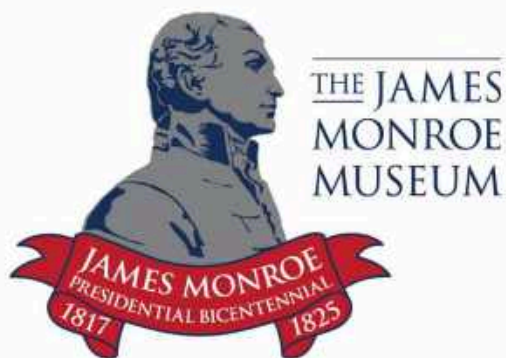


# History Packet



[www.jamesmonroemuseum.org](http://www.jamesmonroemuseum.org)



MARY WASHINGTON HOUSE  
RISING SUN TAVERN  
HUGH MERCER APOTHECARY SHOP  
ST. JAMES' HOUSE



Fredericksburg Area Museum

CULTURE. ART. HISTORY. NOW.



Hello!

We understand in this epidemic there is a need for activities for you and your child to enjoy at home. That is why we're here to help! Please enjoy this history packet. In it, you will find a plethora of activities from a variety of local historical sites in the Fredericksburg area. While we hope that everyone can enjoy this packet, it is mostly age-appropriate for elementary students. If you have any comments or questions about the content, please email Lindsey Crawford at [lcrawfor@umw.edu](mailto:lcrawfor@umw.edu). Stay safe and enjoy!

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## Curating Ideas

### Materials:

- Favorite object (s) from your house
- Paper
- Tape
- Writing Utensil

### Vocabulary:

- **Museum-** a building where objects that tell a story are displayed
- **Past-** having existed or taking place in a time before the present
- **Artifact-** any object that is used, made, or changed by a human. They are used to help tell a story about someone's past.
- **Curator-** A person who takes care of artifacts with a museum collection
- **Exhibit-** to display objects within a museum for the public to see

### Activity:

- Review the "Artifact" worksheet
- Review vocabulary words, and complete the "words to remember" chart
- Review the "Label" worksheet
- Complete the "Write your own label" worksheet.
- Brainstorm a "theme" for your exhibit
- Pick out three to five objects in your house that fit your theme
- Write a label for each object
- Display your artifacts and labels
- Open your exhibit and enjoy with your family!



At **The James Monroe Museum** we have the nation's largest collection of artifacts related to the life of James Monroe, but what is an **artifact**?

**Artifact** (noun): any object made by human work; especially an object remaining from a particular time period.

Here are a few **artifacts** from our collection!



**Elizabeth Monroe's Wedding Dress**

James and Elizabeth Monroe were married on February 16, 1786



**White House China**

It was made in France in 1817 for President James Monroe to use in the White House.



**Bicorn Hat**

James Monroe bought this hat in Paris while serving as U.S. Minister to France from 1794-1797.

## Curating Vocabulary

Word Bank		
Curator	Exhibit	Artifact
Past		Museum

1. An \_\_\_\_\_ displays objects within a museum for the public to view.
2. The \_\_\_\_\_ means to exist or take place in a time before the present.
3. A \_\_\_\_\_ is someone who takes care of objects within a museum collection.
4. An \_\_\_\_\_ is an object that is used, made, or changed by humans.
5. A \_\_\_\_\_ is a place where objects are displayed to tell a story.



# What is a label?

Label (noun): a short description that describes the object within a museum.

## Example:



**Questions to ask when writing a label:**

**"Why is this item important?"**

**"What story is this item trying to tell?"**

**"What questions will this item answer?"**

**Write your own  
labels below!**



**James Monroe's Chess Set**

Blank label area for James Monroe's Chess Set.



**Elizabeth Monroe's Gown**

Blank label area for Elizabeth Monroe's Gown.



**James Monroe's Desk**

Blank label area for James Monroe's Desk.



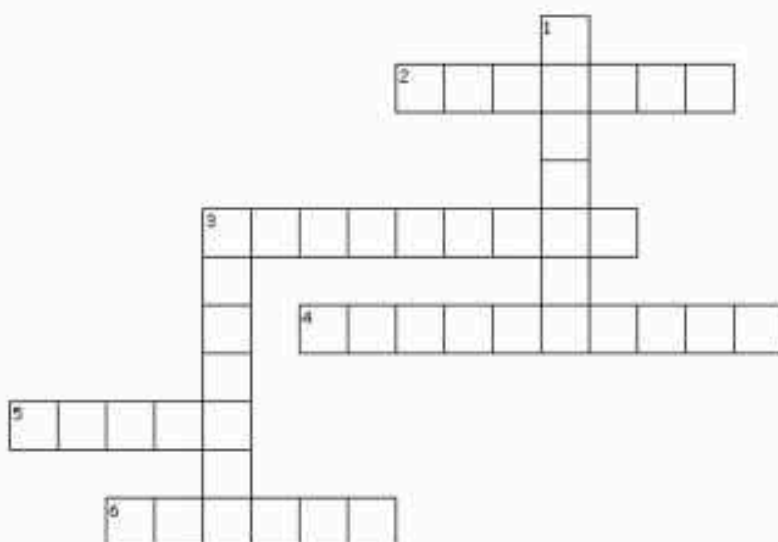


## The Monroe Doctrine Desk

The Monroe family purchased a large set of furniture while living in France that they used in all of their later homes, including the White House. This desk, a part of that set, was used by James Monroe to write his 1823 message to Congress that included the Monroe Doctrine. The Doctrine told European countries that they could not establish new colonies in the Western Hemisphere.



## Early U.S. Presidents Crossword Puzzle



### Across

2. He is known as the Father of the Constitution.
3. He is considered the author of the Declaration of Independence.
4. He was the first president of the United States.
5. He was the second president of the United States and was a leader of the First Continental Congress.
6. He wrote an important foreign policy statement, which was named after him.

### Down

1. He was president of the United States during the Civil War.
3. He signed the Indian Removal Act, forcing the relocation of many Native Americans.



## POWHATAN PEOPLE GLOSSARY

**EEL:** a long fish that that looks like a snake and has smooth slimy skin. Local Native American caught river eels as a source of food.

**PATAWOMACK:** a Native American tribe based in Stafford County and one of Virginia's 11 state recognized tribes.

**POWHATAN:** a group of Algonquian-speaking people living in the Tidewater region of Virginia at the time the English settlers landed at Jamestown in 1607.

