

DISCOVER DRUMTHWACKET

Classroom Packet



Welcome to the
Official Residence of
The Governor of New Jersey

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Classroom Packet for New Jersey Fourth Grade Teachers

Contents

Program Goals and Objectives.....	3
Overview of Your Day at Drumthwacket.....	4
Rules for Visiting Drumthwacket.....	4

DISCOVER DRUMTHWACKET

Preparing for Your Visit.....	5
Pre-Visit Activity 1: Drumthwacket History and Timeline	6
Pre-Visit Activity 2: A Day in the Life of New Jersey’s Governor.....	10
Pre-Visit Activity 3—Part A: New Jersey’s State Seal and Flag.....	13
Pre-Visit Activity 3—Part B: New Jersey’s State Symbols	15
Pre-Visit Activity 4: Using Geography to Plan Your Visit	17
Pre-Visit Activity 5: Calling Cards	19
Pre-Visit Activity 6: A Bird’s Eye View	20
Post-Visit Activities.....	22
Room-by-Room Review of Your Tour of Drumthwacket	23
Eleanor and the Monkeys Short Story.....	25
Acknowledgments and Bibliography	26

Worksheet pages to be reproduced for distribution to your students:

A History of Drumthwacket	7-8
Glossary	8
Drumthwacket Timeline.....	9
A Day in the Life of New Jersey’s Governor	11-12
New Jersey State Seal	14
New Jersey State Symbols Fact Sheet.....	16
Geography Worksheet.....	18
A Bird’s Eye View of Drumthwacket	21

DISCOVER DRUMTHWACKET

Program Goals and Objectives

Drumthwacket is host to visiting schoolchildren from around the state. As the official residence of New Jersey's governor and a renowned New Jersey historic site, the goals of the *Discover Drumthwacket* educational program are to teach, to engage, to inspire interest in public service, and to promote awareness of leadership and good citizenship.

The program consists of three phases:

Phase 1: Pre-visit activities

Phase 2: An experiential, learning-based class tour of Drumthwacket and Olden House, the original 1759 farmhouse on the property

Phase 3: Post-visit activities

The pre- and post-visit activities are designed for fourth grade teachers to use with their students as preparation for visiting Drumthwacket and to reinforce learning following their visit. The activities complement the *New Jersey Core Curriculum Content Standards for Social Studies*.

The objectives for the *Discover Drumthwacket* educational program are as follows:

- to understand the historic and current roles played by Drumthwacket
 - 1835 to 1981: pre-governor's mansion years
 - 1981 to present: the official governor's residence of New Jersey
- to develop an appreciation of New Jersey fine art and architecture
- to examine the changes in culture and lifestyle over Drumthwacket's three eras of private ownership
- to understand the private and official uses of Drumthwacket today
- to understand what it means to be governor of New Jersey

DISCOVER DRUMTHWACKET

Overview of Your Day at Drumthwacket

- ❖ **Tour of the governor's residence:** Your docent (the person taking your group on a guided tour of the house) will take your class through the six main rooms on the first floor: front hall, dining room, parlor, music room, library, and governor's study. The tour is approximately 45 minutes long.
- ❖ **Tour of Olden House:** At the completion of your tour of Drumthwacket, your group will walk over to Olden House, located at the front of the property. Olden House is the original 1759 farmhouse where Governor Olden who built Drumthwacket was born. Students will learn about 18th century colonial kitchens, their furnishings and gardens through hands-on exhibits. Time and weather permitting, students will have the opportunity to play outdoors with colonial period toys.
- ❖ **Walk through the gardens** (as time and weather permit): The Italianate gardens behind Drumthwacket marked their 100th anniversary in 2005.

Rules for Visiting Drumthwacket

The following rules must be adhered to, with no exceptions. Please review them carefully with your students prior to your visit:

- There is **no sitting** on any furniture in the public rooms, unless there is a medical emergency. (Students may be invited by their docent to sit on the floor in certain rooms.)
- There is **no leaning on or touching any furniture or decorative items.**
- **Backpacks, cell phones, cameras, and shopping bags are not allowed** in the house.*
- **Water bottles, other drinks, gum, or food are not allowed** in the house.
- **Note taking is not allowed** in the house.
- Umbrellas should be left on the front porch.
- Groups are not allowed to eat on the grounds and are asked to keep all food and beverages on their bus.

Bathroom Facilities

Students will be invited by their docent to use the bathroom facilities, either before or after the tour of the house, *but before visiting Olden House*. If there is ample time before a tour, a group may be asked to go to the solarium and remain there until the entire group has used the bathroom facilities as needed. Or, a docent may choose to have a group use the bathroom facilities after the tour. Of course, individuals may use the bathroom at any time during the tour if there is an emergency. *An adult must always accompany students*. Except for emergencies, visitors will *not* have access to bathroom facilities once they leave the governor's residence.

*For safety reasons, teachers may bring along cell phones, but have them off during the house tour.

DISCOVER DRUMTHWACKET

Preparing for Your Visit to Drumthwacket

Getting Started

Drumthwacket student folder: As preparation for beginning this unit of study, consider having students create individual Drumthwacket folders in which they may store completed activities.

K-W-L Chart: An effective and fun way to introduce a new unit of study is to start a K-W-L chart. Take a large piece of chart paper and divide it into three columns labeled: *Know – Want to Know – Learned*. Begin this unit by asking students what they think they already *know* about Drumthwacket, recording their input on the chart. Then, ask students what they *want to know* and add to the chart. At various points in the unit, have students share what they have actually *learned*, comparing this information to the other two columns.

Pre-Visit Activities Checklist

The more time spent learning about Drumthwacket and its history *before* your visit, the more enjoyable and educational will be the actual tour. To this end, the following checklist of pre-visit activities is provided to assist you in planning your *Discover Drumthwacket* unit. Detailed directions are provided for each activity.

