Out of the Shadows

Servants in the Spotlight at Riversdale

Resource Packet

Riversdale House Museum
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Samantha.Ferris@pgparks.com | Education Coordinator

Updated 3/15/2017
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Introduction

Program Theme

This program is designed to highlight the economic workings of an early 19th century Maryland farm using the perspective of the estate’s slaves and servants. Rosalie Stier Calvert was responsible for overseeing all domestic tasks at Riversdale and ran a staff of servants composed of free and indentured whites and enslaved African Americans. These workers processed crops, cooked, cleaned, served meals, took care of the children, and made textiles, among other duties. Students on this tour will assume the role of a worker at Riversdale and move from room to room to discover the ways in which servants and slaves would have worked in and utilized the spaces. Students will make discoveries and connections to life today and spend time critically thinking about change over time.

Program Objective

Students who participate in the program, Out of the Shadows: Servants in the Spotlight at Riversdale, will:

- learn about the servants, both enslaved and free, who lived and worked at Riversdale
- explore the many different jobs and duties necessary to keep the Riversdale estate running
- discover the origins of household goods and compare and contrast production and consumption at Riversdale with production and consumption today
- compare and contrast the lives of the Calvert family and how they used Riversdale with the ways servants and slaves used the site
- interact with the museum educator using an object-inquiry approach to help them draw their own conclusions and take an active part of the learning process
- participate in a hands-on workshop

Overview of Standards

The Out of the Shadows program covers an extensive number of curriculum standards for Grades 1-5, including Common Core standards in English, as well as Maryland State Standards and benchmarks for English and Social Studies. The primary focus of this program is Grades 3-5. The National Council for the Social Studies (NCSS) National Curriculum Standards and C3 Framework objectives have been integrated into the methodologies used in the development of this field trip. Field trips have been purposefully designed to encourage flexibility and interdisciplinary learning. Please note that additional standards that have not been highlighted may be covered during your particular visit. Further information and an outline of standards can be found beginning on pages 4-9.
## Common Core Standards: English

### Reading Standards for Informational Text

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<tr>
<td><strong>Key Ideas &amp; Details:</strong></td>
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<tr>
<td>1. Ask &amp; answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as <strong>who, what, where, when, why,</strong> and <strong>how</strong> to demonstrate understanding of key details in a text.</td>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>3. Explain the relationships and interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.</td>
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<td>2. Identify the main topic &amp; retell key details in a text.</td>
<td>2. Identify the main ideas and supporting details of a text read aloud or information presented in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<td>3. Describe the connection between 2 individuals, events, ideas, or places of information in a text.</td>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>3. Identify the reasons and evidence a speaker provides to support particular points.</td>
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### Speaking & Listening Standards

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<tr>
<td><strong>Collaboration:</strong></td>
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<tr>
<td>1. Participate in collaborative conversations with diverse partners about topics with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td>1. Participate in collaborative conversations with diverse partners about topics with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask questions and for clarification as needed. 2. Recount or describe key ideas or details from text read aloud or information presented orally or through other media. 3. Ask and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
<td>1. Engage effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding, stay on topic, and link comments to the remarks of others. d. Explain their own ideas &amp; understanding.</td>
<td>1. Engage effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared. b. Follow agreed-upon rules for discussions. c. Pose &amp; respond to specific questions to clarify or follow up on info and make comments that contribute to the discussion and link to remarks of others. d. Review key ideas expressed and explain their own ideas &amp; understanding.</td>
<td>1. Engage effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared. b. Follow agreed-upon rules for discussions. c. Pose &amp; respond to specific questions to clarify or follow up on info and make comments that contribute to the discussion and link to remarks of others. d. Review key ideas expressed and draw conclusions. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.</td>
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**Maryland State Standards: Social Studies**

### STANDARD 2.0: PEOPLE OF THE NATIONS AND WORLD

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<tr>
<td><strong>B.1.a Cultural Diffusion</strong>&lt;br&gt;Identify how families choose to share &amp; borrow traditions from other cultures.</td>
<td><strong>B.1.a Cultural Diffusion</strong>&lt;br&gt;Give examples of how families in the community share &amp; borrow customs and traditions from other cultures.</td>
<td><strong>B.1.a Cultural Diffusion</strong>&lt;br&gt;Identify &amp; describe how individuals &amp; groups share &amp; borrow customs and traditions from other cultures.</td>
<td><strong>B. Cultural Diffusion</strong>&lt;br&gt;1. Analyze how Maryland society was influenced by contributions of people &amp; groups&lt;br&gt;a. Describe contributions of individuals &amp; groups&lt;br&gt;2. Describe the cultural characteristics of various groups of people in Maryland&lt;br&gt;a. Describe the similarities &amp; differences in groups in colonial &amp; contemporary times.&lt;br&gt;b. Site examples of how various cultures borrow &amp; share traditions.</td>
<td><strong>B. Cultural Diffusion</strong>&lt;br&gt;2. Analyze how increased diversity in the colonies led to economic growth &amp; cultural diversity&lt;br&gt;a. Analyze how the influx of immigrants led to economic growth &amp; cultural diversity&lt;br&gt;b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</td>
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| **C.1.a Conflict and Compromise**<br>Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members. | **C.1.a Conflict, Cooperation & Compromise**<br>Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members. | **C.1.a Conflict and Compromise**<br>Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members. | **C.1 Conflict and Compromise**<br>Analyze factors that affected relationships in the colonial period. |

