

There were several mills on the Charles River in Newton Lower Falls and Newton Upper Falls. A paper mill made paper from wood pulp, a sawmill cut logs into boards, and a grist mill ground grain into flour. Instead of grinding grain for themselves farmers brought it to millers who ground it for them. In return the miller kept some as payment and resold it. At harvest time the whole family worked together. It was a laborious process to cut wheat, barley and oats with a sickle and beat it to separate the grain from the stalk. Everyone pitched in to make hay to feed animals in winter, cutting fields of grass and drying it. Records indicate that Newton farmers shared tools with neighbors.



*The Columbian magazine, or, Monthly miscellany. Philadelphia : Printed for Seddon, Spotswood, Cist, and Trenchard, 1788 (September).*  
<http://www.loc.gov/pictures/item/2004671568/>

### About the Museum

At the Durant-Kenrick House and Grounds, you don't just look at history—you try it out for yourself. Here you'll find... a 1734 farmhouse, restored and renovated in 2013 with the addition of a large, modern educational space; family-friendly museum with period rooms, interactive activities, and puzzles; historic gardens; stories about colonial life, the Revolutionary War, slavery, abolitionism, the birth of American horticulture, and the historic preservation movement.

## Related Content Standards from the MA History & Social Science Framework

### Grade 3

Topic 6. Massachusetts in the 18<sup>th</sup> century through the American Revolution [3.T6]

- Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

### Grade 5

Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2]

- Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.

### Grade 8

Topic 2. The development of the United States government [8.T2]

- Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about *equality*, *representative government*, *limited government*, *rule of law*, *natural rights*, *common good*, and the *purpose of government* in the Declaration of Independence.

### Grades 9-12

Topic 1. Origins of the Revolution and the Constitution [USI.T1]

- Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.
- Explain Britain's policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.
- Describe Patriots' responses to increased British taxation (e.g., the slogan "no taxation without representation," the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phyllis Wheatley, Peter Salem, Prince Estabrook).

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