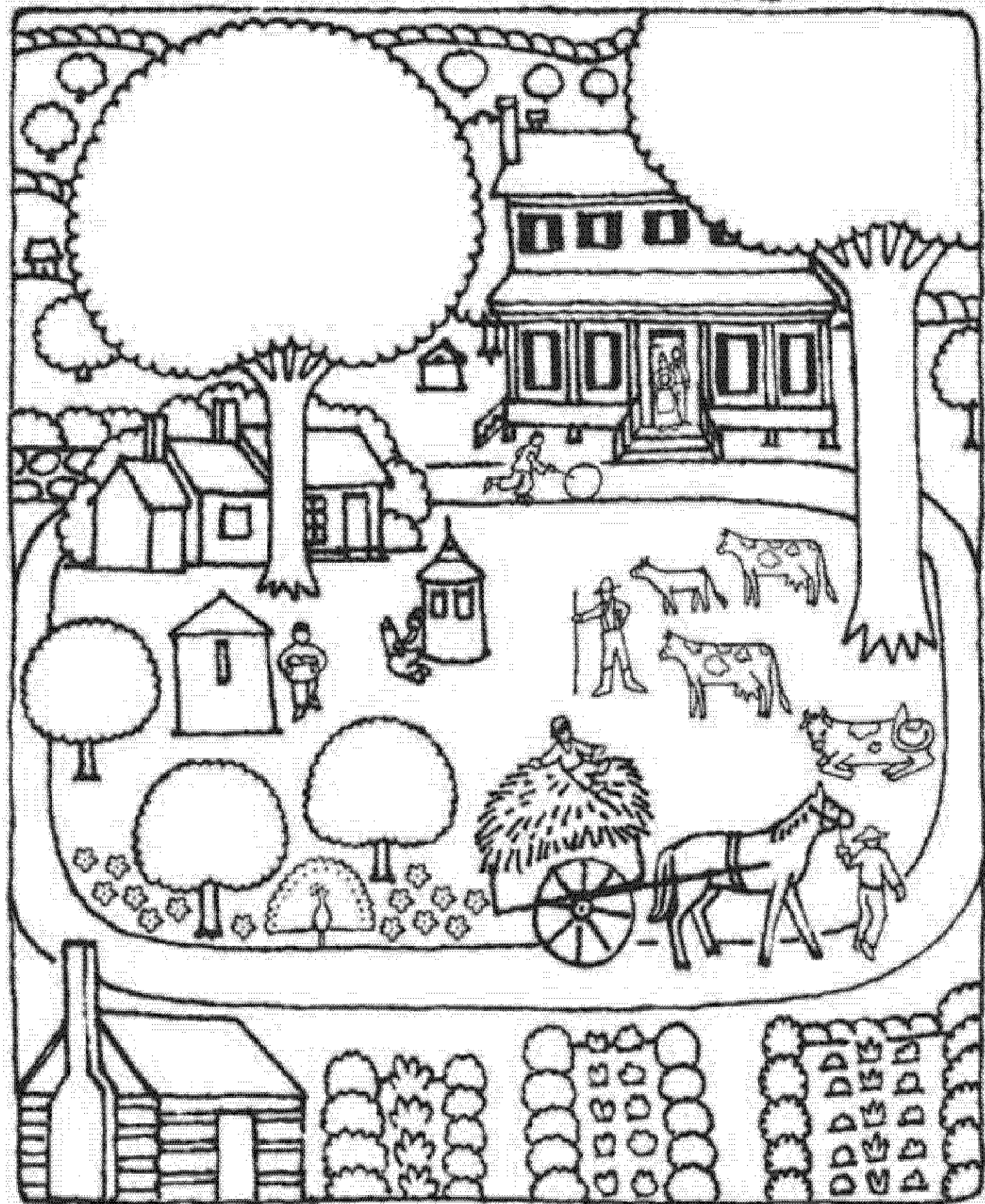
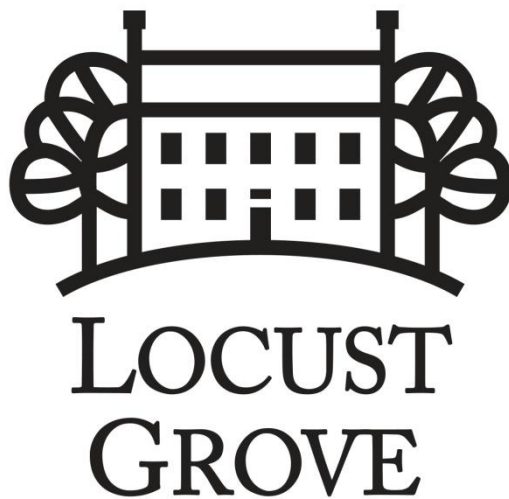


HISTORIC LOCUST GROVE





Teacher Resource Guide

Historic Locust Grove • 561 Blankenbaker Lane
Louisville, Kentucky 40207 • 502 897-9845

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School Programs

General information

School groups can explore the influence of Locust Grove's most famous resident and founder of the city of Louisville, George Rogers Clark, through a trip to this historic landmark.

A variety of programs are offered for students of all ages. Some programs can be adapted to fit the needs of your curriculum.

Picnic tables are available for your use to eat lunch outdoors, weather depending.

Craft Sampler

Recommended Grade Level: 3rd – 5th

Program availability: Available Fall & Spring

Program description: Pioneer Days tour enhanced with costumed demonstrations such as cooking, spinning, and woodworking. Tour includes film, demonstration, tour of house and outbuildings. Maximum of 65 students.

Program fee: \$6 per student. Teachers receive free admission with their class. All additional adults are \$7 per person.