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## STANDARD 3.0: GEOGRAPHY

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</table>
| A.1 Using Geographic Tools  
Use geographic tools to locate and describe places on Earth.  
   a. Locate the continents and oceans.  
   b. Identify and use map elements to interpret a map.  
   c. Identify the continents, oceans, and countries on a map.  
   d. Define map elements.  
   e. Describe where places are located on a map using relative distance and direction. | A.1 Using Geographic Tools  
Use geographic tools to locate and describe places on Earth.  
   a. Identify and use map elements to interpret a map.  
   b. Identify the location of communities, major cities in Maryland, and US.  
   c. Describe where places are located on a map using relative distance and direction. | A.1 Using Geographic Tools  
Use geographic tools to locate and construct meaning about places on Earth  
   a. Construct and interpret maps by using elements.  
   b. Identify the location of communities, major cities in Maryland, and US.  
   c. Describe where places are located on a map using relative distance and direction. | A.1 Using Geographic Tools  
Use geographic tools to locate and describe the characteristics of those places.  
   a. Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the US.  
   b. Identify reasons for movement of people to, from, and within Maryland and the US. | A.1 Using Geographic Tools  
Use geographic tools to locate and describe the characteristics in colonial America.  
   a. Construct and interpret maps by using elements.  
   b. Identify the location of communities, major cities in Maryland, and US.  
   c. Describe where places are located on a map using relative distance and direction. |
| C.1. Movement of People, Goods and Ideas  
Explain how transportation and communication link people and places by the movement of goods, messages, and people.  
   a. Identify how transportation links people and goods between places.  
   b. Explain how communication links people and messages between places. | C.1. Movement of People, Goods and Ideas  
Describe how transportation & communication networks link places through movement of people, goods, and ideas.  
   a. Explain how transportation and communication networks connect places, people, and ideas.  
   b. Identify reasons for the movement of people from one community or region to another. | C.1. Movement of People, Goods and Ideas  
Describe & analyze population growth, migration, and settlement pattern in Maryland and regions of the US.  
   e. Identify reasons for movement of people to, from, and within Maryland and the US. | C.1. Movement of People, Goods and Ideas  
Describe & analyze population growth, migration, and settlement patterns in Maryland and regions of the US.  
   f. Identify reasons for movement of people to, from, and within Maryland and the US | C.1. Movement of People, Goods and Ideas  
Describe & analyze population growth, migration, and settlement patterns in colonial America.  
   b. Analyze consequences of migration between the colonies & immigration to the colonies. |
## STANDARD 4.0: ECONOMICS

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</table>
| A. Scarcity & Economic Decision-Making  
2. Describe the production process.  
   a. Give examples of natural & human resources used in production.  
   b. Describe skills people need for their work.  
3. Explain how technology affects the way people live, work, and play.  
   a. Describe how tools and products have affected the way people live, work, and play. | A. Scarcity & Economic Decision-Making  
2.  
3. Explain the production process.  
   a. Identify natural & human resources used in production.  
4. Explain how technology affects the way people live, work, and play.  
   a. Identify examples of technology used by consumers.  
   b. Analyze why consumers use technology in daily life. | A. Scarcity & Economic Decision-Making  
1. Explain that people must make choices because resources are limited relative to unlimited wants for goods & services.  
   a. Explain why people must make economic choices.  
2. Examine the production process.  
   a. Give examples of when limited resources affect decisions producers make.  
3. Explain how technology affects the way people live, work, and play.  
   a. Describe how changes in technology have affected the lives of consumers. | A. Scarcity & Economic Decision-Making  
1. Explain that people must make choices because resources are limited relative to unlimited wants for goods & services in Maryland, past & present.  
   a. Identify examples of tradition, such as businesses & skills that are handed down through families  
   b. Give examples of the kinds of goods & services produced in Maryland during different historical periods. | A. Scarcity & Economic Decision-Making  
1. Explain that people made choices because resources were limited relative to economic wants for goods & services in colonial America.  
   a. Identify the opportunity cost of economic decisions.  
2. Analyze how limited economic resources were used to satisfy economic wants in colonial America.  
   a. Describe how limited resources & unlimited economic wants caused colonists to choose certain goods & services  
   c. Analyze how changing from a colony to independent nation affected economic resources, production, & economic wants.  
3. Analyze how technological changes affected production & consumption in colonial America  
   a. Explain how the development of new products & new technologies affected the way people lived. | A. Scarcity & Economic Decision-Making  
1. Describe the types of economic systems in Maryland  
   a. Provide examples of tradition, such as businesses & skills that are handed down through families  
   b. Give examples of the kinds of goods & services produced in Maryland during different historical periods. | A. Economic Systems & the Role of Government in the Economy  
1. Describe the types of economic systems in colonial America  
   a. Identify examples of tradition, such as economic roles of men & women | A. Economic Systems & the Role of Government in the Economy  
1. Describe the types of economic systems in colonial America  
   a. Identify examples of tradition, such as economic roles of men & women |
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<tbody>
<tr>
<td>A. Individuals and Societies Change Over Time</td>
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<td>A. Individuals and Societies Change Over Time</td>
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<tr>
<td>1. Examine differences between past and present time.</td>
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<td>1. Examine differences between past and present time.</td>
<td>1. Analyze the chronology &amp; significance of key historical events leading to early settlement in Maryland.</td>
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<td>b. Classify events as belonging to past or present.</td>
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<td>2. Compare people and objects of today and long ago.</td>
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<tr>
<td>a. Construct meaning from informational text and text features about the past.</td>
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<tr>
<td>b. Collect and examine photographs of the past and compare with current photographs of similar images.</td>
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<tr>
<td>A. Individuals and Societies Change Over Time</td>
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<td>1. Analyze the chronology &amp; significance of key historical events leading to early settlement in Maryland.</td>
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<td>2. Investigate how people lived in the past using a variety of primary and secondary sources.</td>
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<tr>
<td>a. Gather and interpret information about the past from informational sources.</td>
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<tr>
<td>b. Collect and examine photographs of the past and compare with current photographs of similar images.</td>
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<tr>
<td>B. Emergence, Expansion and Changes in Nations and Empires</td>
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<tr>
<td>2. Analyze the growth &amp; development of colonial America</td>
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<td>c. Analyze the different roles &amp; viewpoints of individuals and groups during the Revolutionary period</td>
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<td>C. Conflict Between Ideas &amp; Institutions</td>
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<tr>
<td>2. Explain the political, cultural, economic, &amp; social changes in Maryland during the early 1800s.</td>
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<tr>
<td>a. Describe Maryland’s role in the War of 1812.</td>
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<tr>
<td>3. Investigate how people lived in the past using a variety sources.</td>
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<tr>
<td>a. Collect &amp; examine information about the past.</td>
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<tr>
<td>b. Compare family life in the local community</td>
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### STANDARD 6.0: SOCIAL STUDIES SKILLS & PROCESSES

