

33 Shirley Street, Boston, Massachusetts – Built in 1747
Home to Royal Governor William Shirley and Governor William Eustis



*See Page 9 to
learn how to get
Free
programming for
your school!*

*Check out page 3
for our NEW “A
Day in the Life of
an 18th-century
Servant” option
that combines and
connects the four
social studies
disciplines in a
single program
experience!*

Your Guide to Pre-Scheduled Programs

at

The Shirley-Eustis House

September 2011 – August 2012

► Call us today at 617-442-2275 or go to www.shirleyeustishouse.org

Dear Teacher, Parent, School Administrator, Curriculum Coordinator, Guidance Counselor, Librarian, Local Historian, Group Program Coordinator, or Other Interested Parties:

This guide describes **10 programs** you can use either to help students in grades K-5 meet selected Massachusetts History and Social Science Curriculum Frameworks Learning Standards or on behalf of your home-schoolers, historical society members, library patrons, civic, business or other organization members. Most programs can be customized for content or learning appropriateness. Each entry includes the following:

- A brief description of what your students or other program participants will do during the Shirley Place visit/ in-the classroom Outreach/where-your-group meets versions of the program
- The enduring social studies issues/themes associated with the program
- The Massachusetts History and Social Science Curriculum Frameworks performance indicators supported by the program – intrinsic detail information is available on our website, www.shirleyeustishouse.org. Just click on **MCF**.
- Where the program takes place and at what times of the year
- The fees and travel expenses associated with the program

Because so much of this programming involves students in the public schools, the brochure is organized by the social studies disciplines, i.e., **Civics, Economics, Geography and History** and then by grade level and performance standard. Note: The Shirley-Eustis House does not offer programs that treat Geography as a separate field of study. Geography is integrated throughout our programs. Look for a “**G**” next to these program names and descriptions. Several of the programs have a strong reading component. To find them, look for the “**R**” next to the program name.

Most programs are very hands-on. All programs (in “Dimensions of Learning” terminology) provide declarative knowledge, procedural knowledge, and opportunities for students to extend and refine knowledge. Some programs are better experienced at Shirley Place. All programs are designed to succeed in your classroom or where your group meets.

Just as you do, we also need to document post-program student learning outcomes in the Massachusetts History and Social Science Curriculum Frameworks terms. When you arrive (or when we get to your school or meeting place), we will issue you a survey form that we hope you will use to both quantify and explain how our programs were of value to you and your students or other learners, what may have stood out as particular program strengths, and how we might improve programs in the future. Thanks in advance for taking the time to complete and return the form.

Finally, please see page 9 to learn how you can schedule a free presentation of “**They behaved Very Cleverly**” with the booking of one program, or take advantage of new activity options designed to integrate disciplines across the Frameworks curriculum. Look for the “**C**” which tells you that the program can be customized to meet your needs.

Patricia Violette, Executive Director/Curator of Education

The Shirley-Eustis House Association
Pre-Scheduled School Programming
MCF Social Studies Standards Section H, G, E, C

▶ **“Colonial Dame School”**

Pre-K, K-2 grade students attend a “Colonial Dame school”, either at Shirley Place (seasonally) or in your classroom or where your group meets (anytime), where your students will **read** (or are read to), **do simple arithmetic, use scissors while learning to sew, sing period music, perform manners, and play period games** as you might have done in dame schools in the late 18th-century New England to help them understand the nature of history and the enduring theme of new or traditional social institutions such as family, school, and community.

▶ **“Holidays of Early New England”**

The purpose of “The Holidays of Early New England” is to help participants **develop** a working knowledge of the historical origins and methods of celebration of some of today’s major holidays and an **understanding** of some of the holidays formerly observed in New England by selected cultures and ethnic groups, including English, Scots-Irish, Native Americans, African-Americans, Irish, French, and others. Holidays covered include Thanksgiving Day, Training Day, Independence Day, Native American Festivals, Black Governor’s Day, St. Patrick’s Day, Fast Day, Feast Day, Evacuation Day, Les Feux de St. Jean and more.

▶ **“A Day in the Life of an 18th-Century Servant”** C

Participants prepare food or do other kitchen chores (make butter, make pickles, make shingles or saw firewood, work with textile weaving and spinning, play Colonial Games, English Country Dancing and/or engage in other typical 18th-century activities depending upon group size and/or season of the year to help them better understand the nature of daily life among the servants who worked with the wealthy and important citizens of Boston.

Note: Please see page 9 to learn how you can customize this program to meet your needs.

