



Albert Gallatin For Homeschool Teacher and Students



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Friendship Hill National Historic Site

Pre Visit Activities

1.) Gallatin Doll Activity

Directions for the teacher:

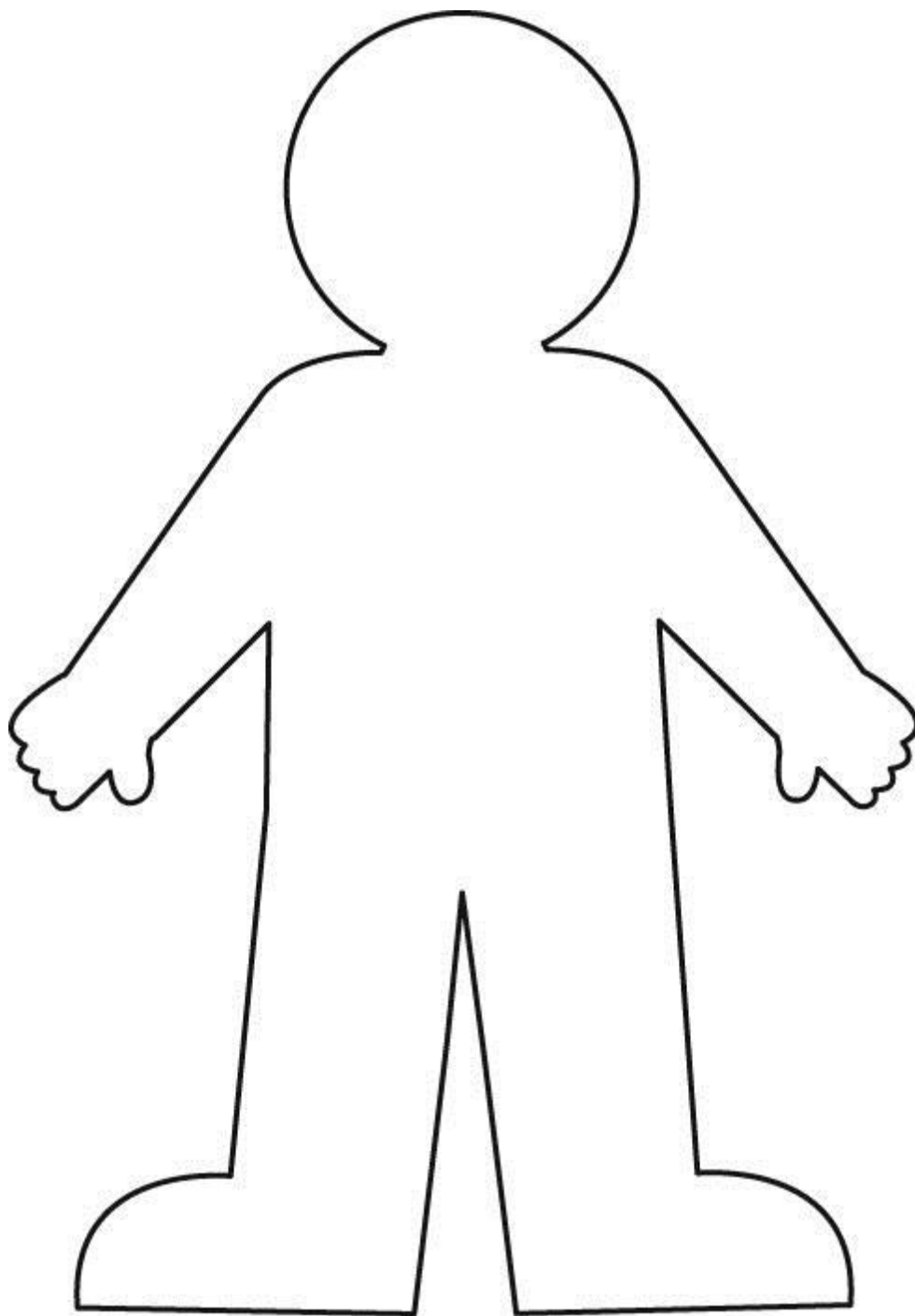
After the students have read the overview of Friendship Hill and the life history of Gallatin, it's time to make a Gallatin doll to bring on your visit!

Print out a doll template on the next page for each student. Have the students color in the doll however they like. Suggest they add in symbols of his big accomplishments, such as:

- managing the country's money as Secretary of the Treasury
- Interest in Native American culture
- Funding the Lewis and Clark Expedition
- Funding of the National Road, the first federal highway in the country
- Serving as a diplomatic ambassador in France and Great Britain

There is no wrong way to design it!

During your visit to Friendship Hill, be sure to show the ranger each students' doll, and take a picture at the house.



Abraham Alphonse Albert
Gallatin

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Pre Visit Activities

2.) Matching Game

Directions for the teacher:

After the students have learned about Gallatin and his life make a copy of the matching game for each student. Have the students use the words in the word box to correctly complete the statements.

Answer to Matching Game

1. James Gallatin
2. Treaty of Ghent
3. Friendship Hill
4. National Road
5. Washington, DC
6. Albert Rolaz Gallatin
7. Louisiana Purchase
8. Sophia Gallatin
9. Whiskey Rebellion
10. Frances Gallatin
11. Lewis and Clark Expedition
12. Hannah Gallatin

Albert Gallatin Matching Game

Use what you have learned about Albert Gallatin and the words in the word box to match the word to the correct statements.