- Pre-Visit Activity 1: Drumthwacket History and Timeline (45-50 minutes)
- Pre-Visit Activity 2: A Day in the Life of New Jersey’s Governor (30 minutes)
- Pre-Visit Activities 3: New Jersey State Seal (30 minutes) and Symbols (45 minutes)
- Pre-Visit Activity 4: Using Geography to Plan Your Visit (45 minutes)
- Pre-Visit Activity 5: Calling Cards (30 minutes)
- Pre-Visit Activity 6: A Bird’s Eye View of Drumthwacket (30 minutes)

Post-Visit Activities Checklist

The best way to reinforce what students have learned is to have them talk and write about it. The following list of post-visit activities is provided for you to select the most appropriate activities for your students. Detailed directions are provided in the packet.

- Mileage Estimation
- Room-by-Room Review
- K-W-L Chart
- Thank You Letters
- Eleanor and the Monkeys* Short Story
- “If I Were a Philanthropist” Writing Activity
- Journal Entry as the Governor of New Jersey

DISCOVER DRUMTHWACKET

Pre-Visit Activity 1: Drumthwacket History and Timeline

Objectives:

1. To prepare students for their tour by providing a brief history of Drumthwacket, emphasizing its significance to both New Jersey and U.S. history
2. To have students become familiar with terms used in the tour
3. To have students create a timeline of Drumthwacket's history over three centuries (1700s–1900s)

Materials:

- ❑ *A History of Drumthwacket* and *Glossary* copied for individuals or pairs
- ❑ Paper to create own timelines
- ❑ *Drumthwacket Timeline* copied for individuals or small groups

Grouping: Reading passage: individuals or pairs; Timeline: pairs or small groups

Time Allocation: Reading passage: 20 to 25 minutes; Timeline: 20 to 25 minutes

Background Information: The reading passage is a short history of Drumthwacket and the three families—the Oldens, the Pynes, and the Spanels—that owned Drumthwacket before it was purchased by the State in 1966. Because students will hear about each of these families on their tour, it is important for them to learn about their significance before their visit. The timeline activity reinforces their reading of the history.

Directions:

1. Have students read on their own or in pairs the reading passage, *A History of Drumthwacket*. Depending on your class, you may choose to do this step as a read-aloud. Refer to the *Glossary* as needed.
2. Divide students into pairs or small groups and have them create timelines by referencing the reading passage. You may choose to do this as a whole-class activity, by creating one timeline on chart paper.
3. After completing the timeline, distribute the *Drumthwacket Timeline* and have students compare their timelines to this one. Also review the timeline of New Jersey governors. Revisit the *Glossary* as needed.
4. As a follow-up or post-visit activity, consider having each student create his or her own personal timeline.

DISCOVER DRUMTHWACKET

A History of Drumthwacket

On January 3, 1777, Continental troops under the command of General George Washington surprised the British near Princeton, New Jersey, and kept alive the waning hopes of the rebellious colonists during the American Revolution. Washington watched his troops march to victory across land that would one day give rise to the palatial home known as Drumthwacket. Today, it is one of the most elegant of America's official governor's residences, and in its history are the stories of three unique families that made immense contributions to both New Jersey and American history. Each of its owners was a philanthropist, using his time and money to help other people.

Charles Smith Olden

The first owner of Drumthwacket, Charles Smith Olden, was born in his grandfather's farmhouse, now called Olden House, in 1799. This small, white house, which still stands along the front edge of the Drumthwacket property, was built in 1759. The Oldens were Quakers who settled in Prince-Town in the late 1600s. Charles spent his early years in the area, then moved to New Orleans and became a successful merchant. He returned to Princeton in 1834 and in 1835 built Drumthwacket, a stately Greek Revival mansion with six Ionic columns and a large portico extending the full length of the house. Mr. Olden named it "Drumthwacket" which is Scottish and means "wooded hill." Mr. Olden became involved in politics, serving as state senator from Mercer County for six years beginning in 1844. He was Governor of New Jersey from 1860 to 1863. When the Civil War began in 1861, Governor Olden demonstrated his commitment to the preservation of the Union when President Lincoln issued a proclamation calling for four regiments of seven hundred and eighty men each from New Jersey for three months' service. Olden immediately issued a similar proclamation of his own, and within a week the regiments were complete, formed into a brigade, and were the first fully organized brigade to reach the nation's capital, on May 3, 1861. He continued to ally himself with Lincoln by insuring that the state's banks made funds available to outfit the troops. After the war, Mr. Olden continued to be active in politics and as treasurer and a trustee of the College of New Jersey (which became Princeton University in 1896).

Moses Taylor Pyne

The second owner, Moses Taylor Pyne, purchased the property in 1893. He was a businessman and a banker, had graduated from Princeton University and was an important trustee of the school. Mr. Pyne began expanding and renovating Drumthwacket, adding the wings to the house in 1895 and 1900. Mr. Pyne also added hundreds of acres to the Drumthwacket estate that included formal gardens, ponds, paths, stables, a dairy farm, tennis courts, a bowling green, and a pool. The Pynes welcomed many visitors to Drumthwacket, one of the most elegant homes in Princeton. He used Olden House as the home for his butler's family. Later, it was converted into an aviary and a monkey house. Agnes, Pyne's only grandchild, inherited the estate in 1939.

Abram Nathan Spanel

Agnes Pyne sold twelve acres, including Drumthwacket and Olden House, to Abram Nathan Spanel in 1940. Mr. Spanel was a Russian immigrant who had become a millionaire in his twenties after he patented the first of many inventions. Mr. Spanel and his staff worked at Drumthwacket developing many life-saving inventions using latex during World War II, such as inflatable life vests and rubber rafts. After the war, he was awarded one of France's most distinguished honors, being

DISCOVER DRUMTHWACKET

named a **Grand Officer in the Legion of Honor**. Mr. Spanel was very interested in science and social causes. Mr. Spanel sold the house to the State of New Jersey in 1966.