▶ **“History Beneath Our Feet: Archaeology 101”**

Students participate in an archaeological dig-in-miniature using sandboxes, artifacts, archaeological tools and the methods of archaeological science to help them experience and explain that history includes the study of past human culture based on available evidence from a variety of sources. **Please note: This program can be successfully presented to only small groups with a limit of 24. Please be sure to discuss and make the appropriate**

arrangements when you call to schedule. This program travels to your destination with ease.

► “Going to School in Colonial Boston”

R

G

Participants ‘attend’ three kinds of post-Revolutionary schools where they **recite** reading and arithmetic lessons (in the rural school), **practice** penmanship and pronunciation and **learn** geography (in the village school), and **perform** a scientific experiment, **practice** elocution and **become skilled in Latin** instruction (in the private school) to better help them understand the evolution of education during the Nation Building Era. Students will **compare and contrast** schools today to those schools in the past.

► “They Behaved Very Cleverly:”

Diaries, Journals, and Letters as ‘Clues to the Past’

C

R

The purpose of this program is to teach students and other participants to **ask essential questions** of written primary sources such as diaries, journals, and letters; to give them examples of the kinds of historical information that may be found in such documents, and to provide an opportunity to **analyze** and **interpret** that information. For grades three and four, the program also serves as a means for students to compare and contrast events in their own lives with events in the Nation Building Era (c. 1790-1820).

To accomplish these goals, the program relies on excerpts from three historical documents. The excerpts have been chosen based on their varying reflections of the experience of youth during the era in question. The excerpts have been also selected because of their relation to **enduring social studies themes** such as the effects of technology on daily life, human nature, behavior and relationships, family structures, gender roles, children, relationship to the environment, money, work business, cultural ideas, government and law. (See page 9 to see how you can get this program FREE!)

► “Talk of the Town: 18th- or 19th-Century Town Meeting”

C

G

The goal of “Talk of the Town” is to help participants **describe** the history, functions, and structure of local government and to **identify** the characteristics of an effective citizen. The enduring social studies issues of governance by the few or the many, democracy and democratic rights, local as compared to state and national governmental powers and duties, and violent and non-violent methods of solving complex problems form the backdrop for the program. Learning more about civics and government is an important program goal. **Note: This program can be customized to fit any historic era based upon actual town meetings which addressed typical town issues held during the years of 1747 – 1865. Please see page 9 to learn how you can customize this program to meet your needs.**

► “Call Me Madam: At Home with Caroline Langdon Eustis”

Participants will tour the Shirley-Eustis House from Madam’s point of view. They will be able to make connections to her domestic life as it pertains to Madam’s life with Governor Eustis. After the Governor passes away, life becomes very different for this woman of affluence. Students will not only explore her life at the Shirley Mansion but also tour the recreated historic gardens and fruit orchards. Participants will also take tea with “Madam Eustis” in 19th-century tradition.

► “The Age of Medicine and Midwifery”

Participants experience how an apprentice trained and learned to develop skills and abilities required to become a midwife. By **identifying** medicinal plants and **preparing** simple remedies, students will be able to **understand** how midwives were an important part of the 18th-century. Students will **compare and contrast** midwifery of the past to midwifery today by engaging in hands-on activities. These guided activities will help them to better understand new and traditional social and educational practices and how to relate personal skills, aptitudes, and abilities to future career decisions especially when related to the role of women. Students will also explore the occupations of the Apothecary and Doctor.

► “Adam and Eaves:”

Governor William Kyle Eustis Federal House Tour

Based upon the Adamesque architecture of Englishman Robert Adam, participants will explore the Shirley-Eustis House on a tour to discover its architectural secrets as well as examine biographically Governor William Kyle Eustis’ life as a doctor, politician, governor and diplomatic ambassador. Students will be asked to examine the history of the House and encouraged to ask essential questions on the tour that will help them to make connections across the cultural, economic, and political conflict/cooperation parameters of history. Why would a Democratic Governor reside in a Federal (Adamesque) era house?

NEW for Spring 2012!

The following programs will be available in the Spring of 2012

► **Pelts, Porcelain, and Proffits: Captain James Magee, The Northwest Fur Trade and Passage to China**

Participants learn of the adventures of Captain James Magee as he travels northwest to Canton, China in 1790. Students will make wooden shingles for barter and trade, solve problems in finance as Magee’s ships log is examined, learn about personal finance in the counting room, and examine sample items brought back from the northwest to Boston.

Intense focus on MCF standards of history, geography, economics and civics and government.

