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Introduction

Program Theme

This tour is designed to introduce students to the Riversdale House Museum by using the perspective of a child. George and Rosalie Calvert had nine children, five of whom lived to adulthood. Students on this tour will move from room to room and discover the ways in which an early-nineteenth-century child would have played, worked, and lived. 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, Pinch, No Smiles: Early American Play at Riversdale, will:

- experience the history of childhood through the lens of the Calvert children.
- compare and contrast the ways in which the Calvert children used different rooms in the home and the way families use their homes today.
- 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 including learning a dance, playing a game, and making a toy.

Overview of Standards

The Pinch, No Smiles 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 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</strong>, <strong>what</strong>, <strong>where</strong>, <strong>when</strong>, <strong>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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<tr>
<td>2. Identify the main topic &amp; retell key details of a text.</td>
<td>2. Recount or describe key ideas or concepts, or steps in technical procedures in a text.</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 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>
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### SPEAKING & LISTENING STANDARDS

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<tr>
<td><strong>COMPREHENSION &amp; COLLABORATION:</strong></td>
<td><strong>COMPREHENSION &amp; COLLABORATION:</strong></td>
<td><strong>COMPREHENSION &amp; 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. 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. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</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. 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>
<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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| Grade 4 | |
|---------| |
| **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. | |

## STANDARD 3.0: GEOGRAPHY
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| **A.1 Using Geographic Tools** Use geographic tools to locate and describe places on Earth.  
   a. Locate the continents and oceans.  
   c. Identify a place using bird’s eye view.  
   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.  
   b. Identify and use map elements to interpret a map.  
   c. Identify the continents, oceans, and countries on a map. | **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. | **A.1 Using Geographic Tools** Use geographic tools to locate and describe the characteristics of those places. | **A.1 Using Geographic Tools** Use geographic tools to locate and describe the characteristics in colonial America. |
| **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. |
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<tr>
<td><strong>A. Scarcity &amp; Economic Decision-Making</strong>&lt;br&gt;2. Describe the production process.&lt;br&gt; a. Give examples of natural &amp; human resources used in production.&lt;br&gt; b. Describe skills people need for their work.&lt;br&gt;3. Explain how technology affects the way people live, work, and play.&lt;br&gt; a. Describe how tools and products have affected the way people live, work, and play.</td>
<td><strong>A. Scarcity &amp; Economic Decision-Making</strong>&lt;br&gt;2. Explain the production process.&lt;br&gt; a. Identify natural &amp; human resources used in production.&lt;br&gt;4. Explain how technology affects the way people live, work, and play.&lt;br&gt; a. Identify examples of technology used by consumers.&lt;br&gt; b. Analyze why consumers use technology in daily life.</td>
<td><strong>A. Scarcity &amp; Economic Decision-Making</strong>&lt;br&gt;1. Explain that people must make choices because resources are limited relative to unlimited wants for goods &amp; services.&lt;br&gt; a. Explain why people must make economic choices.&lt;br&gt;2. Examine the production process.&lt;br&gt; b. Give examples of when limited resources affect decisions producers make.&lt;br&gt;3. Explain how technology affects the way people live, work, and play.&lt;br&gt; b. Describe how changes in technology have affected the lives of consumers.</td>
<td><strong>A. Scarcity &amp; Economic Decision-Making</strong>&lt;br&gt;1. Explain that people must make choices because resources are limited relative to unlimited wants for goods &amp; services in Maryland, past &amp; present.&lt;br&gt;2. Examine how limited economic resources are used to satisfy economic wants in Maryland.&lt;br&gt; c. Describe how scarcity and availability of resources determine what is produced and the effects on consumers.&lt;br&gt;3. Explain how technological changes have affected production &amp; consumption in Maryland.&lt;br&gt; a. Describe how changes in technology have impacted the lives of consumers.&lt;br&gt; B. Economic Systems &amp; the Role of Government in the Economy&lt;br&gt;1. Describe the types of economic systems in Maryland&lt;br&gt; a. Provide examples of tradition, such as businesses &amp; skills that are handed down through families&lt;br&gt; b. Give examples of the kinds of goods &amp; services produced in Maryland during different historical periods.</td>
<td><strong>A. Scarcity &amp; Economic Decision-Making</strong>&lt;br&gt;1. Explain that people made choices because resources were limited relative to economic wants for goods &amp; services in colonial America.&lt;br&gt; a. Identify the opportunity cost of economic decisions.&lt;br&gt;2. Analyze how limited economic resources were used to satisfy economic wants in colonial America.&lt;br&gt; a. Describe how limited resources &amp; unlimited economic wants caused colonists to choose certain goods &amp; services&lt;br&gt; c. Analyze how changing from a colony to independent nation affected economic resources, production, &amp; economic wants.&lt;br&gt;3. Analyze how technological changes affected production &amp; consumption in colonial America&lt;br&gt; a. Explain how the development of new products &amp; new technologies affected the way people lived.&lt;br&gt; B. Economic Systems &amp; the Role of Government in the Economy&lt;br&gt;1. Describe the types of economic systems in colonial America&lt;br&gt; a. Identify examples of tradition, such as economic roles of men &amp; women</td>
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### STANDARD 5.0: HISTORY

