

# Colonial Kids at Mabee Farm

*Preparing You & Your Students For Your Visit*



## **Overview**

The Mabee Farm Historic Site presents a unique opportunity to stand at the site of over three hundred years of history. The Mabee family lived and died here; ran a working farm and inn, raised their children, owned slaves, and watched New York's history happen around them. Their buildings, documents, and artifacts remain behind to tell the story of their lives. Perched on the banks of the Mohawk River, their farm offers a picturesque setting to learn about this family and how their story reflects the history of this area.

## **Goals**

The Colonial Kids field trip at the Mabee Farm Historic Site is a hands-on, interactive tour that gives students the chance to understand more about the Mabee family, life on the frontier of New York, the agricultural ways that they used to support themselves, and the Native Americans, African slaves, indentured servants, and other settlers in the area. Through the lens of the daily life of the children who lived and worked here, students will gain a better grasp of New York state history, local history, and the connections to their own lives.

Students will leave Mabee Farm with an orientation of the historic site, an understanding of the use of primary source materials and artifacts in the understanding of history, and a basic grasp of how to use similar objects in other historic inquiries. The tour will also emphasize the newly adopted Common Core Standards. These standards have been adopted by 45 states, including New York, Pennsylvania, New Jersey, Massachusetts, and Vermont.

## **What to Expect**

### *Location*

Students should be dropped off at the main entrance to the new George E. Franchere Educational Center. The tour will lead students through the museum grounds, and will conclude at the Educational Center. The site is located at 1100 Main Street (Route 5), Rotterdam Junction, just off of I-890.

### *Size*

School groups of any size can be accommodated. Students should be broken down into five groups prior to arrival unless otherwise instructed during your booking. At least 1 chaperone is required for every 10 students.

### *Activity*

Field trips to Mabee Farm begin with an introduction in the George E. Franchere Education Center. Here, students and chaperones will learn briefly about the site's history, its layout, and will drop off lunches before heading out onto the grounds. Throughout the day, students will rotate through thematic stations across the site. For the Colonial Life program, these stations will highlight different aspects of daily life in the early part of American History.

Following your program, if you chose to eat lunch on site, students will be directed to either the Reilly Picnic Pavilion or the George E. Franchere Education Center, weather dependent. Please encourage your students to place all garbage in the available receptacles.

If you have allowed for a visit to the gift shop,

### *New York State Standards*

The Mabee Farm school programs have been recently redesigned to align with New York State's new curriculum standards. Below is a list of standards that we aim to meet for our Colonial Kids program, including the pre and post visit materials found in this packet. If you wish to gear your visit towards a specific standard, please inform the museum staff as soon as possible and we will do our best to accommodate you.

Every program presented is unique. Students ask different questions, conversations move in a different way. In

addition, staff and volunteers with a wide variety of areas of expertise are available on different days. As such, two different classes coming on two different days will not have an identical program.

### New York State Social Studies Framework

#### Gathering, Interpreting, and Using Evidence

1. Develop questions about New York State and its history, geography, economics and government.
2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Create an understanding of the past by using primary and secondary sources.

#### Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another.
2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines, with teacher support.
3. Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of a current event or an event in history.
5. Recognize dynamics of historical continuity and change over periods of time.
6. Use periods of time such, as decades and centuries to put events into chronological order.
7. Recognize and identify patterns of continuity and change in New York State.

#### Comparison and Contextualization

1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Identify multiple perspectives on an historical event.
3. Describe and compare New York State historical events.
4. Recognize the relationship between geography, economics, and history in social studies.
5. Describe historical developments in New York State with specific detail, including time and place.

#### Geographic Reasoning

1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water — that are not directly made by humans).
3. Identify how environments affect human activities and how human activities affect physical environments.
4. Recognize relationships between patterns and processes.
5. Describe how human activities alter places and regions.

#### Economics and Economic Systems

1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.
2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.
4. Explain why individuals and businesses specialize and trade.

