



# Pre-Visit Resource Packet

## Changing Childhood



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# Welcome to Liberty Hall Museum!

## What will your day look like?

Here at Liberty Hall Museum we are dedicated to providing you and your students with educational and engaging experiences that make history come alive! During our program Changing Childhood your students will explore five distinct generations of childhood from the 1780s to the 1940s. You and your students will become “time travelers” at Liberty Hall and move through five unique rooms representing different time periods and generations of children. Through the use of artifacts, reproductions and hands-on activities, students will discover what daily life was like for children long ago. Students will experience different aspects of a child’s life living at Liberty Hall in the 1780s (American Revolution), the 1820s (New Nation), the 1860s (Civil War), the 1900s (Industrial Revolution), and the 1940s (World War II). By comparing education, recreation, technology and lifestyles, students will both have fun and gain an understanding of how the world of the American child is constantly changing!

Upon your arrival, teachers and chaperones will be provided with schedules detailing your day. If you have any questions before arrival or any special requests, please contact us!

## Rules for Visiting Liberty Hall Museum:

- Do not sit on any of the furniture in the main house
- Do not touch anything on display unless allowed to by a museum educator
- No food, drinks, or chewing gum allowed in the main house
- Please turn off and put away cellphones during the program
- While on tour all participants must stay together with your assigned group
- Photos are allowed anywhere on the property *except* inside the main house

\*Please share these rules with your students before arrival\*

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## How can you use these resources?

This pre-visit packet provides you and your students with important information and resources to use in conjunction with your visit to Liberty Hall Museum. These activities are designed to introduce and reinforce concepts that will be presented during your field trip to help create a well-rounded and meaningful field-trip experience for your students.

Feel free to use and modify these lessons to fit your time limits, grade level, and students’ experience!

We look forward to your visit!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Changing Childhood at Liberty Hall

The children of Liberty Hall have learned, worked, and played in a variety of different ways from how we live today.

This timeline will introduce you to the children who lived at Liberty Hall from the 1780s to the 1940s!

### Where it All Begins!

This is William Livingston, the first governor of New Jersey!

He built Liberty Hall in 1772. It was a 14-room house painted red!



### 1780s!

This is Livingston's grandson Peter Jay. Peter lived at Liberty Hall for 5 years with his grandparents in the 1780s. Peter helped with farm chores, learned to read with a hornbook, and wrote with a quill pen!



### 1860s!



Now Liberty Hall has more rooms and is painted white! John Kean and his wife Lucy live here with their nine children- Caroline, Susan, John, Julian, Christine, Lucy, Hamilton, Elizabeth, and Alexander. The children listen to music boxes and travel by train!



Now Liberty Hall has 15 rooms and is painted yellow!



### 1820s!

Peter and his wife Sarah Kean live here with their three children: John, Julia and Christine. The children read by the light of oil lamps and played with rag dolls and wooden pull toys!



Hamilton and his wife Katherine Winthrop Kean live here with their two children- John and Robert Winthrop. The children play with Teddy bears and stereopticons. They also made telephone calls!

### 1900s!



John and his wife Mary Alice Kean live here with their three children- May, John, and Stewart. The children play with toys made from plastic like the slinky and are entertained by radio shows!

### 1940s!



# Option #1: Life as a Modern American Child

## Overview:

Life for the American child is constantly changing. In this lesson, students will identify the different aspects of daily life for a present-day American child including education, recreation, transportation, and communication. Students will determine what types of technology they use on a daily basis and how those technologies simplify or complicate their lives. Students will then discuss how they think these aspects of daily life have changed overtime. Through this exercise, students will be ready to “time travel” to the past at Liberty Hall and compare how their lives today differ from the lives of children in the 1780s to the 1940s.



## Materials:

-My Daily Life Brainstorming Worksheet (Provided on Page 4)

## Lesson:

1) Discuss with students that they will be visiting Liberty Hall, a home to five generations of children from the 1780s to the 1940s, to explore how daily life has changed for the American child overtime. Provide each student with a copy of the “My Daily Life” brainstorming worksheet. Ask students to work independently and fill in the categories with words and/or pictures to best describe their everyday activities.

2) Have students share with the class what they have recorded for each category. Make a class list of your students’ everyday activities for the whole class to see. Ask your students for their observations: Do you all experience education and recreation in similar ways? What are the most popular forms of transportation? How do most classmates communicate with others?