#### Grade PreK-2

A. Learn to Read and Construct Meaning About Social Studies
   1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.
      a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources.
      b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation.
      c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts.

F. Analyze Social Studies Information
   1. Interpret information from secondary sources including pictures, graphics, maps, atlases and timelines
      a. Compare information from a variety of sources
      b. Compare information to prior knowledge
      c. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

G. Answer Social Studies Questions
   1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources
      a. Present social studies information in a variety ways

#### Grade 3-5

1. Learn to Read and Construct Meaning About Social Studies
   1. Use appropriate strategies & opportunities to increase understandings of social studies vocabulary.
      a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources.
      b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences.
      c. Use context clues to understand new social studies vocabulary.
      d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

F. Analyze Social Studies Information
   1. Interpret information from primary and secondary sources
   2. Evaluate information from a variety of sources
      a. Compare information from a variety of sources
      b. Compare information to prior knowledge
   3. Synthesize information from a variety of sources
      a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details.

G. Answer Social Studies Questions
   1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources
      a. Present social studies information in a variety ways
   2. Use historic contexts to answer questions
      a. Use historically accurate resources to answer questions, make predictions, and support ideas
Guidelines for Your Visit

Before Your Visit

Pre-Visit Activities
This packet includes a number of pre and post-visit lesson plans and ideas to familiarize students with Riversdale and allow them to begin making connections to the site event before their visit and continue their exploration after they leave. While teachers are encouraged to utilize at least one of these lessons, staff understands that classroom time is a premium.

Even if time does not permit for pre-visit activities, it is highly recommended that students view the Welcome to Riversdale PowerPoint Slide Presentation. PowerPoint and lesson plans available for download from Riversdale’s Dropbox via this link: http://bit.do/RiversdalePreVisit. Please note the PowerPoint graphics will work when downloaded. Teachers do not need to create an account to view and download documents.

Behavior in a Museum
Students
Museum educators will go over these “museum manners” when students arrive, but please help staff by familiarizing students with these rules prior to your tour. There will be plenty of time to ask questions, get up close in the museum, and handle hands-on objects, but as a 200 year old historic house museum, it is the responsibility of staff and all the students who visit each year to help protect the home. Museum teachers reserve the right to stop a program based on inappropriate conduct.

- Please DO raise your hand to ask a great question or give an answer.
- Please DO show respect to your museum teachers, fellow students, teachers, and chaperones.
- Please DO stay together with your group.
- Please DO NOT touch objects in the museum (unless you are handed something by museum staff).
- Please DO NOT run, stomp, shove, or push.
- Please DO NOT eat or drink any food or gum while on your tour.

Chaperones

- Please DO aid teachers and museum teachers in disciplining students not exhibiting appropriate behavior.
- Please DO actively engage in the tour and workshop.
- Please DO feel free to take photos (no flash) during the field trip and workshop.
- Please DO NOT take calls/texts (unless an emergency) during the field trip and workshop.
- Please DO NOT ask many questions that do not relate to the field trip program. (Staff is more than happy to ask and answer chaperone questions as time allows, but given the time constraint of the program, the focus will be primarily on student questions and inquiries. Students will receive free vouchers to return with their families for a full tour.

