



Camden County Historical Society Education Programs

Class Trip Orientation and Teacher Resources (Updated Sept. 2009)
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Important Visitor Information

The Camden County Historical Society (CCHS) is honored that you have chosen us for your class trip. We know your time at the museum will be pleasant and we hope you depart knowing more about what life was like in the 18th century. Thank you, and enjoy your visit!

CCHS strongly encourages each group leader to be familiar with and share the policies and guidelines of the museum with the other adults and chaperones in your group. If there are any questions, please feel free to contact CCHS at (856) 964-3333.

Tour Policy

School Groups Pomona Hall and Museum

\$3.00 per child

One free Chaperone per 10 children *

\$8.00 per each additional chaperone

Tour with Open Hearth Cooking

\$5.00 per child

One free Chaperone per 10 children *

\$10.00 per each additional chaperone

** Students will be split into small groups before the tour begins. Please bring adequate chaperones.*

Cancellation Policy

Please call the museum as soon as possible if you have to cancel your scheduled program. This courtesy allows us to try to reschedule the date with another group. In the event of severe weather or unforeseen circumstances, CCHS reserves the right to cancel the program.

Timely Arrival

We encourage groups to arrive on time, if not a few minutes early. We ask that groups stay on the bus until a museum representative arrives to greet you. On-time arrivals allow us to review with the group leader the day's events, confirm departure time with the bus driver, accept program fees, divide large groups into smaller ones, and properly meet the group. Groups that arrive late risk having their tour shortened.

Introduction

Founded in 1899, the Camden County Historical Society (CCHS) is a private, non-profit organization dedicated to the collection, preservation, study and interpretation of life in Camden County and Southern New Jersey from 1600 to the present, “in order to serve the educational and civic purposes primarily for the Camden County community and secondarily for the State of New Jersey.” CCHS’s educational programs are designed to meet or exceed the NJ Core Curriculum Standards for Social Studies.

This packet is designed to provide teachers with information and activities that will help students participating in CCHS’s educational programs gain the most from their experiences. The **resources** and **activities** included in this packet are designed to prepare students and teachers for their visit as well as reinforce and apply knowledge gained during their trip to CCHS. We hope you find this packet useful and will help us improve our educational offerings by completing the **teacher feedback** form at the end of the packet.

New Jersey Core Curriculum Content Standards for Social Studies

Educational programs at the Camden County Historical Society meet the NJ Core Curriculum Content Standards for Social Studies for students in **2nd through 5th grades**. Please see the detailed list below for specific standards addressed in our programs.

1. Social Studies Skills (Standard 6.1): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

A. Social Studies Skill Standards

Explain how present events are connected to the past.

Apply terms related to time, including years, decades, centuries, and generations.

Organize events in a time line.

Distinguish between an eyewitness account and a secondary account of an event.

Distinguish fact from fiction and cause from effect.

2. United States and New Jersey History (Standard 6.4): All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

A. US History and NJ History Standards

1. Family and Community Life

Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.

Compare family life in a community of the past to life in a community of the present.

Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.

Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.

Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of their countries of origin.

Describe situations in which people from diverse backgrounds work together to solve common problems.

2. State and Nation

Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans

Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.

Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.

Describe the population shift from the farm to the city in New Jersey.

Discuss the value of the American national heritage including:

Diverse folklore and cultural contributions from New Jersey and other regions in the United States;

History and values celebrated in American songs, symbols, slogans, and major holidays;

Historical preservation of primary documents, buildings, places of memory, and significant artifacts.

A Brief Introduction to...

- **Daily Life in the 18th Century**
- **The Coopers: Camden's First Family**
- **Quakers in New Jersey**

Daily Life in the 18th Century VOCABULARY

Colony: A settlement that is owned and controlled by another country. The colonies, like New Jersey, that became America were once ruled by England.

Plantation: A large, working farm. Plantations grew crops and raised animals that the owners would sell for a profit as well as eat.

Slavery/Slave: In Colonial Times, often an African American who worked for a wealthy family. Slaves were purchased by a family and would spend their whole life working for that family, often on a plantation, without pay.

Indentured Servant: In Colonial Times, a European immigrant who worked for a wealthy family in America. The family would pay for the servant's trip from Europe to America. The servant would work for the family until this debt was repaid, usually 5 to 7 years. Unlike slaves, after a servant had repaid this debt, they were freed.