## Common Core Learning Standards for English Language Arts and Literacy

### Reading Standards for Informational Text

#### Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.

#### Craft and Structure

4. Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing Standards

#### Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information, using words and phrases (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. (Does not apply to Social Studies)
  - b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening Standards

##### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
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.

##### Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.



### **About Mabee Farm**

The Mabee Farm Historic Site is a special place where you can learn the story of one family across many generations. The story begins with a man named Jan Mabee. His parents were from The Netherlands, and immigrated to America. Jan was born in New Amsterdam in the year 1654, and moved north to Schenectady. There, he met a girl named Annjette, and around 1681, they married and started a family.

In 1705, Jan bought land from his former neighbor, Daniel Van Antwerpen, who lived eight miles away from Schenectady along the Mohawk River. Jan built a house out of stones from the river, a home where his family would live for generations to come. From that point until the year 1999, when the Mabee family gave the land to the Schenectady County Historical Society, it never left the family.

During the years in between, the family built new buildings, tore down old ones, and made many changes to those they left standing. Today, if you walk through the 1705 stone house, you can see many of the changes the family made. These include things like holes for stovepipes, an indoor toilet, and even light bulbs. At the same time, you can still see what the house might have looked like when it was first built, because the beams and the floor are still the originals, and reproduction jambless fireplace evokes the feeling of the original 1705 homestead.

Connected to the stone house by a 19th Century porch is the Inn the family built to attract customers traveling along the Mohawk River. It was built before the Erie Canal, and in fact, the men who helped plan out the canal, like Phillip Schuyler, even stayed in the Mabee Inn. Today you can see what the tavern room of the inn might have looked like around 1800.

Next to the stone house is the brick house built in the 1760s. This building was used as a summer kitchen. This meant that you did not have to heat up your house during the summer when you cooked food over the fireplace. The family owned at least seven slaves, many of whom prepared food for the Mabees here.

Across the site sits our big Dutch barn. It is not the original, but it is very similar to what the family used. The Nilsen family in Johnstown, New York, built it and we brought it here so visitors could see what the family's barn probably looked like. It has big beams called h-bents stretching across the middle, and has a wide-open floor. That is where the family would remove the kernels of wheat from the chaff, a process called threshing.

What is special about the Mabee Farm is that the Mabee family was just like most families today. They were not a big political family, they were not rich, and they were not anyone famous. They were just a regular family, much like the rest of us. Most homes that belonged to regular families from the early 1700's have not survived. If you were someone famous, people probably worked to save your home so future generations knew who you were. For regular people, that rarely happened. That is why this home is so special. It shows you what life for a regular family, a family like your family, was probably like over 300 years of American history.

When Jan Mabee purchased the land in 1705, he and his wife Annjette had ten children. Two of those children are the focus for the Colonial Kids tour; Abraham and Maria. In 1705, when the family moved from Schenectady to the land called Woestina, which means wilderness in Dutch, Abraham was 10 years old and Maria was 5. This program will give your students the chance to step into their shoes, try a hand at their chores, and learn more about the history of the area through the eyes of the Mabee children.

# Pre-Visit Activity #1

## Exploring Primary Sources

In the Grems-Doolittle Library & Archives, we have hundreds of documents that belonged to different members of the Mabee Family. These include letters, receipts, military records, poems, wills, and more. Some of the documents are in English, and others are in the Dutch language the family first spoke when they settled in the area.

On is a list of questions that can be applied to any primary source document, from the Declaration of Independence to a receipt for dinner. Encourage your students to examine multiple documents using the same questions, including the document attached here.

### **1. Who wrote the document**

The document itself was created by the Trustees of Schenectady, named in the document as Peter Schuyler, John Sanders Glen, Adam Vrooman, Daniel Jansen, and John Baptist Van Eps.