Logistics for Teachers

- Prior to arrival, please divide your class into two groups. This will save time and allow the tours to start promptly.
- Please remind bus drivers that they can proceed up the driveway to drop students off in front of the museum. There is a parking lot where the buses can remain during the tour.
Background Information for Teachers

History of Riversdale

Wealthy Flemish financier Henri Joseph Stier of Antwerp fled Europe with his family during the French Revolution. In 1799, Stier's younger daughter, Rosalie Eugénie, married planter George Calvert of Prince George’s County, a descendant of the 5th Lord Baltimore. In 1800, Stier bought 729 acres near the port of Bladensburg and commissioned the building of Riversdale. The Stiers moved into their partially built house in 1802.

In 1803, Mr. and Mrs. Stier and their older children returned to Antwerp. George and Rosalie Calvert moved into Riversdale and completed construction by 1807. The correspondence between Rosalie Calvert and her family survives and is the basis for Mistress of Riversdale: the Plantation Letters of Rosalie Stier Calvert, edited by Margaret Law Callcott (Baltimore: Johns Hopkins University Press, 1991). These letters provide a rich source for the restoration and interpretation of the house. Mrs. Calvert never returned to Europe. She died at Riversdale in 1821 at age 42 having borne nine children; five lived to maturity. George Calvert did not remarry and died in 1838.

Charles Benedict Calvert, the Calverts’ second son, continued living at Riversdale. A progressive farmer, he founded the Maryland Agricultural College (now the University of Maryland, College Park) and, as a U.S. congressman, sponsored legislation establishing the U.S. Bureau of Agriculture, forerunner to today's department. He died in 1864.

Riversdale's success was largely dependent on the labor of enslaved African-Americans such as Adam Francis Plummer. Born into slavery in 1819, Plummer was moved to Riversdale at the age of ten. Unlike most enslaved workers, he could read and write, and in 1841, shortly after his marriage to Emily Saunders Arnold, he began keeping a daybook. This source is one of few first-hand accounts of slavery and emancipation in Maryland.

Following Charles Benedict Calvert’s death, Riversdale began to decline. In 1887, the estate was sold to developers who used the house as their headquarters as they built the commuter suburb of Riverdale Park. The mansion served as a boarding house before being purchased by local builder William Pickford. He leased the house to U.S. Senator Hiram Johnson, former governor of California, in 1917. In 1926, Pickford sold Riversdale to Arkansas Senator Thaddeus Caraway. The Caraways lived at Riversdale until Thaddeus died in office in 1931. His widow, Hattie, went on to become the first woman elected to the Senate. The last private owner of the house was Abraham Walter Lafferty, an Oregonian who served two terms in the U.S. House of Representatives (from 1911 to 1915). He bought Riversdale in 1932, after Pickford had repurchased it at a sheriff’s auction following Hattie Caraway’s default.

In 1949, Lafferty sold the property to The Maryland-National Capital Park and Planning Commission, and Riversdale was used as office space. Restoration began in 1988 and the house was opened to the public as a museum in 1993.
Enslaved Workers at Riversdale

Research from tax records and an inventory taken at the death of George Calvert in 1838 clues to the number of slaves working at Riversdale. At various times between 1806 and 1860, the slave population gradually rose from 32 to 45. Children under the age of 14 often provided the greatest numbers when compared to men between the ages of 14 and 45, women ages 14 to 36, and older slaves. The Calverts owned slaves at their other plantations, as well, and would move them from place to place depending upon the jobs to be done, such as planting, harvesting, and construction. In addition to enslaved workers, the Calverts also had paid and indentured servants laboring at Riversdale and their other properties.

While 32 enslaved workers may seem like a large number, with a family of 11 Calverts, the large house and between 730 and 2,000 acres, there was a lot of work to be done at Riversdale. As the mistress of Riversdale, it was Mrs. Calvert’s job to oversee all domestic tasks. She ran a staff of servants who were white and African American, free and enslaved. They processed the crops, cooked, cleaned, served meals, took care of the children, and made textiles, among other duties. Mrs. Calvert’s letters give details such as names and duties for some of the servants and enslaved workers.

Primary sources provide clues as to where these enslaved workers might have lived. From Mrs. Calvert's letters, it is known, “…The old ice-house near the house was not good, because it leaked. We have built a new one in the wood beyond the stables. It is covered with straw and surrounded with great fine trees and looks like a little hut. A little farther on, a negro cabin gives the same effect and another we intend to build supported by columns will look like a temple” (Mistress of Riversdale, Pg. 196). It is not known if the temple cabin was ever built at Riversdale or how such a fanciful building would have been practical for the people living in it. Although no slave dwellings remain at Riversdale, the 1860 census recorded nine slave dwellings on the plantation. When William Sides drew his map of the plantation in 1853, he depicted nine small dwellings clustered together around a number of springs, located almost three-quarters of a mile from the mansion. Although quite a distance from the main house, they were situated to serve the Calverts’ land holdings which stretched from Bladensburg through present-day College Park.

