Dear Educator,

Thank you for your interest in *Historical Detectives*. Our hope is that this program, which meets state, District, and national standards of education, complements the curriculum that your students learn in class. During their visit to Tudor Place, your students will explore two centuries of American history by examining objects that the Peter family used and preserved.

This Teacher Resource Packet is designed to help you link your classroom lessons with the field trip. The included Pre-Visit activities introduce concepts that will be expanded upon during the field trip, while the Post-Visit section contains activities that reinforce elements covered during the field trip.

If you have any questions, please feel free to contact us at education@tudorplace.org.

We look forward to your visit!

Sincerely,

Tudor Place Education Department
202-965-0400 x108
education@tudorplace.org
What is Tudor Place?

Tudor Place is a National Historic Landmark in Georgetown, Washington, DC. The site includes a mansion, completed in 1816, and 5½ acres of gardens. Dr. William Thornton, designer of the first U.S. Capitol, designed the house, and included a full-round temple portico unique in American residential architecture.

From 1805 to 1983, the Peter family stewarded the estate, witnessing and participating in much of American history. The first owners, Thomas Peter and Martha Parke Custis Peter, came from prominent local families. Thomas was the son of one of the first mayors of Georgetown, and Martha was the granddaughter of Martha Washington. In 1814, Martha Peter watched from her bedroom window as British troops burned the U.S. Capitol. Britannia Peter Kennon, her youngest daughter and the second owner of Tudor Place, operated the mansion as a boarding house for Union officers during the Civil War. The third owner, Britannia’s grandson Armistead Peter, Jr., modernized the house in 1914. His son, Armistead Peter 3rd, and daughter-in-law Caroline created a foundation to preserve the site and educate the public about American history.

Prior to the Civil War, the Peters owned and inherited an extensive number of enslaved men, women, and children, who served the family, tended the household, farmed, and cultivated the garden. Records reveal some of their names and duties. For example, Will Johnson, an enslaved coachman, also tended the smokehouse that still stands on the property. Patty Allen, enslaved as a cook, “lived out,” or made her home offsite, in Georgetown with her free husband and their children. During the Civil War, John Luckett escaped slavery in Virginia and gained paid employment at Tudor Place as gardener. Free African Americans and European immigrants operated the estate in the late 19th and 20th centuries.

During 178 years of ownership, the Peters amassed a collection of American, European, and Asian objects dating from the 18th to 20th centuries. Today, the museum holds more than 15,000 objects, from fine decorative arts to everyday household items, as well as an architectural and archaeological collection. The museum has over 200 objects that belonged to Martha and George Washington. An extensive archive holds one of three surviving letters from George to Martha, written in June 1775.

Over the last 200 years, and six generations in one family, Tudor Place has stood witness to the American story. We look forward to welcoming you and your students to this historic home.
Preparing for Your Visit

Museum Manners

- Please review museum manners with your students ahead of time and explain that there is a “no-touch” policy in the museum’s historic rooms and gardens.
- Please have your students wear a nametag to help our museum teachers actively engage everyone.

Logistics

- We require at least 1 adult chaperone for every 10 students, preferably teachers or classroom aides. Chaperones must remain with the students at all times and should assist with class management.
- Please let us know in advance if any students have special needs. The Tudor Place mansion can be made wheelchair accessible with advance notice, and we are happy to work with you to accommodate other special needs, including ASL interpretation, adaptive classroom materials, and technology.
- Please be prepared to divide the class(es) into even, co-ed groups for the tour. In our small historic spaces, programs provide the best experience when groups have no more than 15 students each.
- Please have students use the restroom prior to leaving school. There is a very limited number of restrooms at Tudor Place.
- Outdoor programs take place rain or shine. Students should come prepared for the weather with coats, umbrellas, water bottles, sunscreen, bug spray, etc. as needed.
- With prior approval, school groups may picnic in the Tudor Place garden. Picnics must be scheduled at the time of field trip booking in order to provide for bus scheduling and to reserve space in the gardens. Picnics may not be scheduled after busing is finalized.

Transportation

- Directions to Tudor Place are available on our website at tudorplace.org.
- Due to regulations established by the District of Columbia government:
  - All visitors must be dropped off and picked up at the Tudor Place entrance, 1644 31st St, NW. For student safety, please ask your bus to approach the house from the north, via R Street, NW.
  - Buses may not park or idle on 31st Street. Legal bus parking is located at: 2500 - 2600 block of Virginia Avenue, NW - north side; 2000 block of Pennsylvania Avenue, NW - north side; 900 block of 20th Street, NW - east side.
- Free busing for Title I schools is available with prior approval, while grant funding lasts.