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<tr>
<td><strong>A. Individuals and Societies Change Over Time</strong>&lt;br&gt;1. Examine differences between past and present time.&lt;br&gt;   b. Classify events as belonging to past or present.&lt;br&gt;2. Compare people and objects of today and long ago.&lt;br&gt;   a. Construct meaning from informational text and text features about the past.&lt;br&gt;   b. Collect and examine photographs of the past and compare with current photographs of similar images.</td>
<td><strong>A. Individuals and Societies Change Over Time</strong>&lt;br&gt;1. Examine differences between past and present time.&lt;br&gt;2. Describe people, places, and artifacts of today and long ago.&lt;br&gt;   a. Gather and interpret information about the past from informational sources.&lt;br&gt;   b. Collect and examine photographs of the past and compare with current photographs of similar images.</td>
<td><strong>A. Individuals and Societies Change Over Time</strong>&lt;br&gt;1. Examine differences between past and present time.&lt;br&gt;2. Investigate how people lived in the past using a variety of primary and secondary sources.&lt;br&gt;   a. Collect &amp; examine information about the past.&lt;br&gt;   b. Compare family life in the local community by considering jobs, communication, and transportation.</td>
<td><strong>A. Individuals and Societies Change Over Time</strong>&lt;br&gt;1. Analyze the chronology &amp; significance of key historical events leading to early settlement in Maryland.</td>
<td><strong>B. Emergence, Expansion and Changes in Nations and Empires</strong>&lt;br&gt;2. Analyze the growth &amp; development of colonial America&lt;br&gt;   c. Analyze the different roles &amp; viewpoints of individuals and groups during the Revolutionary period</td>
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<td><strong>C. Conflict Between Ideas &amp; Institutions</strong>&lt;br&gt;2. Explain the political, cultural, economic, &amp; social changes in Maryland during the early 1800s.&lt;br&gt;   a. Describe Maryland’s role in the War of 1812.&lt;br&gt;3. Investigate how people lived in the past using a variety sources.&lt;br&gt;   a. Collect &amp; examine information about the past.&lt;br&gt;   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**
   - a. Acquire 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” prior to the tour, 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 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 diary. This diary 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.
Education & Play in the 19th Century

American childhood and play in the early nineteenth century was shaped by politics, religion, economics, and social customs:

**Political & Religious Influences:** Prior to the Enlightenment, many Americans, particularly in New England, followed the Puritan belief that all people were born with the stain of original sin and bound by predestination. From the moment of birth, children were viewed as wicked beings not capable of redemption unless elected by God for eternal salvation. As a result, children were destined to become depraved and sinful adults. In 1721, minister Benjamin Wadsworth wrote “... [children’s] Hearts ... are unspeakably wicked, estranged from God ....” Consequently, it was believed that children grew up to be similarly evil adults.

European Enlightenment thinkers such as John Locke and Jean-Jacques Rousseau turned this concept on its head by asserting that children were not born with evil predispositions but with a blank slate. They could be taught to exercise their free will to be virtuous and pious. This new concept meshed with the novel Federal-era American belief that future statesmen rose to prominence not through birthright, but through self-determination. Therefore, young boys needed to be nurtured and taught the responsibilities and importance of civic duty at as young an age as possible. Girls also needed to learn how to serve as mothers and wives for future generations of citizens and statesmen.

