

Thomas Stone

Thomas Stone National
Historic Site



Families of the Past

Curriculum and Activities for Kindergarten through 2nd



Revised July 1, 2012

Thomas Stone National Historic Site

6655 Rose Hill Rd
Port Tobacco, MD 20677

Phone: (301) 392 - 1776

Website: <http://www.nps.gov/thst/index.htm>

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The cover photograph is courtesy of Thomas Stone National Historic Site webpage, <http://www.nps.gov/thst/index.htm>.

For the Educator

We hope you will consider a field trip to the Thomas Stone National Historic Site. The park provides an opportunity to become familiar with daily life in a Maryland home in the late 1700s, learn about the Thomas Stone as a signer of the Declaration of Independence and the difficulty deciding whether stay loyal to England or support the Revolution.

This curriculum guide will acquaint you with the life of Thomas Stone and the Thomas Stone National Historic Site. Inside you will find information about Stone's life and career as well as a variety of classroom activities for your students. If you are able to bring your class to the historic site, the suggested activities will both preview and reinforce ideas presented at the park. If you are unable to bring your class for a visit, you may use these materials as a supplement to your current curriculum.

This field trip is designed for students from kindergarten through 2nd grade. Because of the size of the house and the visitor center, it is suggested that one class come at a time. There are picnic tables to eat lunch. Students will be comparing what life was like for Thomas Stone's family and what life is like for the students. They will complete a scavenger hunt while touring the house, looking for artifacts. Students will also have the opportunity to play colonial games and check out colonial clothing.

For more information on field trips to the National Historic Site, please visit <http://www.nps.gov/thst/forteachers/planafieldtrip.htm>. You may schedule your visit by calling the Thomas Stone National Historic Site visitor center at (301) 392-1776.

If you have questions or are in need of further information, please contact us at:

Thomas Stone National Historic Site

By Mail

6655 Rose Hill Rd
Port Tobacco, MD 20677

By Phone

301-392-1776

By Fax

301-934-8793

<http://www.nps.gov/thst/index.htm>

For Teachers and Chaperones

We hope that you have an enjoyable learning experience with your students at Thomas Stone National Historic Site. Please follow these rules and guidelines and have fun at your visit. Please be sure to share the student guidelines with your class.

- Dress appropriately for the weather. Wear shoes appropriate to walk the trails and walk to the house.
- Five picnic tables are located near the Visitor Center. Students need to provide all lunches, snacks, and drinks; there are no vending machines or concessions on site.
- Orientation begins at the Visitor Center.
- The only restrooms are in the Visitor Center.
- Photography is permitted.
- Silence your cell phones please.
- Shhh! Always quiet the group down before entering the building.
- Quiet down students if they are talking during the tour or program.
- Do not allow students to run ahead of the tour. Park rangers should always lead the way.
- Know where your students are at all times.
- Once on site notify the Park Ranger of any special concerns or medical conditions.
- Remind students to respect the historic places and objects. All natural and archeological items are protected.
- Leave No Trace: take only pictures and leave only footprints.
- Remind students to respect the park rangers and volunteers who care for these places.
- **Set an example for your students.** Chaperones and teacher should also remain quiet, keep food and drink sealed and silence cell phones. Please respect the historic buildings and demand that same respect from your students.

Should anything unforeseen occur preventing you from keeping your appointment, please call the park at 301-392-1776 to notify us of your late arrival or cancellation.

Programs will continue rain or shine, but in case of snow please call to confirm that the park will be open.

Student Guidelines

We hope that you have an enjoyable learning experience at Thomas Stone National Historic Site. Please follow these rules and guidelines. Many are the same rules you have in your classroom. Have fun on your visit!

- Food and drink is only allowed at the picnic areas.
- No chewing gum allowed.
- Wear comfortable shoes for walking.
- Dress for the weather.
- Silence any cell phones or music players.
- Shhh! Enter every building quietly.
- Remain silent when the park ranger is talking.
- Know where your teacher or chaperones are at all times.
- Let the park rangers lead the way.
- Respect the historic places and objects.
- Respect the park rangers and volunteers who care for these places.
- Remember these rules. There may be a quiz.



Curriculum Connections and Objectives

A visit to the Thomas Stone National Historic Site fits within the framework of a number of course topics, and aligns neatly with the Maryland Core Curriculum and Charles County Social Studies Units for first and second grade.

