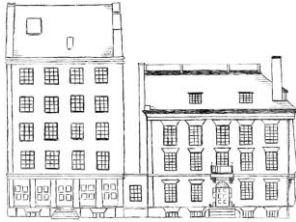




Fraunces Tavern[®] Museum
Pre-Visit Classroom Materials

54 Pearl Street, New York, New York 10004
212-425-1778

www.frauncestavernmuseum.org



FRAUNCES TAVERN® MUSEUM

54 Pearl Street • New York, NY 10004-2429

Tel 212.425.1778 • Fax 212.509.3467 • www.FrauncesTavernMuseum.org

Dear Visiting Teachers & Students:

It is my hope that the pre-visit materials provided in this packet will better prepare you and your class for getting the most out of our education program on the day of your visit. Also, make sure to consult the list of suggested reading materials for young people in the back of the packet.

As you may be well aware of, there is much to see at Fraunces Tavern® Museum. With our wide variety of artifacts, Revolutionary War flags, and historic paintings, sometimes it is hard to cover everything in just one visit. Our education program has been specially designed to highlight portions of our collection with inquiry-based learning so all students walk away with a clear understanding of Colonial New York and the American Revolution. Please consult your reservation form to see the amount of time your program is scheduled for and plan accordingly. Remember that at the end of the program, students receive passes to return to the Museum for free with their families.

Public transportation is suggested, but if your travel arrangements include using a school bus or similar vehicles of transport, please consult the street map of Lower Manhattan with suggested driving directions on the following page.

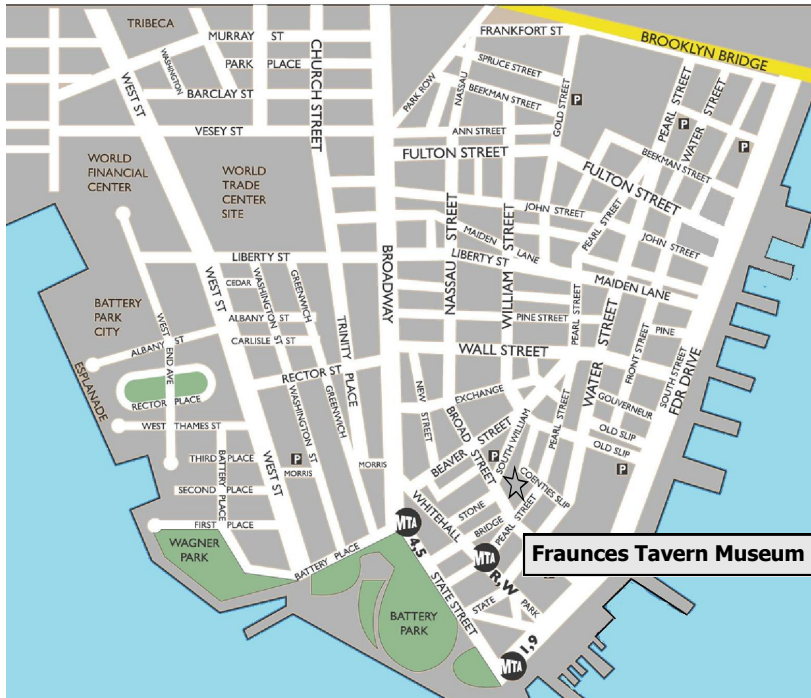
As we always adhere to the highest standards of educational quality and content, please let me know if we can include anything in our school program to better accommodate your class. An outline of the school program is available upon request. If you have any other questions or concerns, do not hesitate to contact me.

The entire staff at Fraunces Tavern Museum looks forward to your visit!

Sincerely,

Sarah Kneeshaw
Education & Public Programs Manager
(212) 425-1777
E-mail: skneeshaw@FrauncesTavernMuseum.org

Map of Lower Manhattan & Fraunces Tavern Museum



Lower Manhattan



58 Pearl Street Entrance

*****Please note that traffic is sometimes extremely heavy on Pearl Street***** An alternative is when at the intersection of Water & Broad Street, you can turn north on Broad and have the bus drop you and your class on Broad Street between Pearl and Water Street. You'll be right around the corner from the Museum School Entrance—58 Pearl Street

From The Brooklyn Battery Tunnel

Start going NORTH on Adm George Dewey toward State Street. Turn RIGHT onto State Street. State Street becomes Water Street. Turn LEFT onto Hanover Square. Turn LEFT onto Pearl Street.

From The Brooklyn Bridge

Take the FDR Drive/Pearl Street Ramp. Keep LEFT at the fork in the ramp. Turn RIGHT onto Pearl Street. Pearl Street becomes Water Street. Turn RIGHT onto Hanover Square. Turn LEFT onto Pearl Street.