This new attitude endorsed the idea that children needed to be equipped with special tools that encouraged adult-guided exploratory and expressive play designed to promote moral and intellectual training and to reveal children’s hidden talents and aptitudes. Examples from *The Reward of Merit; a New Moral, and Entertaining Game* invented by George Fox in 1801 (Figure 1), illustrates a way that moral instruction was taught through play. In addition, the Jacob’s Ladder toy (Figure 2) was used to remind children of the Book of Genesis and the story of Jacob and his dream of a ladder reaching to heaven.

Books could also teach moral lessons. *The History of Little Fanny Exemplified in a Series of Figures*, published in 1810, is a moral story (with an accompanying set of Fanny paper dolls—the first ever commercially published paper doll) about Fanny’s descent into vice and subsequent repentance (see Figure 3). In 1814, a version for little boys came out with the main character named Henry.

Moral instruction did not elude the Calvarts. In an 1816 letter to her sister Isabelle, Mrs. Calvert writes, “accept George’s thanks also for the *Jerusalem Delivered*,” an epic poem with a Christian theme written in 1581 by the Italian poet Torquato Tasso.
**Economic Influences**: Social class not only dictated the types of toys with which a child could play but also the types of toys with which a child *should* play. For example, those children who occupied a social class that could potentially lead to positions of leadership and statesmanship were encouraged to play with toys that nurtured morality and intellectual growth (such as the examples described above). On the other hand, children who were offspring of the working and poor classes were not encouraged to play much at all; instead they were encouraged, according to John Locke, to work as early as age 4 (despite his insistence that children should be able to play) to learn the tasks and discipline needed to survive.

When not working, children from poorer households, or households of the enslaved, made their own toys; for example, they stuffed home-made dolls with rags and straw, made balls out of animal parts (bladders), hand-carved wooden toys, and made hoops out of discarded wheels.

**“Boughten” v. Hand-made Toys**: The earliest American toy manufacturer was Francis, Field & Francis located in Philadelphia in 1838. Prior to the Industrial Revolution, if an American wanted to purchase a toy for a child, it would need to be ordered from Europe (particularly Germany) or specially ordered to be made by a local craftsman. Obviously, only children of the wealthy were able to own these types of purchased toys. The Calverts certainly had the means to purchase toys from Europe for their children. Below is part of a thank you letter from Mrs. Calvert to her sister, Isabelle van Havre, for purchasing a variety of toys:

“For more than a week my little Julia had talked incessantly about a dog and amused herself every day by hiding under tables and behind chairs, laughing and exclaiming that a mad dog was attacking her. When I opened the largest box, the first object to appear was the little dog. She was in ecstasy, and the three other children danced all around her in delight at the present which suited her so well. She never parts with it and we have to sleep with it.

The next thing we found were the two toy rifles which Charles and Henry seized immediately, jumping for joy and admiring their locks. They fired them twenty times in one minute, until they had used up all the flints that made them fire, and we had to get more. Right now they are marching like soldiers with their muskets on their shoulders.”

*Rosalie Calvert to Isabelle van Havre, 17 December 1815*

In addition, there were toys available for purchase in America (most likely imported). Before departing for Europe, Isabelle van Havre purchased a toy for Caroline in Alexandria, Virginia., as the 1805 letter of thanks to Isabelle from Mrs. Calvert states:

“Caroline asks me to thank you for the pretty little tea set you bought for her in Alexandria which, having remained at Gadsby’s since your departure, I finally received a few days ago. She has already had three tea parties with it, but she is sorry that her cousins are no longer here.”