Expected time of visit – 2 hours

10:00 – 10:30 Intro & Film

10:30 – 12:00 Tour

Please add additional time following your program if you plan to picnic or shop.

Pioneer Days

Recommended Grade Level: 3rd – 5th

Program availability: Available year round

Program description: Life on a Kentucky farm ca. 1800, touching on Croghan and Clark family histories. Includes an introductory film and a tour of the house and outbuildings. Maximum of 90 students.

Program fee: \$5 per student. Teachers receive free admission with their class. All additional adults are \$7 per person. Designated Title I schools may qualify for discounted admission.

Single Bus Tour – Under 65 students

Expected time of visit – 1 ½ hours

10:00 – 10:30 Intro & Film

10:30 – 11:30 Tour

Please add additional time following your program if you plan to picnic or shop.

Double Bus Tour – 65-90 students

Expected time of visit – 2 hours

Group A

10:00 – 11:00 Tour

11:00 – 11:30 Intro & Film

11:30 – 12:00 Chaperone led activities: museum gallery, scavenger hunt, game, shop

Group B

10:00 – 10:30 Intro & Film

10:30 – 11:00 Chaperone led activities: museum gallery, scavenger hunt, game, shop

11:00 – 12:00 Tour

Inclement Weather Policy : Locust Grove follows JCPS school closures, and is closed to the public when JCPS schools are closed or delayed. Field trips cancelled as a result can be rescheduled, depending on availability.

School Tour Schedule (continued)

Work & Play

Recommended Grade Level: 2nd– 5th

Program availability: Available Fall & Spring

Program description: Learn how children played in the 18th century, how they learned, and what kinds of work they did around a farm like Locust Grove. Combines a tour of the house with hands-on activities in the auditorium and museum gallery. Maximum of 65 students.

Program fee: \$6 per student. Teachers receive free admission with their class. All additional adults are \$7 per person.

Expected time of visit – 2 hours

Group A

10:00 – 11:00 Work & Play activities

11:00 – 12:00 Tour

Group B

10:00 – 11:00 Tour

11:00 – 12:00 Work & Play activities

Locust Grove & The Frazier Museum

Recommended Grade Level: 3rd – 5th

Program availability: Thursdays only

Program description: Visit two great sites! After your visit to the Frazier Museum, your students will learn about the history of Locust Grove, the people associated with the site, including George Rogers Clark, and their impact on this region. Tour of Locust Grove begins with an introductory film and includes the house and outbuildings.

Maximum of 65 students. To schedule call the Frazier Museum at (502) 753-5663.

Program fee: \$11.50 per student. Required adults are free, \$14.50 per additional adult.

History Tour

Recommended Grade Level: 8th – 12th

Program availability: Available year round

Program description: The history of Locust Grove, the people associated with the site including George Rogers Clark, and their impact on the Louisville region. Tour begins with a film and includes the house and outbuildings. Maximum of 65 students.

Program fee: \$6 per student. Teachers receive free admission with their class. All additional adults are \$7 per person. Designated Title I schools may qualify for discounted admission.

Expected time of visit – 1 ½ hours

10:00 – 10:30 Intro & Film

10:30 – 11:30 Tour

Please add additional time following your program if you plan to picnic or shop.

Locust Grove & Louisville Water Tower

Recommended Grade Level: 3rd – 5th

Program availability: Fall & Spring

Program description:

Visit two great sites! Learn about life at Locust Grove- a wealthy farm situated along the Ohio River. Students will learn about the history of Locust Grove and the people associated with the site, including George Rogers Clark. Tour of Locust Grove begins with a film and includes the house and outbuildings. In the afternoon students visit the Louisville Water Tower Park.

Maximum 65 students. To schedule call Channa Newman with Louisville Water at (502) 569-3600 ext. 2436.

Program fee: \$7 per student. Teachers are free, \$12 per additional adult.

Map & Directions to Locust Grove

Historic Locust Grove

561 Blankenbaker Lane (between River Rd & Brownsboro Rd)

Louisville, KY 40207

Note: Blankenbaker Lane is a narrow, twisting road for part of its length, not the straight line as shown on the schematic map.

From I-65:

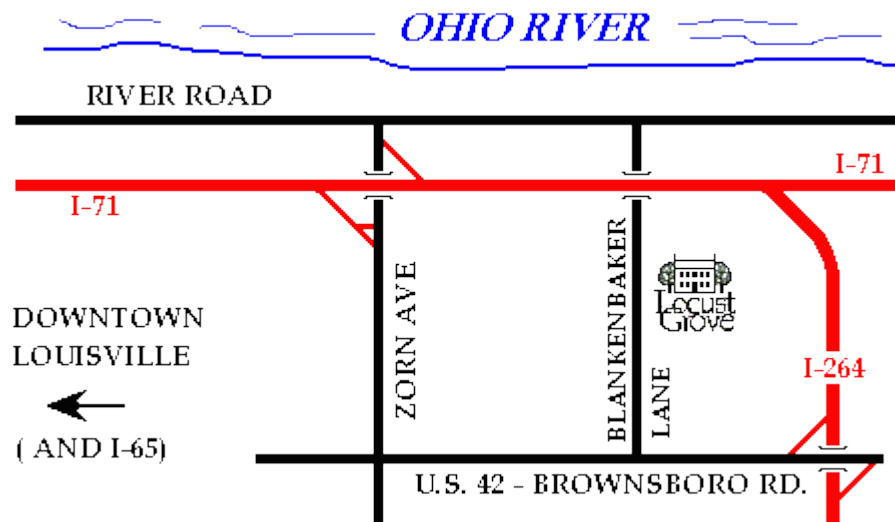
Take I-71 North. Continue on I-71, passing the I-64 split, and exit at Zorn Avenue. Turn left onto Zorn, taking care as you cross the median. Make a right turn onto River road at the light (gas station on the corner). Turn right onto Blankenbaker Lane, approximately 6 miles from downtown Louisville, at the traffic light. You will proceed gradually uphill as you travel away from the river, and will find the entrance to the Locust Grove parking lot on your left, immediately past Twin Hill (on the right).

