

Conflict in the Colonies

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

Running time: 1 ½ hours

Big Idea: What did different Colonists think about the British Government during the events leading up to the Revolution?

Objectives:

After completing this program, participants will be better able to ...

1. Use evidence to articulate multiple perspectives within the discussed historical period.
2. Describe the diversity of perspectives people living in the Colonies had about the English government before the American Revolution.
3. Articulate differences between daily life in Colonial era and their lives today.
4. Identify the difference between opinion and fact

Overview

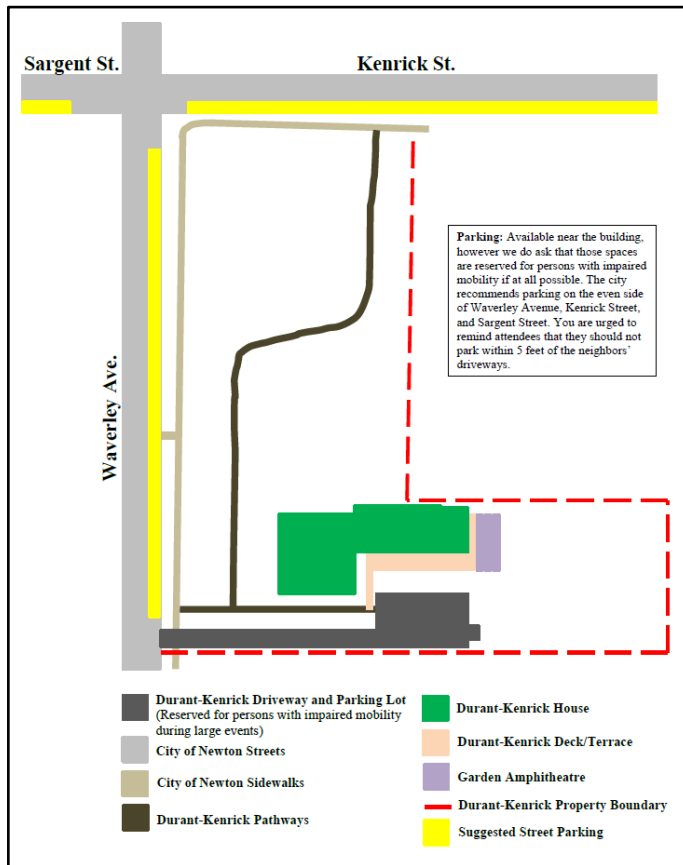
Students explore the events leading up to the American Revolution through the eyes of Colonial Massachusetts residents, and decide if they will join the Patriots, remain loyal to the King, or move to Canada to escape the violence. Students will consider the profile of an assigned Colonial family, and get to know a variety of voices by “meeting” their neighbors, a diverse group of English settlers, Native people, free people of African descent, and wealthy landowners. Students then review facts and opinion statements to create their character’s opinion about the British government, and share it with their neighbors by speaking at town meeting. Will they support the Sons of Liberty in their actions on the night of the Tea Party or remain a Loyal British citizen? Students will work in small groups in the learning center and tour the pre-Revolutionary rooms of the museum.

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.

The Conflict in the Colonies is held in the Learning Center and the Museum. 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 snack supplies. **Please have your students**

divided into groups of 5 prior to arrival; this will facilitate the hands on part of the program. In order to preserve the artifacts and documents on display, flash photography is not allowed in the museum

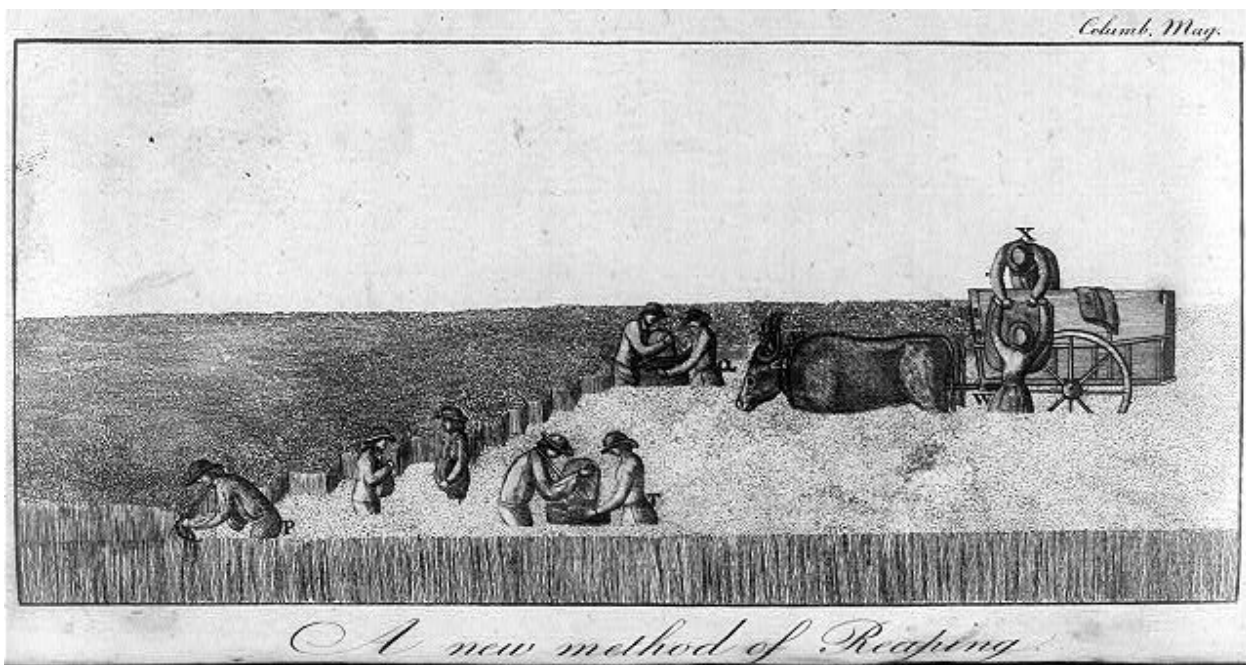
About your Visit - Parking - Please do not park on the grass. Groups can be dropped off in front of the museum. There is ample additional on-street parking. Please park abutting our property, on the even side of Waverley Avenue and Kenrick Street (the same side as the house). No parking is permitted within five feet of a driveway. For larger events, please also park along the rest of the Waverley block and on the even side of Sargent and Kenrick Streets, closest to the house.