We have very little information about where servants and enslaved workers would have slept in the main house. Mrs. Calvert makes no mention of servants’ quarters in her letters, but it is surmised areas in the mezzanine must have been used by certain household servants. In 1807, Rosalie describes a household of 21 people, including three white servants (chambermaid, gardener, & overseer) and 11 slave servants, headed by a black man serving as her chamberlain (major-domo). Children’s nurses and wet nurses would have needed to remain close by, possibly sleeping in the main house on a tick in the nursery. Will Scott, the enslaved coachman, had a loft area above the carriage house.

No information exists regarding how slaves and servants were treated at Riversdale or on George Calvert’s other plantations. The only mention of “managing” slaves in Rosalie’s letters is as follows: “I find that it is not necessary to treat these people harshly in order to be well served. You must only be firm.”(Mistress of Riversdale, Pg. 10). Mrs. Calvert does not give us any clues as to what “being firm” means.
One of the African Americans residents of Riversdale was Adam Francis Plummer, who resided on the property from 1829 to 1870. He was taught to read and write by a free black pastor. It is important to note it was not illegal for slaves to learn to read and write in Maryland at the time. Plummer kept a daybook that recorded his life from the day of his marriage in 1841 until his death in 1905. His daughter, Nellie Arnold Plummer, used the source as a basis for her book, *Out of the Depths or The Triumph of the Cross*, published in 1927 and reprinted in 1997. It chronicles the story of the Plummer family from slavery to freedom. For many years, Adam Plummer's writings were thought to be lost. However, through a happy combination of circumstance, the daybook was discovered by a descendant and has since been deeded to the Anacostia Community Museum, the Smithsonian Institution’s museum of African American history and culture. It has been conserved, transcribed, and digitized, and may be viewed online at [http://anacostia.si.edu/exhibits/Plummer/Plummer_Diary.htm](http://anacostia.si.edu/exhibits/Plummer/Plummer_Diary.htm).
Lesson Plan 1: Servants in the Spotlight

Grade Level: This is appropriate for 2nd grade and up (teachers can modify it for pre-readers)

Objective: Riversdale was a large working farm, with an enormous amount of tasks that needed to be done in order to keep things running. Servants and slaves participated in various ways in the fields, outbuildings, and in the mains house. When students visit, they will receive the nametag of a servant or slave known to have lived at Riversdale and move through the house discovering how their “character” would have used each room. This activity is designed to introduce students to the names and duties of these servants and slaves.

Estimated Time: 90 minutes

Activities:
Activity 1: Who Am I? Character Vocabulary and Fact Sheet
Activity 2: What’s My Job? Matching
Activity 3: Classroom Charades
After viewing the PowerPoint:

Activity 1: *Who Am I?* Character Vocabulary and Fact Sheet

Introduce the main jobs of servants and slaves who worked at Riversdale.

**Supplies Needed Per Student:**
- *Who Am I?* fact sheet (page 15-16)

Activity 2: *What’s My Job?* Matching Worksheet

Review the jobs and names of servants and slaves that students will “become” during their visit.

**Supplies Needed Per Student:**
- *What’s My Job?* worksheet (page 17)
- Pencil/Pen

Activity 3: Classroom Charades

When students are comfortable with the information, explain the game of Charades. Still played today, this game was a popular pastime during the 19th century. Remind students that when it is their turn, they cannot speak! Students will then act out the jobs performed at Riversdale. Teachers may choose to have students pick their own charades or draw from a hat.

**Encourage students to try to remember information about the jobs they just learned about, as they will be asked about it on their tour!**

**Supplies Needed Per Student:**
Who Am I?: Riversdale’s Servants and Slaves Fact Sheet

There were three types of workers at Riversdale.

**SERVANT:** Servants were free people employed to work for the Calverts. They were paid money for their work.

**SLAVE:** Slaves were people who were owned by the Calverts, like property. They were not paid for their work.

**INDENTURED SERVANT:** Many indentured servants came from Europe and could not afford to immigrate, or move to, America. Indentured servants signed a contract and agreed to work for someone for a period of time, usually 5 to 7 years, in exchange for having their trip to America paid for. They were provided with basic needs like food, clothing, and shelter during their term of indenture but they were not paid any wages. After 5 to 7 years, they were released from their service and were completely free.

Here are some examples of the types of servants and slaves at Riversdale. You’ll learn more about these and other workers on your tour!