From Downtown Louisville:

Take either the I-71 to Zorn Avenue route described above, or take River Road all the way out to Blankenbaker Lane.

From points along the Watterson Expressway (I-264):

Take the Watterson eastward to the Brownsboro Road (U. S. 42) exit. At the end of the ramp, turn left and proceed to the third traffic light (go past the Zachary Taylor Cemetery). Turn right onto Blankenbaker Lane. Locust Grove will come into view within about 1-1/2 miles, just as you crest a small ridge. Make a right turn into the parking lot, just after passing the historic house.



Arrival Instructions

Prior to your visit

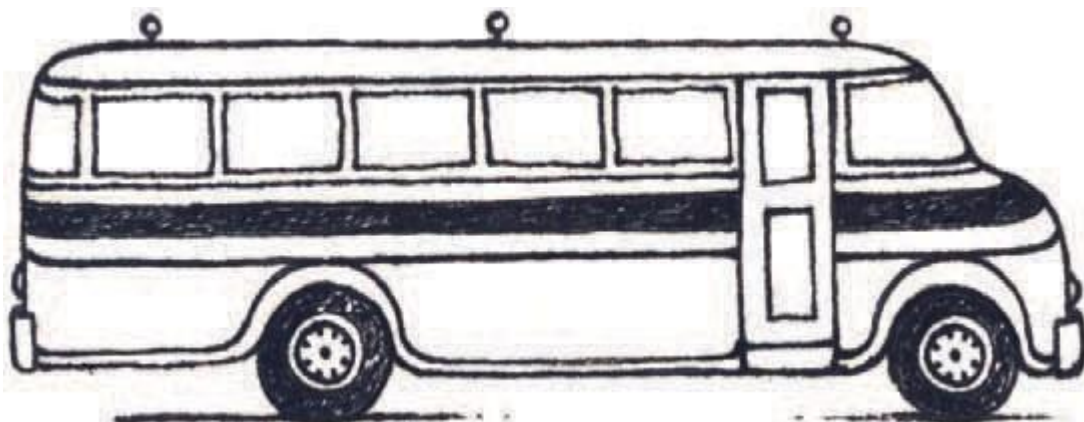
1. **Divide your students into the number of groups as directed by Locust Grove staff. There should be no more than 15 students per group.**
2. Assign a chaperone for each group.
3. Use pre-visit activities found in this packet to prepare your students for their Locust Grove visit.
4. Copy the museum store price list and send it home with your students so their parents can plan what/if they will purchase. Remind your students about sales tax (this is a good opportunity for math lesson!).

When you arrive

1. Upon arrival, please leave students on the bus and send one teacher into the Visitors Center to make payment. **Please have an exact count of the students, teachers, and additional chaperones (if the school is paying for them).** Payment should be a check for the correct amount made payable to Locust Grove. Payment may also be cash in a sealed envelope, clearly marked with the name of the school, the number of students, and the number of adults.
2. After receiving instructions, buses may unload students directly in front of the Visitors Center. Buses may park in the lower lot while waiting for students. Students should not be unloaded until directed by Locust Grove staff.
3. Locust Grove staff will review with the teacher what experience is planned for your school and confirm departure time.
4. When instructed by Locust Grove staff, bring students into the Visitors Center by group.

Additional information

1. Locust Grove encourages teachers to enjoy the beauty of the grounds and plan a picnic lunch. We provide a designated area and a number of picnic tables for use. Please deposit trash correctly; we will provide extra trash bags on request. ***There are no indoor eating facilities at Locust Grove.***
2. Students are welcome to shop in the museum store. See the price list on the following page for suggested items of interest.
 - a. Only students with money are allowed to shop in the store.
 - b. Ten students may shop in the store at one time with a chaperone.
 - c. Students can go to the register one time. Please help them gather everything they want before approaching the register.
 - d. In the interest of time, once a student makes a purchase he or she must leave the area so another student may shop.



Locust Grove Museum Store

Open Monday thru Saturday 10:00 a.m. to 4:30 p.m.
Sunday 1:30 p.m. to 4:30 p.m.

Teachers receive a 10% discount on the scheduled tour day!

Candy

Candy Sticks \$.20
Ohio River Rock Jelly Beans \$1.75
Rock Candy \$1.50
Modjeskas \$.75
Lollipop with Locust Grove sticker \$2.75

Historical Toys and Gifts

Arrowheads \$1.00	Flags \$3.25
Historical Documents \$1.75	Sandalwood Fan \$3.00
Yo-Yo \$3.50	Compass \$4.00
Pencil Sharpeners \$3.75	Colonial Hats \$12.00
Colonial Money \$1.75 - \$2.50	Graces \$21.95
Quill and Ink \$3.00	Hoop and Stick \$24.95
Ink Packet \$2.75	Assorted games & toys \$3.50 - \$24.95
Ball Point Quill \$2.25	Historic Dolls \$9.95

Books and Other Assorted Items

Assorted children's books \$4.95 - \$19.95
Postcards \$0.50
Locust Grove Pencil \$0.50
Twig Pencil \$2.00
Locust Grove Magnet \$3.95 - \$5.95

In addition to the items listed above, Locust Grove Museum Store carries a fine selection of Kentucky-made crafts, jewelry, non-fiction and fiction books, as well as an assortment of stationery and cards.