### **2. Where and when was it written?**

Albany County, June 5, 1705 - Schenectady was part of Albany County until 1809, so they likely sat in council here in Schenectady

### **3. Why was it written?**

As a deed transferring the property that is today the Mabee Farm from Daniel Van Antwerp to Jan Pieterse Mabee.

### **4. Who was it written for? This is called the “audience.” What do you know about this audience?**

“To all Christian People,” which means the English and Dutch populations, as opposed to the Mohawk community that they frequently interacted with.

### **1. What are the key words and what do they mean?**

Freeholders - A person eligible to be a voter (in this case, a white man who owns local property)

Shillings - A former monetary unit of Colonial America

Parcel - A fragment, portion, or tract of land

### **2. What point is the author trying to make?**

(open to interpretation)

### **1. How is this document similar to others from the same time period?**

(open to interpretation)

### **2. How many people read this document when it was first written?**

(open to interpretation)

### **3. What problems, assumptions, and ideas does it share with other documents from the time period?**

(open to interpretation)

# Before You Visit Mabee Farm....

## Explore Primary Sources!

This worksheet belongs to: \_\_\_\_\_

Take a look at the following documents, then answer the questions below for each one:

### **Context:**

1. Who wrote it? What do you know about this person?
2. Where and when was it written?
3. Why was it written?
4. Who was it written for? This is called the "audience." What do you know about this audience?

### **Understanding:**

1. What are the key words and what do they mean?
2. What point is the author trying to make?

### **Evaluate:**

1. How is this document similar to others from the same time period?
2. How many people read this document when it was first written?
3. What problems, assumptions, and ideas does it share with other documents from the time period?



for An Swancher m-Deed-4

DEEDS BOOK 4, p 77

Albany County Clerk's Office in vault.

TO ALL CHRISTIAN PEOPLE to whom this Present Writing shall Come  
Peter Schuyler, Esq. John Sanderee Glen, Esq. Adam Vrooman, Esq.  
Daniel Janson & John Baptist van Eps, Trustees for & on ye Behalfe  
of ye freeholders & Inhabitants of the town Of Schinnectady & pl-  
aces adjacent Dependencies thereon in ye County of Albany SEND GREET-  
INGS: KNOW YEE that for & in consideration of ye Sum of three &  
Seaven Pounds teen Skillings Currant money of this Province, to  
them in hand Paid at & before ye Ensealing and Delivery hereof by  
Jan Peters<sup>e</sup> mebee of Schinnechtady aforesaid Receipt whereof they  
the Said Trustees doe hereby acknowledge, and thereof <sup>of</sup> and every <sup>of</sup>  
Part & Parcell to be fully Paid Contented & Satisfyed therefore doe  
fully Cleerly & Absolutely acquitt, Exonerate & Discharge him the  
Said Jan Peterse mebee his heirs Executors administrators & assigns  
for Ever, have therefore Given, Graunted, Bargained, Sold, Alliend,  
Ensfoeffed Released Conveyed & Confirmed and by these presents doe  
Cleerly Absolutely Give, Graunt, Bargain, Sell, allien, Ensfoefe  
Release Convey & Confirm unto the Said Jan Peterse mebee, A CERTAIN  
Parcell of woodland Scituate Lying & Being in the woestyne Eight  
miles above the town of Schinnechtady, where the Said Jan mebee now  
Dwells on the South Side of the mohagg or Schinnechtady River which  
Said woodland begins at a marked Burch tree that stands by ye bank  
of the Said River, about Sixty Paces ~~xxxx~~ westward from the house  
where the Said Jan mebee dwells, and Runns from the Said tree on  
about a South westlyne Including the Said mebees garding to the East  
of Said Line Four & twenty Rod, Broad, and in Lenth Eastward  
downe Along the Said River Side keeping the Same breath one hundred  
& fifty Rodd which is computed to be Six morgen or twelve acres as  
also another Parcell of woodland Scituate Lying & Being in ye Said  
woestyne is bounded on the East twelve Paces near to a Straight Line  
which Comes from where the farm of ye said Jan mebee and ye farm of  
Daniel Johnson and on ye 3rd flatt is Divided, going near by two whyt  
oak marked trees that Grow from one Root. .TO HAVE AND TO HOLD etc