Official Residence of the Governor of New Jersey

In 1981, Drumthwacket became the official residence of the governor of New Jersey. Beginning with Governor Thomas Kean, there have been seven New Jersey governors and administrations since 1981.

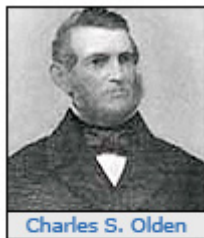
Glossary

1. **acre:** a common unit of land measure now equal in the U.S. to 43,560 square feet or 1/640 square mile
2. **aviary:** an enclosure where birds can fly around freely
3. **Civil War:** the war (1861 to 1865) between the northern United States which remained in the Union, and the southern states, which left the Union to form the Confederacy
4. **Grand Officer in the Legion of Honor:** one of the highest rankings in the “Legion of Honor” awards; given to civilians by the government of France
5. **Greek Revival:** a classic style of architecture popular in the early 1800s which paid tribute to the ancient Greek spirit of democracy and the Greek temple form
6. **immigrant:** a person who permanently moves to a new country
7. **Ionic:** a style of column usually topped by a single scroll
8. **latex:** a milky-white fluid from a seed plant; the source of rubber
9. **Olden House:** the original farmhouse, built in 1759
10. **palatial:** being like a palace
11. **philanthropist:** a person who devotes his or her time, money, or efforts towards helping others
12. **politics:** the art or science of government
13. **portico:** a porch consisting of a covered area often supported by columns
14. **Prince-Town:** Princeton’s original name
15. **Quakers:** members of “The Religious Society of Friends”
16. **trustee:** a member of an organization’s governing board
17. **Union:** a name used by many to refer to the northern states during the Civil War
18. **World War II:** the war (1939 to 1945) involving Great Britain, France, the Soviet Union, the United States, China, Germany, Italy, and Japan

DISCOVER DRUMTHWACKET

Drumthwacket Timeline

1759: The original farmhouse (now called Olden House) is built.



Charles S. Olden

1799: Charles Smith Olden is born in Olden House.

1835: Charles Smith Olden builds and names Drumthwacket (central portion).

1860: Charles Smith Olden becomes the governor of New Jersey.

1893: Moses Taylor Pyne, a trustee of Princeton University, purchases Drumthwacket.



Moses Taylor Pyne

1940: Abram Spanel, a chemist and inventor during World War II, purchases Drumthwacket.

1966: The State of New Jersey buys Drumthwacket with Green Acres funds.

1981: Drumthwacket is designated the official residence of the governor of New Jersey.



Abram Spanel

1982: The Drumthwacket Foundation is formed to preserve and curate the house and grounds, and to open the house to the public. Drumthwacket is host to school children and other visitors, inspiring interest in its rich New Jersey history and promoting awareness of leadership, public service, and good citizenship.

New Jersey governors since 1981, the year Drumthwacket was designated as the governor's official residence, and the years they were in office:

Thomas Kean (Republican) 1982-1990

James Florio (Democrat) 1990-1994

Christine Todd Whitman (Republican) 1994-2001

Donald DiFrancesco (Republican) 2001-2002

James McGreevey (Democrat) 2002-2004

Richard J. Codey (Democrat) 2004-2006

Jon S. Corzine (Democrat) 2006-2010

DISCOVER DRUMTHWACKET

Pre-Visit Activity 2: A Day in the Life of New Jersey's Governor

Objective: To connect Drumthwacket as the residence of the governor of New Jersey with the position he/she holds in our state capital

Materials:

- pencil and a copy of the “A Day in the Life of New Jersey’s Governor” activity sheet for each student or group

Grouping: individuals or small groups

Time Allocation: 30 minutes

Background Information: A primary objective of student tours of the governor’s residence is for students to understand that Drumthwacket is the home of the governor, as well as a historic house museum filled with period antiques and fine art with New Jersey significance. In the governor’s study, there is a gallery of photographs of the governors in office since 1981. Some governors choose to live full time at the governor’s mansion with their families, while others choose to live at Drumthwacket part-time while retaining their own personal residence. All governors may use the mansion for official business and entertaining. It is important that each child who visits Drumthwacket understands that he or she could, one day, reside at this beautiful mansion as governor of the State of New Jersey. This activity provides a window for students to look into and view a typical day of the governor as if they were in his or her shoes.

Some interesting facts about the governor of New Jersey:

- The governor may serve any number of terms, but only two terms in a row.
- The governor must be at least 30 years old, a U.S. citizen for at least 20 years, and a resident of New Jersey for seven years before being elected to office.

For more information about the executive branch, please visit:

www.state.nj.us/hangout_nj/government_executive

Directions: Students read the Introduction to *A Day in the Life of New Jersey’s Governor* and then complete the worksheet, pretending that they are the governor. They should put their own name as governor and use the Introduction information for filling in the blanks. At the end of the activity they are to think of an issue or concern that is important to them and that they would like to work on if they were governor and write about it.

DISCOVER DRUMTHWACKET

A Day in the Life of New Jersey's Governor

Introduction

The Governor of New Jersey is the Chief Executive who governs the twenty-one counties of our state. He or she is an elected official and head of the Executive Branch of our government. He or she oversees the State Senate and General Assembly made up of 120 members from 40 voting districts. The governor is elected to a four-year term.

In 1981, Drumthwacket became the official residence of the Governor of New Jersey. Drumthwacket is located in Princeton, New Jersey. The Governor's Office is in the State Capitol building in Trenton, which is a short drive (eleven miles) from Drumthwacket. Each morning the governor is driven to his/her office by a State Trooper to fulfill the responsibilities of the position. When you become an adult, you may be elected governor and have the opportunity to reside at Drumthwacket!