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>NAME</th>
<th>TYPE</th>
<th>DUTIES</th>
</tr>
</thead>
</table>
| **Major-Domo or Butler** | Unnamed   | Slave | • One of the most important workers in the house
• Greeted guests
• In charge of meals and serving
• Managed all other household servants and workers |
| **Coachman**       | Will Scott| Slave | • In charge of caring for the horses and carriages                     |
| **Chambermaid**    | Lucie     | Slave | • In charge of keeping bedchambers clean
• Made and turned down the beds                           |
| **Lady’s Maid**    | Kitty     | Servant | • Closest servant to Mrs. Calvert
• Helped with anything she needed during the day
• In charge of helping Mrs. Calvert dress
• Ran household when Mrs. Calvert had guests or was not home |
<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>NAME</th>
<th>TYPE</th>
<th>DUTIES</th>
</tr>
</thead>
</table>
| Cook      | Sam                   | Slave                  | • In charge of preparing meals  
• Mrs. Calvert wrote he made very good stew                                                                                               |
|           |                       |                        |                                                                                                                                 |
| Gardener  | (2 gardeners)         | (2 gardeners)          | • Took care of flowers and crops  
• Planted flowers, trees in the orchard, and vegetables in garden                                                                         |
|           | John                  | Slave                  |                                                                                                                                 |
|           | Unnamed German        | Indentured Servant     |                                                                                                                                 |
| Governess | Sarah Whitney         | Servant                | • In charge of teaching Calvert children at Riversdale  
• Lessons included reading, writing, math, music, and geography                                                                                |
| Tutor     | (2 Tutors)            | (2 Tutors)             | • In charge of teaching Calvert children at Riversdale  
• Lessons included reading, writing, math, music, and geography                                                                                |
|           | Mr. Gunton            | Servant                |                                                                                                                                 |
|           | Mr. Bradley           | Servant                |                                                                                                                                 |
| Overseer  | Watson                | Servant                | • In charge of managing field hands  
• Worked with the master of the house and gave instructions orders  
• Mr. Calvert’s overseer worked at Riversdale and Mt. Albion, a plantation owned by the Calverts. |
# What’s My Job?

**Directions:** There were many jobs to be done at Riversdale. Look at the pictures and job title of the jobs in the left column. Read the descriptions of the job in the right column. Choose the job title that best describes each job and write the name on the appropriate line.

<table>
<thead>
<tr>
<th>JOB</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cook</strong></td>
<td>My name is Will Scott and I am a slave who takes care of the horses and carriages.</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td>I am a slave and I have many important jobs, including greeting guests, managing servants, and checking that meals are correctly prepared.</td>
</tr>
<tr>
<td><strong>Major-Domo</strong></td>
<td>My name is Sam and I am responsible for preparing all the meals for the Calvert family.</td>
</tr>
<tr>
<td><strong>Coachman</strong></td>
<td>I came from Germany and am serving 7 years as an indentured servant. I take care of Mrs. Calvert’s plants and plant crops for the cook.</td>
</tr>
<tr>
<td><strong>Lady’s Maid</strong></td>
<td>My name is Sarah Whitney and I am employed to help teach the Calvert children.</td>
</tr>
<tr>
<td><strong>Gardener</strong></td>
<td>My name is Kitty and Mrs. Calvert keeps me very busy. I am the servant who spends the most time with her and I help take care of the house when she is out of town.</td>
</tr>
<tr>
<td><strong>Governess</strong></td>
<td>My name is Mr. Gunton and I live at Riversdale, teaching the children subjects like reading and math.</td>
</tr>
<tr>
<td>JOB</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Cook</strong></td>
<td>My name is Will Scott and I am a slave who takes care of the horses and carriages.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: COACHMAN</strong></td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td>I am a slave and I have many important jobs, including greeting guests, managing servants, and checking that meals are correctly prepared.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: MAJOR-DOMO</strong></td>
</tr>
<tr>
<td><strong>Major-Domo</strong></td>
<td>My name is Sam and I am responsible for preparing all the meals for the Calvert family.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: COOK</strong></td>
</tr>
<tr>
<td><strong>Coachman</strong></td>
<td>I came from Germany and am serving 7 years as an indentured servant. I take care of Mrs. Calvert’s plants and plant crops for the cook.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: GARDENER</strong></td>
</tr>
<tr>
<td><strong>Lady’s Maid</strong></td>
<td>My name is Sarah Whitney and I am employed to help teach the Calvert children.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: GOVERNESS</strong></td>
</tr>
<tr>
<td><strong>Gardener</strong></td>
<td>My name is Kitty and Mrs. Calvert keeps me very busy. I am the servant who spends the most time with her and I help take care of the house when she is out of town.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: LADY’S MAID</strong></td>
</tr>
<tr>
<td><strong>Governess</strong></td>
<td>My name is Mr. Gunton and I live at Riversdale, teaching the children subjects like reading and math.</td>
</tr>
<tr>
<td></td>
<td><strong>JOB: TUTOR</strong></td>
</tr>
</tbody>
</table>
Lesson Plan 2: Uncommon Goods

Grade Level: This is appropriate for grades 3-5.

Objective: This activity is designed to help students understand one of the biggest economic differences between life today and life 200 years ago – the acquiring of goods. Many basic goods, especially foodstuffs and spices, needed to be imported from other countries.

Background:
Technology has changed the way goods are purchased, transported, and produced. Today, with just a click on a phone, people can order goods from all over the world and have them shipped to arrive the following day. Grocery stores are easily stocked with out of season produce imported from other countries. 200 years ago, things were a bit different. Without telephones or the internet, goods were advertised in print newspapers and then requested by letter. Mrs. Calvert wrote to her family to request goods from Europe. Sometimes, it took the letter months to arrive and then many more months for the goods to be purchased and sent to her via ship. Instead of large grocery stores, general stores, carried a smaller variety of imported goods like fruits, spices, sugars, and fabrics. Mrs. Calvert purchased many goods from Benjamin Lowndes store in Bladensburg.

Activities:
Activity 1: Stocking the 19th Century Pantry
Activity 2: Shopping in Baltimore
After viewing the PowerPoint:

Activity 1: Stocking a 19th Century Pantry

Using the 19th century woodcut, students will learn about the types of consumer goods available for purchase in the early 1800s and their origins by matching products with their points of origin.