**POWWOW:** a Native American ceremony or social gathering.

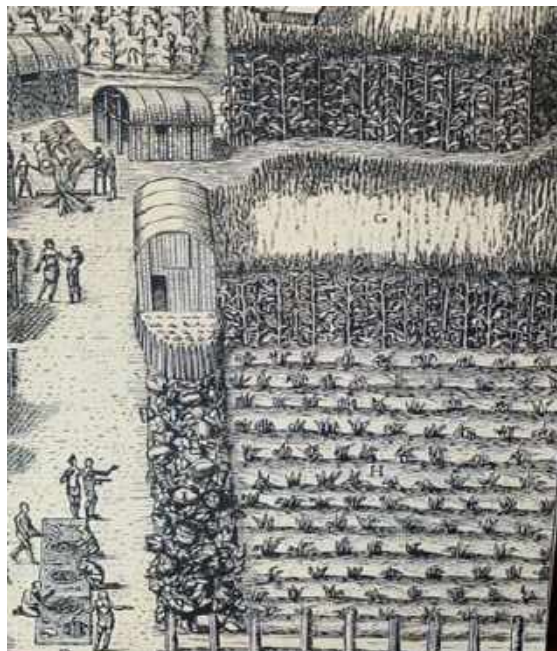
**RAPPAHANOCK:** a river that flows entirely through Virginia and passes Fredericksburg. Its names come from a local Algonquian word meaning, "quick rising waters."

**TOBACCO:** a plant with green leaves that grows in warm climates. The leaves are picked off, dried, and prepared for smoking.

**YEYEHAKIN:** a semi-permanent structure used for sleeping and storage. Young branches were used to create a frame for the house. The Powhatan people covered their houses with bark shingles stripped from trees, or mats woven from cut marsh reeds.



# Primary (K-3<sup>rd</sup>) Powhatan People Primary Source Worksheet

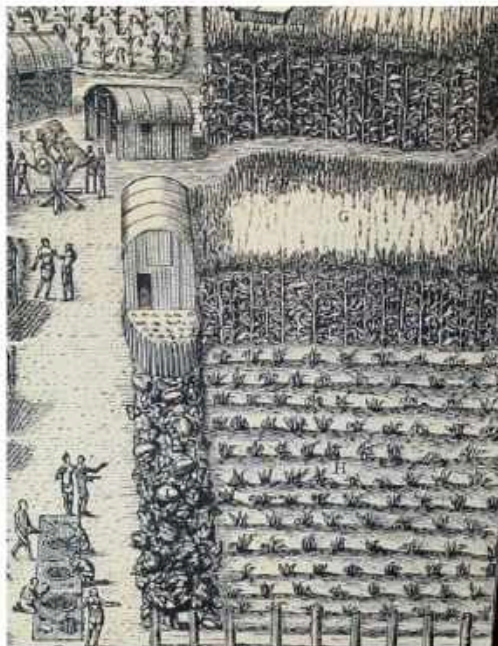


1. Look closely at the drawing and fill out the table.

What do you see?	What do know about the drawing?	What would like to know?



## Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Powhatan People Primary Source Worksheet



1. Look closely and make a list of what you see in the drawing.

---

---

---

2. What is happening in the drawing?

---

---

---

---

3. Who do you think made this drawing? Why?

---

---

---

---

4. What questions do you have about the drawing? Where could you go next to answer your questions?

---

---

---

---

---



# Finding Food



Finding and preserving food was an important task for the Powhatan people. Men hunted and fished. Women and children grew crops and gathered food found in nature.

Color in each square with how the Powhatan people would have obtained that type of food.

**Hunting – Red**  
**Fishing - Blue**  
**Gathering – Orange**  
**Farming – Green**

Corn	Nuts	Catfish
Deer	Squash	Eel
Berries	Turkey	Beans

Write each type of food in its category.

**Hunting:**

---



---



---

**Fishing:**

---



---



---

**Gathering:**

---



---



---

**Farming:**

---



---



---

## Crafting Tools from Nature



The Powhatan People created clothing and shelter from the natural resources around them. Match the photos on the left to the list of natural materials used to make the object.



Skirt /Breechcloth



Fishing Hook Construction



Needles



Hoe



Nut and Berry Grinder

Deer Toe Bones

Wood, Rope  
And Deer Bone

Catfish Fin Bones

Wood and Stone

Deer Skin



## POWHATAN PEOPLE WORD PUZZLE

A Z W H W E P H L U T R Q V M M N A  
 D Q H U N T I N G G N X C A B J L Y  
 H N C V X S E F J K M R I V E R Y E  
 S Y E H A K I N M R E K L G A Y K W  
 H G A E Y B T T U E C C O R N H M Q  
 U I O Q W E O B M N C I P P S G D B  
 Z P W K E B B O V S K G O P I T M N  
 C O H A S D A W K P F C W F G P S Y  
 W W P O H M C G H F I S H T R A P I  
 L W E B S F C L E E S K A R E U A O  
 D O H N I S O Y T I H F T L P I T G  
 S W S F E E Y F X U I P A W W K A E  
 C M P U R I O W I W N U N M O P W W  
 R W G N I R E H T A G G U P Q U O R  
 T P G C Z R P K V M H P R L N K M U  
 W R T A K E W P T V M Z Q H N G A I  
 G H G J T B R A P P A H A N N O C K  
 K V H D C G W A G O Z M I P T Y K P  
 C A N O E Q I G O N S R K Q P R H A

### WORD BANK

HUNTING	TOBACCO	BEANS	RAPPAHANNOCK
CORN	PATAWOMACK	GATHER	POWHATAN
BERRIES	RIVER	POWWOW	FISH TRAP
CANOE	FISHING	YEYEHAKIN	EEL

## Finding Food: Answers



Finding and preserving food was an important task for the Powhatan people. Men hunted and fished. Women and children grew crops and gathered food found in nature.

Color in each square with how the Powhatan people would have obtained that type of food.

Hunting – Red Fishing – Blue Gathering – Orange Farming – Green		
Corn	Nuts	Catfish
Deer	Squash	Eel
Berries	Turkey	Beans

Write each type of food in its category.

**Hunting:**

Deer and Turkey


**Fishing:**

Catfish and Eel


**Gathering:**

Nuts and Berries


**Farming:**

Corn, Squash, and Beans


## Crafting Tools from Nature: Answers



The Powhatan People created clothing and shelter from the natural resources around them. Match the photos on the left to the list of natural materials used to make the object.