Please note

- *Prices do not include Kentucky's 6% sales tax. Tax will be added at the register.*
- *Items and prices are subject to change and availability.*
- *Teachers and chaperones must accompany students in the museum store.*

Historic Locust Grove

Before Kentucky was a state, many settlers came to this "wilderness" to survey the land and begin what they hoped would be prosperous lives. One such settler was William Croghan (pronounced "Crawn"). An immigrant from Ireland, Croghan served in the Revolutionary War and after the war befriended one of the war's greatest heroes, George Rogers Clark. William Croghan came to this territory with Clark as deputy surveyor. He succeeded George Rogers Clark as chief surveyor of the Virginia State Military Line and married George's younger sister Lucy in 1789.

William and Lucy began construction of Locust Grove in 1792. The property eventually totaled nearly 700 acres. Almost everything that was needed to build the house was found on the property. Only the very unusual items—locks, glass, metal works—were brought down the Ohio River from the Eastern cities. Based on a popular style of architecture called Georgian, Locust Grove was a grand and stylish home. William and Lucy Croghan were important and influential in the growing city of Louisville.

Many famous Americans visited Locust Grove, including Aaron Burr and John James Audubon, as well as three Presidents of the United States—James Monroe, Andrew Jackson and Zachary Taylor. Lucy's brother William Clark visited Locust Grove with his friend Meriwether Lewis after their three-year expedition to the Pacific Northwest. Locust Grove's most famous visitor and resident was Lucy's eldest brother and William Croghan's good friend, George Rogers Clark. Clark lived at Locust Grove under his sister's care from 1809 until his death in 1818.

Restoration of this historic house was begun in 1961. Locust Grove was opened for tours to the public in 1965. Due to the importance of the people who passed through Locust Grove and the historic contributions of General George Rogers Clark, the house was declared a National Historic Landmark in 1986.



Locust Grove, ca. 1792

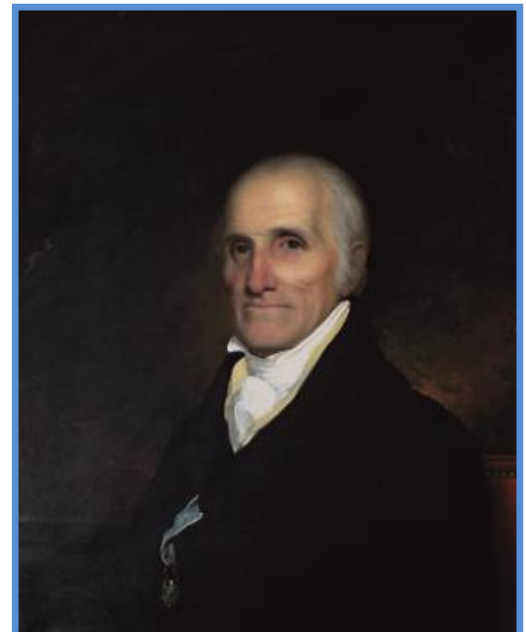
The Croghans of Locust Grove

William and Lucy Clark Croghan (pronounced “Crawn”) were the original owners of the house and farm Locust Grove. William Croghan was born and raised in Ireland. He came to live with his uncle in Philadelphia when he was 17 years old. William Croghan later served in the British Army and then left to join with the colonists fighting against the British in the Revolution. While fighting with the colonists at the Battle of Charleston, William Croghan was taken as a prisoner of war and met Jonathan Clark, Lucy’s eldest brother, who was also a prisoner.

Lucy was born in Virginia in 1765. She and her family moved from their home in Virginia to the Kentucky territory in 1785. At this time, Kentucky was a part of Virginia and was an area of land unexplored by many Americans. Lucy’s family left the comforts of home to move to the Kentucky territory as her older brother, George Rogers Clark, told his family that the land would be very good for farming. After the Revolutionary War, William Croghan also moved to the Kentucky territory and worked with George Rogers Clark as his surveying partner. He and George Rogers Clark were sent out to measure and map the land of the Kentucky territory. William and Lucy were married in 1789 at her family’s home of Mulberry Hill in Louisville.

In 1792, William and Lucy saw construction begin on their home at Locust Grove. The house was completed by 1795 and became a successful farm. The Croghans owned the house and had a large tract of land of nearly 700 acres with farm animals and crops. Enslaved African-Americans built the house and worked the land for the Croghan family. William and Lucy had 8 children who grew up at Locust Grove. The Croghans were wealthy, important members of the community and entertained many people at their home.

Locust Grove stayed in the Croghan family until 1878 when family members sold it to riverboat captain James Paul. When the captain died, the house was sold to the Waters family who occupied the house and farm until 1961 when the state and Jefferson County purchased the land to preserve the house and remaining 55 acres. Another restoration of the house was completed in 2009. Using scientific technology, original paint colors have been reproduced, and period wallpaper and carpeting have been added to reflect the original décor of a wealthy family’s home like the Croghan’s.



Lucy and William Croghan,
Portraits by John Wesley Jarvis, ca. 1820

George Rogers Clark—1752- 1818

George Rogers Clark was born in **1752** in Albemarle County, Virginia. Kentucky was a rich and abundant wilderness before the American Revolution. This made it attractive to both American Indians and frontiersmen like George Rogers Clark.