*Rosalie Calvert to Isabelle van Havre, 8 August 1805*
Social Customs: Toys and play were not originally part of the culture of childhood; in the fifteenth century, adults used the word toy to mean anything frivolous or funny. In Medieval times adults often played tag and Blindman’s Buff, and they played with hoops and sticks, stilts, and whistles. Additionally, Henry III of France made the cup and ball game, or biblioquet, fashionable in 1585. His courtiers followed the King's example and started playing it, too. Soon the masses, particularly adults, joined in the fun. The late 17th century print in Figure 5 shows people’s obsession with the game; everyone is neglecting their duties in favor of playing biblioquet! Similarly, dollhouses were originally designed to amuse the wives of the wealthy and to give them a place to exhibit their wealth and taste. By the end of the eighteenth century, dollhouses were designed for girls to help teach them about domesticity and housekeeping, and the Calvert girls did not miss out on the fun:

“The Baby house' [belonging to] Eugenie and her little sister Julia (who has one floor) is magnificently furnished by all your presents.”
Rosalie Calvert to Isabelle van Havre, 25 October 1816

Gender also played a role in the types of toys with which children played, the types of books they could read, and the types of possessions they could use and/or own. For example, in a letter to Isabelle van Havre, dated 17 December 1815, Mrs. Calvert writes:

“The two little inkwells were too delicate and pretty for the boys, so I awarded one to Caroline and the other to Eugenia. How beautifully the tiny scenes are painted on them. As for the two toilette sets with looking glasses, I have given one to Eugenia and the other to Julia, to be kept for her until she is old enough to take care of it herself. The little boxes we assigned to Caroline and George, as well as the prayer books.”

Figure 6 is a plate from an 1810 book for boys that made clear acceptable gender roles in terms of play and toys. Mrs. Calvert, however, thought it was acceptable for both boys and girls to be exposed to the potentially frightening scenes created by a magic lantern her brother Charles sent to her children. She wrote the following words to Charles in her letter of thanks:

“My children beg me to thank you heartily for the magic lantern. I had entirely forgotten how to manage it and we could not succeed at first, but by dint of trials and endeavors to remember the time you used to be showman for me, I succeeded—to the great amusement of the children! Even little Julia never grows weary of seeing it and, while looking at the giants and monsters depicted, forgets that it is bedtime and she is sleepy.
Rosalie Calvert to Charles Stier, 16 December 1815
Below are examples of gender-specific period portraits of children. Notice how the boys pose with books while the girls pose with flowers.

Figure 3 Little Boy in a Windsor Chair by The Beardsley Limner, early 19th century

Figure 6 Children of Mr. & Mrs. Judson Canfield by Ralph Earl, 1796, Collection of the Litchfield Historical Society, Litchfield, CT

Figure 7 Girl in Pink Dress by The Beardsley Limner, 1790, National Gallery of Art

Figure 8 Frederick A. Gale by Ammi Philips, 1815, private collection
Lesson Plan 1: An 1800’s Classroom

“We start children dancing here at age five. When it comes to educating children, living in the country is a real disadvantage. We shall be forced to hire a tutor next year for our two eldest. I teach them reading, but the role of school mistress ill suits me. I lack the patience necessary for it . . . “

Rosalie Calvert to Isabelle van Havre
5 November 1806

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

Objective: Through the early 1800s, children, whether rich or poor, did not always go to school. There were no free public schools at that time and families had to pay large tuitions for children to go to school. Public schools became more common by the middle of the 1800s, but they were not completely free--there was usually a small fee charged for each term. This activity is designed to help children understand change over time by learning how 19th century children spent their days at school. They will be able to compare and contrast their experiences with those of long ago.

Estimated Time: 60-90 minutes

Activities:
Activity 1: 19th Century Classroom Rules
Activity 2: Recreating a 19th Century Classroom
Activity 3: Learning 19th Century Style
After viewing the PowerPoint:

Activity 1: 19th Century Classroom Rules

Compare and contrast the list of 19th century class rules with the rules of a 21st century classroom. Then, students create their own illustrated posters for the rules.

Supplies Needed Per Student:
- Photocopies of 19th Century Classroom Rules (page 17)
- Pencil or pen
- Poster Board
- Crayons and/or Markers

Activity 2: Recreating a 19th Century Classroom

Use the guidelines below to create a 19th century classroom. If necessary, this can be done without any additional supplies. Activities in Lesson 3 can be connected with this lesson.