Skirt /Breechcloth



Fishing Hook Construction



Needles



Hoe



Nut and Berry Grinder

Deer Toe Bones

Wood, Rope  
And Deer Bone

Catfish Fin Bones

Wood and Stone

Deer Skin





### POWHATAN PEOPLE WORD PUZZLE ANSWERS

A	Z	W	H	W	E	P	H	L	U	T	R	Q	V	M	M	N	A
D	Q	H	U	N	T	I	N	G	G	N	X	C	A	B	J	L	Y
H	N	C	V	X	S	E	F	J	K	M	R	I	V	E	R	Y	E
S	Y	E	H	A	K	I	N	M	R	E	K	L	G	A	Y	K	W
H	G	A	E	Y	B	T	T	U	E	C	C	O	R	N	H	M	Q
U	I	O	Q	W	E	O	B	M	N	C	I	P	P	S	G	D	B
Z	P	W	K	E	B	B	O	V	S	K	G	O	P	I	T	M	N
C	O	H	A	S	D	A	W	K	P	F	C	W	F	G	P	S	Y
W	W	P	O	H	M	C	G	H	F	I	S	H	T	R	A	P	I
L	W	E	B	S	F	C	L	E	E	S	K	A	R	E	U	A	O
D	O	H	N	I	S	O	Y	T	I	H	F	T	L	P	I	T	G
S	W	S	F	E	E	Y	F	X	U	I	P	A	W	W	K	A	E
C	M	P	U	R	I	O	W	I	W	N	U	N	M	O	P	W	W
R	W	G	N	I	R	E	H	T	A	G	G	U	P	Q	U	O	R
T	P	G	C	Z	R	P	K	V	M	H	P	R	L	N	K	M	U
W	R	T	A	K	E	W	P	T	V	M	Z	Q	H	N	G	A	I
G	H	G	J	T	B	R	A	P	P	A	H	A	N	N	O	C	K
K	V	H	D	C	G	W	A	G	O	Z	M	I	P	T	Y	K	P
C	A	N	O	E	Q	I	G	O	N	S	R	K	Q	P	R	H	A

### WORD BANK

HUNTING	TOBACCO	BEANS	RAPPAHANNOCK
CORN	PATAWOMACK	GATHER	POWHATAN
BERRIES	RIVER	POWWOW	FISH TRAP
CANOE	FISHING	YEYEHAKIN	EEL



Fredericksburg Area Museum

## FREDERICKSBURG WORD PUZZLE

G	R	U	B	S	K	C	I	R	E	D	E	R	F	G
E	V	N	M	F	E	V	A	K	E	K	G	S	O	O
Y	R	N	L	L	O	I	I	N	D	C	D	D	B	O
G	V	A	T	O	L	R	A	Z	F	O	I	J	D	L
A	A	T	U	R	C	H	G	M	L	N	R	N	H	R
E	A	J	O	Q	P	N	I	E	O	N	B	R	O	I
B	O	A	U	O	S	L	I	D	O	A	A	V	H	C
W	D	I	L	S	L	T	R	L	D	H	B	E	C	K
Z	X	L	O	S	U	J	E	R	B	A	S	E	T	S
R	E	S	I	T	I	N	N	K	X	P	I	Q	P	Y
C	N	O	Q	S	Y	H	R	F	R	P	T	H	V	P
W	A	S	H	I	N	G	T	O	N	A	M	O	T	B
R	M	T	Z	F	F	Z	J	E	D	R	M	U	K	C
R	N	A	T	A	H	W	O	P	M	J	B	H	J	W
L	S	T	D	R	L	P	P	H	Q	D	Z	J	Y	U

### WORD BANK

BATTLE	BRIDGE	CELLOPHANE	FLOOD
FORGE	FREDERICKSBURG	GOOLRICKS	LINCOLN
MARKET SQUARE	MILL	POWHATAN	RAILROAD
RAPPAHANNOCK	SIT-IN	USO	WASHINGTON



## FREDERICKSBURG GLOSSARY

**CELLOPHANE:** a thin clear material made of cellulose. The Sylvania Cellophane plant was a major employer during the 1930s and kept locals away from the dire financial impacts of the Great Depression.

**FORGE:** a furnace where iron is produced. Alexander Spotswood's Tubal Furnace was likely the earliest industrial operation to rise in the Virginia Piedmont.

**GOOLRICKS:** a downtown Fredericksburg drugstore located on the 900 block of Caroline Street. This business has been open since the late 19th century.

**MARKET SQUARE:** an open-air market behind Town Hall in downtown Fredericksburg. Today, Market Square is an open public space behind FAM.

**MILL:** a building with machinery for grinding grain into flour. In the 19th century, mills were powered by the current of the Rappahannock River.

**POWHATAN:** a group of Algonquian-speaking people living in the Tidewater region of Virginia at the time the English settlers landed at Jamestown in 1607.

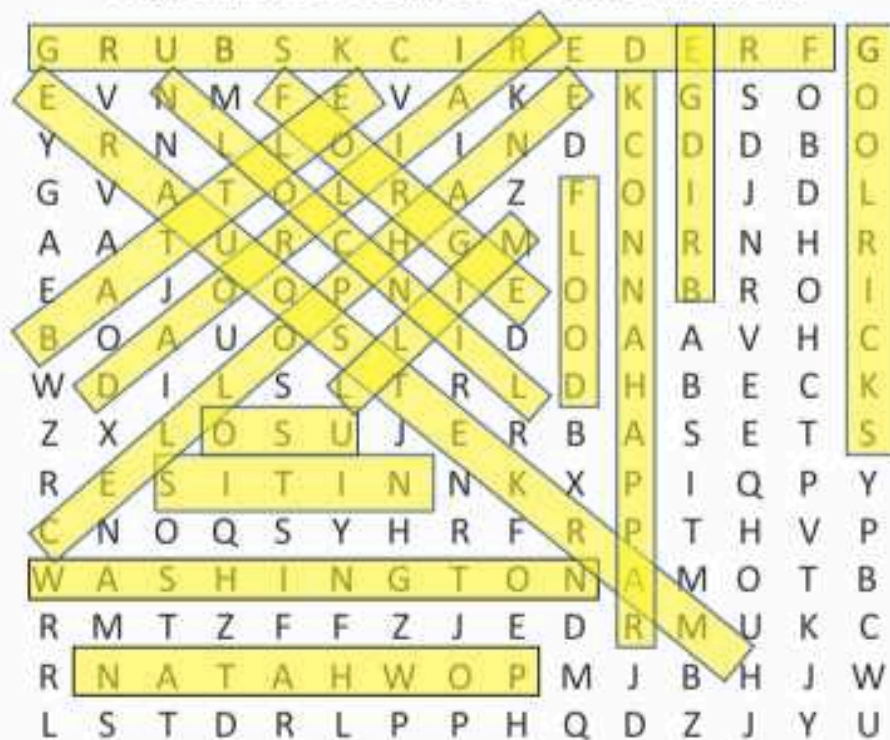
**RAPPAHANOCK:** a river that flows entirely through Virginia and passes Fredericksburg. Its name comes from a local Algonquian word meaning, "quick rising waters."

**SIT-IN:** a protest in which people sit or stay in place and refuse to leave until they are given what they demand. In 1960, African American students staged sit-ins at the segregated lunch counters at three Fredericksburg stores.

**USO:** the United Services Organization is a charity that serves active-duty service members and military families. The Dorothy Hart Community Center in Fredericksburg was the local USO building during WWII.