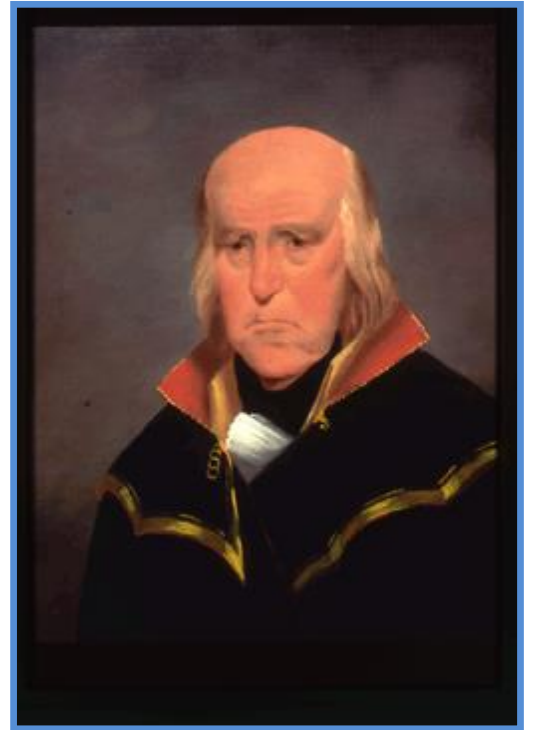
When the Revolutionary War broke out in **1776**, the settlers found themselves caught without protection from Indian raids that were backed and encouraged by the British army. Kentucky was a county of Virginia when Clark convinced Virginia's Governor Patrick Henry to send his small army to capture the British outposts north of the Ohio River. This would lessen the threat of Indian attacks on Kentuckians.

In **1778**, Clark traveled down the Ohio River to the Falls of the Ohio with his army of volunteers and about 20 families. Arriving in May of **1778** Clark chose an island near the Ohio River falls which was named Corn Island. Clark established a fort there which marks the founding of Louisville.

Launching a successful campaign into the north, Clark captured British posts at Kaskaskia and Cahokia on the Mississippi River and Vincennes on the Wabash River. British General Henry Hamilton marched from Detroit and recaptured Vincennes. Settling in for the winter of **1778-79**, Hamilton planned to reclaim the two Mississippi posts in the spring. Clark never gave him that opportunity. In a daring move, considered one of the boldest in American military history, Clark took fewer than 200 men on foot across 175 miles of flooded, frozen plains to recapture the British fort at Vincennes. This dangerous mission took almost three weeks. Convinced they were outnumbered Hamilton surrendered, which ensured American control of the Northwest Territory—a region that includes the current states of Indiana, Ohio, Illinois, Wisconsin and Michigan.

After the war, Clark laid out the town of Clarksville, Indiana, in **1783**. Living in the Louisville area, Clark spent the next 20 years helping to resolve problems of land grants for his soldiers and serving on Indian commissions. In **1803** Clark moved to the Indiana Territory, where he built a log house overlooking the falls.

In **1809** Clark fell into his fireplace, which resulted in his leg being amputated. Clark then moved to Locust Grove to live with his sister Lucy Croghan and her family where he remained until his death in **1818**.



General George Rogers Clark,
Portrait by Joseph Bush, 1816

Timeline Activity: Using the above biography, have the students create a timeline using the events in George Rogers Clark's life.

Additional Activity: Have the students create a timeline of five events from their own life; bring in or draw a picture to represent the events listed.

Interactive Timeline Activity

Create a timeline with the information below:

.....
1809, George Rogers Clark moves to Locust Grove

.....
1795, Construction on Locust Grove is completed and the Croghan family moves in

.....
1792, Kentucky becomes a state

.....
1776, Declaration of Independence signed

.....
1789, George Washington becomes our first President

.....
1778, George Rogers Clark founds the city of Louisville

.....
1818, George Rogers Clark dies at Locust Grove

.....
1814, The White House is burned by the British during the War of 1812

.....
1789, William and Lucy Croghan marry

.....
1818, George Rogers Clark’s slave, Kitt, is freed by Clark’s will

.....
1806, Lewis and Clark return from their expedition and visit Locust Grove

Activity: Print out this page. Cut each event with the year on the dotted line. Have students work with a partner or in small groups. Give each group a slip of paper. Have the students arrange themselves in chronological order based on the event they were given to form a human timeline. Once the students have arranged themselves in order, have each group read out the year and event to the class.

Dear Mamma: Reading Primary Source Documents

This historical document is a transcript of a letter written in 1823. Letters were the main form of communication in the 18th and 19th centuries, up until the invention of the telegraph in 1844. Mail was often carried by family members, friends and other travelers. In the Western territories, including Kentucky and Indiana, news from the East Coast could take several days or weeks to arrive. Similarly, news from the territories would not reach the cities and towns of the East until several weeks after an event occurred.

This letter was written to Lucy Croghan from Ann H. Croghan Jesup in 1823. Ann was living in Washington City (now Washington D.C.). The original letter is in the collection at Locust Grove.

Georgetown Sept. 28, 1823.

Dear Mamma- By the last mail I received your letter. I will not pretend to tell you the happiness it afforded me. I could scarcely believe it was from you. Read it over and over again until I knew every word by heart... I write to sister very often. At least two letters to her one and I certainly have not so much leisure as she has, I am always engaged from morn until night, not with my needle for I sew very little... I found I had fallen off so much in my music that I play a great deal to recover it. I shall take one lesson a week which will be quite enough... Tell Nicholas we will see which will make the best progress in French. I do not care about learning but the General was so anxious that I at last consented to get a teacher... I have lately received a present that I know brother John would beg from me. Tis an inkstand made of a petrification found at the Rock of Gibraltar....

Your affectionate daughter. A. H. Jesup

[ps] I see your letter is dated on the first [of September] and I only received it yesterday. If you would direct to the General I should get them much sooner.