dated June 5, 1705

M - Deed - 4 - A typewritten copy of a deed dated June 5, 1705 - notes that the original is in the Albany County Clerk's Office. According to this deed, the trustees of the town of Schenectady sell to Jan Peterse Mebee a certain parcel of woodland in the woestyne 8 miles above the town of Schenectady, on the South side of the Mohawk River - mentions a house where Jan Mebee dwells.

# Pre-Visit Activity #2

## Reading an Artifact

At the Mabee Farm Historic Site and at the Schenectady County Historical Society, our curators work hard to preserve thousands of documents every day. These artifacts range from the very small, like pins that would fit on the tip of your finger, to the very large, like the buildings you will visit during your field trip.

The great thing about this activity is that it doesn't need to be done with anything from a museum collection, it can be done with anything from a home or even from your classroom! We recommend breaking your class down into small groups of 2-3 students and giving each group a different object, preferably something with writing on it that has been handled extensively.

Have students walk through the worksheet, and do their best to take in-depth observations of their object, then present their findings to the rest of the class. The best part is that this activity can be as in-depth as you have time for. If you want to make this a more thorough research project, you can do so as time allows.

Before you start, it may help to define a few terms:

Artifact - A historic item designated as significant to telling a part of a story about past people or places

Curator - A worker (often at a museum) who selects, cares for, and preserves a collection of items

# Before You Visit Mabee Farm....

## Read an Artifact!

This worksheet belongs to: \_\_\_\_\_

### **Purpose**

What do you think it is?

What do you think is its official name?

What do you think it is used for?

### **Design/Construction**

Describe its shape, texture, smell, color, or sound

Describe any repairs or wear that you notice

What material do you think it is made out of?

Draw or write out markings or writing that you notice on it. What do you think they mean?

**Context**

Can you tell where it was made? How about when?

When and where was it used?

Who do you think used it?

**Value**

Why was it important to the people who made it?

Why was it important to the people who used it?

Why are we preserving it today?

Do you have any other observations about the artifact?

# Pre-Visit Activity #3

## What Is In Our Houses?

A common mistake that gets made when thinking about people in the past is that they were “so” different than us that their lives were unrecognizable. In reality, our ancestors lives were not that different than ours, and many of the things they had in their houses would be easily recognizable to us today. That said, there were a few items that would seem out of place in a modern home.

For this pre-visit activity, we have included a copy of the 1824 inventory of the house of Jacob Mabee. After a family member’s death, an inventory of their belongings was often taken. These inventories provide a fascinating glimpse into the contents of their homes, often giving exceptionally detailed glimpses of values of our predecessors. Often, those conducting the inventories would go through houses in a complete circle, detailing exactly how a house was laid out.