Pretend that you are the Governor of New Jersey and complete the following activity using the information from the Introduction.

I, Governor _____, woke this morning to the sun shining on
(your name)
the beautiful gardens at my residence _____, in
_____, New Jersey. I reviewed the schedule for my job as
_____ of the State. Today it includes a meeting with
Executives of our ____ counties, a speech to a group of students concerned
about college tuition, signing a bill to improve the trains in our cities, and
hosting a reception to honor the men and women who volunteer as library
helpers. I will be driven to my office in our capital city of _____
which is only _____ miles from Drumthwacket. When I return to
Drumthwacket this evening, I will host a reception in the Music Room for

DISCOVER DRUMTHWACKET

the New Jersey Superior Court Judges.

Before I end this busy day and go to bed, I will check tomorrow's schedule, which includes a meeting with the State Treasurer, lunch with the Rutgers University basketball team and a visit to Long Beach Island to learn more about the fishing industry in my state of _____. In addition, I would like to work on a concern of mine which is

_____.

It is important to me because _____

I see the moonlight shining on the frog pond at Drumthwacket! Good night.

DISCOVER DRUMTHWACKET

Pre-Visit Activity 3—Part A: New Jersey's State Seal and Flag

Objective: To identify the symbols on the state seal/flag and understand their significance

Materials:

- seal worksheet and crayons or colored pencils for each student

Grouping: individuals

Time Allocation: 30 minutes

Background Information: The State seal was designed by Pierre Eugene du Simitiere and adopted by the legislature in 1777. It includes five symbols—Liberty, Ceres, shield, horse's head and knight's helmet, and scroll. Each one represents something special about New Jersey.

Liberty is holding a staff and carrying a red liberty cap indicating freedom. The colonists wore these during the American Revolution to indicate their desire to be independent of Great Britain. **Ceres** is the woman on the right and is the Roman goddess of grain. She is carrying a cornucopia (horn of plenty) filled with fruits and vegetables grown on New Jersey farms. New Jersey is known as the Garden State. The three plows on the **shield** symbolize the importance of farming in New Jersey as well as the fact that New Jersey was the third state to ratify the Constitution of the United States in 1787. The **horse's head** symbolizes the strength of New Jersey. The **knight's helmet** symbolizes sovereignty, which means New Jersey can make its own laws. At the bottom of the seal is a **scroll** with New Jersey's motto—*Liberty and Prosperity* and 1776. 1776 is the year the provincial congress adopted a constitution and declared New Jersey a state.

The State flag was adopted in 1896. The background is gold and the seal is blue.

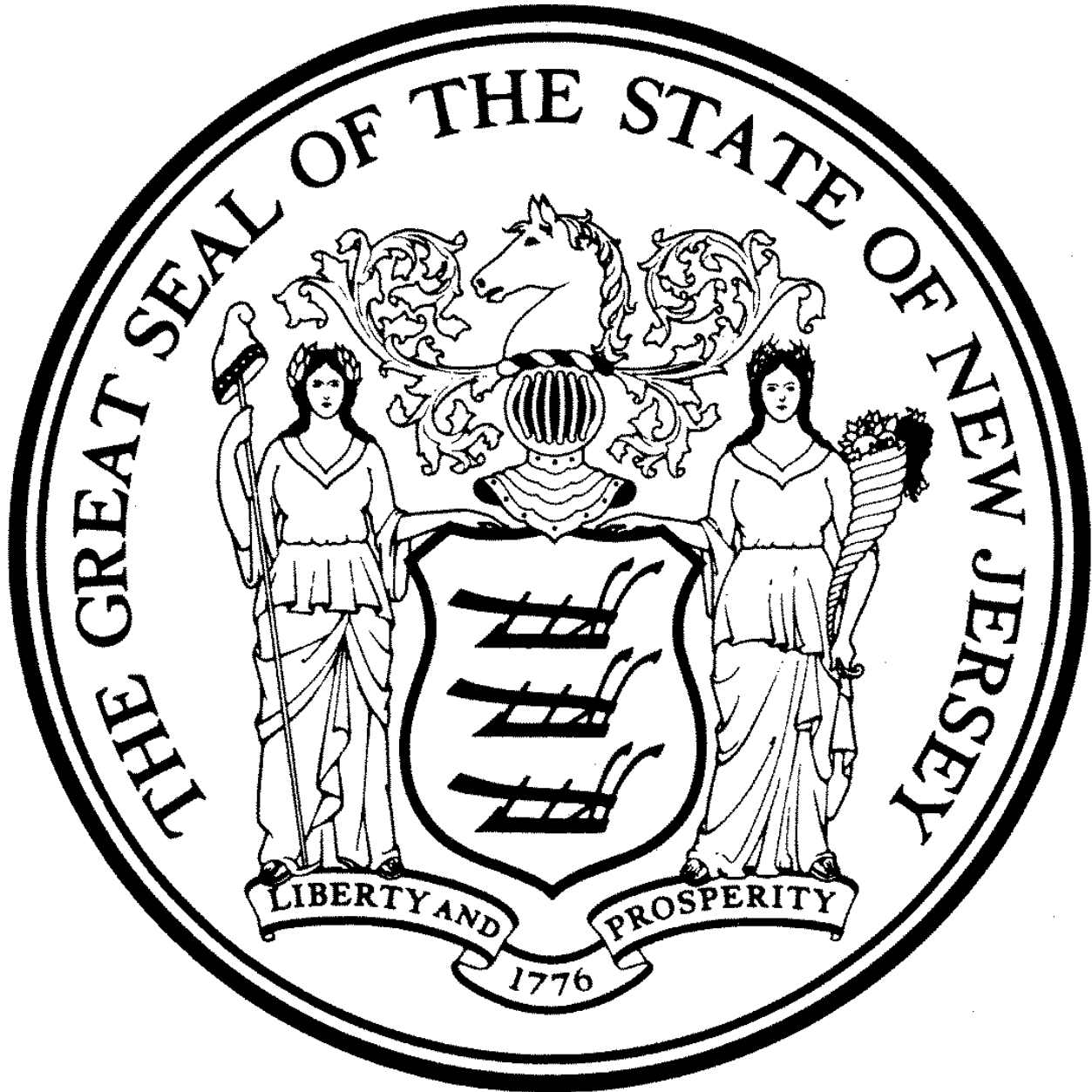
Directions:

Distribute the seal worksheet and read aloud the Background Information while students locate each symbol on the seal. Students may also do their own research to find the information required to accurately color the seal.

