

## Forests & Farms

**Location** Durant-Kenrick House & Grounds, 286 Waverley Avenue, Newton

**Audience** 2<sup>nd</sup> through 5<sup>th</sup> grade students

**Run time** 1 hour

**Essential Question** How does where you live effect how you live?

### Objectives

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

1. Use evidence to articulate multiple perspectives within the discussed historical period.
2. Identify ways Native People in New England used their natural resources to meet their basic needs
3. Identify ways settlers changed the landscape to meet their needs
4. Contrast lifeways of Native People and European settlers in the 18<sup>th</sup> Century
5. Articulate that difference in lifeways caused conflict between Native People and European settlers, resulting in the dominance of Colonial culture and decline of Native American culture.

### Overview

Students will investigate how Native People in Eastern Massachusetts used natural resources to meet their basic needs.

Students will discuss the natural resources available to Native People in New England and handle artifacts to learn how Native People lived in North American for thousands of years prior to European contact.



Students will then explore how early European (primarily English) settlers used their native landscape to meet their basic needs, and learn how those lifeways were transplanted to the Colonies. Through working in the garden, carrying water and other colonial chores, students will understand first-hand the difference between the lifeways of early settlers and Native Peoples. Students will also understand how

these differing lifeways developed from the different landscapes of North America and England.

After completing this program, students will also understand that Native People contributed to the success of settlers, while the settlers contributed to the decline of Native American populations and lifeways.

### **About your visit**

The Forests and Farms program is held in the museum's gallery space and outdoors. Please have your students dress for the weather. 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. In order to preserve the artifacts and documents on display, flash photography is not allowed in 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 games and puzzles; historic gardens; stories about colonial life, the Revolutionary War, slavery, abolitionism, the birth of American horticulture, and the historic preservation movement.

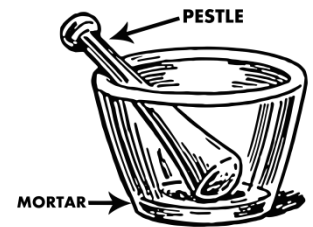
## Suggested vocabulary

Wetu- a domed hut, used by some north-eastern Native American tribes such as the Wampanoag, made out of materials from trees

Natural Resource- materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used

Spring- a place where water wells up from an underground source

Mortar & pestle- a kitchen device used since ancient times to prepare ingredients or substances by crushing and grinding them into a fine paste or powder. The mortar is a bowl, typically made of hard wood, ceramic or stone and the pestle is the crushing tool



Landscape- the features of an area of land

Weir- an enclosure of stakes set in a stream as a trap for fish

→ See an animation of a weir in action here:

<http://bostinno.streetwise.co/2016/03/16/boston-history-back-bay-over-2000-years-animation/>

\*It may also be helpful for students to be familiar with the names of Native peoples in our area. Massachusetts, Wampanoak, Massachuseuk, Natick, Narragansett, Nipmuc, Pequot, Mohegan, Mahican, Ponkapoag\*

Homestead- a person's or family's residence, which comprises the land, house, and outbuildings

Domestic Animals- an animal of a species that has been domesticated by humans so as to live and breed in a tame condition and depend on humankind for survival.

Yoke & Bucket- Used to fetch water, a piece of wood that goes over the shoulders, with a bucket hanging on each side. →



Commonwealth- one founded on law and united by compact or tacit agreement of the people for the common good

Three sisters- corn, beans and squash grow in close proximity to form a symbiotic relationship that yields the most food per square foot of any farming method.

Barter- exchange (goods or services) for other goods or services without using money

Hearth- area in front of a fireplace

Parlor- formal sitting room

Slavery- condition in which individuals are owned by others, who control where they live and at what they work. Slavery existed throughout history, in the United States slavery was primarily a system in which those of European descent oppressed those of African descent

Native people- those indigenous to the United States who lived for thousands of years on the land and continue to do so today

Colonial period- 100 years after the arrival of the first English settlers, before the start of the Revolutionary War

## Suggested pre-visit activities

1. Have students keep a journal of everything they do for one day. What clothes did they wear? How did they get around? What activities did they do? What did they eat? Where did they sleep? Use the journal as a springboard for a discussion about basic needs by finding the commonalities in all of the journals. All of us wear clothes, sleep in a shelter, eat food and drink water. Native People 1000's of years ago also had the same needs! How might they have met their basic needs without grocery stores, cars, malls or suburbs? Brainstorm, research, read and explore to get to know basics of Native People's daily life.
2. 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? Tell students they will have a chance to try these chores first hand during the museum visit!