### FREDERICKSBURG WORD PUZZLE ANSWERS



### WORD BANK

BATTLE	BRIDGE	CELLOPHANE	FLOOD
FORGE	FREDERICKSBURG	GOOLRICKS	LINCOLN
MARKET SQUARE	MILL	POWHATAN	RAILROAD
RAPPAHANNOCK	SIT-IN	USO	WASHINGTON





#MUSEUMATHOME

NUMBER 1

GARI MELCHERS



HOME &amp; STUDIO



Market Scene, Workshop of Frans Snyders, no date, oil on canvas, 12' x 7'

## I SPY



Not only were Gari Melchers and his wife, Corinne, both artists, they enjoyed collecting art too. This particular painting is quite large—it's bigger than a king-size bed! The couple hung this colorful still life in their dining room and had to close off a door in order to make it fit. Our visitors love to find the monkey at the bottom of the painting. Monkeys were often symbols of excess or greed. Harder to find are the heads of two dogs.

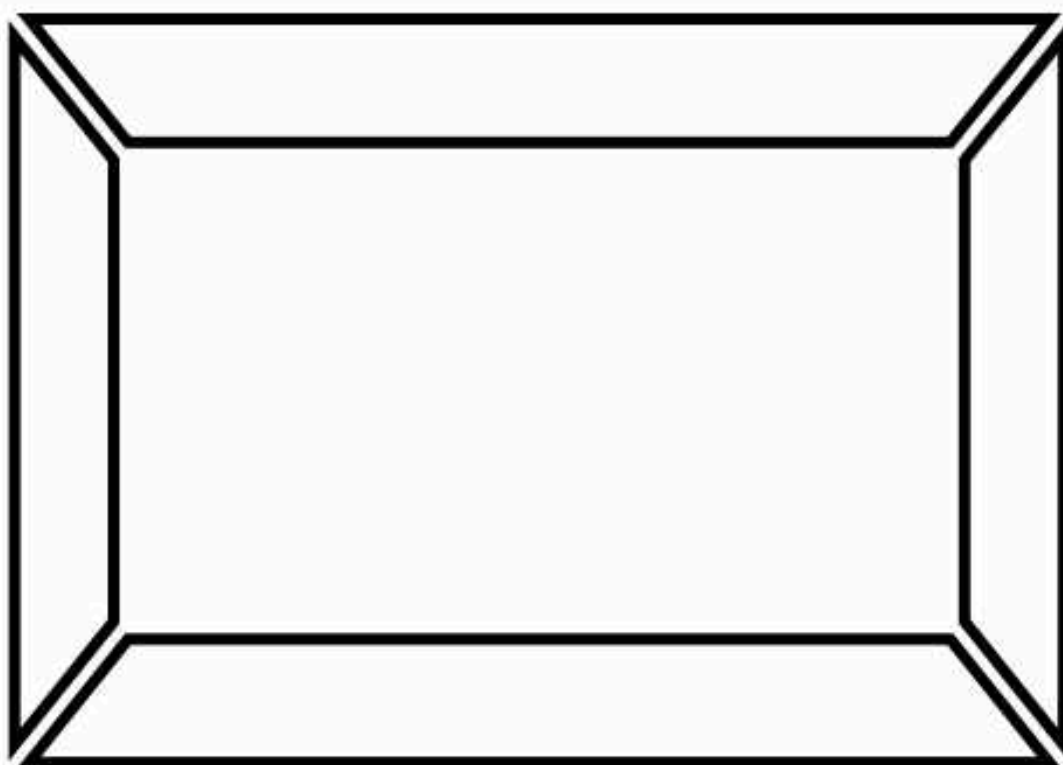
It's interesting to note that the fruit and vegetables are arranged according to value and rarity. More common root vegetables like squash are on the floor while highly-prized raspberries are on the table in a pretty bowl.



## CREATE YOUR OWN STILL LIFE

Using items from around your house, create a still-life arrangement of inanimate objects. Consider how light, organization of objects, and point of view will affect your composition.

Draw your still life in the space below.



I Spy, page 2

**Here they  
are!**

Written by Michelle Crow-Dolby





#MUSEUMATHOME

NUMBER 5

GARI MELCHERS



HOME &amp; STUDIO

## FROM MY WINDOW

Gari Melchers was inspired by the beauty of Virginia's countryside. From his bedroom window or front porch he could see the village of Falmouth and the Rappahannock River. He enjoyed this view so much that he painted it throughout the seasons.

Familiar places can be great sources for artistic inspiration.



*From My Window, Gari Melchers*

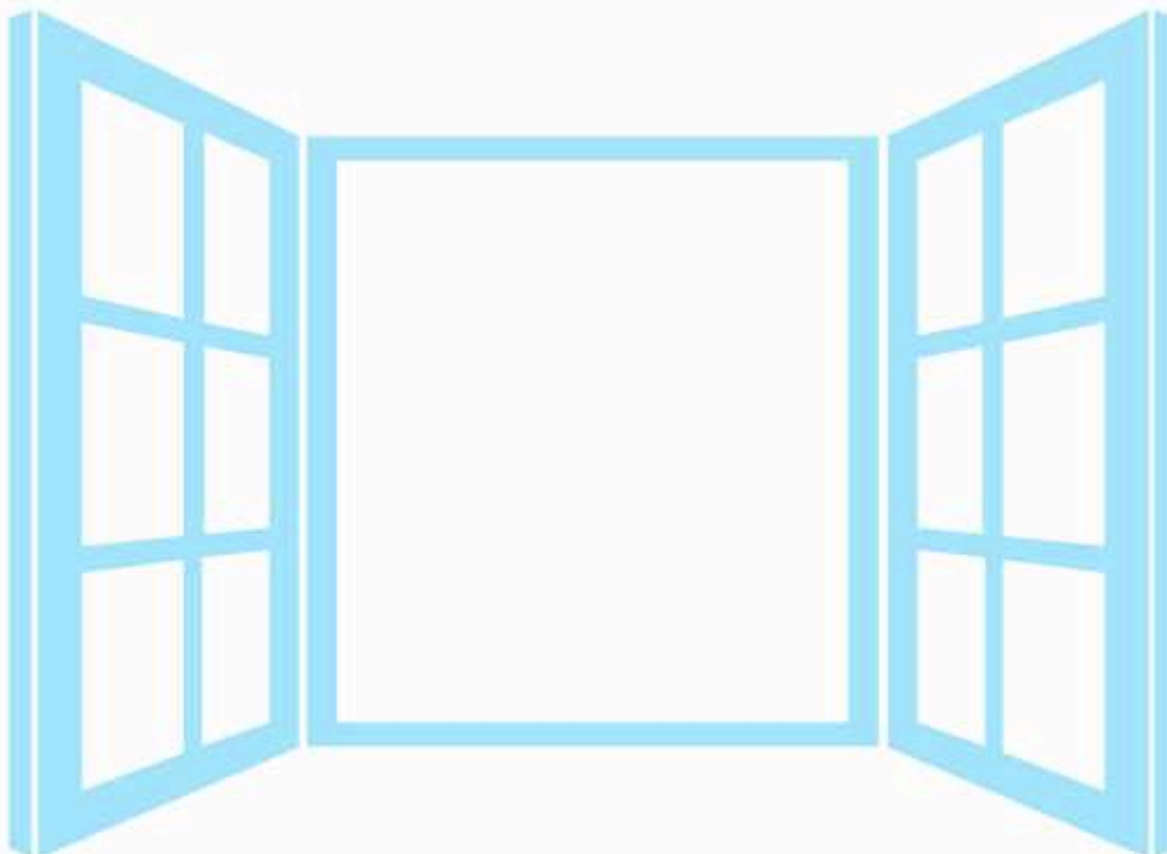


*Falmouth in Snow, Gari Melchers*



*From the Porch, unfinished, Gari Melchers*

## WHAT'S OUTSIDE YOUR WINDOW?









#MUSEUMATHOME

NUMBER 4

# GARI MELCHERS

## HOME & STUDIO



The Fencer, Gari Melchers, circa 1895, oil on canvas, 80" x 38"

### LIVING PICTURES

Slowing down to closely study and describe a work of art can produce surprising results. Translated from French, *tableaux vivant* means 'living pictures.'