Colonial Daily Life

In the 18th 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 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.



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

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.

Colonial opinions about the British Government

A diverse group of Native people, Enslaved Africans, free people of African descent, and European settlers lived in the American Colonies. They had different opinions about the British government and its policies. Students will use this list of facts and corresponding opinions during the program, and it may be helpful for them to be familiar with each side of the argument and have some understanding of how people could have had very different opinions about the same facts.

1. Fact: The English government has put a tax on tea.

Opinion: 3 cents is a small tax, I don't mind paying a bit more

Opinion: People in England should not be making laws for us in the Colonies. We should make our own laws as we did before.

Opinion: Britain sent soldiers to protect us during the French & Indian war, why would we not want to pay them back for our safety with this tax?

2. Fact: The English government has started to choose governors for the Colonies. Colonists do not have representation in the English Government.

Opinion: We are English and Massachusetts is part of England and has been for 150 years, so we should follow the rules of the English government.

Opinion: We have been electing our own governors for the past 150 years. Why should that change that now? It's unfair that we do not have a say in who governs us!

3. Fact: England is working to pass a law to end slavery

Opinion: I think it is good that the English government wants to pass laws to end slavery, enslaving people is wrong and everyone should be free

Opinion: The English government should not make laws for the Colonies, we should make our own laws.

4. Fact: The English government wants to stop expansion into Native Territory and calm the conflict with Native Peoples

Opinion: The land was already claimed by Native People before any European settlers arrived, it is not free for Colonists to take

Opinion: We want to expand our ownership of land into Native Territory because we want more land for our children.

Opinion: Peaceful relationships with Native People help keep us all safe.

Fact: Tensions are rising between the Colonists and the English government, which has led to violence

Opinion: We want peace and safety, not mobs brandishing clubs and bricks, nor a fight with England, who has the most powerful Navy in the world

Opinion: English soldiers killed five people in the Boston Massacre. We didn't start the violence, why shouldn't we stand up for ourselves?

Vocabulary

Pilgrims - People who traveled by boat from England and created the first permanent settlement in New England at Plymouth in 1620 for religious freedom.

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

The colonial era - begins in 1700, around 100 years after the Pilgrims arrive, and ends with the Revolutionary war

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

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

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."

Town meeting - (esp in New England) an assembly of the qualified voters of a town. Such a meeting may exercise all the powers of local government

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

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.

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

Siege & Blockade - 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.

Suggested Pre-visit Activities

Events leading up to Tea Party - Time line group work. Use the slides at the end of this packet or make your own of story of the events leading up to Tea Party. Print out 5-10 events. Break class into small working groups of 4-5. Give each group a packet of the 5-10 events and tell them to spread them on the floor and then slide them in chronological order from what they remember from the power point. If one group gets it incorrect, have them look at a correct time line and fix their own.

Importance of women's roles

Who does the grocery shopping in your house? Mom? Dad? Other? Make a tally. Explain that women did all the grocery shopping in the 18th century. This gave them great influence when it came to the choice to buy British goods or not. If they chose to not buy British goods they were showing their support for the Patriots. If they continued to buy British goods that was a public statement of their support for the Loyalist and the King. Although we often learn history from only the male perspective, the entire Colonial family (children included!) discussed politics regularly and were active in the events leading up to the Revolution.

Public Speaking and Listening skills – Decide on a “magic” maker, and make sure class understands that she who holds the magic marker has the floor and cannot be interrupted. Ask class question “what is your favorite food and when did you first remember having it?” Other students cannot exclaim “That’s my favorite too,” or “yuck” they must be quiet, unless they have the maker.

