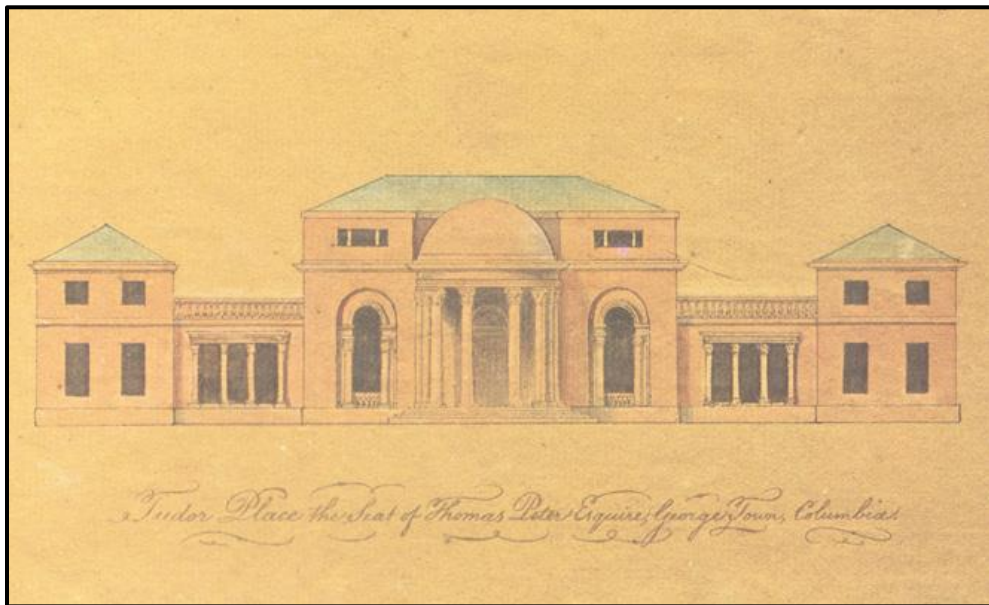




Tudor Place Historic House & Garden Teacher Resource Packet



Tudor Explorers: Art & Architecture **Grades 3-8**



Dear Educator,

Thank you for your interest in *Tudor Explorers: Art & Architecture*. 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 examine the historic mansion and its objects to explore how the ancient world influenced the creation of America, and how Americans expressed this connection in art and architecture.

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



1644 31st Street, NW, Washington, DC 20007 | 202-965-0400 | 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 Lockett 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: Kids Rule!

In this activity, students demonstrate three different forms of government used in ancient Greece and Rome. Students will then be able to examine the influences of these governments on the founders of the United States.

- Explain that Ancient Greek and Ancient Roman culture has greatly influenced countries and cultures that have followed after it. Art and architecture still shows the influence from these cultures. In the 18th century (the 1700s) many people from like England traveled to ancient Greece and Rome and some discovered archeological sites. By digging these sites, people discovered buried artworks and archeological artifacts that taught them about what life was like in ancient Greece and Rome. In addition to buildings and decoration, Greek and Roman culture heavily influenced the United States government when the founding fathers were creating this new country in the late 18th century.
- Review the basic information about the founding of the United States—that before it was the United States it was a colony of Great Britain; Great Britain had a king and some colonists rebelled against the rules the king was making the colonists follow; the colonies declared independence in 1776, fought a war, won the war, then had to establish a new system of government.
- Introduce the idea of *government*. Explain that a government is a group of people who set laws for the whole group (e.g. a city, state or country) to follow. The government also makes and enforces laws.
- Explain that there are different forms of governments.
 - In a **monarchy**, one individual rules as king or queen and power is passed down in their family. Before the United States of America was formed, King George III of Great Britain ruled the colonies. In ancient Corinth, a man named Cypselus overthrew the government and became a **tyrant**. In ancient Greece, a tyrant was a monarch who took the throne unconstitutionally.
 - A **direct democracy** is where the citizens vote to establish laws and make decisions. Athens, a major **city-state** in ancient Greece, experimented with direct democracy. There were strict rules about who could be a citizen, however, and only about 1/3 of Athens' residents were citizens. Women, slaves, former slaves, and immigrants were not eligible to become full citizens.
 - In a **republic**, also called a representative democracy, citizens vote for representatives who then vote to establish laws and make decisions. As with

Athens, citizenship was limited in ancient Rome, although the criteria changed over time.

- Explain that the founders of the United States used some ideas from Greek democracy and some from the Roman republic to form a government called a representative democracy, or **democratic republic**.