Questions about this letter:

1. Who wrote this letter?
2. Who received it?
3. What does the writer say she needs to practice and will take a lesson a week to improve?
4. What foreign language is she learning?
5. She mentions her brother John. Who do you think Nicholas might be?
6. Why do you think she was so excited to receive a letter from her mother?
7. Imagine that you have just received this letter and write a response.

Create a KWL chart with your students

Before discussing, create a KWL chart. Have students fill in what they know & what they want to know. After reading discuss if the information they knew was correct. Have students complete what I learned, and additional what I want to know questions.

Pioneer Life— Early Kentucky settlers

In the 1700s, settlers came to the Kentucky territory to begin a new life. The Kentucky territory, still a part of Virginia, had an abundance of fertile land, wildlife, and waterways. Bison, deer, bear, and beaver attracted fur trappers and hunters. Speculators joined the first settlers, eager to obtain land for resale. In 1774, Thomas Bullitt and James Harrod built the first settlement at Harrodstown, now called Harrodsburg. Most of Kentucky's early white settlers were poor and came from Virginia, Maryland, and Pennsylvania.

Settlers traveled to Kentucky either on rivers using flatboats or over land using wagons. Traveling by land was very difficult; settlers had to cross the Appalachian Mountains. Roads in early Kentucky were dirt trails originally created by the migration of buffalo and deer. When it rained the roads turned into mud, and wagon wheels often got stuck.

The first task for settlers was to build shelter. Log cabins were popular in Kentucky because early settlers used trees, the most abundant resource to build their homes. The floor of the cabin was packed earth or laid with long, thick slabs of wood. The space in-between the logs was filled by chinking. Most cabins had only one room, so families slept together. A fireplace dominated one wall of the cabin and served as light, a stove to cook food, and heat.

Kentucky settlers only had what they brought with them. If a settler lived in a town, there might be a store to purchase some items, but most Kentuckians made their furniture. Cabins had a few chairs or log benches, a bed with a straw mattress, a chest, and maybe a table. Women used iron pots and skillets to cook, and the family ate off tin or even wood plates.

Most early Kentucky settlers were farmers. They grew crops and raised livestock. The women and girls performed most of the day to day tasks for the family. The men and older boys of the family prepared the land for planting and tended to the livestock.

Life on the Kentucky frontier was hard. There were no hospitals and few doctors. Although conditions made life difficult, frontier families did take time to rest and socialize. Children made toys such as corn husks dolls and whistles made from wood. Log rolling contests, quilting parties, and harvest-time corn huskings allowed families to enjoy time with neighbors.



Images from Library of Congress

Pioneer Life— (continued)

Objectives:

1. Students will be able to explain methods used by Kentucky settlers to build shelter using only the environment surrounding them.
2. Students will be able to visualize activities of early Kentucky settlers and compare these activities to current activities of today.

Activities:

1. Divide students into small groups. Have the groups list the advantages and disadvantages to moving to the Kentucky frontier. The students will elect a spokesperson to interview another student. Some questions they might ask are:
 - a) Can you describe what your journey to Kentucky was like?
 - b) What is appealing about living in Kentucky?
 - c) What hardships do you face?
 - d) Do you enjoy the way you have to make a living?
 - e) What do you do for fun?
2. Ask students to take an inventory of their homes and list which furnishings were and were not found in frontier homes. The next day talk about the way pioneers coped without electricity, central heat, air-conditioning, running water, refrigerators, stoves, dish-washers, vacuum cleaners, washing machines, dryers, TV, radio, cars, sewing machines, etc.
3. Have students write a journal of the daily activities they do. Once complete, compare those activities to frontier children. Have students write how those activities are the same or different.

Hearth Cooking

The outdoor kitchen was the most important dependency on the farm. The cook, an enslaved woman, who lived in the loft above the kitchen, provided meals for the family and guests. She would be required to wake up very early every morning to start the fire. The large hearth is equipped with the modern conveniences of the early 1800's, such as trammel hooks and a swing-out crane. Other frequently used utensils are the toe toaster, waffle iron, spider skillets and dutch oven.

Receipts Recipes, called “receipts” looked different than our recipes today. This is a historical receipt from Mary Randolph’s *The Virginia House-Wife*, first published in 1824:

Batter Bread

Take six spoonsful of flour and three of corn meal, with a little salt- sift them, and make a thin batter with four eggs, and a sufficient quantity of rich milk; bake it in little tin moulds in a quick oven.

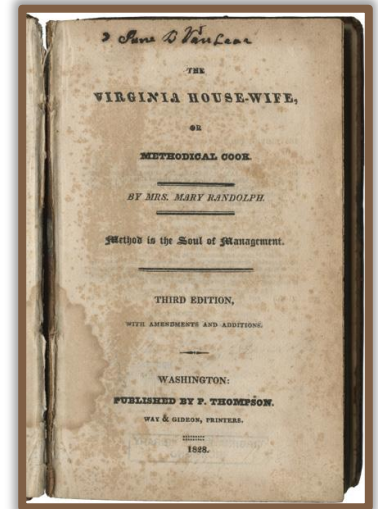


Photo by Heather Hiner- Story Moon Photography

Hearth Cooking (continued)

Activity:

1. Have your students take a historical recipe and make it using 19th c. measurements.
2. Have your students convert the historical recipe into modern equivalents (see the examples below from Colonial Williamsburg).

Sugar Cake Receipt

This is much like classic shortbread. The key to baking these is observation. A light touch will tell you when they are done. Being slightly firm tells you they are ready.

Sugar Cake (18th Century receipt):

Take a pound and a half of fine flour, one pound of cold butter, half a pound of sugar, work all these well together into a paste, then roll it with the palms of your hands into round balls, and cut them with a thin knife into thin cakes, sprinkle a little flour on a sheet of paper, and put them on; prick them with a fork and bake them.