Wool: The thick, soft, often curly hair forming the coat of **sheep**. Wool is **sheared**, or trimmed, from the sheep and processed into yarn which is then used to make clothing.

Spinning Wheel: A device used to make yarn, often from wool, that would then be used to make the colonists' clothing.

Carding Wool: Once wool has been washed, it is carded, or brushed, to remove all the knots, dirt and debris. The smooth wool removed from the carders, or brushes, forms a fluffy **rolag**.

Flax: Plant fibers from the flax or linseed plant that were processed and used to make the colonist's linen clothing.

Dye: Natural dyes, like flowers and berries, were used to color white wool. This allowed colonists to have different colored clothing.

Hearth: A large fireplace, located in the kitchen, used to cook meals.

Mortar and Pestle: An instrument used to grind spices like salt and sugar for use in cooking.

Grid Iron: A grill that was used to cook meat over an open fire.

Butter Churn: A device used to turn fresh cream into butter.

Bellows: A device that pumps air into an open fire to control its temperature.

Flint and Steel: Colonists would strike pieces of flint and steel together to create a spark and start fires. This is how they would light fires in an open hearth to cook a meal.

Spider Pot: An iron pot with a long handle and legs used to cook over an open fire.

ORIENTATION

Long before the United States of America, New Jersey was a **colony**. Founded by Dutch settlers in 1664, New Jersey was a place where people from all over Europe came to live. Eventually, New Jersey became one of the 13 colonies, under British rule. The **Coopers** lived at **Pomona Hall** during the **Colonial Era**. During Colonial times many people in New Jersey lived on **Plantations**. Plantations, like **Pomona Hall**, were large farms that grew fruit and vegetables as well as raised animals.

Many people helped run a plantation. Large plantations, like **Pomona Hall**, had the help of **slaves and indentured servants**. While both slaves and indentured servants were unpaid laborers, there are some important differences. Slaves were bought by plantation owners and became that family's property. Slaves spent their lives working without pay for that family. Unlike slaves, indentured servants were not a family's property. Once an indentured servant repaid his/her debt to a family, he/she was freed.

Cooking during colonial times was done over an **open hearth**. Cooks would use **gridirons, hooks, and spider pots** to cook over an open fire. Unlike today, all the tools used in colonial cooking were homemade. A colonial cook would do all her baking on one day of the week, which became known as 'baking day,' a term we still use today.

Clothing production was an important part of daily life. Fibers like **wool** and **flax** were collected or harvested by family members and processed into cloth. Once **sheared** from **sheep**, wool was washed, **carded** and **spun** into yarn. Wool was used to make stockings and cold weather clothing. **Flax**, on the other hand, was **harvested** from a farm's fields and processed into soft fiber. This fiber was worked into thin thread used to create warm-weather clothing of **linen**.

The Coopers: Camden's First Family

The **Cooper family** came to New Jersey in 1679. After a long boat voyage from **England**, the Coopers settled in Camden. **Pomona Hall** was built on the family's property in **1726**, by **Joseph Cooper**. In **1788**, his nephew **Marmaduke Cooper** expanded the house, creating its current appearance.

Pomona Hall was one of the largest homes in New Jersey. This **plantation**, or working farm, was **412 acres** in size. The Coopers had fruit trees, vegetable gardens, sheep, cows, pigs and horses among other farm animals. Pomona Hall was a very large farm when the Cooper family lived here. Unlike today, the Coopers could not see their neighbors. When you visit Pomona Hall, try to imagine it without the surrounding neighborhood.

The Cooper Family and Pomona Hall

1679 William and Margaret Cooper arrive in Burlington, NJ, having come from England

1680 William Cooper and family move from Burlington to Pyne Point (Camden)

1726 William's son, Joseph Cooper, builds a small frame house on the property

1788 Marmaduke Cooper builds a large addition to the house, which becomes known as Pomona Hall.

Quakers in New Jersey

The **Quakers** are a religious group that came to North America from England in the 1600's. Followers are called Quakers because many shake -- or quake -- during moments of divine inspiration. Also referred to as the **Society of Friends**, Quakers hold religious services in **meetings**.