DISCOVER DRUMTHWACKET

New Jersey State Seal

Liberty is holding a staff and carrying a red liberty cap indicating freedom. **Ceres** is the woman on the right and is the Roman goddess of grain. She is carrying a cornucopia (horn of plenty) filled with fruits and vegetables grown on New Jersey farms. New Jersey is known as the Garden State. The three plows on the **shield** symbolize the importance of farming in New Jersey as well as the fact that New Jersey was the third state to ratify the Constitution of the United States in 1787. The **horse's head** symbolizes the strength of New Jersey. The **knight's helmet** symbolizes sovereignty, which means New Jersey can make its own laws. At the bottom of the seal is a **scroll** with New Jersey's motto—*Liberty and Prosperity* and 1776. 1776 is the year the provincial congress adopted a constitution and declared New Jersey a state.



DISCOVER DRUMTHWACKET

Pre-Visit Activity 3—Part B: New Jersey's State Symbols

Objectives: To identify the state symbols and understand their significance

Materials:

- reference books and/or Internet access; New Jersey State Symbols Fact Sheet

Grouping: small groups/whole class

Time Allocation: 45 minutes

Background Information: All of our state symbols have been created by the legislative process, starting as a bill and being voted upon by the Senate and Assembly, and then signed into law by the governor. Some symbols are the result of school children working through the legislative process to promote a symbol they thought was important.

Directions:

Assign one of the state symbols to each group. Students research the symbols and give a short presentation to the class. In addition, students may do timelines of the symbols in small groups or as a whole class. The following fact sheet may be used to check their work.

DISCOVER DRUMTHWACKET

New Jersey State Symbols Fact Sheet

State Bird: **Eastern Goldfinch**

The eastern goldfinch has bright yellow feathers with a black cap, wings, and tail. Sunflower seeds attract the goldfinch to gardens. It was designated the State Bird in 1935.

State Tree: **Red Oak**

The red oak is a majestic, hardwood tree that produces many acorns, which were an important source of food for the Native Americans of long ago. It was designated the State Tree in 1950.

State Flower: **Purple Violet**

The violet is hardy enough to grow in New Jersey fields, lawns, or anywhere there is warm sunshine. It has been considered the State Flower since 1913, but was officially designated the State Flower in 1971.

State Insect: **Honey Bee**

The honeybee provides us with honey to sweeten our food and beeswax for candles. It also pollinates flowers, fruit trees, and vegetable blossoms. It was designated the State Insect in 1974 due to the efforts of schoolchildren in Hamilton Township, New Jersey.

State Animal: **Horse**

The horse was picked as the state animal because it represents power and strength and was important to farming. Horses continue to be raised in New Jersey today. Racehorses are also popular in New Jersey. It was designated the State Animal in 1977 through the efforts of students at Our Lady of Victories School in Harrington Park, New Jersey.

State Dinosaur: **Hadrosaurus Foulkii**

William Parker Foulke discovered fossils of this dinosaur in Haddonfield, New Jersey in 1858. The fossils were the first to be found in the United States. It was designated the State Dinosaur in 1991.

State Fish: **Brook Trout**

The brook trout is native to New Jersey and was given its name by the Pilgrims. It is sensitive to pollution and can only survive in good quality water. It was designated the State Fish in 1991.

State Shell: **Knobbed Whelk**

The knobbed whelk shell is commonly known as the conch shell. It is large and pear shaped, yellowish in color with purple streaks. It is named for the large marine snail that lives in the shell and was designated the State Shell in 1995.

NJ State Fruit: **Blueberry**

The blueberry was first cultivated for commercial production in New Jersey. Our state is considered the blueberry capital of the country. It was designated the State Fruit in 2004 due to the efforts of fourth graders in Brick, New Jersey.

DISCOVER DRUMTHWACKET

Pre-Visit Activity 4: Using Geography to Plan Your Visit

Objectives:

1. To locate the governor's residence, the state capital, and the students' school on a map of New Jersey
2. To estimate the distance between the students' school and Drumthwacket using a map of New Jersey and a map scale

Materials:

- ❑ New Jersey map worksheet (one for each student and one transparency)
- ❑ overhead projector and overhead markers and/or classroom maps of the United States and of New Jersey
- ❑ map resources such as social studies text, atlas, Internet, and so forth

Grouping: pairs or small groups and whole class

Time Allocation: 45 minutes

Background Information: As preparation for their trip to Drumthwacket, it is important for students to understand the geographical relationships between the governor's residence in Princeton, the state capitol in Trenton, and the students' school. In addition, students need to understand New Jersey's geographical relationship to the United States. This activity provides students with the opportunity to work with a New Jersey map to plan their trip to Drumthwacket, become familiar with significant geographical locations in New Jersey, and to understand New Jersey's geographical relationship to the United States.