The difference between fact and opinion

Bring in Newspaper and have a scavenger hunt in different sections. Then discuss purpose of sections clarifying opinion columns and “hard news” based on unbiased fact. News in colonial times was told or spread through newspapers, pamphlets, posters, and by word of mouth, how do we get our news today?

Life as a Colonial Newton Child

Ask students to make a list of chores they do at home (either individually or in groups). Have students compare their list to those below. What would your day as a colonial kid look like? What is the same still today? What is different?

Colonial Chores for boys and girls

Sweep floors

Made beds

Washed dishes

Pick up sticks
Keep fire going
Milk cows
Feed cows, horses, oxen, goats and sheep
Picked apples, pears and plums
Picked wild berries and nuts

Work girls did with their mothers

Tend vegetable garden
Salt meat and fish,
dry or pickle vegetables,
make fruit into preserves,
make cheese and butter
Make soap and candles
Spin flax and yarn into thread and wool
Make clothes and mend (repair) them
Wash clothes and clean the house

Work boys did with their fathers

Plow with teams of oxen and cart dung (manure) to fertilize crops
Mow meadow and made hay
Harvest crops
Press cider
Store root vegetables
Fell trees and haul them with oxen

Suggested Post-visit activities

Letter writing Have students write a letter to their cousin from the point of view of their character from the museum explaining their position about the British government using the facts and opinions they discussed at the town meeting. Post finished letters and have a gallery tour.

Life as a Colonial Newton Child Share the list of chores again with your students, and have them think critically about what kind of work is no longer necessary today. Why do we not need to keep a fire going in our home? Then, have students discuss why we no longer need to do this work. We buy food and have refrigerators to keep it fresh. We buy clothes, soap, candles, etc. We heat our homes with gas or oil. We have electricity to light our houses.

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MA History & Social Studies Curriculum Framework

Grade 3

Concepts and Skills

History and Geography

1. Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing.
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century.

Economics

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community.
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.

Learning Standards

- 3.5 Explain important political, economic, and military developments leading to and during the American Revolution.
 - a. the growth of towns and cities in Massachusetts before the Revolution
- 3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks.
- 3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- 3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.
- 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

Grade 4

Concepts and Skills

History and Geography

3. Observe and describe national historic sites and describe their function and significance.

Economics

6. Define and give examples of natural resources in the United States.
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.

Learning Standards

Regions of the United States

- 4.11 Describe the climate, major physical features, and major natural resources in each region.

Grade 5

Concepts and Skills

History and Geography

1. Identify different ways of dating historical narratives (17th century, seventeenth century, 1600s, colonial period).

Learning Standards

- 5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England).

The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

- 5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

- 5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.

A. the fishing and shipbuilding industries

B. trans-Atlantic trade

C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

Grade 7

Concepts and Skills

History and Geography

1. Compare information shown on modern and historical maps of the same region.
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa). Identify in BC/BCE dates the higher number as indicating the older year (that is, 3000 BC/BCE is earlier than 2000 BC/BCE)
4. Distinguish between primary and secondary sources and describe how each kind of

source is used in interpreting history.

5. Identify multiple causes and effects when explaining historical events.

Grades 8-12

Concepts and Skills

History and Geography

2. Identify multiple ways to express time relationships and dates (for example, 1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference.

7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

8. Interpret the past within its own historical context rather than in terms of present day norms and values.

10. Distinguish historical fact from opinion.

Selected bibliography

Barrett, Tracy. *Growing Up in Colonial America*. Brookfield, CT: The Millbrook Press, 1995.

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Hinds, Kathryn. *Daily Living*. Armonk, NY: Sharpe Focus, 2008.

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Online Resources

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Sweetser, Moses Foster. King's Handbook of Newton, Massachusetts. Newton: Moses King Corporation, 1889.

https://books.google.com/books?id=cTEAAAAAYAAJ&pg=PA108&lpg=PA108&dq=broad+and+tangled+acres&source=bl&ots=AZiE77EuRh&sig=p1VVGbk4Sf8YYmIQpneyVNEW7nU&hl=en&sa=X&ved=0ahUKEwiPwuiiebJAhWEVD4KHU3JB_QQ6AEIKTAC#v=onepage&q=broad%20and%20tangled%20acres&f=false

Winslow, Anna Green. Diary of Anna Green Winslow: a Boston school girl of 1771. 1759-1779; Earle, Alice Morse, 1851-1911 ed.

<https://archive.org/details/diaryofannagreen1894wins>

Britannica Library

<http://library.eb.com/levels> using your local library for access

E-book released in 2007 for Project Gutenberg

Earle, Alice Morse. Life in Colonial Days. Originally published in 1898

Colonial Williamsburg

Provides information and activities for students, lesson plans and resource library for teachers

<http://www.history.org/>

Memorial Hall Museum <http://www.americancenturies.mass.edu/>

Offers interactive activities, extensive images of artifacts, lesson plans and more
Smithsonian National Museum of American History

Inside This House, an 18th century house in Ipswich, MA

<http://amhistory.si.edu/house/default.asp>

Boston: 1775

History, analysis, and unabashed gossip about the start of the American Revolution in Massachusetts.

<http://boston1775.blogspot.com/>