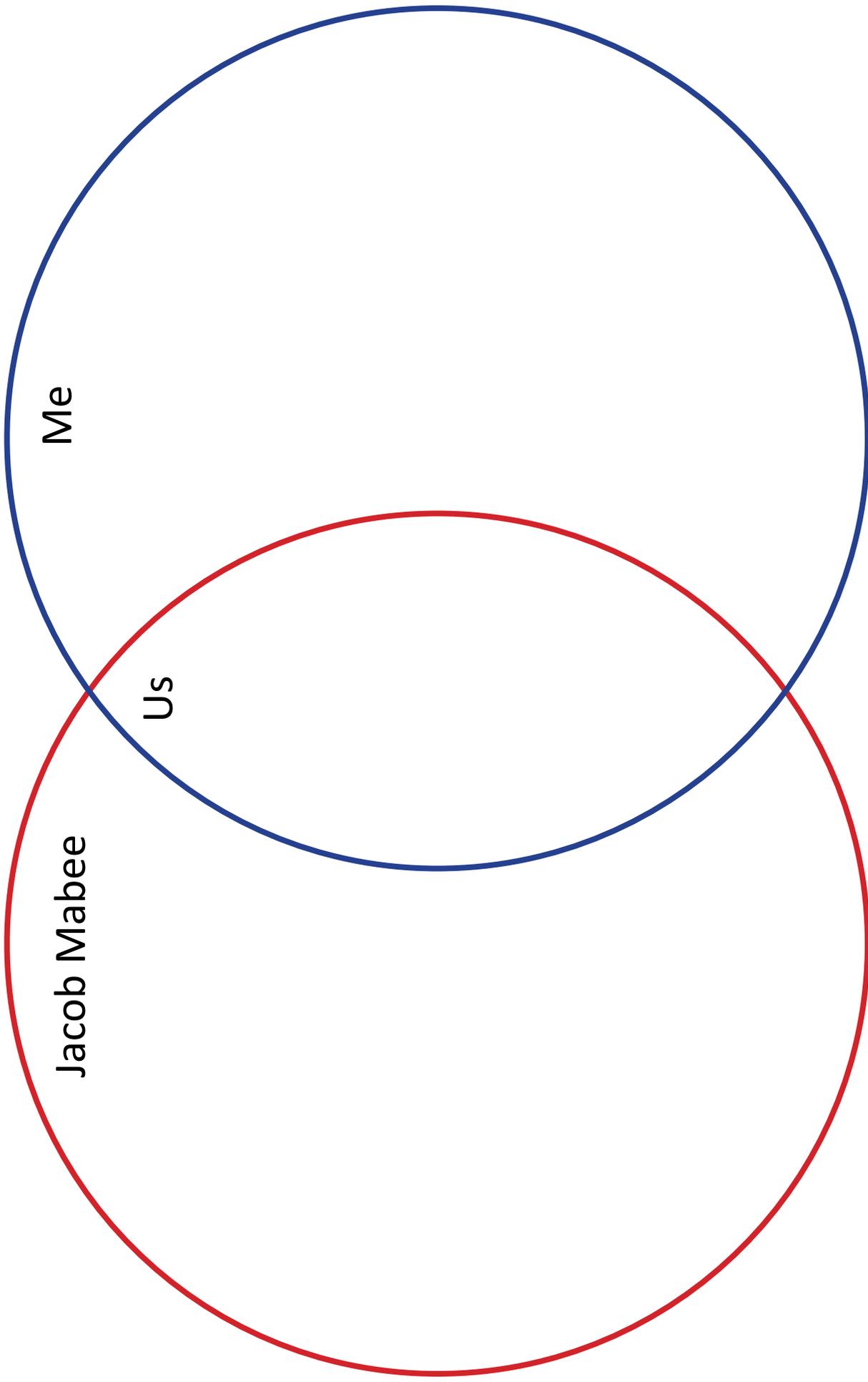
First, have your students make a list of things in their own bedroom, including the estimated values of those items. Then, show them the 1824 inventory of Jacob Mabee.

Finally, have the students create a Venn Diagram comparing the two inventories. Are there any particular items that caught your students by surprise?

# Before You Visit Mabee Farm....

## What Is In Our Houses?

This worksheet belongs to: \_\_\_\_\_



An Inventory of the goods, chattels and credits, which were of Jacob Mabe late of the town of Rotterdam in the County of Schenectady deceased, indented and taken by the said Mabe Administrator of the Estate of said deceased by ~~the aid and in the presence of John W. Peck & John W. Pratt~~ <sup>annexed</sup> with the Last will and Testament of said Deceased, with the aid and in the presence of John W. Peck & John W. Pratt two sworn appraisers, whose names are hereunto subscribed.