Supplies Needed Per Student:
- Photocopies of 19th Century Classroom Rules (page 17)
- Photocopies of Lessons in Activity 3 (optional)

- Arrange the desks in linear rows.
- Seat girls on one side and boys on the other.
- When boys greet their teacher or any other adult they should “make their manners” with a bow; girls should “make their manners” with a curtsy! [Suggestion: Practice this several times and call in the Principal for a demonstration of their manners.]
- Write with calligraphy pens and ink (craft stores sell these)
- Follow the c.1800s class rules (page 17)
- Remind students that back then children only spoke when spoken to by an adult. Experiment with this to see how long they can last!
- Connection to Activity 3: Have the students complete the lessons while classroom is set up for the 19th century.

Activity 3: Learning 19th Century Style

- Complete the math worksheet from the first illustrated math book by Emerson, 1830 (page 18).
- Read the 19th century English lesson on games and pastimes (page 19).
  - Suggestion for pre-readers and early readers: Use the simpler illustrations to teach basic words and phrases of popular games. Have students color in the pictures. (page 21)
  - Suggestion for lesson continuation: Have students create a short poem and drawing of an activity of their choice. Then, share with the class.
Classroom Rules in the 1800s

1. Always respect your schoolmistress. Obey her without question and accept any punishments rendered.

2. Never Make any unnecessary noises or disturb your classmates as they work.

3. Be silent during class sessions. Do not talk unless it is necessary.

4. Do not call your classmates bad names or engage in fights.

5. Do not leave your seat unless the schoolmaster gives you permission to do so.

6. No more than one student may go to the washroom at a time.

7. Wash your hands and face at the end of class. Wash your feet if they are bare.

8. Enter and exit the classroom quietly.

9. If asked to do so. Bring firewood into the classroom for the stove.

10. Sweep the room, dust and straighten the benches and tables.
LESSON II.

2 houses are on one side of a street, and 2 on the other side. How many are there on both sides?

2 chairs are on one side of a room, and 4 on the other side. How many are there on both sides?

2 and 4 are how many?

Suppose 2 hats are in one place and 5 in another; how many will there be, if we put them together?

2 and 5 are how many?

There are 2 lamps on one side of a table, and 7 on the other side. How many lamps are there in all?

2 and 7 are how many?

If 2 candles were burning on one table, and 10 on another, how many would there be on both?

2 and 10 are how many?

To be recited.

2 and 1 are 3
2 and 2 are 4
2 and 3 are 5
2 and 4 are 6
2 and 5 are 7
2 and 6 are 8
2 and 7 are 9
2 and 8 are 10
2 and 9 are 11
2 and 10 are 12
COME Boys and Girls, come out to play,
The moon doth shine, as bright as day,
Come with a whoop, come with a call,
Come with a good will, or not at all.

Marbles

At Marbles, two or three can play,
At morning, noon, or close of day,
Plump goes the marble, with aim true,
Out from the ring it knocks a few.

Trap and Ball

I Spy Hi!

In this play, the boys do choose
Those who for running are most us'd:
Now out they go, they spy, they hide,
If they can catch one, home they ride.

THIS play is quite innocent and useful, provided it is
done off the pavement, or not in the time which
should be devoted to study or business.

Skipping the Rope

So sprightly o'er the verdant ground
See the skippers nimbly bound,
Round goes the rope, up jumps the boy
Th' occasion to them of much joy.
Bow and Arrow

BEND well your bow, your skill to try
Then shoot the target in the eye:
'Tis better thus to be employ'd
Than have the birds for nought destroy'd.

Flying the Kite

UP goes the ball, now hit it well,
Who'll kick it next, is hard to tell
Take care you don't each other wound,
Nor make a tumble on the ground.

Ride in a Chair

CARRY young Mary safe and sound,
Or she will fall upon the ground:
How fine she rides! how pleas'd they are!
'Tis hard to tell which best do fare.

Rocking Horse

Swinging

THEIR time to pass in healthful play,
The boys and girls they swing away;
But do take care the rope be fast,
'Ere a sad fall you catch at last.
Leap-Frog

The Jumping Rope

Archery

The Hoop

Blind Man's Buff

Ball

All illustrations on this page are from "The Boy's and Girl's Book of Sports," New York and Philadelphia, about 1835.
Lesson Plan 2: Let’s Play!