- The teacher can divide the class into three groups:
 - Corinth, Greece. This group is ruled by a **monarch**.
 - Athens, Greece. This group has a **direct democracy**.
 - Ancient Rome. This group is a **republic**.
- For Corinth, the teacher selects one student to be a monarch, explaining that this student will make a decision for the whole group.
- For Athens, the teacher explains that because it is a direct democracy every citizen in that group will each have a vote.
- For Rome, the teacher has the students quickly elect 3 representatives by a show of hands. These representatives will vote on behalf of the group.
- The teacher presents a topic to the class (e.g. choosing what game they can play or something else relevant to the students). Each group can then make a decision about the topic, using their government structure.
 - In the Corinth group, the student selected as monarch makes the decision for their group.
 - In the Athens group, the students all vote and the majority decides.
 - In the Rome group, the representatives can listen to what the group suggests, but ultimately only those three representatives' votes count.
- The students share the results from each group. Suggested discussion questions:
 - Which system is the most fair?
 - Which system is the most efficient?
 - Which system is the most stable?
 - Which system(s) would work well for small countries? Large countries?
 - Why do you think the colonists decided against a monarchy?
 - What parts of democracy did they use? What parts of the republic?

When they visit Tudor Place, the students will discuss how the influence of Greece and Rome on the government influenced other aspects of Washington, DC.

Field Trip: What to Expect

When your group arrives, students will receive a short introduction to Tudor Place. Then, they will divide into 2-3 groups to tour the house.

Architecture on the South Lawn

The program will start on the South Lawn with an introduction to Tudor Place and neoclassical architecture, and will engage in kinesthetic activities centering on columns, arches, and domes. Students compare architectural features of the historic house with images of ancient Greek and Roman structures. The Museum Teacher leads kinesthetic activities focusing on column capitals, arches, and domes.

House Tour

Students will move through the house looking for examples of neoclassical architecture and gilding, a Classical art form. They discuss reasons why artists and architects included neoclassical elements, and the influence of ancient Greece and Rome on American government.

Workshop

After the tour, the entire class meets at our classroom, repurposed from a 1914 garage, for the workshop portion of the program. Students will review the objects they saw at the historic house. Then, using cardboard rolls and construction paper, they craft a column with the capital of their choice. When the columns are completed, the Museum Teacher will have students raise their hands to share their columns.

At this point, the activity will switch gears. Each student will receive a plaster sun, paintbrush, gilding glue, and gold leaf. The Museum Teacher will give instructions on gilding, and each student can gild a sun to take home. This art form from the ancient world requires patience, so teachers and chaperones can help the Museum Teacher offer encouragement to students.

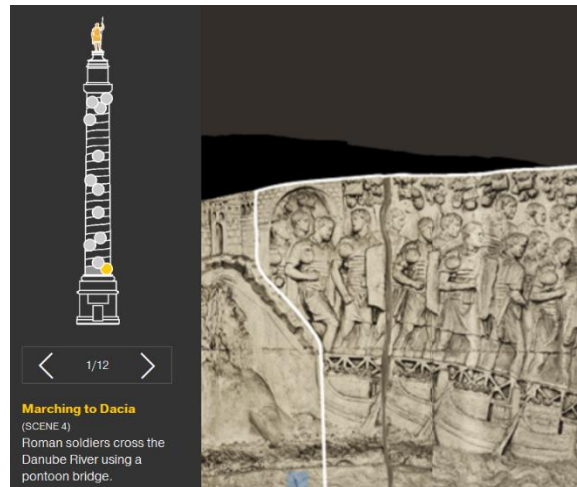
Post-Visit Activities

Listed below are activities that you can use with your class after visiting Tudor Place. All activities meet local and national curriculum standards.

Activity: Show the Story

The Greeks and Romans loved exciting stories, and told them through art. Statues on temples told legends—for instance, the West Pediment of the Parthenon in Athens tells the story of how Poseidon and Athena struggled for ownership of the city. Hercules' adventures appear painted on urns. One special piece, however, stands above the rest.

Trajan's Column is carved with 155 scenes, like a comic book. The Roman Emperor Trajan had it created to celebrate a military victory. Students can explore the column in detail on the [National Geographic website](#).



In a nod to these traditions, architects of American neoclassical features told Americanized stories. For example, Paul Wayland Bartlett, the stepfather of one of the last owners of Tudor Place, created a pediment for the United States Capitol building titled “The Apotheosis of Democracy.” In this piece, figures representing Peace, Genius, Agriculture, and Industry stand between waves that represent the Atlantic and Pacific Oceans.



Photo by Andreas Praefcke, Creative Commons

The teacher can have students use the attached worksheet to create a five-panel comic telling the story of someone from American history, or of an abstract theme in American history represented by characters.

By creating these comics, students take part in the latest update of a way of commemorating and telling the story of a nation's history.