Optional: Teachers can use a modern world map to point out the places of origin.

Optional: After completing the matching sheet, have students color in the products in different colors based on the area of the world from which they originate.

Estimated Time: 45 minutes

Supplies Needed Per Student:
- Let’s Go Shopping! worksheet (page 22)
- Geography for Beginners woodcut (page 23)
- Pencil
- World Map (optional)
- Crayons/Colored Pencils (optional)

After viewing the PowerPoint:

Activity 2: Shopping in Baltimore

In many letters to her family, Rosalie Calvert often requested that they send her certain products that were hard to find in Maryland. However, there were a number of goods that could be purchased in shops in DC and Baltimore. Use The American & Commercial Daily Advertiser to learn about goods for sale in March, 1809 Baltimore. Many words and abbreviations will be unfamiliar to students, so this is a great activity to do together as a class.

Suggestion: Link to Activity 1 and have students search for items found in the woodcut.

Suggestion: Give students a scenario (preparing for a party, going on a trip) and find items they would need to purchase.

Suggestion: Play vocabulary detective and have students find words they aren’t familiar with. Use context clues or dictionary searches to find word meaning.

Estimated Time: 30 minutes

Supplies Needed Per Student:
- Advertiser worksheet (page 21)
- Dictionary (optional)
- Pencil and paper (optional)
M'Neale & Neilson's,
Have on Hand and offer FOR SALE,
350,000 lbs Coffee
50,000 do. Mississippi Cotton
100 boxes white and brown Sugar
500 do Castile Soap
50 do Tin
50 kegs White Lead ground in Oil
350 lbs. Came's Hair
A few hlds. Tobacco
Writing Paper
Taffetas
Cambricks and Cambrick Hand'ks.
Madrass Hand'ks.
Lestophias, &c. &c.

N. Sultonstall & Co.
Have for sale, received per sch. Hazard, captain Newcomb,
49 hds Muscovado Sugar, first quality
15 do New England rum
2 cases Hardware and Twine
4 cases Straw Bonnets & Trimmings
In Store,
40 Pipes 4th proof Bordeaux Brandy
150 bbls No. 1 Beef
50 cheese Oyster Tea
50 bbls Salmon
300 do Mackarel
21 hds Tobacco
Candles, Soap, Codfish, Clamshells, Bar Lead, Yellow Ochre in oil. Georgia Cotton, Flour, Hops, Herring's, &c. &c.

John Campbell White & Sons,
Have for sale,
Imperial
Hyson
Young Hyson
Hyson Skin
Seouhong and
Kohora
Muscovado Sugar
Salt shell Almonds
Ginger
Chocolate
Lg Fire
Pepper
East India Indigo
English Cut Glass, assorted, in hlds.

Raisins.
50 casks fresh Raisins, of excellent quality, are received for sale by J. C. WHITE & SONS.
February 13

Cornthwait & Yarnall,
83, Bowly's Wharf,
HAVE FOR SALE,
300 cases Claret Wine, 1, 2 and 21-2 dos.
each
100 baskets Sweet Oil, (Bordeaux)
200 boxes Spermaceti Candles
50 do Mould
500 bags Black Pepper
2000 lb. Beef Wax
50 barrels Pork
20 do Beef
500 boxes Cod Fish
2000 bshs Turk's Island Salt
3000 Iron Tea Kettles
40 casks Red Wine
Russia and Holland Carrass
Spermaceti and Common Lamp Oil
Pilot and Navy Bread
American Cordage
Jewelry and Artificial Flowers
Superfine Flour, India Mints.
march 1

American Manufacture.
BENJAMIN CARTER,
Has constantly for sale Wholesale and Retail, at his Store, No. 149, Market street,
Bedstockings, Sheeting, Shirtings, Knitting and Sewing Cotton, and Cotton for Weaving.
Also,
Plain and Lustre Shawl Bonnets, and Hats, of the newest fashion.
march 10

For Sale,
Clover Seed, warranted of last year's growth
200 barrels superfine and fine Flour
170 do Herring's, No. 1 and 2
100 kegs Butter, 1st, 2d and 3d quality.
WM. K. EN.,
No. 59, North Howard's rect.
march 8
Let’s Go Shopping – 19th Century Style!

**Directions:** Look at the 1826 woodcut image of shelves of goods for sale at a store in Hartford, Connecticut. These are the types of items that the Calverts would have needed to purchase at Lowndes shop in Bladensburg. In the column on the left is a list of items that were available in the store in Hartford. In the column on the right, write the name of the country or place of origin from which the product came.

<table>
<thead>
<tr>
<th><strong>Product</strong></th>
<th><strong>Place of Origin</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oranges and Lemons</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
</tr>
<tr>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>Cocoa</td>
<td></td>
</tr>
<tr>
<td>Pepper</td>
<td></td>
</tr>
<tr>
<td>Cinnamon</td>
<td></td>
</tr>
<tr>
<td>Pimenta (sweet pepper)</td>
<td></td>
</tr>
<tr>
<td>Molasses</td>
<td></td>
</tr>
<tr>
<td>Ginger</td>
<td></td>
</tr>
<tr>
<td>Raisins &amp; Figs</td>
<td></td>
</tr>
<tr>
<td>Silks</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
</tr>
</tbody>
</table>

Can you find a product that was produced in the United States?