Grade Level: This is appropriate for all grades (teachers can modify it for pre-readers)

Objective: This activity is designed to introduce students to a variety of toys available to the Calvert children and enforce the concept that toys were required to be both fun and educational 200 years ago. During their field trip, students will make a connection to this pre-visit lesson while engaging in a hands-on toys activity.

Estimated Time: 60 minutes

Supplies Needed Per Student:
Copy of Toy Match-Up (page 23) for each student
Pencil

Background:
19th century toys were often educational in nature. Certain toys were gender-specific, made to reinforce particular gender roles and responsibilities. Others encouraged exploration and mastery of skills, such as fine motor skills, hand-eye coordination, pattern recognition, and strengthening of math and language arts skills.

Activities:
Activity 1: Toy Match-Up
Activity 2: Nine Men’s Morris
After viewing the PowerPoint:

Activity 1: Toy Match-Up
Match images of toys with their descriptions. Many of these toys will be seen and played with during the tour.

Supplies Needed Per Student:
- Toy Match-Up worksheet per student (page 24)
- Pencil

Activity 2: Nine Men’s Morris
Students will learn the rules of a 19th century board game and play with classmates.

Supplies Needed Per Student:
- Nine Men’s Morris board per student (page 26)
- 9 counters per student (beans, discs, coins, etc.)

Nine Men's Morris was a board game that could be played on a board, a piece of paper, or even drawn in the dirt. Simple markers of corn, stones, or beans could be used for play. Both enslaved and wealthy children would have played this game. This is a game for two players. Each player has nine markers. Players may select coins, beans, or whatever they would like for their markers, so long as their markers are different from their opponent's.

Objective: This activity is designed to give the students of making and playing a game popular during the early 18th century and make a comparison to games today.

Estimated Time: 25 minutes

Supplies Needed Per Student:
Copy of Board Handout [page 26] for each team
Markers (buttons, coins, paper, etc.)

Object of the Game: The object of the game is to make rows of three markers on a line, and to prevent the other player from doing the same.
The players take turns putting down one marker at a time, always placing them at the point where the lines cross or connect to each other. This means markers can be placed horizontally, vertically, or even diagonally at one of the board's four corners. Three markers in a straight line make a row, and if they are cleverly arranged, one may form a part of two rows.
When all the markers have been placed on the board, the players may begin to move. Players take turns sliding one marker at a time along the lines, from one point to the next. The object is still to make rows by sliding the markers to different points on the board, and blocking the other player. Whenever one player makes a new row of three markers, he or she chooses one of the other player's markers, picks it up off the board, and lays it aside. If a player is reduced to only two markers left, he or she may give up the game as lost since three markers are always necessary to complete a row.
## Which Toy Am I?

**Directions:** Children learned many lessons while playing with toys 200 years ago. Look at the pictures of toys from 200 years ago in the left column. Read the lessons children learned in the right column. Choose the toy that best teaches each lesson and write the name on the appropriate line.

<table>
<thead>
<tr>
<th>TOY</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doll</td>
<td>These toys can help you learn your numbers. You can also build things with them.</td>
</tr>
<tr>
<td>Jacob’s Ladder</td>
<td>Girls learned how to be a proper young lady and give tea to her guests when playing with this toy.</td>
</tr>
<tr>
<td>Cup and Ball</td>
<td>Girls learned how to take care of children by playing with one of these.</td>
</tr>
<tr>
<td>Dominoes</td>
<td>These can be used to make you taller and would help you learn to balance.</td>
</tr>
<tr>
<td>Cards</td>
<td>Boys would have learned how to use one of these to practice hunting or being a soldier.</td>
</tr>
<tr>
<td>Stilts</td>
<td>Adults and children played many different games with these. They are still popular and many have pictures of hearts, diamonds, spades, and clubs.</td>
</tr>
<tr>
<td>Toy Gun</td>
<td>This toy can help you learn and remember a Bible story about a man named Jacob.</td>
</tr>
<tr>
<td>Tea Set</td>
<td>This toy can help you learn hand-eye coordination as you try to catch the ball.</td>
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