3) Explain to the class that every generation of children experiences life in a different way from the previous ones. Life is constantly changing, especially as technology continues to advance. Ask students what type of technology they use on an everyday basis. Provide students with guiding questions such as:

- How do you use technology before you even get to school each morning?
- What games or toys do you play with? Do those count as technology?
- How do we light our homes? How do we heat or cool our homes?
- How do we use technology in this classroom?
- How do you talk to your friends or family? What technology makes communication easier?

4) Make a classroom list of all the technologies we use in our everyday life. Go through this list with the class and ask students if they think these technologies existed in the 1700s, 1800s, or 1900s. Have students fill out the last section of their “My Daily Life” worksheet titled “My Hypothesis.” Have students record what technologies they think they might see during their field trip to Liberty Hall.

### Key vocabulary:

-Generation      -Technology  
-Education      -Advance  
-Recreation      -Hypothesis  
-Transportation  
-Communication

### Discussion questions:

-What do you think are the biggest changes to everyday life for an American child from colonial times to present-day?  
-Do you think changes in technology have simplified or complicated your life? How would your life be different if your access to technology was limited?  
-What technologies do you expect to see at Liberty Hall? How do you think children learned, played, traveled, and communicated in colonial times?

Name \_\_\_\_\_

Date \_\_\_\_\_

## My Daily Life

Your everyday life as a present-day American child is a lot different than what life was like for children 200, 100, or even 50 years ago! Fill in this worksheet with words and pictures that best describe your daily life!

### Education

Where do you learn? What subjects do you learn?



### Recreation

What do you do for fun?



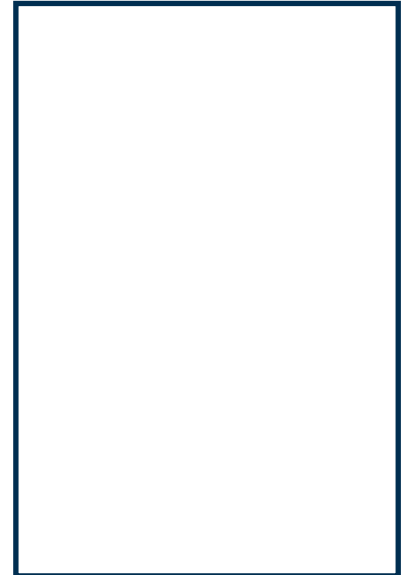
### Transportation

How do you travel? How often do you travel?



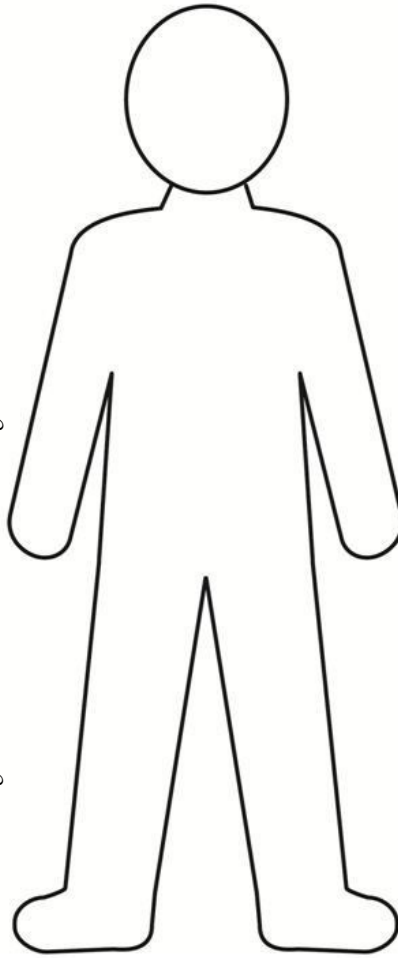
### Technology

What technology do you use everyday at home or in the classroom?



### Communication

How do you talk with your friends or family?



Make this figure look like you!  
Draw what your favorite outfit is.

## My Hypothesis

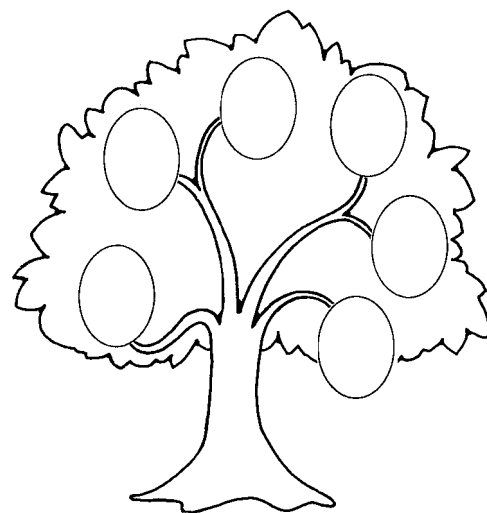
How do you think daily life was different for children living in colonial times?  
What different technologies do you think you will see at Liberty Hall Museum?