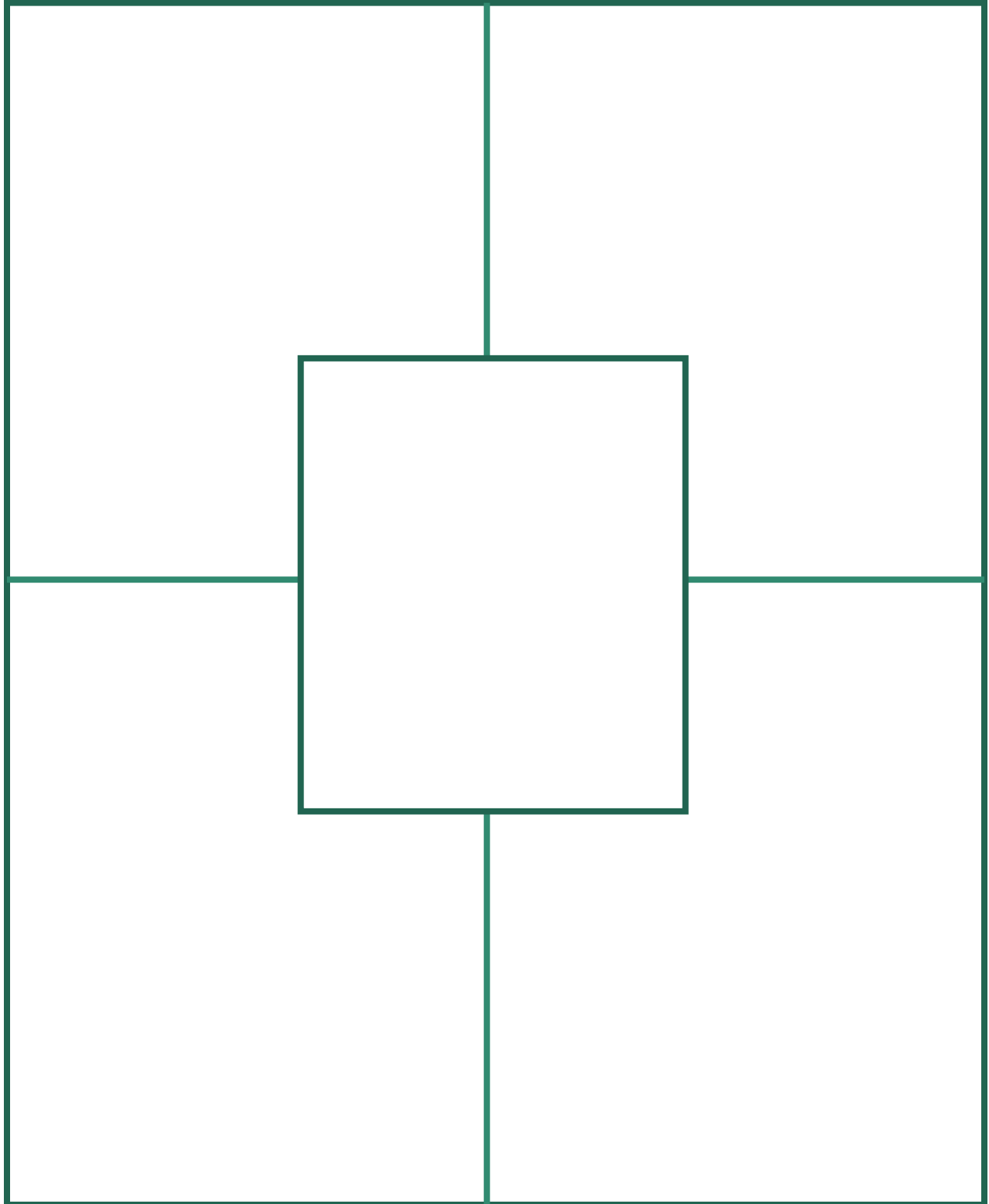
For older students:

Alone or in groups, have students use the worksheet on the next page to plan a 3-D sculpture or frieze for the classroom, including measurements and materials. Students can share the story that their artwork represents.

Show the Story

Name: _____

Title: _____



Glossary

City-State: A small country made up of a city and the areas surrounding it

Democratic Republic: Also called **representative democracy**. A form of government that uses

Direct democracy: A government system in which citizens directly elect their rulers and lawmakers elements of both direct democracy and the republic. The form of government of the United States

Monarchy: A government ruled by one individual, usually a king or queen

Republic: A government system in which citizens elect representatives who then elect rulers and lawmakers

Tyrant: To the Greeks, a monarch who took control unconstitutionally

Additional Resources

Architecture of Tudor Place

<http://www.tudorplace.org/who-we-are/house/architecture/>

Architect of Tudor Place

<http://www.tudorplace.org/who-we-are/house/the-architect/>

Capitol Hill Neoclassical Architecture, Architect of the Capitol

<https://www.aoc.gov/capitol-hill/architecture-styles/neoclassical-architecture-capitol-hill>

Trajan's Column, National Geographic

<https://www.nationalgeographic.com/trajan-column/>