Program Objectives for students

Students will be able to:

- Compare and contrast the differences between life in the 1700s for children and the life of children today.
- Explain whether or not the students would like to live in during Thomas Stone's time.

Curriculum Connections

Maryland State Curriculum Standards for Social Studies

This curriculum and a visit to the park relate to the following essential concepts and essential skills from the Charles County Social Studies units for grades 1 and 2 based on the Maryland State Curriculum Standards.

1.0. History-Students will examine significant ideas, beliefs, and themes: Organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world.

1.1.A.1. Distinguish among past, present and future time.

1.1.A.1.a. Classify objects or events as belonging to the past, present, or future.

1.1.A.2. Describe people, places and events in the past.

1.1.A.2.a. Construct meaning from stories and pictures about the past.

2.0. Geography-Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

2.1.A.3.a. Compare types of transportation used to move goods and people today and long ago.

2.1.A.3.b. Compare ways people communicate today and long ago.

3.0. Economics-Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

3.1.A.5. Explain how technology affects the way people live, work, and people.

3.1.A.5.a. Explain how changes in tools and products have affected the way people live, work or play.

Background Information

The following is provided to give you a brief overview of Thomas Stone and National Historic Site. Please contact us or visit our website if you have any questions before your visit.

Thomas Stone

Thomas was born into a prominent family at *Poynton Manor* in Charles County, Maryland. He was the first son in the family of David (1709–1773) and Elizabeth Jenifer Stone. Thomas read law at the office of Thomas Johnson in Annapolis, was admitted to the bar in 1764 and opened a practice in Frederick, Maryland.

In 1768 Stone married Margaret Brown (1751–1787), the younger sister of Dr. Gustavus R. Brown. Soon after, Stone purchased his first 400 acres and began the construction of his estate named *Habredeventure*. The family would make their home there, and they would have three children: Margaret (1771–1809), Mildred (1773–1837) and Frederick (1774–1793).



As the American Revolution neared, Stone joined the Committee of Correspondence for Charles County. From 1774 to 1776, he was a member of Maryland's Annapolis Convention. In 1775, the convention sent Stone as a delegate to the Continental Congress. He was re-elected and attended regularly for several years. On May 15, 1776 he voted in favor of drafting a declaration of independence, in spite of restrictions from the Maryland convention that prevented their delegates from supporting it. In June the restriction was lifted, so Maryland's delegates were free to vote for Independence. Previously, Stone had been in favor of opening diplomatic relations with Great Britain and not going to war, as he was not only a pacifist but a conservative reluctant to start a gruesome war.

That same year Stone was assigned to the committee that drafted the Articles of Confederation, and he was struck with a personal tragedy. His wife Margaret visited him in Philadelphia, which was in the midst of a smallpox epidemic. She was inoculated for the disease, but an adverse reaction to the treatment made her ill. Her health continued to decline for the rest of her life.

After Stone signed the Declaration of Independence, he took his wife home and declined future appointment to the Congress, except for part of 1783 and 1784, when the meetings were at Annapolis.

Stone accepted election to the Maryland Senate from 1779 until 1785, at first in order to promote the Articles of Confederation, which Maryland was the last state to approve. But he gave up the practice of law to care for Margaret and their growing children. As her health continued to

decline, he gradually withdrew from public life. When Margaret died in 1787, he became depressed and died less than four months later in Alexandria, reportedly of a "broken heart".

Thomas was buried next to his wife at his plantation home, which still stands.

Thomas Stone National Historic Site

This park contains 322 acres, about a mile and a half of walking trails, the restored home of Thomas Stone, circa 1840's outbuildings, and the burial site of Thomas Stone, his family members, slaves and servants.

The Visitor Center has information, exhibits, and a bookstore. Guided tours of the house are offered from 10:00 am to 4:00 pm. There is also an eight minute video about Thomas Stone.

Admission to the site is free. The Visitor Center and the house are fully accessible to visitors. The cemetery can be reached by a path across the field.

In 1981, the park was established as a national historic site managed by the National Park Service. The national historic site's purpose is to preserve the historically significant properties associated with the life of Thomas Stone as well as to commemorate and interpret his life, career, and accomplishments.



These photographs are courtesy of Thomas Stone National Historic Site webpage, <http://www.nps.gov/thst/index.htm>.

Pre-visit Activities

The following activities are provided to teach your students about what it would have been like to live during Thomas Stone's time. This information will help your students be well prepared with ideas and questions for their tour of the Thomas Stone National Historic site.