Directions:

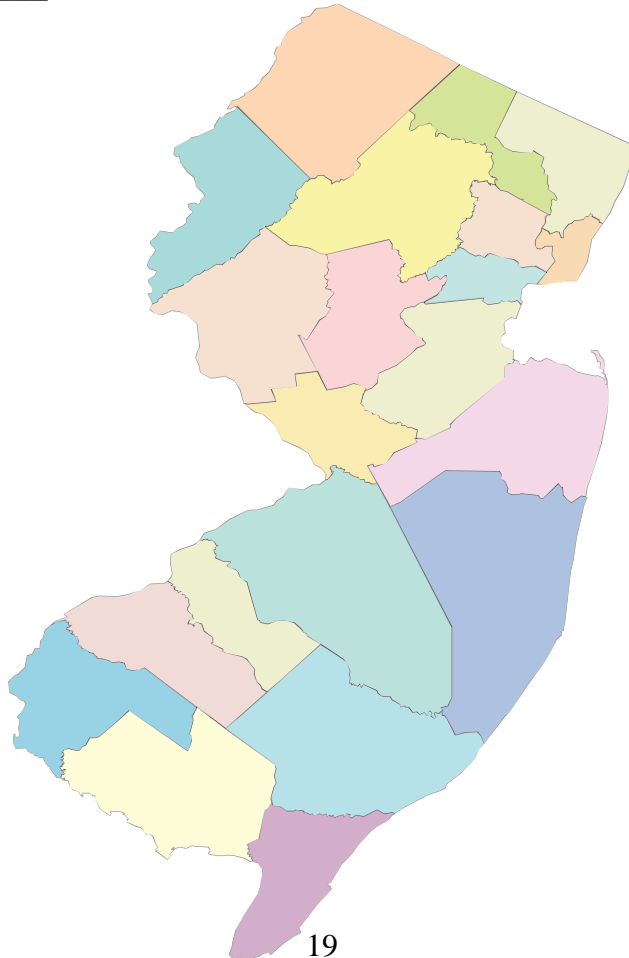
1. As a whole class, use the United States classroom map to locate New Jersey. Have students identify the states bordering New Jersey as well as the Atlantic Ocean and add this information to their worksheet. You may also add this information to the transparency if using an overhead projector.
2. Using the New Jersey worksheet and selected resources, have pairs or small groups of students work together to complete the remaining information on the worksheet.
3. As a whole class, use the New Jersey classroom map and/or textbook to locate Trenton, Princeton, and your school's location. Have students add these three locations to their maps and review the remaining worksheet information together.
4. Mileage estimation: As needed, introduce this activity with a mini-lesson on using a map scale. Have students work in small groups to estimate the distance from your school to Drumthwacket using a New Jersey map with a scale and their completed New Jersey worksheets. Have them estimate the miles round trip. Record each group's estimation on a class chart. On the day of your trip to Drumthwacket, ask your bus driver to keep a record of the mileage to and from Drumthwacket. Upon returning to school, review the class chart and compare it to the actual mileage.

DISCOVER DRUMTHWACKET

1. Name of our state: _____
2. Ocean bordering our state: _____
(Locate and write its name on the map.)
3. States bordering our state: _____

(Locate and write their names on the map.)
4. Capital of our state: _____
(Locate and write its name on the map.)
5. Leader of our state: _____
6. The governor's residence is called Drumthwacket and is in _____,
New Jersey. (Locate and write its name on the map.)
7. Our school is located in the county of _____ and the town of

(Locate and write their names on the map.)
8. Our school is _____ miles from Drumthwacket.



DISCOVER DRUMTHWACKET

Pre-Visit Activity 5: Calling Cards

Objective: To create a class calling card to present to their Drumthwacket docent when arriving at the governor's mansion and, optionally, individual calling cards to present when visiting Olden House, the original farmhouse on the property

Materials:

- ❑ 8 ½" x 11" card or paper for a class calling card
- ❑ optional: 3" x 5" cards or similarly sized paper for individual student calling cards
- ❑ crayons, markers, colored pencils, or as a computer activity

Grouping: whole class and/or individuals

Time Allocation: 30 minutes

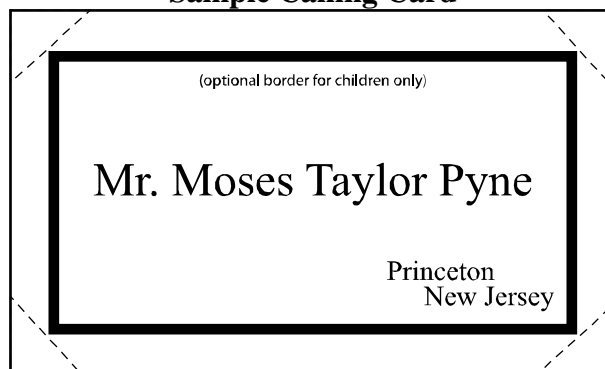
Background Information: When your class visits Drumthwacket, students will learn about several different periods in American history, including the Victorian period. This period had very formal rules and guidelines for visiting upper-middle class homes. A calling card was presented at the time one visited such a home. To point out the purpose of the visit, one of the four corners of the card was turned up, as follows:

- top left corner: social call
- top right corner: to express congratulations
- bottom left corner: to say goodbye
- bottom right corner: to express condolences and sympathy for a death

Directions: Each class should make one large calling card for the whole class to present to their docent when first arriving at Drumthwacket. Optionally, students may make individual calling cards to present when visiting Olden House.

- Using the Sample Calling Card as a visual example, students can design and produce calling cards to include: their names, the name of their school, their school address, and optionally, a decorative border.