In the year of our Lord 1824. <sup>27<sup>th</sup></sup> March.

	\$	C
one black mare - - - - -		
one black mare - - - - -	70	00
one bay mare - - - - -	70	00
one bay mare - - - - -	25	00
one bay colt - - - - -	15	00
nine cows at 12 <sup><u>00</u></sup> each - - - - -	108	00
two steers - - - - -	28	00
seven head of two year - - - - -	42	00
four calves of one year - - - - -	12	00
thirteen head of sheep - - - - -	26	00
one fanin mill - - - - -	12	00
one cuttin bench - - - - -	1	00
four forks - - - - -	1	00
one shovel - - - - -	00	37
one two horse waggon & harness & cover - - - - -	40	00
one one horse waggon & harness - - - - -	40	00
one cart - - - - -	2	50
one pleannu sled - - - - -	25	00
one lumber sled - - - - -	3	00
	520	87

Two plows - - - - -	\$14 00
one wheel plow - - - - -	3 00
one corn plow - - - - -	1 00
one harrow - - - - -	4 00
one dragg - - - - -	2 50
one brake & hetchel - - - - -	2 00
one plow share - - - - -	00 50
one lot of old Iron - - - - -	1 75
one log chain - - - - -	1 50
one log chain - - - - -	1 50
four haws - - - - -	1 25
four axis - - - - -	2 12
<del>one beetle &amp; wedges</del> two wedges & two rings - - - - -	00 75
carpenters tools - - - - -	1 75
one spade - - - - -	00 87
four shoats - - - - -	6 00
two cradels - - - - -	1 50
three sixth snaths - - - - -	1 25
two sets & three mat hooks - - - - -	1 25
two edges - - - - -	00 37
two trembles - - - - -	1 25
one saddle - - - - -	00 50
rope makers tools - - - - -	1 00
two bells - - - - -	00 50
two brand Irons - - - - -	00 75
two pair of hand Irons - - - - -	2 50
fourteen bags - - - - -	5 00
one brush hook - - - - -	00 75
one brush sixth - - - - -	00 75
one gun - - - - -	04 00
nine chairs - - - - -	2 50
one gun - - - - -	1 00
	<hr/> 69 36

two muskets - - - - -	\$ 07 50
one stove & pipe - - - - -	25 00
one stove & pipe - - - - -	03 00
one clock & case - - - - -	16 00
twelve winnow & chain - - - - -	09 00
six chairs - - - - -	01 50
two cherry tables - - - - -	05 00
one looking glass - - - - -	02 50
one family table - - - - -	01 00
one tea stand - - - - -	00 75
spits & kettles - - - - -	05 25
frying pan - - - - -	00 25
two tea kettles - - - - -	01 00
two pair of hand Irons - - - - -	01 25
fire tongs - - - - -	00 25
four pails - - - - -	03 50
three spinen wheels - - - - -	05 00
two large spinen wheels - - - - -	05 00
one pair of smothering Irons - - - - -	00 50
one lot of oats - - - - -	32 00
one lot of corn - - - - -	47 00
one lot of wheat - - - - -	04 00
wearing apparel - - - - -	30 00
one suit of regimentals - - - - -	21 00
sword & belt - - - - -	14 00
boots & shoes - - - - -	02 00
two quilts - - - - -	10 00
twenty two pair of pillow cases - - - - -	11 00
nineteen sheets - - - - -	19 00
two dyper table cloth - - - - -	02 50
three coverlads - - - - -	12 00
of six quilts - - - - -	17 00
	<hr/>
	304 28

two white woolen blankets	02 00
four woolen sheets	03 00
size straw beds	06 00
three feather beds	30 00
eleven pillows	08 25
three boatsterns	04 50
two set of curtains	05 00
<del>two</del> one bed sted	03 00
three bed steds	04 50
five silver table spoons	07 50
eight silver tea spoons	05 00
chairs ware	04 00
fifteen bowls	00 60
fourteen plates	00 56
brockery ware	00 75
one silver cup	02 00
one lot of books	05 05
one trunk	01 00
one lot of tin ware	01 50
one reel	00 75
milk tubs & churn	01 50
one lot of potatoes	15 00
seven hogsheds of cider	30 00
one barrel of cider	01 00
twelve empty Barrel	02 25
eight empty hogsheds	04 25
two earthen crocks	00 75
one lie cask	01 00
one grind stone	01 50
one wash tub	00 75
account by note	420 89
	5 78 79
	3 04 25
	69 36
	5 20 87