- Review colonial vocabulary.
 - **Revolution** – the overthrow of their government by the people
 - **American Revolution** – (1775 – 1783) the war the American colonies fought against England, which resulted in their independence and the establishment of the United States as a nation
 - **Independence** – freedom from control by others
 - **Slavery** – owning people who are not free
 - **Colonies** – the thirteen separate territories owned by Britain before the American Revolution
 - **Country** – a nation united by a common government
- Have students complete a KWL chart writing down what they already know about living in the past and what they would like to know. Hopefully some of their questions will be answered during their trip to Thomas Stone National Historic Site. After returning from the trip, have students complete what they learned. This can be done independently, in pairs, groups or as a class.
- Have students watch a BrainPOP Jr video on the thirteen colonies. There are also several videos on BrainPOP. Use your judgment with the grade level you teach.

<http://www.brainpopjr.com/socialstudies/americanhistory/thirteencolonies/>

Vocabulary

The content disciplines are particularly rich areas for vocabulary development. Vocabulary instruction plays an essential role during both literacy and disciplinary area instruction. Vocabulary knowledge is inextricably linked to reading comprehension and conceptual knowledge.

Using the vocabulary builder worksheet, model how to define word, draw picture and come up with clue to help remember word. Have the students either work together or in groups/partners to complete the rest of the vocabulary words. You may use the words suggested or other words relating to living during the colonial time period.

- **Revolution** – the overthrow of their government by the people
- **American Revolution** – (1775 – 1783) the war the American colonies fought against England, which resulted in their independence and the establishment of the United States as a nation
- **Independence** – freedom from control by others
- **Slavery** – owning people who are not free
- **Colonies** – the thirteen separate territories owned by Britain before the American Revolution
- **Country** – a nation united by a common government

Name: _____ Date: _____

Vocabulary Builder

Vocabulary Word	Definition	Draw a Picture	Clue: What word will help you remember the definition?

Vocabulary Word	Definition	Draw a Picture	Clue: What word will help you remember the definition?

KWL Chart

KWL ("Know", "Want to Know", "Learned") charts encourage students to use prior knowledge and personal curiosity while studying a subject or a topic. This strategy is not only useful in reading classes, but is also useful in science and social studies.

Have students complete a KWL chart writing down what they already know about living in the past. Allow students time to complete. Go over what the students already know. Write on larger class KWL chart.

Then have students write what they would like to know. Again, go over as group and write on larger class KWL chart.




Hold on to this chart until after visiting Thomas Stone National Historic Site where some of their questions will be answered.

After returning from the trip, have students complete what they learned. This can be done independently, in pairs, groups or as a class. (See post activity)

Name: _____ Date: _____

KWL

Use this graphic organizer to help organizer your information.

<div> What I Know</div>	<div> What I Want to Know</div>	<div> What I Learned</div>

Videos

BrainPOP and BrainPOP Jr creates animated, curricular content that engages students and supports educators. BrainPOP is easy to use, with no downloading, installation, or special hardware required. BrainPOP offers a free 7-day trial, but many schools have subscriptions.

Have students watch a BrainPOP Jr video on the **thirteen colonies**.

There are also several videos on BrainPOP related to the Revolutionary War and the Declaration of Independence.

Use your judgment with the grade level you teach.

<http://www.brainpopjr.com/socialstudies/americanhistory/thirteencolonies/>

Suggestions: Make an anticipation guide for students.

Have students take notes.

Use a KWL chart.

Many schools have subscriptions to Discovery Education, previously known as United Streaming.

<http://www.discoveryeducation.com/>

Reading: Thomas Stone

Use this biography of Thomas Stone to familiarize your students with Thomas Stone and why he is important. Can be posted and read as a class, read in groups or individually.

Post-Reading Activities

1. *Sequence*: Create a timeline of events in Thomas Stone's life.
2. *Summarize*: Write a paragraph explaining why Thomas Stone was a great American. Begin with a main idea sentence. Follow this with detail sentences explaining the main idea and a closing sentence.
3. *Draw conclusions*: How do you think Thomas Stone felt about signing the Declaration of Independence?
4. *Synthesis*: Would you have signed the Declaration of Independence? Why or why not?



Reading History!

Thomas Stone National Historic Site

Thomas Stone



Thomas Stone

Thomas Stone was a modest family man who stepped onto the pages of history when he signed the Declaration of Independence in 1776. Let's take a closer look at Thomas Stone.