Sample Calling Card



**Pre-Visit
Bird's Eye
Drumthwacket**

Objectives: To prepare

**Activity 6: A
View of**

students for the tour by

DISCOVER DRUMTHWACKET

comparing the front exterior of Drumthwacket to its interior first-floor plan over its three eras of private ownership and today as the governor's official residence

Materials:

- ❑ Bird's Eye View worksheet copied for each student and crayons or colored pencils
- ❑ transparency of floor plan worksheet with transparency markers

Grouping: individuals

Time Allocation: 30 minutes

Background Information: Charles Smith Olden built Drumthwacket in 1835. He chose a Greek Revival style for the house. The original structure features a large "portico" with six Ionic columns (refer to the Glossary in Pre-Visit Activity 1 (page 8) for definitions of these two terms). In 1893, Moses Taylor Pyne bought Drumthwacket and began expanding and renovating it. The large two-story east wing was built first in 1895 in order to install a kitchen. (When Drumthwacket was built by the Oldens, the kitchen was housed in a separate building.) The wing then grew to accommodate the Pynes' growing number of servants. In 1900, the west wing was added to provide space for a drawing room, a library, and a study. Today, the original kitchen and servants' quarters (labeled as Private Areas in Diagram B) in the east wing are used as a kitchen and office space, while the original Pyne drawing room in the west wing is now called the Music Room and is used by the governor for official entertaining and gatherings.

Directions:

1. Distribute floor plan worksheets to students. Read aloud the first paragraph of the Background Information, having students locate and label "portico" and "Ionic column" on the exterior drawing (Diagram A) of the house; do the same on the transparency.
2. Read aloud the second paragraph. Have students fold their worksheets so that only the original center portion of the mansion (Diagram A) is showing and have them add dotted lines on each crease. Using Diagram A, label the "East Wing" (the area marked as Private Areas on the floor plan) and the "West Wing" (the current music room, library, and governor's study). Draw the dotted lines on the transparency and label the wings.
3. Using Diagram B, have students locate and color the original section (dining room, hall, and parlor) and the west wing (music room, library, and study). Conclude by explaining that the tour will include the rooms they have just colored.

DISCOVER DRUMTHWACKET

A Bird's Eye View Worksheet



Diagram A: front exterior of Drumthwacket today

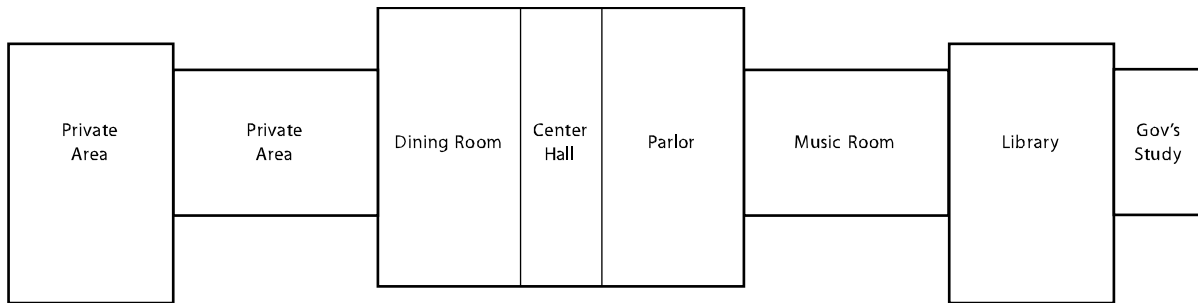


Diagram B: floor plan of Drumthwacket today

DISCOVER DRUMTHWACKET

Post-Visit Activities: Revisiting and Reviewing Your Visit to Drumthwacket

The best way to reinforce what students have learned is to have them talk and write about it. The following list of post-visit activities is provided for you to select the most appropriate activities for your students as they revisit their trip to Drumthwacket and review the facts about New Jersey they have learned along the way.

Mileage Estimation: Upon returning to school after your visit, review the class chart for estimated miles—round trip—to Drumthwacket (see *Pre-Visit Activity 4: Using Geography to Plan Your Visit*) and compare it to the actual mileage recorded by your bus driver.

Room-by-Room Review: This activity can be a great “riding-home-on-the-bus” activity. Divide students into six groups, with each group assigned one of the main rooms of the governor’s residence. Have each group brainstorm and come up with as many different facts or terms shared by their docent as possible. Each group shares with the whole class with other students adding additional facts. The following Room-by-Room Review sheet can be used as a reference.

K-W-L Chart: As a whole class, have students complete the third column sharing what they have learned while completing this unit—both from completing the pre-visit activities and from their visit to Drumthwacket.

Thank You Letters: While thank you letters are a considerate way for students to acknowledge their docent’s hospitality and expertise, they are also an effective way for students to revisit their trip. Ask that students include several facts they learned on the tour and what they especially liked learning about or seeing at Drumthwacket. Letters may be addressed to: *The Drumthwacket Foundation, 354 Stockton Street, Princeton, NJ 08540.*

Eleanor and the Monkeys: Read aloud the short story that follows about a little girl named Eleanor. Her grandfather, Henry Eggesfield, was the butler when Moses Taylor Pyne and his wife lived at Drumthwacket. At one time, Mr. Eggesfield and his family lived at Olden House. When his family grew to include nine children, a new home for his family was built near Olden House, and Olden House became an aviary and a monkey house. This short story is based on Eleanor’s memories of visiting Drumthwacket and the monkey house. As a follow-up activity, students could do a journal entry as a friend that Eleanor has brought for the day to visit Drumthwacket.

If I Were a Philanthropist: Philanthropy is a common trait among the three private owners of Drumthwacket. Have students locate and read the definition of the term “philanthropist” in the Drumthwacket History Glossary (page 8) and write about what they would do with their time, money, and effort if they could help others in a big way.

Journal Entry as the Governor of New Jersey: As a follow-up to the writing activity completed as part of the “A Day in the Life of New Jersey’s Governor” pre-visit activity, have students revisit, revise and add to their initial entry.

DISCOVER DRUMTHWACKET

Room-by-Room Review of Your Drumthwacket Tour

Front Hall

- **Portrait of Civil War General George McClellan**, New Jersey's governor from 1878-1881.