1.503.27

Amt due from John S. Benkert on acct of 125  
 Do " do Justice W. Mathews — 17.  
 Do " do Simon N. Van Patten — 18.  
 Do " do Catharine Melde 5...

\$1,603.27

John C. Bredt  
John W. Beck

Schoenetaad County  
 Surrogate's Office

On the 27<sup>th</sup> March

1824, personally appeared before me the  
 Subscriber one Mathew the administrator  
 of the deceased who made oath that  
 the foregoing Inventory was true & correct  
 & produced another Inventory of the  
 same tenor & date with the fore-  
 going which is on file in this Office

Giles H. Bates  
 Surrogate

# Pre-Visit Activity #4/Post-Visit Activity #1

## KWL Charts - What Do I Know?

Before visiting Mabee Farm, ask students to brainstorm about what they've already learned about New York's history during the Colonial Period (1492-1763). Who lived here, what were their lives like, and what was going on around them. This can be what you have discussed in class, read in a book, or seen during a trip.

Once you have completed your first column, make a list of the things that you hope to learn during your time at the historic site under the "What I Want to Know" section. When you visit Mabee Farm, remember what you wrote down and be sure to ask these questions.

Following your trip, look back at your KWL Chart, and fill in the final section. What did you learn while you were at the Mabee Farm? How has that changed from the "Know" and "Want to Know" sections? Are there still any unanswered questions that your students have? If so, please let us know, as we would be happy to try to incorporate these into our program!

# Before & After Your Visit Mabee Farm....

## What Do You Know?

This worksheet belongs to: \_\_\_\_\_

Colonial New York		
Before Visiting Mabee Farm		After Visiting Mabee Farm
I (K)now	I (W)ant to Know	I (L)earned

# **Post-Visit Activity #2**

## **Colonial Trades & Professions**

After returning from Mabee Farm, ask students to consider the professions that they learned about while on site. These can include blacksmiths, farmers, broom makers, innkeepers, soldiers, and others. Through the activity, they will be asked to determine what goods or services these professions provided, and to reflect personally on their own thoughts about them.

Encourage students to place themselves in the shoes of past individuals and to consider what their lives would have been like in each job. Although the lesson is structured as a drawing and writing activity, it can easily be converted to a dialogue between students.

# After Your Visit Mabee Farm....

## Trades & Professions

This worksheet belongs to: \_\_\_\_\_

As you saw during your visit, there were many different jobs that the people living on or near Mabee Farm had. Some jobs provided goods to other people, and some provided different services. Answer some of the following questions:

What jobs do you remember hearing about while you were at Mabee Farm?

What goods or services did these different jobs provide?

If you had lived on Mabee Farm, which of these jobs would you have done? Draw a picture of you in that job.

What would your favorite part of the job be?

What would you like least about the job?

Write a short paragraph about what a day would have been like in your job.

# Post-Visit Activity #3

## Make Your Own Museum

Now that your students have a better understanding of how a museum or historic site operates, ask them to consider how they would put together their own museum. You can start by creating a museum of your own classroom, selecting four objects from around the room that would symbolize to an outside visitor the story of your class.

Then, ask the students to draw on their worksheet four items that symbolize their own lives. Remind them that these items would be things that, as the curators of their exhibit, it would be their responsibility to care for in perpetuity. Rather than simply choosing four of their favorite things, students should attempt to choose four things that they feel are the four most representative things of themselves.