This activity can be done with several students. Pick one "model" and the rest can be "artists." Find objects around your house that can be used as props.

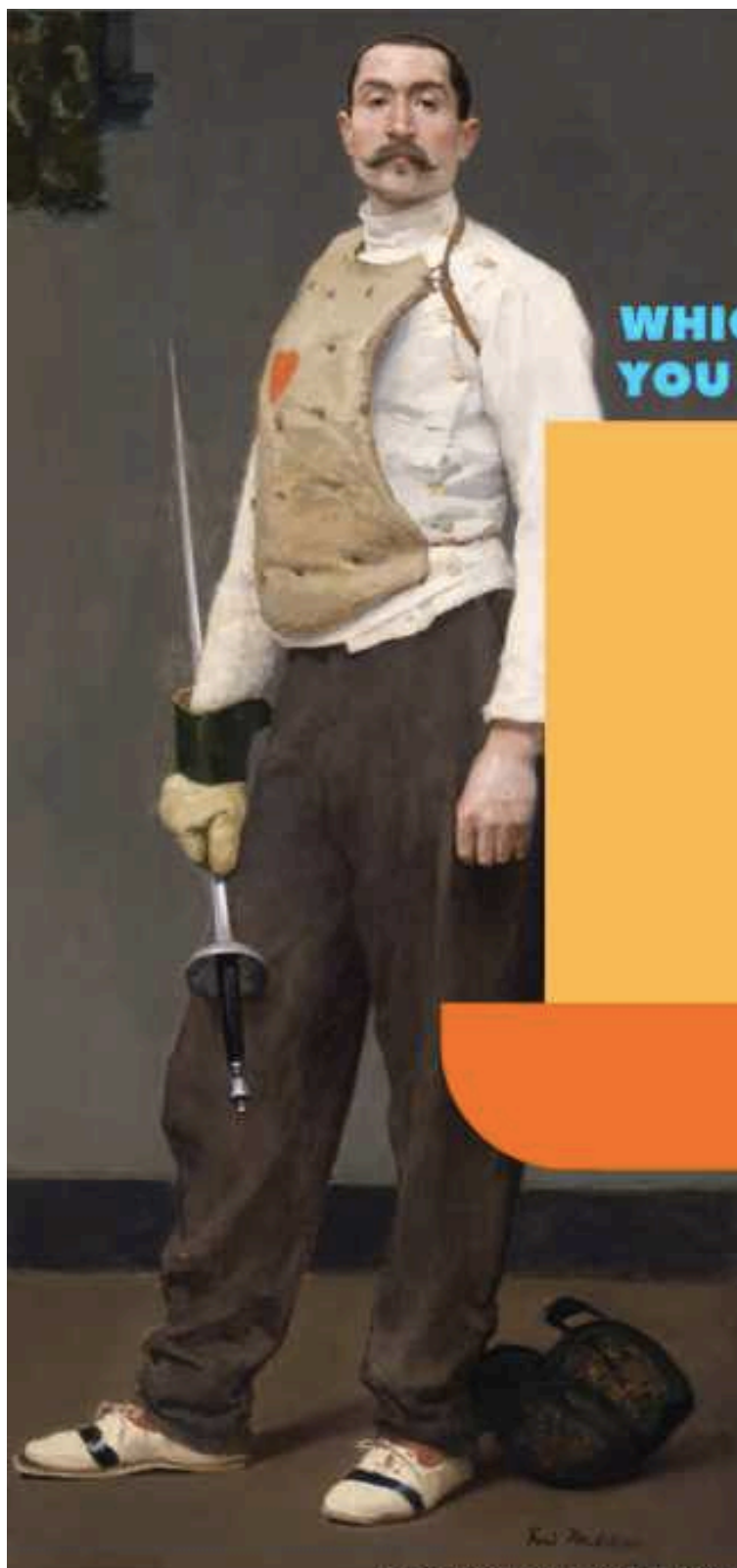
Ask the model to stand facing the group. The artists will describe in detail how the fencer is posed, starting with the feet and moving up to the facial expression. Give the model directions on how to achieve a similar pose.

Ask the model to freeze in the final pose for one minute. Ask him or her how they feel in that pose.

What did everyone discover through this exercise?

**Fun Fact:** One of the foils, a single glove, and the face mask shown in the painting are in the museum's collection.





**WHICH VERSION DO  
YOU LIKE AND WHY?**





#MUSEUMATHOME

NUMBER 3

GARI MELCHERS



HOME &amp; STUDIO



*The Open Door*, Gari Melchers, circa 1905-10, oil on canvas, 63 x 49

## POINT OF VIEW

What appears to be happening in this painting? What do you see that makes you think that?