– Briggs, Richard, “The English Art of Cookery”



Sugar Cake (21st Century recipe):

4 1/2 cups flour
2 cups butter
1 cup sugar

1. Cream butter and sugar together until light and fluffy. Add flour in thirds to the mixture. Remove the mixture by scraping with a spatula or knife and place on hard surface and knead until well mixed and smooth. Dough will be stiff.
2. Form into four balls, one the size of a tennis ball and reducing in size as you go until the smallest ball is about 1 ½ inches in diameter.
3. Slice dough 1/4" thick with a sharp, smooth knife. Place on parchment paper or lightly greased cookie sheets.
4. Bake at 350, 12-18 minutes until the centers of the large cakes are set when lightly pressed with your finger.
5. After cooling, remove from cookie sheet. To form into a pyramid shape, use the larger cakes on the base, and stack the next smaller ones on top. Sift confectioner's sugar on top (optional).

Sugar Cake Recipes from: <http://recipes.history.org/2012/11/sugar-cakes/>

Additional Resources: Colonial Williamsburg's Recipe Index (for a list of period recipes)
<http://recipes.history.org/recipeindex/>

Math Grid—The Croghans, the Clarks and the Revolution

Find the answers to the statements below by solving the equations

<p>1. Year that William and Lucy Clark Croghan began to build the house at Locust Grove</p> <p>$(85 \times 20) + (46 \times 2)$</p>	<p>2. Percentage of people who made a living by farming in the American Colonies</p> <p>$(18 \times 30) \div 6$</p>	<p>3. The greatest number of acres that made up the farm at Locust Grove</p> <p>$11 \times 7 \times 3 \times 3$</p>	<p>4. The number of children William and Lucy Croghan had</p> <p>$8 - (3 \times 0)$</p>
<p>5. The year America declared its independence from Great Britain</p> <p>$(600 \times 3) - 24$</p>	<p>6. The year George Rogers Clark led the Illinois Campaign</p> <p>The answer to number 5 + 2</p>	<p>7. Approximate number of Patriots wounded in the Revolutionary War battles</p> <p>$(7540 + 2891) - (1274 + 957)$</p>	<p>8. The year George Rogers Clark came to live at Locust Grove</p> <p>603×3</p>
<p>9. The number of presidents that visited Locust Grove</p> <p>$(10 \div 2) - 2$</p>	<p>10. The number of slaves living and working at Locust Grove in 1820</p> <p>12×4</p>	<p>11. The number of years the American Revolution lasted</p> <p>$(15 + 23 + 42 + 8) \div (27 - 16)$</p>	<p>12. The year George Rogers Clark died at Locust Grove</p> <p>18×101</p>
<p>13. The approximate number of people living in Louisville in 1790</p> <p>$(5 \times 75) + 25$</p>	<p>14. The year Dr. John Croghan, oldest son of William and Lucy, bought Mammoth Cave</p> <p>$2010 - 171$</p>	<p>15. The year Kentucky became a state</p> <p>$(2 \times 600) + 592$</p>	<p>16. In November of this year, William Clark visited Locust Grove on his return from the Lewis and Clark Expedition</p> <p>$(3 \times 600) + 6$</p>
<p>17. The year George Rogers Clark was born</p> <p>8×219</p>	<p>18. The American Revolution officially began on April 19th of this year with the battles of Lexington and Concord</p> <p>$(80 \times 25) - 225$</p>	<p>19. The age of George Rogers Clark when he died</p> <p>Use your answers from number 12 and 17 to write your equation and then solve.</p>	<p>20. The year the American Revolution ended</p> <p>$1700 + 83$</p>

Math Grid (answer key)

Answer Key

Answers for The Croghans, the Clarks and the American Revolution Math Worksheet

<div>1792</div> <div>(#1)</div>	<div>90</div> <div>(#2)</div>	<div>693</div> <div>(#3)</div>	<div>8</div> <div>(#4)</div>
<div>1776</div> <div>(#5)</div>	<div>1778</div> <div>(#6)</div>	<div>8200</div> <div>(#7)</div>	<div>1809</div> <div>(#8)</div>
<div>3</div> <div>(#9)</div>	<div>48</div> <div>(#10)</div>	<div>8</div> <div>(#11)</div>	<div>1818</div> <div>(#12)</div>
<div>400</div> <div>(#13)</div>	<div>1839</div> <div>(#14)</div>	<div>1792</div> <div>(#15)</div>	<div>1806</div> <div>(#16)</div>
<div>1752</div> <div>(#17)</div>	<div>1775</div> <div>(#18)</div>	<div>66</div> <div>(#19)</div>	<div>1783</div> <div>(#20)</div>

Vocabulary

Historic House Museum- A house that has been transformed into a museum. Historic furnishings may be displayed in a way that reflects their original placement and usage in the home.

Restoration- A return of something to the original condition.

Revolutionary War- The war for American Independence from Britain. The fighting began with the Battle of Lexington and Concord in 1775, and lasted through the Battle of Yorktown in 1781. George Washington commanded the American forces. The American cause was greatly aided by the French, and by the presence of the French nobleman and soldier the Marquis de Lafayette. The Treaty of Paris in 1783 officially ended the war.

War of 1812- A war between Britain and the U.S. fought between 1812 and 1815, also known as the second American war for independence. It began over British violations of American shipping rights.

Georgian- The period of British history from the accession of George I in 1714 to the death of George IV in 1830; The style of architecture, furniture, and crafts in England especially from 1714 to 1811.

Georgian architecture- Characteristics typically include a square, symmetrical shape, paneled front door at center, decorative crown over front door, flattened columns flanking the door, five windows across the front, paired chimneys, a medium pitched roof, and minimal roof overhang.