If students are not comfortable sharing with the whole class, ask them to share with small groups. We often find that, even when this exercise is conducted amongst groups of friends, the answers often are surprising. For an interesting twist, you can ask someone to create a museum of their friend and see what items are selected.

# After Your Visit Mabee Farm....

## Make Your Own Museum

This worksheet belongs to: \_\_\_\_\_

What would a museum of your own life look like? Think for a moment. If you were to create an exhibit to tell people who didn't know anything about you who you were, what four things would you chose? In the boxes below, draw a picture of those four artifacts.


# Suggested Readings

The following books make excellent companions to your visit to the Mabee Farm Historic Site. These books will supplement the experiences your students have while on the grounds, and will help further their understanding of the life of children in the Colonial period.

Barrett, Tracy. *Growing Up in Colonial America*. Brookfield, Connecticut: The Millbrook Press, 1995. Grades 4-6 Discusses life in the colonies, encompassing housing, child-rearing, clothing, food, chores, and leisure activities. Compares the different ways of life in the New England colonies and the Chesapeake. Illustrated with prints and photographs.

Dean, Ruth. *Life in the American Colonies*. San Diego: Lucent, 1999. Grades 4-6 - The ins and outs of early American living. Compares and contrasts urban and rural life as well as examines the experiences of immigrants, Native Americans, and slaves. Illustrations include reproductions of period documents, prints, and maps.

Erdosh, George. *Food and Recipes of the Thirteen Colonies*. New York: The Rosen Publishing Group, Inc., 1997. Grades 3-6 - Favorite, common recipes prepared in the colonies. Includes information on seasonally and regionally obtained food items. Recipes can be prepared at home or in the classroom.

Gibson, Karen Bush. *New Netherland: The Dutch Settle the Hudson Valley*. Newark, DE: Mitchell Lane Pub Inc, 2006. Grades 3-8. - A short concise overview on the Dutch and how they settled New Amsterdam. A good overview of the beginnings of New Amsterdam, i.e. New York.

Haskins, James and Kathleen Benson. *Building a New Land: African Americans in Colonial America*. New York: Harper Collins, 2001. Grades 3-6 - Overview of African-Americans' roles in early American history from exploration onward, both as slaves and as free men and women. Includes sections on slave resistance, slave revolts, the continuation of African traditions in the New World, and African-Americans during the Revolution.

Hakim, Joy. *From Colonies to Country*. New York: Oxford University Press, 1993. Grades 4-8 - Covers American history from the French and Indian War to the Constitutional Convention. Includes chapters on women and children during the Revolution and ideas leading to the framing of the federal Constitution. Includes maps, illustrations, prints, quotations, and a chronology. A Teacher's Guide is available.

McGovern, Ann. *If You Lived In Colonial Times*. New York: Scholastic, Inc., 1964. Grades K-3 - A simplified, entertaining description of the history, life, and customs of the Colonial period.

Miller, Brandon. *Dressed for the Occasion: What American Wore 1620-1970*. Minneapolis: Lerner, 1999. Grades 4-8 - Using material culture studies, sociology, and anthropology as a springboard, the book describes the reciprocal relationship between what colonial people wore and how they viewed themselves and others.

Saari, Peggy, ed. *Colonial America: Primary Sources*. Detroit: UXL, 2000. Grades 4-8 - Reference/anthology work of twenty-four period documents. Consists largely of diary entries, poems, and first-person narratives.

**If you have any questions about this material or your trip, please do not hesitate to call 518-887-5073 or email [educator@schenectadyhistorical.org](mailto:educator@schenectadyhistorical.org).**



Pavilion (Lunch)

Program Start

Student Drop-Off

Bus & Chaperone Parking

Program Stations

To Rotterdam Junction

River Rd

Main To I-890/I-90

Mabel House Rd