## Option #2: Liberty Hall Family Tree

### Overview:

In this lesson, students will become familiar with the names of the children who lived at Liberty Hall over the centuries. Students will create a family tree to visually represent the different generations of children living at Liberty Hall. Students will then investigate how childhood and daily life at Liberty Hall has changed over time. As a class, students will sort key vocabulary words relating to different aspects of daily life (such as education, recreation, chores, and fashion) into the correct generation of children at Liberty Hall. Students will use this information to form a hypothesis about how each generation of children experienced daily life. During their visit to Liberty Hall, students will be prepared to discover if their hypotheses were correct!



### Materials:

- “Liberty Hall’s Family Tree!” Cut and Paste Activity Worksheet (Provided on page )
- “Changing Childhood at Liberty Hall” Worksheet (Provided on page 2)
- Scissors and glue

### Lesson:

1) Provide students with a copy of “Liberty Hall’s Family Tree” and scissors. Explain to students that they will be visiting Liberty Hall Museum, a historic home where multiple generations of children have lived. On their worksheet, students will be asked to cut out the pictures of Liberty Hall’s generations of children and paste them in historical order on the family tree. Ask students to use context clues from the pictures provided to make a guess about the correct order.

2) As a class, discuss what order these pictures should go in. Students should use the children’s fashion, environment, and whether the picture is a painting or photograph to support their assumptions. Once the class has determined the correct order, provide students with glue to place the photos.

3) Briefly discuss each generation of children with the class. Use “Changing Childhood at Liberty Hall” provided on page 2 to familiarize students with the children’s names and daily life at Liberty Hall.

4) Optional: Delve deeper and introduce students to an assortment of vocabulary, such as those listed below in “Suggested Keywords.” Have students determine which generation of children they think these words belong to. Once the vocabulary is placed correctly, ask students to make a hypothesis about how each generation of children may have experienced aspects of daily life– such as education, recreation, household chores, and fashion– differently. Guiding questions can include:

- Based on the vocabulary, how do you think education changed from the 1700s to the 1900s?
- What toys and games do you think colonial children played with? What do you think children from the other eras did for fun?
- What do you think an average day looked like for the children of this generation?

5) Encourage students to discuss their hypotheses during their field trip to Liberty Hall !