Locust Grove- a Georgian style house built ca. 1792, during the Federal period.

Federal (government)- A union of states under a central government, distinct from the separate government of the individual states.

Federal style- The style of the decorative arts and architecture current in the U.S. from ca. 1780-1830.

Log Cabin - A building made from logs; a very common type of house in early Kentucky.

Chinking – A clay mixture used to fill in the gaps between logs on a log cabin.

Flatboat – Type of boat used by early Kentucky settlers for transportation. They had a shed in the rear for horses and cattle and a cabin for the owners. The roof of the shed were often extra storage space for cargo.

Land Surveying- Method to determine the exact boundaries or positions of a tract of land by linear and angular measurements, and the application of the principles of geometry and trigonometry.

Surveyor- A person whose occupation is to survey land (see definition above).

Land speculator- Someone who acquires land cheaply to sell it at a higher price.

Punkah- A fan, especially a large, swinging, screen-like fan hung from the ceiling and moved by a servant or slave.

Quill pen- A large feather of the wing or tail, as of a goose, formed into a pen for writing.

Pallet- Any hard or make shift bed.

Tick (also bedtick)- A mattress made of cloth and filled with feathers, straw, cornhusks, or the like.

Chamber pot- A portable container especially for urine use in bedrooms.

THE OUTBUILDINGS:

Outhouse (also privy)- An outbuilding with one or more seats and a pit serving as a toilet.

Well- The main source of drinking and cooking water. The well was a deep hole lined with stones and enclosed, using a rope and pulley system to draw water with a bucket. Slaves brought water to the house from the well for the Croghans' use.

Hearth Kitchen— The kitchen was detached from the main house due to the danger of fire, as well as smoke, cooking odors and intense heat. The enslaved cook prepared meals for the Croghan family and their visitors.

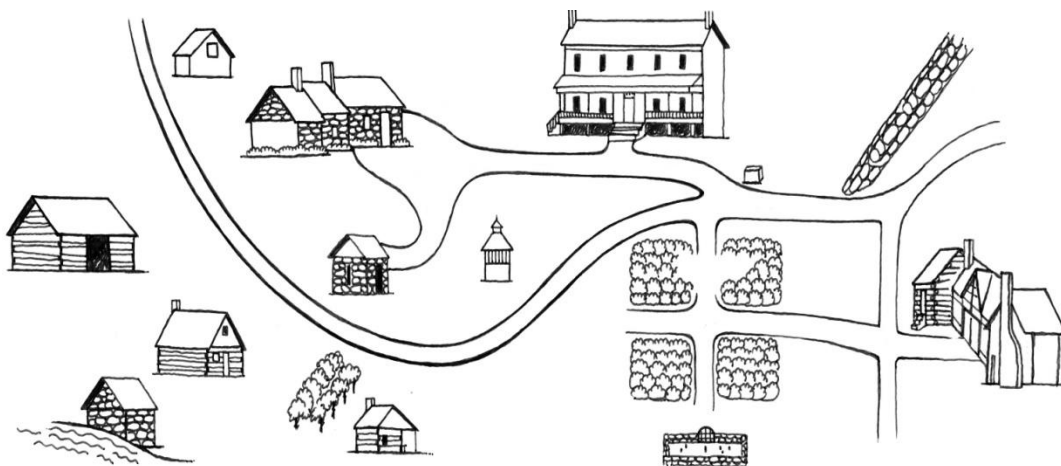
Dairy- This building was used for the preparation of butter, cheese, and dairy products. Slaves milked the cows and used the cream from the milk to make cheese and churn butter.

Butter churn— A container in which cream is agitated to produce butter.

Smokehouse- The smokehouse preserved poultry, beef, and pork. The meat eaten by the Croghans came from the livestock on the farm or what the men hunted. The animals were slaughtered in the early winter. Slaves covered the meat with a mixture of salt, sugar, and saltpeter. The meat was packed tightly in tubs of salt for about six weeks, so that the salt would remove most of the water from the meat. The salted meats were hung in the smokehouse for 1-2 weeks to dry. A fire, often using hickory wood, was built on the dirt floor to help flavor and cure the meat. Smoked meat remained edible for 2-4 years.

Icehouse – In the winter slaves lowered ice blocks cut from frozen ponds, creeks, and the Ohio River into the icehouse using a pulley system. Two feet of straw, sawdust, and corn shucks placed between the blocks provided insulation.

Spring House- An early form of refrigeration; the spring house, built over a natural spring, used the cold water to preserve milk, cheese, and other dairy items. Items were stored in crocks and placed into the running water. The upper level of the spring house provided a space for cool dry storage.



Interactive Websites and Informational Links

Historic Locust Grove

<http://www.locustgrove.org/>

A Surveyor's Essentials— Object observation and analysis

<http://history.ky.gov/pdf/Education/KHSteachermaterialsKentuckyJourneyKYFrontier.pdf>

Colonial Williamsburg

<http://www.history.org/>

<http://recipes.history.org/recipeindex/>

<http://recipes.history.org/2012/11/sugar-cakes/>

Library of Congress

<http://www.loc.gov/>

Library of Virginia (*Mary Randolph's Virginia Housewife cookbook*)

<http://www.lva.virginia.gov/public/vawomen/2009/honoree.asp?bio=1>

Kentuckiana Heritage Consortium

<http://louisvillehistory.org/>

<http://louisvillehistory.org/history-on-the-move/>

Post Field Trip Evaluation

We are glad you brought your class to Locust Grove. To help us improve our field trip programs, please fill out this *brief* survey online.

<https://www.surveymonkey.com/s/G6F6M8F>