Louisiana Purchase	Lewis and Clark Expedition	Treaty of Ghent
Friendship Hill	Washington, DC	Whiskey Rebellion
The National Road	Sophia Gallatin	Hannah Gallatin
Albert Rolaz Gallatin	James Gallatin	Frances Gallatin

1. _____ Albert and Hannah Gallatin's oldest son.
2. _____ The document which ended the War of 1812.
Albert Gallatin served as a negotiator with other Americans in London.
3. _____ The home which Albert Gallatin purchased and constructed in rural western Pennsylvania in 1789.
4. _____ The project which Albert Gallatin funded while serving as Secretary of the Treasury. This project connected towns in the Midwest to ports on the Eastern Seaboard and created the first federal highway.
5. _____ The location where the Gallatins lived while Albert served as Secretary of the Treasury.
6. _____ Albert and Hannah's youngest son.
7. _____ The project which greatly expanded the size of the United States. Funded during Gallatin's tenure as Secretary of the Treasury, this project made it possible for the country to expand westward.
8. _____ Albert's first wife. She died suddenly after only five months of marriage.
9. _____ The conflict which occurred primarily in western Pennsylvania. Angered over taxes, farmers gathered to protest; Albert Gallatin tried to moderate the violence but was unsuccessful.

10. _____ Albert and Hannah's daughter.
11. _____ The project to discover more about the lands west of the Mississippi River. Funded while Gallatin served as Secretary of the Treasury, this project yielded great social and scientific discoveries about the geography of the land and the Native American peoples who inhabited it.
12. _____ Albert Gallatin's second wife. His lifelong companion, they lived together for fifty-five years.

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On Site Activities

1.) My House, Your House Activity

Directions for the teacher:

Wander the house and have the students make a list of similarities and differences between Albert Gallatin's home and their own. Be sure to have the students look for little details, such as windows and materials used, as well as big details, like room size! When the students are finished, have them look at the comparisons and think about the similarities and differences. Based on what they have seen, ask the students what kind of man do they think Gallatin was? Was he wealthy or poor? Do they think the house was expensive or cheap to build? Would they want to live here? Why or why not?

2.) What's That? Activity

Directions for the teacher:

Have the students find something in the house that they cannot identify. It can be a part of the house or an object. Have the students describe:

1. What does it look like?
2. What is it made of?
3. Does it appear to be hand-made or machine-made? How can you tell?
4. Where is it located, and does its location give any clues?
5. What are some possible activities or functions it could be used for?

When they have answered these five questions, have them ask the ranger or volunteer to identify the object/house structure part. Was their guess close? Why do they think we don't use that object or house part today?

3.) Westward Expansion

Directions for the teacher:

This is a two-part exercise:

Part 1— Have the students use their journal to make a list of all the supplies they would take if they were to go hiking. Have them keep in mind, whatever they bring they will have to carry! Have the students try to determine what items on their list may not have existed during the time of the Lewis and Clark Expedition? Is there something else the explorers would have used instead? Have them look at the list with you or a park ranger.

Part 2— With their journal, and a map provided by a park ranger, have the students take a hike on the Friendship Hill trails. The students should record their observations of nature as Lewis and Clark did. Have the pretend they will send their observations to President Jefferson and Secretary of the Treasury Gallatin. Have the students look for evidence of animals, unique types of plants, how creeks flow, and so on. When your hike is complete, have the students discuss the following questions:

1. Did you see or find anything unexpected or interesting?
2. Did you notice a change in your surroundings as you hiked? Were you hiking in grassy areas, near a creek, or in forests? What do you think it might have been like for Lewis and Clark to travel across the country?
3. At the time of the Lewis and Clark Expedition, cameras had not been invented yet, so sketches were the only way to depict what the explorers had seen. Did you do any sketches? How did your sketches turn out? Would it have been valuable to have a good sketch artist present during the Lewis and Clark Expedition? Would you have wanted to be a sketch artist?
4. Why do you think Albert Gallatin thought it was important to fund the Lewis and Clark Expedition?
5. Looking back at your list of supplies for the journey, is there anything you would add or take out?

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Post Visit Activities

1.) Letters from Home Activity

Directions for the teacher:

Albert Gallatin's wife Hannah would write letters to her husband while he was away on business. Through these letters she kept him informed of the health of their children, the status of the house, and general life in rural western Pennsylvania. Have the students write a letter to a family member, friend, or to the park ranger they met on their visit. Have the letter describe their recent visit to Friendship Hill and what they liked or disliked about the trip.

2.) Timeline Activity

Directions for the teacher:

How well do the students know Gallatin and Friendship Hill? Have them create a timeline of Gallatin's life, including the construction of Friendship Hill and the major events of Gallatin's career. They can be as creative as you like, but make sure to get all the facts in order! The Albert Gallatin Timeline would be a good resource.

3.) Essay Questions Activity

Directions for the teacher:

Have the students write one of the following essays:

- Write an essay describing the Friendship Hill house. The students may want to describe the parts of the house in chronological order or describe the materials used to build the house.
- Albert Gallatin oversaw the funding of the Louisiana Purchase, the Lewis and Clark Expedition, and the National Road. Write an essay explaining

how these projects contributed to westward expansion beyond the Mississippi River.

- While deploring the violence, Gallatin sided with the protesting farmers during the Whiskey Rebellion. Write an essay explaining how this early decision influenced Gallatin's decision to become an Anti-Federalist, as well as its impact on his fiscal policies.
- The National Park Service protects and preserves the story of Albert Gallatin at Friendship Hill. Based on your activities and your visit to the site, write an essay discussing why this site is or is not an important and effective way to tell Gallatin's story. The student may want to analyze the activities and exhibits, and offer suggestions as to how the National Park Service can improve their efforts.

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