Dining Room

- Originally there were two rooms—the library and parlor.
- The **jib doors** open and sashes rise to form doorways for ventilation and access to the portico.
- **USS New Jersey Battleship silver** centerpiece bowl and stand has the symbols of the sea and of New Jersey, including Liberty and Prosperity (as seen on the State flag). Tiffany made it in 1906 for the battleship.
- There are **29 hand painted wall panels** and no two are exactly alike.
- **Matthew Egerton** was a New Brunswick craftsman in the 1700s; a chest of drawers and a sideboard made by Egerton are displayed in the dining room.
- A **tall case clock** (grandfather's clock) made by George Rea in 1797 in Princeton is in the back corner of the dining room.
- **Looking glass** made in Philadelphia in the late 1700s. A *looking glass* is hung on a wall to reflect one's image, while a *mirror* is placed on a piece of furniture to reflect and bring light to a room.

Parlor

- **Governor Olden's** secretary desk, dating back to the 1830s.
- **Portrait of George Washington** by Charles Wilson Peale.
- This room was originally two rooms.
- One of the **oldest pieces of furniture** in the house is a secretary desk from Philadelphia, dating back to 1765.
- Portrait of one of New Jersey's appointed royal governors (before the Revolution) **Jonathan Belcher** (1747-1757)

Music Room

- The governor uses this room as a gathering room for official occasions.
- The **three private owners of Drumthwacket**—Charles Smith Olden, Moses Taylor Pyne, and Abram Spanel—have their images on the grand piano.
- The **octagonal ceiling mural** was originally located on the ceiling and was discovered when the room was restored in the 1990's and a dropped ceiling was removed.
- **Double French doors** lead to a patio / tented area used for special gatherings and dinners.
- Mark Reed, a craftsman from Bordentown, made the round table in the center of the room especially for Drumthwacket in 1996 and used the following New Jersey woods: Osage orange, mahogany, and walnut.

Library

DISCOVER DRUMTHWACKET

- The huge **fireplace is made of Caen stone** from Normandy, France. The **Pyne family crest of three pine cones**, for his three sons, is carved into the fireplace and is also in the hand-painted ceiling panels that were made to look like bookmarks.
- The **oak paneling** was taken from a 200-year-old boy's church school in England.
- Pyne had the **room fireproofed** to protect his collection of books by having the exterior walls lined with brick, and metal pocket doors that can cover the windows.
- The **Pyne oak partner desk**, circa 1900, is original to the room and can be seen in the framed photograph. From this desk, either in person or in writing, Pyne would have communicated with Woodrow Wilson, President of Princeton University from 1902-1910, and other notable figures of the day such as Theodore Roosevelt and Grover Cleveland.
- The **bronze tiger desk ornament** is a small casting of the A.P. Proctor tigers in front of Nassau Hall at Princeton University, Pyne's alma mater.
- Photographs of Woodrow Wilson and Paul Robeson, bust of Thomas Edison.
- Collections of Trenton-made **fine china** (Lenox and its antecedents), Battleship New Jersey **silver**, and south Jersey **glass** are displayed in the library glass cases.
- Also featured in the library are a framed letter from George Washington and a collection of White House china by Lenox, and the New Jersey state service, also by Lenox.
- The **portrait of Moses Taylor Pyne** shows Mr. Pyne in front of the Pyne Library at Princeton University, Pyne's alma mater.

Governor's Study

- Photographs of the **seven New Jersey governors** in office since 1981 are displayed.
- The study's **oval window** overlooks the site of the Battle of Princeton, 1777.
- A **partner's desk** is designed for two people to work at the same time.
- The **candle stand** was made by **James Madison**, President of the United States, when he was a student at Princeton University.
- The fire screen, also called a **pole screen**, contains the state tree, flower, and bird.
- *The Ship New Jersey* is a painting by **Antonio Jacobsen**, one of America's most prolific marine artists, painting thousands of portraits of ships that sailed through New York Harbor. It is of the pilot ship, "New Jersey."

Eleanor and the Monkeys

My name is Eleanor. My grandfather was Moses Taylor Pyne's butler. The Pynes lived in the big house called Drumthwacket. My grandfather's name was Henry Eggesfield. His family lived on the same property in the little farmhouse called Olden House.

My mother, Fanny, was one of nine girls in the Eggesfield family. The farmer who worked for Mr. Pyne liked my mother so much when she was a little girl, that he named one of the cows on the Drumthwacket farm "Fanny" and carved her name above the cow's stall!

My favorite animals on the Drumthwacket estate were the monkeys. After our Eggesfield family outgrew Olden House, Mr. Pyne turned it into a monkey house and an aviary with monkeys and birds in cages. *I loved* to visit the monkeys!

DISCOVER DRUMTHWACKET

I would always bring a small mirror with me when I came to see the monkeys. I would pass it through the bars of the cage and let the monkeys take it. They would look at themselves, making funny faces in the mirror. Then they would feel behind the mirror with their hands, thinking another monkey was on the other side of the glass. They were so funny!

One day, I came to see the monkeys with a piece of chewing gum in my mouth. Just for fun, to see what would happen, I handed it to one of the monkeys. He put it in his mouth and pulled it out in one long string—just as the animal keeper, Rupert, walked in the door! I knew he should be angry with me, but he wasn't. He was a very nice man and spoke to me kindly, asking me not to give gum to the monkeys again. I promised with all of my heart, and he gave me a banana and let me feed the monkey REAL monkey food!

I visited the monkeys many times after that day. I still let them look at themselves in the mirror, but I kept my chewing gum in my mouth and let *them* have bananas!

This story is based on the recollections of Eleanor Olson, as written in a letter to The Drumthwacket Foundation in September, 1998.



Thomas Olden House
built 1759, kitchen addition 1800



Thomas Olden House in 1933
with monkey and bird cages

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DISCOVER DRUMTHWACKET

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