### 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

3. Work as a class to illustrate a timeline. Present to your students a timeline of the events surrounding the lives of Native people before and after the arrival of European colonists. Break your class into groups, and assign each group a single event. Have them illustrate their event, then review the timeline with images added.

## Suggested post-visit activities

1. Learn more about Native People through an exploration of plants available near your own home or school. Have students create their own field guides with images, drawings and descriptions of plants they find around their own home and school. Then, students research the plants with print or online resources. Which plants are native to the area? Which are edible? Discuss and consider how Native People may have used these plants. Which tools that you saw on your museum trip could have helped them gather and process food?
2. Step into the shoes of a Colonial kid, and practice letter-writing. Have students write a letter to a friend as a Colonial kid describing their houses, gardens, animals, the village and their daily lives. Include how things might smell, sound and feel as well as how they look.
3. Think about the story of conflict and the hard decision Waban made. Another famous time Native People and Colonists tried to work together was at the first Thanksgiving. Research the story using resources like Plimoth Plantation and the National Museum of the American Indian. What is the same or different from what you have learned about Thanksgiving before? Why do you think they worked together successfully?
4. As a classroom, create your own book of the events surrounding the lives of Native people before and after the arrival of European colonists. Break your class into groups, and assign each group a single event. Have them write a short paragraph about the event and illustrate it. Then, compile the resulting “pages” in chronological order to create your classroom’s own book!

## Native Americans in Newton

The present-day Newton area was home to many Native American populations including the Massachusett, Pequot, Mohegan, Narraganset, and Wampanoag, all of whom spoke variations of the Algonquian language family, for thousands of years. It is estimated that Native groups occupied this area at least intermittently over the past 13,000 years. Many populations lived semi-nomadic lifestyles, with tribes moving their villages or living sites from one location to another as the agricultural seasons changed, or the natural resources of a particular area began to dwindle. Their diets consisted of gathered resources such as roots, nuts, and berries, hunted game, fish and shellfish, as well as planted crops such as squash, corn, and beans.

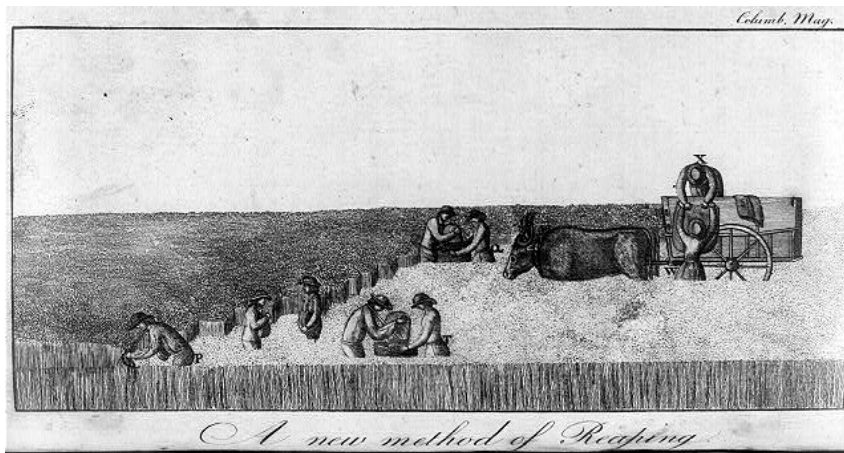


By the mid-1600's, Native American populations in the Greater Boston and Newton areas had been decimated by European diseases and the overall effects of colonization. In an effort to further control what native populations remained, the European colonists established what came to be known as "Praying Towns" or "Villages," where colonizing ministers attempted to convert groups of Native Americans to Christianity, primarily through a coerced adoption by the Native Americans of the English language. John Eliot, a minister notable for preaching to the native populations in their Algonquian language, conducted his first successful sermons in what is now present-day Newton. Using the Algonquian language as a base for cross-cultural communication, Eliot went on to establish a Praying Town in Natick, and eventually translated, transcribed and printed biblical scripture in Algonquian.