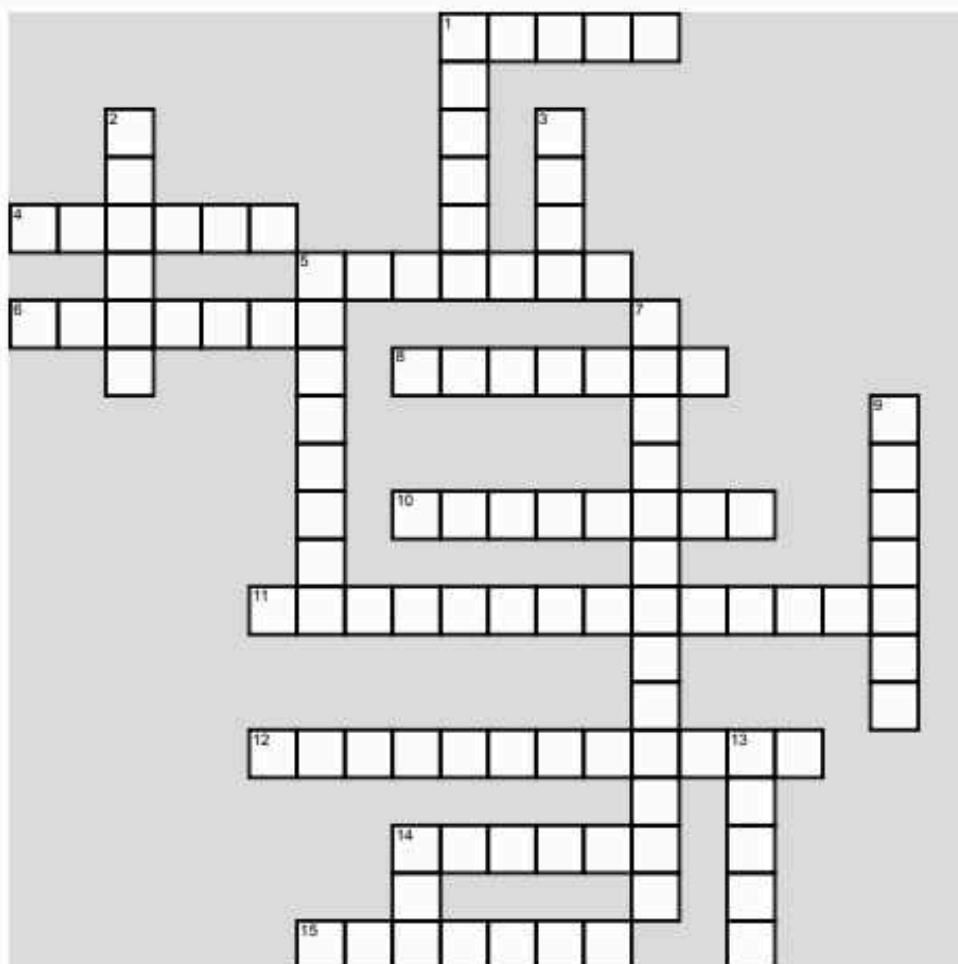
Clothing and accessories can provide clues about a person's role or status. Describe what the woman in the foreground is wearing. What can you guess about her? What is her relationship with the two women seated in the background?

Look closely at her expression and speculate about what might she be feeling.

Is there someone else in the house who is not shown in the painting? Why do you think so?

**CAPTION THIS**

## Rising Sun Tavern Crossword





**Across**

- 1 A beverage meant for a crowd or party, served in a bowl, made from citrus fruit juice, sugar, water, spices, and spirits like rum/whiskey/gin
- 4 These symbols were added to pieces of printed paper products so they could legally be bought or sold in the days before the Revolution. Patriots were upset at having to pay for these without voting for it.
- 5 This member of the Washington family (the youngest brother of George) was the first resident of our building, who had it built for himself and his family in about 1760
- 6 Many figures who lived or worked at our site joined these mostly informal groups to fight in the War of Independence
- 8 This building was detached from the main Tavern building, mainly to avoid an excess of heat, smoke, and bad smells
- 10 This obscure bowling game was played outdoors with nine pins and is still popular in many pubs today
- 11 One of the main causes of the American Revolution. Parliament passed laws and taxes that affected colonists without their consent. Patriots called this "taxation without \_\_\_\_\_"
- 12 Travelers and merchants would often get to Fredericksburg, and our Tavern, on this important waterway
- 14 A type of metal used in creating dining and drink ware. We now know it is poisonous when used often over a long period of time.
- 15 Virginia's main cash crop at the time, which tavern guests commonly used. They could also pay for their meals or night's stay with this.

**Down**

- 1 Something added to the hair of early Americans to color and style it, often colored white, brown, red, or black, but sometimes blue, pink, or green
- 2 This building once stood on the Tavern grounds, where horses were sheltered and fed for guests staying overnight
- 3 The only source of heat for the many guests that would have stopped at the Tavern in the winter
- 5 This mode of transportation was most common on Virginia's rough roads, but was likely to break down or get stuck
- 7 A war that was very important in the history of early Fredericksburg, and one that impacted the history of the building where our museum now stands
- 9 This document was required to legally operate a tavern (and still is today!)
- 13 A beverage made from apples that was easy and cheap to produce, often served in early American taverns
- 14 A phrase short for "public house," AKA a tavern







RaisingOurKids.com

George Washington, 1st President (1789-1797)

# Fredericksburg and Spotsylvania National Military Park



## Junior Ranger Activity Book #1 Fredericksburg



[www.nps.gov/frsp](http://www.nps.gov/frsp)



## FREDERICKSBURG AND SPOTSYLVANIA NATIONAL MILITARY PARK

Check off the activities as you finish them:

### Section 1

- ☐ What Do You Know?
- ☐ Battle Painting
- ☐ Sunken Road
- ☐ Innis House
- ☐ Kirkland Monument
- ☐ Marye's Heights
- ☐ National Cemetery

### Section 2

- ☐ Lee's Hill
- ☐ Prospect Hill

**Congratulations** on deciding to become a Junior Ranger! Today you will learn many things about our Civil War battlefields. After completing all the activities, you may become a Junior Ranger and earn a Junior Ranger badge!

### How to become a Junior Ranger:

**Step 1:** Get a Junior Ranger book, a Sunken Road Trail map and a National Cemetery brochure

**Step 2:** Complete all the activities in Section 1. The activities in Section 2 are not required, but we encourage you to do them for extra credit!

**Step 3:** Bring this book to the Visitor Center and have a Park Ranger or volunteer check your work.

**Step 4:** Receive your Junior Ranger badge!

### Helpful Hints:

If you have questions, ask a Park Ranger or volunteer.

Go on a guided walking tour - you'll find a lot of answers!

There are also Junior Ranger programs at Chancellorsville and the Wilderness!



Junior Rangers know it is important to preserve the battlefields for people today and in the future. You can help us take care of this important place by promising to:

Stay on trails and stay off earthworks and trenches.

Do not litter. Put any trash or recyclables in the proper containers or take it with you. If you see litter, tell a ranger, or even better, pick it up yourself! Remember, this is *your* park!

Honor the memory of the men who fought here by treating the battlefields with respect by **not** playing ball, flying kites, or riding skateboards in the park.



# What Do You Know?

Answer the questions below after watching the movie at the Visitor Center or taking a tour with a Park Ranger.

1. In 1862, President Abraham Lincoln announced the \_\_\_\_\_ Proclamation, which was a step towards freeing the slaves.  
A. Liberation      B. Emancipation      C. Declaration
2. The Battle of Fredericksburg took place in what month of the year 1862?  
A. November      B. December      C. January
3. What is the name of the river the Union army was trying to cross at Fredericksburg?  
A. James      B. Potomac      C. Rappahannock
4. Who commanded the Confederate army at the Battle of Fredericksburg?  
General Robert E. \_\_\_\_\_
5. Who commanded the Union army at the Battle of Fredericksburg?  
General Ambrose \_\_\_\_\_
6. Which army was larger at this battle?  
A. Union      B. Confederate
7. Union soldiers used \_\_\_\_\_ bridges to cross the river.  
A. Stone      B. Rubber      C. Pontoon
8. At the Sunken Road, Confederate soldiers took cover behind a \_\_\_\_\_ wall.  
A. Brick      B. Stone      C. Cement
9. Which side won the Battle of Fredericksburg?  
A. Union      B. Confederate
10. What was the next large battle fought by these armies after Fredericksburg?  
A. Chancellorsville      B. Gettysburg      C. Appomattox





# Battle Painting

Exit the rear door of the Visitor Center, turn right, and walk to the large battle painting.