### Suggested Keywords:

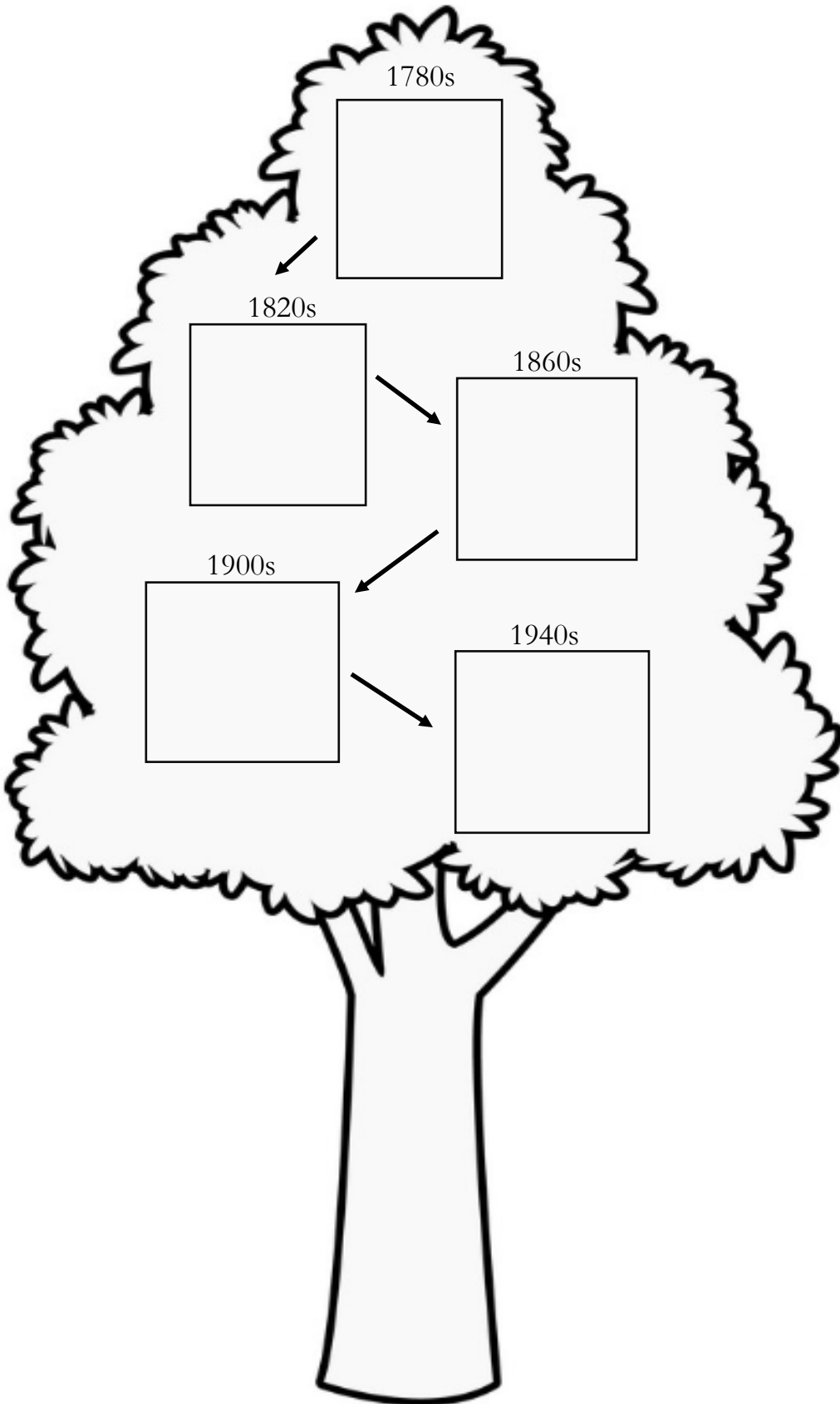
-Horn Book	-Candle	-Hearth	-Carpet Bag	-Bonnet
-Quill Pen	-Chamber Pot	-Radio	-Rope Bed	-Crayola Crayons
-Tricorn	-Britches	-Apprentice	-Flint	-Automobile
-Oil Lamp	-Fedora	-Privy	-Gramophone	-Cup and Ball

Name \_\_\_\_\_

Date \_\_\_\_\_

### Liberty Hall's Family Tree

Cut out the images representing the five generations of children that once lived at Liberty Hall. Look closely at the paintings and photographs to help you paste these pictures in the correct historical order



## Option #3: Create Your Own Calling Card!

### Overview:

During the Victorian era, calling cards were an essential part of introductions, invitations, and visits. When your class visits Liberty Hall Museum, they will learn about five different time periods in American history, including the Victorian period. This period had very formal rules and guidelines for visiting upper-middle class homes. It was popular convention for a calling card to be presented at the time one visited such a home. In this lesson, students will create a calling card to present to the Liberty Hall Museum educator upon their arrival at the museum. Students will learn about the history of Victorian calling cards and discuss how visiting etiquette has changed overtime.



**Sample Calling Card**

### Materials:

- 2" x 4" card or paper for each calling card
- Crayons, markers, colored pencils, or as a computer activity

### Lesson:

1) Discuss the history of calling cards with the class. Calling cards were an essential accessory to upper-class, fashionable life in Britain, Europe, and the eastern United States during the 19th and early 20th centuries. These cards started as simple, unadorned cards to announce one's arrival, but in the Victorian period the cards' designs and rules dictating their usage became more detailed and extravagant. For example, to point out the purpose of the visit, one of the four corners of the card would be turned up, as follows:

- Top left corner: social call
- Top right corner: to express congratulations
- Bottom left corner: to say goodbye before a trip or when leaving town
- Bottom right corner: to express condolences and sympathy for a death

2) Have students discuss with each other what the purpose of their visit is so they can determine how the calling card should be written and presented. Provide students with a sample calling card format to follow and the needed supplies. Each student should make one calling card to present to the museum educator upon their arrival to Liberty Hall Museum. Have students design and produce calling cards that include their:

- Name
- School's name and address
- Unique decorative border

### Key vocabulary:

- Calling Cards
- Victorian Period
- Etiquette
- Formal
- Proper

### Discussion questions:

- In what ways do you practice proper etiquette in your daily lives? How do you let a friend or family member know that you would like to visit their home?
- Why was it essential to follow the societal rules and guidelines of calling cards?
- What is the modern-day equivalent of a calling card? Is this equivalent more convenient/easier than delivering calling cards? Why or why not?
- How can we use proper etiquette when we visit Liberty Hall Museum?