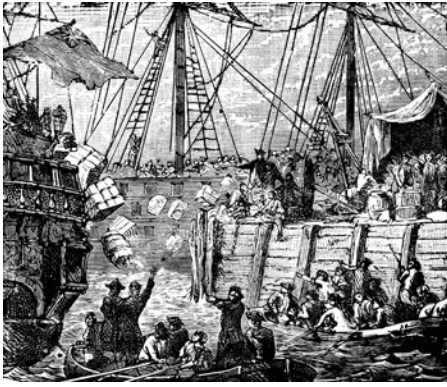
Childhood

Thomas Stone was born near Port Tobacco, in Charles County, Maryland in 1743. Little

is known about his education as a young boy, but Thomas grew up to be a lawyer. He was known for weighing all the options before making a decision. Thomas married Margaret Brown in 1768. In 1770, he bought Haberdventure to raise his family. He had three children; Margaret, Mildred and Frederick.

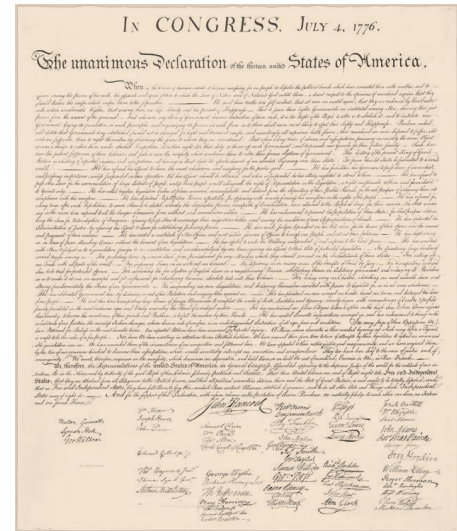
On the Road to Independence

Thomas Stone was chosen as a member of the Charles County Committee of Correspondence. His job was to help keep in touch with the other colonies. He was chosen for the Second Continental Congress in 1775. Britain had been taxing the people in the colonies and the colonies felt it was unfair. There was also a lot of anger and arguments in the colonies between the people and Britain.



The colonists were upset about taxation without representation.

Declaration of Independence



In May of 1776, Thomas Stone voted in favor of declaring independence. This was a hard decision for Thomas Stone to make. He wanted to be free, but he did not want to go to war. He hoped Britain and the colonies would be able to get along. On July 4, 1776, the colonies said they were free from Britain with the **Declaration of Independence**. Thomas Stone was one of 56 signers, four of the signers were from Maryland and seven were from Virginia.

A Great Man

Thomas Stone's wife had become sick while he was working in the Second Continental Congress. After signing the Declaration of Independence, he took his wife home. He practiced law, served in the Maryland Senate and cared for his wife and growing children. His wife died in 1787 and Thomas Stone died less than four months later. Thomas Stone started off as a quiet family man who stepped into history by helping our country become what it is today.



Thomas Stone's home, Haberdenture

Timeline

Students can order the dates with the events in chronological order. Students can glue on a piece of construction paper. Illustrations or photographs may be added.

1743 Thomas Stone was born.	1768 Thomas Stone married Margaret Brown.
1764 Thomas Stone became a lawyer.	1770 Thomas Stone bought Haberdventure to build a house for his family.
May 1776 Thomas Stone voted to declare independence.	July 4, 1776 The colonies adopted the Declaration of Independence.
June 1787 Margaret, Thomas Stone's wife, died.	October 1787 Thomas Stone died.

Students can order the dates first. Then using the biography, place the events on the timeline in chronological order. Students can glue on a piece of construction paper. Illustrations or photographs may be added.

1743	1768
1764	1770
1776	1787

Thomas Stone was born.	Thomas Stone married Margaret Brown.
Thomas Stone became a lawyer.	Thomas Stone bought Haberdeventure to build a house for his family.
Thomas Stone voted to declare independence.	The colonies adopted the Declaration of Independence.
Margaret, Thomas Stone's wife, died.	Thomas Stone died.

Post Visit Activities

These activities are intended to further your students' learning, after their visit to the Thomas Stone National Historic Site, through the use of various social studies skills. With a basic introduction to Thomas Stone and life during the 1700s, these could be used even if your class is unable to make a visit to the park.