Take a close look and check off the following things as you find them:

- ☐ Where you are standing right now  
(the Visitor Center building was not here in 1862, but there was a small house)
- ☐ Rappahannock River  
(this is the river the Union army crossed by building pontoon bridges)
- ☐ Pontoon Bridges (there are 3 bridges on this painting)
- ☐ Chatham (this was a Union headquarters during the battle)
- ☐ Monument for George Washington's mother (her first name was Mary)
- ☐ Confederate soldiers behind a stone wall (they are in the Sunken Road)
- ☐ Confederate cannons on Marye's Heights (that is the hill behind you)
- ☐ Union cannons lined up along the river  
(those cannons could fire cannonballs all the way to the Sunken Road!)
- ☐ Union soldiers marching across open fields  
(they are attacking the Sunken Road)
- ☐ Canal Ditch (Union soldiers had to cross this when they attacked)

Do you think the city of Fredericksburg is larger today than it was in 1862? Why?



# The Sunken Road



Leave the Visitor Center and use the Sunken Road Trail Map to walk this part of the battlefield (the trail starts at the sign in the corner of the parking lot).

Read the signs along the way. **STOP** when you get to the sign about the Irish Brigade. Think about the following question and write your answer in the space.

**Why did the Union army keep attacking this stone wall?**

Continue walking down the road, but **STOP** when you get to the Cobb monument.

**Now** ... try to imagine that you were here during the battle in 1862  
(at the bottom of this page is a picture of what it looked like)

What would you see? What would you hear? What would you smell?

How would you feel?

Why would you feel that way?

Would you want to be a Union soldier or a Confederate soldier? Why?



# Innis House

Along the Sunken Road, you will see a house that was here during the battle. If you look closely, you may notice some holes in the walls.

**What do you think made those holes?** \_\_\_\_\_

Most of the holes in the Innis House have been fixed. But when the battle was over, there were hundreds of holes in the house.

**Draw more holes** on the picture below to show what you think the Innis House would have looked like right after the Battle of Fredericksburg.



Do you think the family that lived in the Innis House stayed there during the battle? Why?

Where do you think they might have gone?

What would you do if a battle was fought at your house?



A family returns to their home in Fredericksburg after the battle.

# Kirkland Monument

Near the Innis House, you will see this monument ➡  
 Follow the path that leads to the monument and read the sign.  
 After reading the sign, answer these questions:



Why do you think Richard Kirkland did this?

Do you think what he did was unusual? Why?

Would you risk your life to help your enemy?  
 Why or why not?

Who would you risk your life for?

What would you have done in this situation?



## Preservation

Near the Kirkland Monument, you will see a stone wall built into an embankment.  
 This part of the wall is original - it's same that was here 150 years ago during the battle!  
 Do you think this is special? Why? Is it important to save things like this?





# Marye's Heights

**LOOK** for the trail signs and make your way to the top of the hill by walking around the brown wooden gate and up the driveway.

Upon reaching the top of the hill, follow the rubber mulch trail along the crest. When you come to a bend in the trail, read the sign there.

Continue walking on the rubberized trail until you reach the cannons. Stop and read the signs there.

Now **LOOK** at the picture below and on the back of this booklet. They show what the battle would have looked like from where you are standing. What is the biggest difference between what you see on the pictures and what you see today?



Behind the cannons is a small cemetery with a brick wall and an iron gate.

Walk to this cemetery and when you reach it, **LOOK** closely at the white columns at the entrance gate. One of them has a large dent in it. This dent was made by a cannonball that hit the column during the battle!

You may open the iron gate (**push hard!**) and walk inside the cemetery.





# Lee's Hill



Drive to Tour Stop #3.

Take the path to the top of the hill (it is steep, but not very long).

*\* If you have binoculars, take them with you!*



When you get to the top, read the signs and take a good look around at the view.

Can you find a large American flag flying at the top of a pole in the distance to your left? That is the flag on the hill in the National Cemetery!



Why do you think General Lee came here during the battle?

Why do you think cannons were put here during the battle?



While General Lee was watching the battle from here, he said:

*"It is well that war is so terrible, or we would grow too fond of it."*

What do you think he ment when he said this?



Find the sign with a sketch of the view from this hill during the battle (the artist's name is Frank Vizetelly).

Look closely at this sketch and notice what is different today.

Are there more trees here now or in 1862?

What do you think the white puffs of smoke are?

Can you see the Union cannons lined up in the distance?

What else do you see in the sketch?





# Prospect Hill

Drive to Stop #6 on the battlefield and park in the lot at the end of Lee Drive. Walk over to the signs near the wooden fence and read them.

Now turn left and walk along the line of trenches (so the railroad is on your right).

While doing this, **PLEASE DO NOT WALK ON THE TRENCHES** (when people walk on these, it wears them down).

Why do you think it is important that these trenches last for a long time?

Keep walking until you can see a pyramid made out of rocks on the other side of the railroad tracks. This is called the Meade Pyramid (named after Union General George Meade). It marks the spot where Union troops from Pennsylvania entered the woods and attacked the Confederates.



Painting by Keith Rocco, [www.keithrocco.com](http://www.keithrocco.com)

## Breakthrough!

Unlike at the Sunken Road, where the Union soldiers never reached the stone wall, here at Prospect Hill the Union troops made it all the way to the top of this hill and into the Confederate trenches. How do you think the Union troops felt?

But eventually the Confederates were able to push the Union troops off this hill. How do you think the Union troops felt then?

How could the Union army have won this battle?