During the late 1600's, the Quaker faith was not widely accepted in Europe. As a result, many **immigrated**, or moved to another country, where they could practice their religion freely. **William Penn**, the founder of Pennsylvania, began leading many English Quakers to North America in the year 1679. **William Cooper**, who traveled with Penn, was one of the first settlers in the Camden area.

Eighteenth-century Quakers were very religious people who believed in a direct, personal connection with the divine. Quakers in Colonial Times were known for their simple lifestyle. They were widely recognized by their plain attire and **simplicity** of speaking. Quakers rejected oaths, opposed violence and war, and long before the rest of America, opposed slavery. They had a **strong dedication to hard work, non-violence and education**. Quakers played an important role in the settlement of the colonies and, later, in the formation of the United States.

PRE-VISIT ACTIVITIES

Now that you have learned more about Colonial life at Pomona Hall, please use the following activities to reinforce these ideas. Have students participate in these activities as a way to gain a deeper understanding of the topics they will learn more about during their trip to the Camden County Historical Society.

Camden County Historical Society Education Programs

MATCH THE TERMS

Read the following lists of words and definitions and place the letter of the right definition next to the correct word.

___ Flax

___ Colony

___ Slave

___ Plantation

___ Hearth

___ Spinning

___ Indentured Servant

___ Quakers

- A. A religious group that came to America from England in the 1600's.
- B. A plant harvested from NJ farm fields, its fibers were spun into thread to make linen fabric.
- C. A settlement that is owned and controlled by another country, New Jersey was one during the Cooper family's time.
- D. A large working farm, like Pomona Hall, that grew crops and raised animals.
- E. A person who was purchased by a wealthy family, he/she spent his/her life working without pay for that family.
- F. A very large fireplace in the kitchen where a cook would prepare meals for a household using heat from the fire.
- G. An immigrant who worked for a wealthy family over 5 to 7 years to repay a debt.
- H. First family to settle in Camden, New Jersey, at Pomona Hall.
- I. The act of preparing wool to make clothing.

Camden County Historical Society Education Programs

ANSWER KEY FOR MATCH THE TERMS

Read the following list of words and definitions and place the letter of the right definition next to the correct word.

 B Flax

 C Colony

 E Slave

 D Plantation

 F Hearth

 I Spinning

 G Indentured Servant

 A Quakers

 H Cooper

POST-VISIT ACTIVITIES

The following series of activities focuses on the key concepts and vocabulary the students learned at Pomona Hall. Have students participate in these activities as a way to reinforce and apply knowledge gained during their trip to the Camden County Historical Society.

Camden County Historical Society Education Programs

COLONIAL TIMES FILL-IN-THE-BLANKS

Today we learned about colonial times. This period in history started around 1600. That was _____ years ago. (HINT! To find the answer, solve this math problem:
 $2009-1600 =$ _____ years ago)

New Jersey was a C_____, a group of people who do not govern themselves. (HINT! England governed New Jersey).

Pomona Hall- A Cooper Family Home

We studied C_____ County (HINT! What city is Pomona Hall in?) , New Jersey. The most important family in this county was the C_____ family, who lived in P_____ Hall.

Can you name some modern places or things that are named after the Coopers?

The Cooper's were Q_____, a religion that practiced simplicity and humility.

Pomona Hall was first built in 1726 and expanded in 17_____ by Marmaduke Cooper. The house is _____ years old. (HINT! To find the answer, solve this math problem:
 $2009-1726=$ _____)

You saw the dates on the _____ (which part) of the house. Pomona Hall was a P_____, or a working farm that was over 400 acres in size.

Daily Life in Colonial Times

The cook used a H_____ (HINT! This was also used to keep warm in the house) to make meals.

Can you name two objects the cook used that you still use today (even though they look different)?

A S_____ Wheel was used to make yarn in Colonial Times. The fiber you cleaned for the spinner was wool, which came from S_____ (which animal?).

Camden County Historical Society Education Programs

ANSWER KEY FOR POST-VISIT FILL-IN-THE-BLANKS

Colonial Times

Today we are learning about Colonial Times. This period in history started around 1600. That was 409 years ago. (HINT! To find the answer, solve this math problem:

$2009 - 1600 = \underline{409}$ years ago)

New Jersey was a C_OLONY, a group of people who do not govern themselves (HINT! England governed New Jersey).