► **Rest Your Firelocks! (Military Program)**

Col. Asa Whitcomb's Sixth Massachusetts Foot Regiment

Participants become soldiers in order to identify and discuss relations and issues among the nations and people involved in the Revolutionary War period, then march and maneuver using Bland's drill manual (Humphrey Bland's manual illustrates musket drills from the 18th century) using replica muskets, and finally, saw wood by hand as if they were soldiers during the occupation of the Shirley-Eustis House in 1776 with the Sixth Massachusetts Foot Regiment. Students will gain a better understanding of the events leading up to the battle at Concord and Lexington.

► **The Pilgrims, The French and The Indians at Pentagoet**

Participants are introduced to the major social studies ideas of 'unity and diversity' and 'conflict and cooperation' by experiencing the exchange of beaver pelts for Indian corn, wampum, and European trade goods at the 1629 Maine settlement at Pentagoet (Modern day Castine). Enduring themes: Beneficial or harmful effects of technology, cultural unity or diversity, cultural conflict or cooperation, new or traditional economic activities at work. This program will provide a clearer understanding of Indian and Pilgrim culture during the early Colonial period.

Summer 2012 Programs for Students, Teachers, and Families

► **Junior Naturalist Program (Summer 2012 – Ages 8-16)**

Become a Junior Naturalist and explore the great outdoors. Mingle with plants, insects and everything in between. Five days of nature activities - adventures galore!

Age-appropriate activities are offered during each camp. The program gives children an opportunity to explore our historic perennial gardens and fruit orchards that focus on natural history through nature hikes, exploration, activities, games, crafts and adventures. A respect for nature and all of its "critters" is emphasized. These camps are suitable for young children who enjoy exploring nature and being outside (no matter what the weather) and who can focus quietly on an activity or craft for a period of time. Older children will concentrate on horticultural lessons and gardening preservation skills.

► **Young Docent Program (Summer 2012– Ages 8-16)**

We are offering a new and VERY exciting program in which students will discover how museums make history come alive. They will learn details about the families that lived here, who they were, what they were doing and what happened to them. They will learn through

discussion and essential questions how to plan, research, and put together a temporary exhibit. The students will also be doing many hands-on activities such as spinning, working with wood, and summer kitchen activities. Our afterschool training program will begin in April, 2012.

Important Answers to Your Questions!

► How do I schedule a Shirley-Eustis House Program?

To schedule a program, please phone 617-442-2275 or email governorshirley@gmail.com.

► Where are programs available?

The Shirley-Eustis House offers pre-scheduled programming at the House itself and in classrooms or wherever students or groups meet, state-wide. In addition, some programs are available in the Carriage House Learning Center on Shirley Place grounds. Please check the program descriptions for details. The **House** location includes the 1747 National Historic Landmark “mansion,” restored perennial gardens and historically recreated fruit orchards, and the reconstructed **Isabella Stewart Gardner Carriage House** from the Brookline estate which serves as our learning center. Rooms and spaces at the House and Carriage House require group divisions into two or more evenly-sized sub-groups and then rotating those sub-groups through activity stations. The number of sub-groups varies according to the size of the main group, the program chosen, and (sometimes) what other programs has been scheduled for the same program date and time-slot. Answers to questions about programs at the House are available by phone, fax, or email. Final scheduling must be done by phone (617-442-2275). *Note: Pre-scheduled programs are available at the House from April to roughly the middle of November. Programs are available year-round in other locations (see below).*

In your classroom or where your group meets means just that. Depending upon the program(s) you choose, we may ask you to set up your classroom or meeting space in a particular way and /or limit the number of participants in any one presentation. Answers to questions regarding off-site programming are available as above. Final scheduling must be done by phone (617-442-2275).

Pre-scheduled programming is available during the summer months, either at the House or where your class or group meets, and may be just the thing for your summer school, camp, library reading group, historical society, town anniversary observance, municipal recreation program, family reunion, or similar group program or activity.

► What do programs cost?

At the House: All programs cost \$4.50 per student and chaperone. Professional educators (teachers and educational technicians) are not charged.

At the Carriage House Learning Center: All programs cost \$4.50 per student and chaperone. Professional educators (teachers and educational technicians) are not charged.

In your classroom or where your group meets: \$80 (and in some cases where more than one staff person is required, \$150) for a single presentation, \$50 (or \$90) for each additional same-day presentation.

► Are there Minimum Fees and when do they apply?

If you are scheduling a program *at the House* and your group is small, there may be a minimum fee of either \$80 (as is the case most of the time) or \$110 (for programs which require a minimum of two staff).

Minimum fees do not apply to classroom or where-your-group-meets presentations because they are priced on a per presentation basis. Sometimes we are able to add your smaller group to an already scheduled program, saving you the minimum fee. Staff will look for this possibility as appropriate when you call to schedule.

► What does the Shirley-Eustis House charge for staff travel?