Native America culture and life persisted despite these physical and cultural attacks. Today, Native Americans continue to practice and share their traditions while living modern lives. At least five tribes, bands, and communities still exist in Massachusetts today, including to the Wampanoag, a federally recognized tribe.

## Colonial Daily Life

In the Colonial era, 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. 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.



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

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.

Older boys worked by their father's side and learned how to manage a farm. The planting season began in April. Men plowed with teams of oxen and carted dung to fertilize the fields. In July and August the meadow was mowed and made into hay. Wheat, rye and barley were harvested. Late summer and early fall was the time to harvest corn, beans, squash and pumpkins. Cider was pressed in October. Root vegetables were stored in the root cellar in November. During winter months, men felled trees and hauled them with oxen<sup>1</sup>.

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<sup>1</sup> <sup>1</sup>Fuhrer, Mary. Colonial Families of Newton, Mass: Research for Newton Public Schools Third Grade Curriculum Project. 2006. Pp 16-17.



Older girls helped tend the vegetable garden, which grew outside the kitchen. The most common vegetables were onions, cabbage, carrots and parsley. There were also potatoes, leeks, cucumbers, squash, radish, spinach, turnips and lettuce. Herbs were grown for spice as well as medicine.

## MA History & Social Studies Curriculum Framework

### Pre-Kindergarten to Kindergarten

#### Concepts and Skills

#### History and Geography

1. Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences.
2. Use correctly words and phrases related to chronology and time (now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs).
3. Use correctly the word because in the context of stories or personal experiences.

#### Economics

7. Use words relating to work, such as jobs, money, buying, and selling.

### Pre-Kindergarten to Kindergarten Learning Standards

PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located.

PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school.

PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home.

### Grade One

#### Concepts and Skills

#### History and Geography

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).
7. Define and give examples of a continent, mountain, river, lake, and ocean.

#### Economics

10. Give examples of services that people do for each other.

#### Learning Standards

1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.

### Grade Two

#### Concepts and Skills

2. Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).

3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born,

started school, or moved to a new neighborhood) or in the history of countries studied.

### Grade Three

#### 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.

#### Learning Standards

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.

3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.

#### Cities and Towns of Massachusetts

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 Four

#### 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.

#### Learning Standards

#### Regions of the United States

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

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).

#### Grade Five

Concepts and Skills

History and Geography

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

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).

#### Grade Seven

Concepts and Skills

History and Geography

3. Construct and interpret timelines of events and civilizations studied.
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.
6. Describe ways of interpreting archaeological evidence from societies leaving no written records.

#### Grades Eight-Twelve

Concepts & Skills

History and Geography

6. Distinguish between long-term and short-term cause and effect relationships.
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.
9. Distinguish intended from unintended consequences.
10. Distinguish historical fact from opinion.

## Selected bibliography

### Native American Resources

Cronon, William. Changes in the Land.

Foster, David and O'Keefe, John. New England Forests Through Time; Insights from the Harvard Forest Dioramas.

Kopper, Philip. The Smithsonian Book of North American Indians.

Russell, Howard S. Indian New England Before the Mayflower.

Waters, Kate. Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times.

Weinstien-Farson, Laurie. The Wampanoag.

### Native American Online Resources

Jackson, Francis. History of the Early Settlement of Newton. 1854.  
<https://archive.org/details/historyofearlyse00jack>

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<http://natickprayingindians.org/history.html>

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<http://www.nmai.si.edu/explore/education/resources/>

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<https://www.plimoth.org/what-see-do/wampanoag-homesite>

### Colonial Resources

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Fuhrer, Mary. Colonial Families of Newton, Mass: Research for Newton Public Schools Third Grade Curriculum Project. 2006.

→ Read this at the Larner Library at Durant-Kenrick House (free admission with your MTA membership!)

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

Nardo, Don. Daily Life in Colonial America. Farmington Hills, MI: Lucent Books, 2010.

Roberts, Russell. Life in Colonial America. Hockessin, Delaware: Mitchell Lane Publishers, 2008.

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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 18<sup>th</sup> 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/>