Pomona Hall - A Cooper Family Home

We are studying C_AMDEN County (HINT! What city is Pomona Hall in?) , New Jersey. The most important family in this county was the C_OOPER family, who lived in P_OMONA Hall.

Can you name some modern places or things that are named after the Coopers?

COOPER RIVER, COOPER HOSPITAL, COOPER STREET...

The Cooper's were Q_UAKERS, a religion that practiced simplicity and humility.

Pomona Hall was first built in 1726 and expanded in 1788 by Marmaduke Cooper. The house is 283 years old (HINT! To find the answer, solve this math problem: $2009 - 1726 = \underline{283}$). You saw the dates on the CHIMNEY (which part) of the house. Pomona Hall was a P_LANTATION, or a working farm that was over 400 acres in size.

Daily Life in Colonial Times

The cook used a H_EARTH (HINT! This was also used to keep warm in the house) to make meals.

Can you name two objects the cook used that you still use today (even though they look different)?

_____ **TOASTER, OVEN, COFFEE BEAN ROASTER, PANS, POTS, SPICE GRINDER, WHISK...** _____

A **S_PINNING** Wheel was used to make yarn in Colonial Times. The fiber you cleaned for the spinner was wool, which came from **S_HEEP** (which animal?).

Camden County Historical Society Education Programs

'COMPARE and CONTRAST OUR LIVES' POST-VISIT ACTIVITY

OBJECTIVES:

Students will reflect on what they have experienced during their visit to the Historical Society. Students will compare and contrast their daily lives with what they have learned about Colonial daily life.

Students will deepen their understanding of Colonial life through this comparison.

ACTIVITY:

1. Discuss what "Compare" and "Contrast" mean.

To **compare** is to note the similarities between two things.

To **contrast** is to show the difference between two things when they are being compared.

2. Explain to the class that they will be comparing and contrasting their lives with the Colonial lives they learned about at the Historical Society.

3. Copy and pass out the following activity sheet.

4. Have students complete the sheet on their own.

5. Come together as a group to discuss the following topics:

Open the discussion to similarities and differences as a group.

What tools and objects did you see today at the Historical Society that you do **not** use today?

What technology do you have today that people did **not** have during Colonial Times?

What are some things that people used or had during Colonial Times that you still need today?

Camden County Historical Society Education Programs

COMPARE and CONTRAST OUR LIVES ACTIVITY

Consider: How is your everyday life different from daily life during Colonial Times?

Instructions: In the chart below, fill out what you would use and what a Colonist would use to take care of each need (Food, Clothing, etc.). Then, as a group, discuss, **Compare** and **Contrast** your answers.

Food

What Would a Colonist Use? _____

What Would You Use? _____

Clothing

What Would a Colonist Use? _____

What Would You Use? _____

Personal Hygiene

What Would a Colonist Use? _____

What Would You Use? _____

Transportation

What Would a Colonist Use? _____

What Would You Use? _____

Communication

What Would a Colonist Use? _____

What Would You Use? _____

Heat and Light

What Would a Colonist Use? _____

What Would You Use? _____

Teachers: Please return the following feedback form so that we can improve our programs!

Camden County Historical Society Education Programs

TEACHER FEEDBACK FORM

1. How did you hear about the Camden County Historical Society?

Internet Other Teacher(s) Brochure Other _____

2. Have you visited the Historical Society before?

Yes No

3. Have you used our Suitcase Programs?

Yes No

4. How would you rate the overall quality of the educational program your students participated in today?

1 Excellent 2 Good 3 Fair 4 Poor

5. How would you rate the educational content presented in the program?

1 Excellent 2 Good 3 Fair 4 Poor

Comments: _____

6. How would you rate the overall quality of your tour guide?

1 Excellent 2 Good 3 Fair 4 Poor

Comments: _____

7. Would you recommend programs at the Historical Society to other teachers?

Yes No

8. Did you find the pre- and post-visit materials helpful?

1 Excellent 2 Good 3 Fair 4 Poor N/A

Comments: _____

HELP US HELP YOU!

Please provide us with the following information so that we can better serve you and provide you with future program information.

Name:

School:

Grade Level:

Email:

**Thank you for taking the time to fill out this form.
Your feedback is extremely valuable!**

Please return this form to the Executive Director:

**Camden County Historical Society
PO Box 378
Collingswood, NJ 08108-0378**