- Write a letter to the rangers at the park.
- Students can write a letter from the viewpoint of a child living in the 1700s.
- Make butter!
- Create a horn book.
- Create an opinion piece sharing whether or not they would like to live with Thomas Stone's family in the 1700s.

Write a Letter to a Ranger

Write a letter to Thomas Stone National Historic Site reflecting on your visit.

- *What did you like the most?*
- *What did you learn on your visit?*
- *Would you like to return again or visit other National Parks?*

Be sure to use friendly letter format. Include a heading, greeting, body, closing and signature.

Please send letters to the following address:

**Thomas Stone National Historic Site
Attn: Park Ranger
6655 Rose Hill Rd
Port Tobacco, MD 20677**

If You Lived in the 1700s

Have students think about what they have seen on the trip to Thomas Stone National Historic Site.

Students can think-pair-share the differences between being a child then and being a child now.

Students can write a letter from the viewpoint of a child living in the 1700s.

Be sure to use friendly letter format. Include a heading, greeting, body, closing and signature.

Making Butter

Making butter is a fun class activity with the use of a medium-sized jar, heavy cream and a marble. You could also use old baby food jars.

Allow students to take turns shaking the jar until the marble is no longer moving through the cream. When the cream has thickened and become the consistency of butter, drain off the remaining buttermilk. Refrigerate to harden a bit. A pinch of salt may be added to the butter. The result is a soft butter spread that can be eaten on crackers.

Students can use this as a Reading to Perform a Task activity.

When students have completed the activity, have students reflect on making butter by writing about their experience.

Ask students:

- *Who do you think would have been responsible for making butter?*
- *Was this a hard or easy job?*
- *Why do you think the colonists had to make their own butter?*

Churn Butter



Colonial children made butter in wooden buckets called *churns*. They turned the wooden paddle inside the churn which stirred the cream.

Ingredients:

- Whipping cream or heavy cream (non-pasteurized if available)
- Crackers or bread

Materials:

- Jar with a lid (such as pickle jar or baby food jar)
1. Fill the jar $\frac{1}{2}$ or $\frac{1}{3}$ full of cream.
 2. Screw the lid on tight.
 3. Shake jar! Keep shaking until the cream thickens and turns into butter.
 4. Drain off remaining buttermilk.
 5. Spread on crackers and enjoy!
 6. Place leftovers in refrigerator.

Optional: Add a pinch of salt to butter.

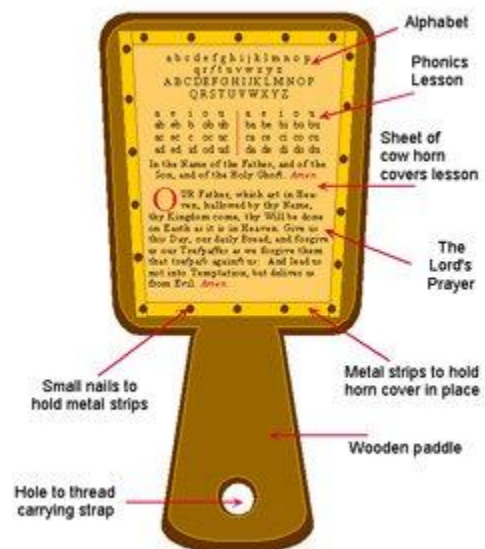
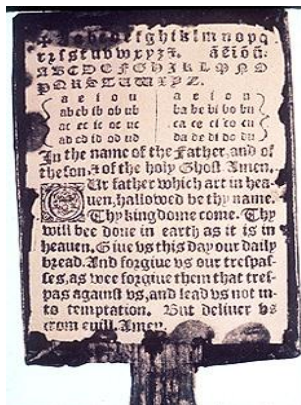


Making a Hornbook

A hornbook was what children of the 14th through 18th centuries used to learn their ABCs. A hornbook was a wooden board with a handle. A lesson sheet of the ABCs in small and capital letters, some series of syllables and often, the Lord's Prayer, was attached to the board and was protected by a thin layer of cow's horn. Some hornbooks of wealthy families were very fancy, decorated with jewels and leather and included ivory pointers. Most of them were plain and had a string around the handle to be worn around the neck.

A hornbook was a page of writing that was fastened to a wooden frame. The writing was covered with a translucent sheet of animal horn. The handle of the hornbook had a hole so that the hornbook could be worn around a child's neck or fastened to his belt with a length of rope or twine.