To learn more about the National Park Service's Junior Ranger program, visit: [www.nps.gov/webbrangers.com](http://www.nps.gov/webbrangers.com)

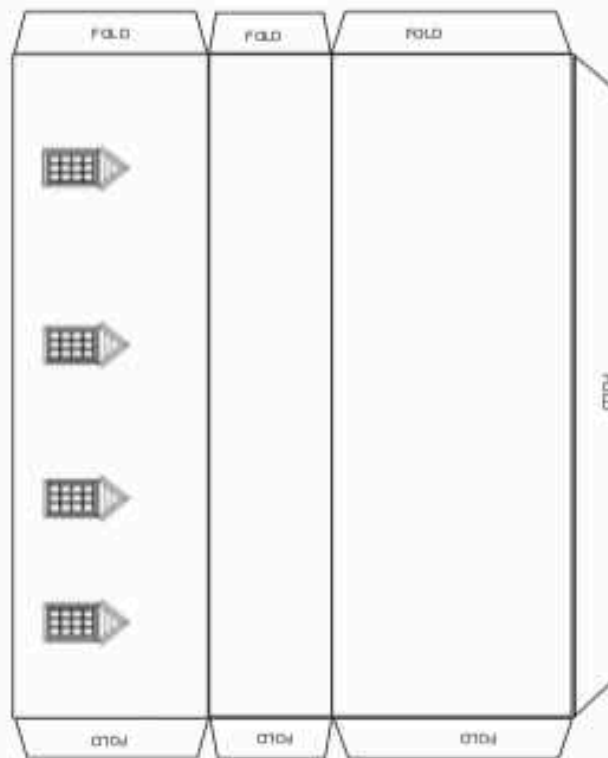
The painting below shows what the Fredericksburg battlefield would have looked like on December 13th, 1862. (painting by Mark Churms)



# The Washington House

Ferry Farm was the boyhood home of George Washington, who was 6 years old in 1738 when his family moved to the farm in Stafford County, Virginia. The Washingtons called this place the Home Farm but it later became known as Ferry Farm because of the ferry that crossed the Rappahannock River from the farm to Fredericksburg. The Washington farmhouse was a 1½-story, central-passage, hall-and-parlor house that featured eight rooms—five downstairs and three upstairs, and was perched atop a bluff overlooking the river. It was a clapboard covered wooden building on a stone foundation approximately 52 feet wide by 27 feet deep. George lived in the house until his early 20s.

Roof



Front



## Instructions

Color then cut out house and roof.  
Fold and glue tabs.  
Assemble the four sides, then fold and glue the roof to the sides.



Back



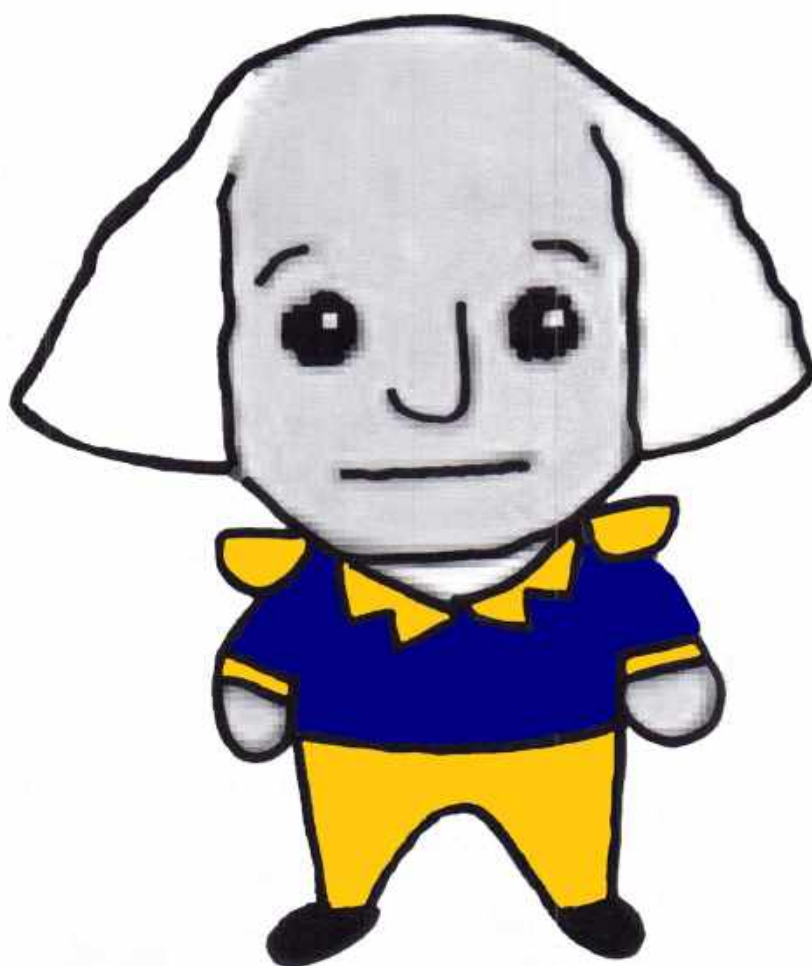
GEORGE WASHINGTON'S FERRY FARM  
268 King's Highway  
Fredericksburg, Virginia 22405  
[www.ferryfarm.org](http://www.ferryfarm.org)

This model is copyrighted (2014) by the George Washington Foundation and may not be reproduced in any form.



## Write a Letter to George Washington!

1. Create aged paper so your letter looks like it came from the 18<sup>th</sup> century!
  - Get plain paper that you plan to write your letter on.
  - Get a flat pan that is big enough to fit your paper into (like a cake pan).
  - Have an adult help you make strong coffee (or strong tea) and wait for it to cool to room temperature. Making it stronger with less water and more coffee/tea will make the paper come out with more color.
  - Pour the coffee (or tea) into the pan.
  - Put your paper into the pan with the coffee/tea.
  - The longer you let the paper sit in the pan, the darker the color of the paper will be.
  - Wet paper rips easily, so when you take it out of the pan, be careful!
  - Set the paper out to dry on top of some paper towels or newspaper. Keep in mind coffee and tea can stain more than just paper!
2. Create a quill like George Washington used to write your letter!
  - If you have a feather, that's great! You can use that to create your quill.
  - If you don't have a feather, use a straw!
  - Take the feather or the straw and use scissors to cut the tip of the "writing end" at a sharp angle.
  - If you used a straw, you can draw a feather on a piece of paper, cut it out, and glue it to the straw to make it look like a feather!
3. Create ink to dip your quill in to write your letter!
  - Add 1 tablespoon of water and 10 drops of your desired color of food coloring together in a small bowl or container and mix.
  - If you want the color to be darker, add more food coloring.
4. Write whatever you want to George Washington!
5. Send photos of your letter to us! Send the photos on [facebook.com/ferryfarmandkenmore](https://facebook.com/ferryfarmandkenmore) or by emailing [hosier@gwffoundation.org](mailto:hosier@gwffoundation.org).





## **Online Resources**

**James Monroe Museum:**  
**[jamesmonroemuseum.org](http://jamesmonroemuseum.org)**

**Fredericksburg Area Museum:**  
**[famva.org/learning-resources](http://famva.org/learning-resources)**

**Gari Melchers' Home and Studio:**  
**[garimelchers.org/education/learn](http://garimelchers.org/education/learn)**

**National Park Service:**  
**[nps.gov/frsp](http://nps.gov/frsp)**  
**[fredspoteducation.weebly.com/fredericksburg.html](http://fredspoteducation.weebly.com/fredericksburg.html)**

**Washington Heritage Museum:**  
**[washingtonheritagemuseum.org](http://washingtonheritagemuseum.org)**

**George Washington Foundation**  
**[kenmore.org](http://kenmore.org)**  
**[livesandlegaciesblog.org/family-activities](http://livesandlegaciesblog.org/family-activities)**