________________________________
The **East Indies** are geographical term, orig. including Hindustan, Further India, and the islands beyond India.

The **West Indies** are the parts of America first discovered by Columbus and other early navigators, particularly Bahamas, Jamaica, Cuba, Haiti, Dominican Republic, Aruba, Cayman Islands, Puerto Rico, and the Virgin Islands among other islands in the Caribbean Sea.

The **Spice Islands** are the Moluccas; now the Maluku Province, which is part of the nation of Indonesia.
Lesson Plan 3: Made With My Own Hands

Grade Level: This is appropriate for grades 3-5.

Objective: This activity is designed to acquaint students with the many goods produced on site at Riversdale and gain an understanding of the amount of manual labor necessary to produce goods by hand.

Estimated Time: 90 minutes

Background:
Mrs. Calvert ran a butter business she was known throughout the area for and consumed, as well as sold, this commodity. Cleaning and beauty products we might find at Target or CVS, like soap, lotion, or wipes, were also produced at home. Many servants and slaves had particular specialties and contributed to the home production of these items.

Activities:
Activity 1: Dairymaid for a Day
Activity 2: Marbleized Paper
Activity 1: Dairymaid for a Day

Mrs. Calvert reported that she made $7 per week from the butter her dairymaids churned. She was known for her “clean, tasty butter,” which meant that Mrs. Calvert’s butter was washed well. Washing butter presses the buttermilk out of the butter solid. This meant that there was less milk to spoil and the butter lasted longer. Dairymaids might churn butter for hours and use churns 3 feet high.

Heavy cream is an *emulsion*. The fat is spread throughout the cream in very tiny drops. The protein in the milk acts as an emulsifying agent; it keeps the fat droplets suspended. When you shake the cream you force the fat droplets to come together. If they come together with enough force, they’ll stick to each other and keep forming bigger and bigger gobs until you’ve got butter.

**Supplies Needed Per Student:**
- Large glass jar with screw-top lid (like a quart mason jar)
- Heavy cream (preferably unpasteurized, but NOT ultra-pasteurized)
- Bread or crackers

**Directions**
- Pour in heavy cream to fill jar *halfway*.
- Screw the lid on tightly and make sure it is sealed. You can add some tape if you like.
- Have each student take turns shaking the jar. (*Explain they are only making a little butter, think about how tiring it would be to make a large quantity!*)
- Watch for the cream to thicken. It will begin to look like whipped cream.
- Continue shaking for about 10 minutes and watch for the consistency to change. It will become harder to shake and bits will begin sticking to the sides of the jar.
- The consistency will change again as the cream and butterfat begin to stick together.
- Once it gets to this stage, you’re almost there!
- All of a sudden (it will happen quickly) you will feel a “plop” and the jar will be very easy to shake. The butterfat will be in a large clump, separated from the buttermilk.
- Drain and press the butter, spread on crackers or bread, and enjoy!
After viewing the PowerPoint:

Activity 2: Marbleize It!

Journals were popular in the early 19th century. Many people used them to record the weather, the events of their lives, recipes, and directions for medicinal cures. The covers of the journals could be made of leather, rag-paper, or cardboard covered with decorative marbled paper. The pigments used in the colors came from items found in nature, like black walnuts, cochineal beetles, and berries.

Supplies Needed Per Student to Marbleize Paper:
- One 9” x 12” piece of cardstock, to marbleized
- A container larger than the size of the paper you will marble (can be shallow like a baking pan)
- Dishwashing liquid
- Acrylic Paint (red, blue, yellow)
- Eye Droppers
- Straw or Stick for stirring paint
- Paper towels
- Drying rack
- 8.5” x 11” filler paper
- Needle and Thread (optional) or long-arm stapler

Directions to Marbleize Paper
- Cover your work surface to control messes.
- Pour water into pan with a drop of dishwashing liquid.
- Paints should be thin, add a little water if needed.
- With an eye dropper, gently drip colors onto the surface of the water so they float.
- Gently swirl the colors with the straw or stick.
- Hold a piece of paper horizontally with both hands and bring ends together so that the paper is curved into a "U" shape.
- Lay the paper on top of the painted water surface by placing the center of the paper (bottom of the U shape) on top of the water and lowering both sides onto the top of the water. Handling the paper this way prevents air bubbles between the paper and the water.
- Immediately remove the sheet.
- Set with painted side up on an absorbent, flat surface to dry. If needed, paper can be ironed flat by placing between sheets of paper and then pressed with an iron.
- Try different types of colors on small paper samples to see what works best for you and don't be afraid to mix these together. Here are some ideas:
- Make sure you let this paper dry completely before using it for your journal cover.

Directions Make Journal
- Lay the marbled side of the cardstock down on a table.
- Pile the filler paper on top of the cardstock.
- Fold in half to make a booklet; the cardstock should be right-side up when holding the booklet with the spine on the left.
- Open up the booklet and sew down the folded spine; a long-arm stapler can be used in place of sewing the journal.