- Directions:
 - Cut out the hornbook shape from a piece of brown poster board or paper grocery bag.
 - Punch or cut a hole in the handle.
 - Thread a length of yarn through the hole and tie the yarn's ends.
 - Write the alphabet using berry ink or markers on a piece of paper.
 - Glue this to the hornbook.



Hornbook from <http://www.bookmakingwithkids.com/?p=716>

Would You Like to live in the 1700s?

Using the Venn diagram from your trip to Thomas Stone National Historic Site, create an opinion piece sharing whether or not they would like to live with Thomas Stone's family in the 1700s.

Would you like to live in the 1700s during Thomas Stone's time?

Why or why not? Be sure to include reasons why you would or would not like to live in the 1700s.

Be sure to include a topic sentence, details why you would or would not like to live during this time period and a concluding sentence.

See writing rubric.

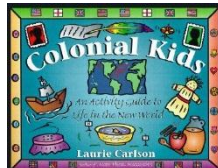
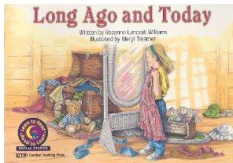
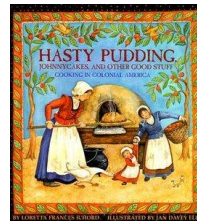
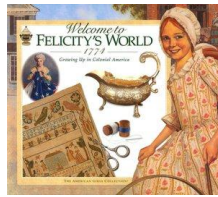
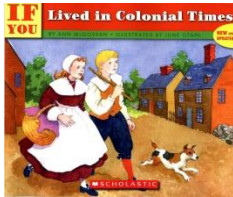
Nonfiction Opinion Writing Rubric

<u>Developing</u> (1 point)	<u>Meets Expectations</u> (2 points)	<u>Exceeds Expectations</u> (3 points)
Introduction to topic is unclear .	Introduction to topic is clear .	Introduction to topic is clear and catches the reader's attention .
Opinion is unclear .	Opinion is clear .	Opinion is clear and complex .
Provides one reason that supports opinion in own words.	Provides two to three reasons that support opinion in own words.	Provides two to three reasons that are supported by facts and details in own words.
Provides a concluding statement or section unrelated to the opinion presented.	Provides a concluding statement or section related to the opinion presented.	Provides a well-developed concluding statement or section related to the opinion presented.
Uses one or two incomplete sentences or sentences that do not make sense.	Uses complete sentences that make sense.	Uses complete sentences that are interesting and make sense.
Handwriting can be read with some difficulty .	Handwriting is legible and easy to read .	Handwriting errors are nearly undetectable.
Developing: 0-6 points	Meets Expectations: 7-13 points	Exceeds Expectations: 14-18 points

Additional Resources: Books

Resources:

- **If You Lived In Colonial Times** by Ann McGovern
- **Welcome to Felicity's World, 1774 (American Girl)** by Catherine Gourley
- **Hasty Pudding, Johnny Cakes** by Loretta Frances Ichord
- **Kids in Colonial Times** by Lisa A. Wroble
- **Long Ago and Today** by Rozanne Lanczak Williams
- **Colonial Kids: An Activity Guide to Life in the New World** by Laurie Carlson



Additional Resources: Websites

Additional Websites:

<http://library.thinkquest.org/J002611F/introduction.htm>

This site tells about the lives of colonial children in Southeastern Pennsylvania. Topics include their home, school, clothing, games, transportation, jobs and chores.

<http://mdroots.thinkport.org/>

This website allows students to explore colonial Maryland.

<http://www.ssdsbergen.org/Colonial/dailylife.htm>

This website shares information about many parts of colonial life. Topics include food and cooking, medicine, transportation, homes, games and recreation, daily life, religion, clothing, education and farming and trades.

<http://www.kidskonnnect.com/subject-index/16-history/436-declaration-of-independence.html>

This webpage contains fast facts about the Declaration of Independence, along with many websites with more detailed information about the Declaration of Independence and the American Revolution.

http://www.mce.k12tn.net/colonial_america/colonial_america.htm

This website contains information about colonial American. The site has activities and quizzes as well. It gives a list of other online resources, lesson plans and a book list.

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Carlson, L. (1997). *Colonial kids: An activity guide to life in the new world*. Chicago, IL: Chicago Review Press, Inc.

Photograph drawn by Garth Williams, illustrator of Laura Ingalls Wilder's (girl churning butter)

Thomas Stone National Historic Site <http://www.nps.gov/thst/index.htm>

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