Fees and Cancellations

- We request a non-refundable $25 deposit, which counts toward the total cost for the program. If the deposit presents a challenge, please let us know.
- The admission fee is $3 per student, with 2 free chaperones and $2 per additional chaperone. The balance will be due on the day of the program.
- If you need to cancel or reschedule, please contact the Education Department immediately at education@tudorplace.org.
- The museum has the right to shorten or cancel programs that are more than 45 minutes late.
Pre-Visit Activities
Listed below are activities that you can use with your class before visiting Tudor Place. All activities meet local and national curriculum standards.

Activity: Museum Exhibit
Each student should bring in an object that is important to them. This object will become part of a “class museum” exhibit.

Each student will need to write a museum-style label of 50 words or less. The label should have:

<table>
<thead>
<tr>
<th>Name of Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of the object: the date the object was made or the date it was acquired</td>
</tr>
<tr>
<td>Description of the object and why it is important.</td>
</tr>
</tbody>
</table>

Tips for writing labels:

- Think about what you would want to know when looking at your object. For example:
  - How is it made?
  - Where is it from?
  - What makes it special?
  - How does it work?
  - Who might have used this object?
  - Do we still use a version of this object today? How is it similar or different?
- Use something that already stands out about your object to grab your readers’ attention.
- Write your label as if you’re telling a story.
- Use SHORT sentences that are simply constructed. Read your labels aloud. If they don’t seem to flow naturally, simplify them!
- Aim to explain one point per sentence. Trying to take on more is too confusing.
- Choose words very carefully, as if you’re writing a poem. Make sure they grab readers’ attention by appealing to the senses.
- Use adjectives only to add something essential.
- Use active forms of verbs.
- Avoid commas.
- Do not use exclamation points

When students have completed their labels, objects may be arranged around the classroom alongside their labels to form an exhibition. Suggested discussion questions:

- Why did you choose your object?
- Which object in the exhibit did you like the most? Why?
• Why do you think people go to museums? The teacher can tie these answers in with the answers given for the first two questions. Answers may include:
  o To see beautiful things
  o To see things that remind them of their own stories
  o To learn from objects
  o To have fun
  o To be surprised
  o To do something with a friend
  o To make sense of a concept
  o Because they go as part of a school trip

Students can consider the reasons they are visiting Tudor Place. On their field trip, they will learn about changes over time, and about museum interpretation.
Field Trip: What to Expect

When your group arrives, students will receive a short introduction to Tudor Place. Then, they will divide into 2 groups to tour the house.

House Tour

Each student will receive a small card with a photo of a historic object. As they move through the mansion on their tour, they should look for their object. As students find their objects, the Museum Teacher will talk about each, weaving it into the story of Tudor Place and the family who lived there.

Students will also examine reproduction objects in the house and theorize about why museums use reproduction objects sometimes instead of originals.

Workshop

After the tour, the entire class meets at the Garage Classroom for a workshop. Using recycled materials, each student will create a reproduction of an object in the house that they especially liked.
Post-Visit Activities
Listed below are activities that you can use with your class after visiting Tudor Place. All activities meet local and national curriculum standards.

Activity: Object Commercials
Ask students to think back to their trip to Tudor Place and what objects they remember seeing. Individually or in pairs, assign students an object from the following list. The students can do basic research on their object, then present a 30-second commercial for their object. The commercial can be serious or comedic, but should include information about the function of the object.

Call Bell  Annunciator  Gasolier
Copy Press  Typewriter
Lyre-shaped Music Stand
Plate Warmer
Electric Call Bell Button
Glossary

**Museum:** An organization that cares for and presents objects and/or ideas important to history, science, culture, or art, to the public.

**Historic House:** A type of museum located in a house that presents the history of that specific house.

**Preservation:** Caring for objects so that they last many, many years. Preservation work involves history, chemistry, and physics.

**Reproduction object:** A model of a perishable, fragile, or valuable object that can be used in a museum to provide context or allow for sensory interaction.
Additional Resources

Why Do People Go To Museums? Walker Art Center
https://walkerart.org/magazine/why-do-we-go-to-museums

Virtual reproductions and Project Mosul, SciTechNow
http://www.scitechnow.org/technology/technology-key-safeguarding-cultural-heritage/

Historic House Museum Consortium of Washington, DC
http://dchousemuseums.org/