All staff travel for *classroom or other off-site group presentations* is charged on a per mile round-trip basis. (as determined by mapquest.com) and by the hour. The per mile fee is what the IRS allows and fluctuates quarterly. The hourly rate for travel is \$12 per hour per person for all staff travel beyond The Shirley-Eustis House.

► How and when do I pay for programs?

All programs or presentations *must* be paid for on the day of the program or presentation (or in advance if you choose). We accept cash and checks (made out to The Shirley-Eustis House Association). If we are travelling to your classroom or where your group meets, we will advise you of the travel charges in advance in our confirmation letter so you may include the travel reimbursement when you make out your check. Schools and groups that require *purchase orders* should be sure to process those orders in sufficient time to make a same-day payment possible.

► How big can our group be?

At the House: Group size depends on the program(s) you choose and on what other programming has been scheduled on the date and at the time you choose. We have a number of ways of making larger group visits possible, including rotating participants through two programs during a particular time slot, providing two separate programs during a time slot (such as doing one program with the third graders and another with the fourth graders), scheduling multiple time slots on a single day, or scheduling programming over several visits and days. Contact us with questions by phone, fax, or email. **Make final arrangements by phone only.**

In the Carriage House Learning Center: Groups should generally be no larger than 30-35 participants.

In your classroom or where your group meets: For public, private, and home schools, we usually request that you combine no more than two classes (about 40 students total) per classroom or other off-site presentation. In the case of “**History Beneath Our Feet**” and “**They Behaved Very Cleverly**,” we are able to present to *only one* class per presentation. ***Please note: The second and subsequent same-day presentations are always priced significantly lower than the initial presentation.***

► How long do programs last?

At the House/Learning Center: Usually 90 minutes, beginning at 9:30AM, 11:00AM, 12:30OPM or 2:00PM.

Where your group meets: Usually 90 minutes including time for questions and answers. Specific program or presentation length is determined during final over-the-phone scheduling.

► Will I receive scheduling confirmation?

The logistical details for all pre-scheduled programs (except those which are scheduled with virtually no lead time) are confirmed in writing *by e-mail whenever possible* or by regular mail when requested. Other program information, including information that *must* be discussed or reviewed with participants *before* the program or presentation takes place if the desired Massachusetts Curriculum Frameworks Standards outcomes are to be achieved, may be found in the electronic program brochure available on our website at www.shirleyeustishouse.org. Click on the name or names of the program or programs you have scheduled to get the information you need. Duplication of program materials is up to you. Please be certain that *everyone involved*, including other teachers who may be participating in a program or presentation you have scheduled, receive copies of the materials.

► How can I provide feedback on the program(s) I have scheduled?

Just as you do, we, too, need to document post-program student learning outcomes as outlined in the MCF terms. When you arrive (or when we get to your school or meeting place), we will issue you a survey form we hope you will use to both quantify and explain how our programs were of value to you and our students or other learners, what may have stood out as particular program strengths, and how we might improve programs in the future. Thanks in advance for taking the time to complete and return the form. In addition, we *LOVE* to receive personalized notes and posters from your students. This form of assessment is the *best* way to calculate their retention of knowledge. Through this process, we can truly gauge what they have learned in order to understand how we can improve *our* teaching methodologies.

► How can I customize programming?

Based upon your needs, we can tailor most of our programs to meet your curriculum needs. Just let us know which historic era and/or event that you would like to schedule, and we can make it happen!

► How can I receive FREE programming?

We are currently offering, *“They Behaved Very Cleverly: Clues to the Past,”* (page 4) FREE with the booking of one program. This is our way to say thank-you for choosing to enhance your social studies curriculum with our special program offerings.



Our Chalkboard Standards

Our Chalkboard Standards give you a quick and easy glance at the Massachusetts Curriculum Frameworks that is integrated into our programming. For a more detailed summary, please visit our website at www.shirleyeustishouse.org and click on “Chalkboard Standards.”

Programs	H	G	E	C	Grade
Colonial Dame School	√		√		K-2
Holidays of Early New England	√	√			K-2
A Day in the Life of an 18 th -Century Servant	√	√	√	√	K-5
History Beneath our Feet: Archaeology 101	√	√	√		3-5
Going to School in Colonial Boston	√	√	√	√	3-5
They Behaved Very Cleverly: Clues to the Past	√	√	√	√	3-5
Talk of the Town: Town Meeting	√	√	√	√	3-5
Call Me Madam: At home with Caroline Langdon Eustis	√	√			2-5
The Age of Medicine and Midwifery	√	√	√		3-5
Adam & Eaves: William Kyle Eustis Federal House Tour	√	√	√	√	3-5