From The Manhattan Bridge

Turn slight LEFT onto Canal Street. Turn LEFT onto Mott Street. Turn slight LEFT onto St James Place. Turn RIGHT to stay on St James Place. St James becomes Pearl Street. Pearl Street becomes Water Street. Turn RIGHT onto Hanover Square. Turn LEFT onto Pearl Street.

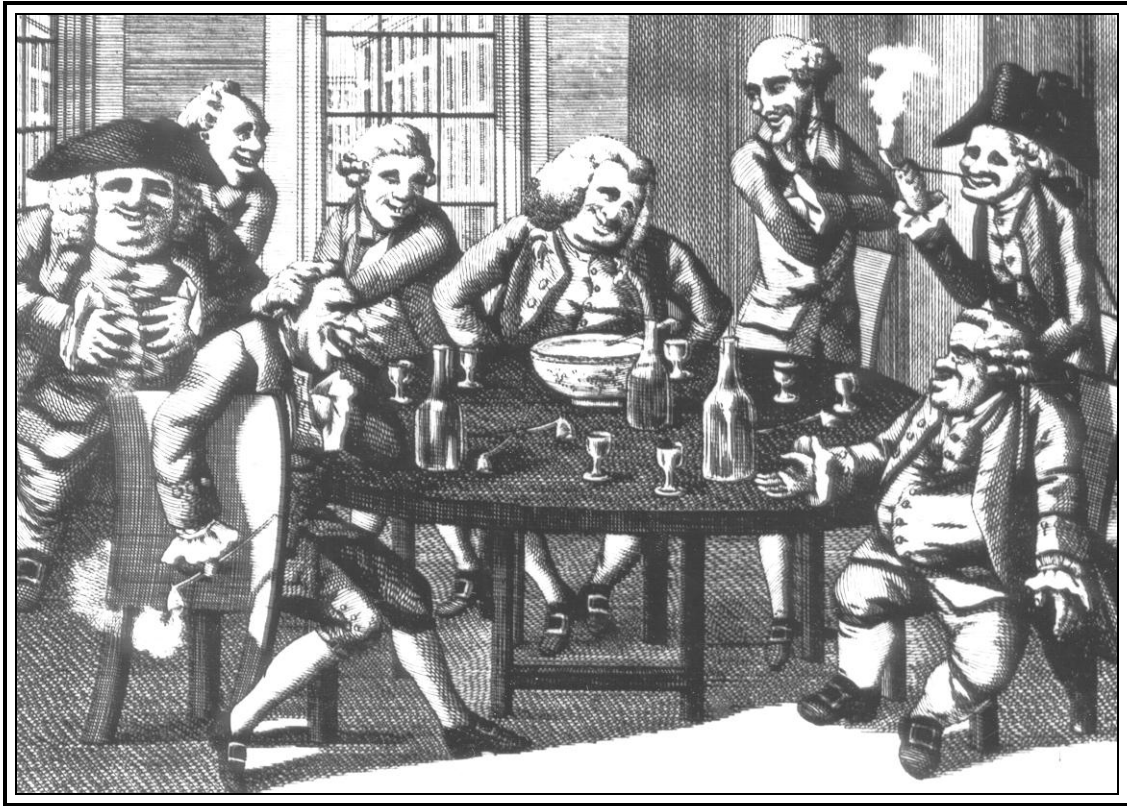
From The West Side Highway

Turn LEFT onto Battery Place. Turn RIGHT onto State Street. State Street becomes Water Street. Turn LEFT onto Hanover Square. Turn LEFT onto Pearl Street.

Who Was Samuel Fraunces?

Not much is known about Samuel Fraunces' early life. He came to New York City in 1755. In 1762, he purchased a brick building on the corner of Pearl & Broad Street. At first, he named his business the “Queen’s Head Tavern,” but soon afterward, it became known as Fraunces Tavern. Fraunces lived at the tavern with his wife and 7 children. He was known to be a very good cook and even became the head chef for **George Washington** when he was president. Fraunces supported the **Patriot** cause and allowed the **Sons of Liberty** to hold meetings in the tavern.

What is a Tavern?



A Good Story (late 18th century), Robert Sayer, Courtesy of The Library of Congress, Washington, D.C.

Taverns, also called inns or public houses, were the center of life in the 1700's. At a tavern, people could find "entertainment" such as eating, drinking, and lodging. Taverns served both local people ("friends") and travelers ("strangers") who came long distances on horseback or in stagecoaches. The tavern was also a place where mail was handed out, meetings were held, business deals were made, and ships' cargoes were bought and sold. People could read newspapers there, discuss events and play cards with each other.

What Was The American Revolution?

The Revolutionary War was fought between the British & American Patriots. The American Revolution was officially between the years 1776 and 1783, but many important events occurred before and after the war to have a great impact on history and the founding of the United States of America.



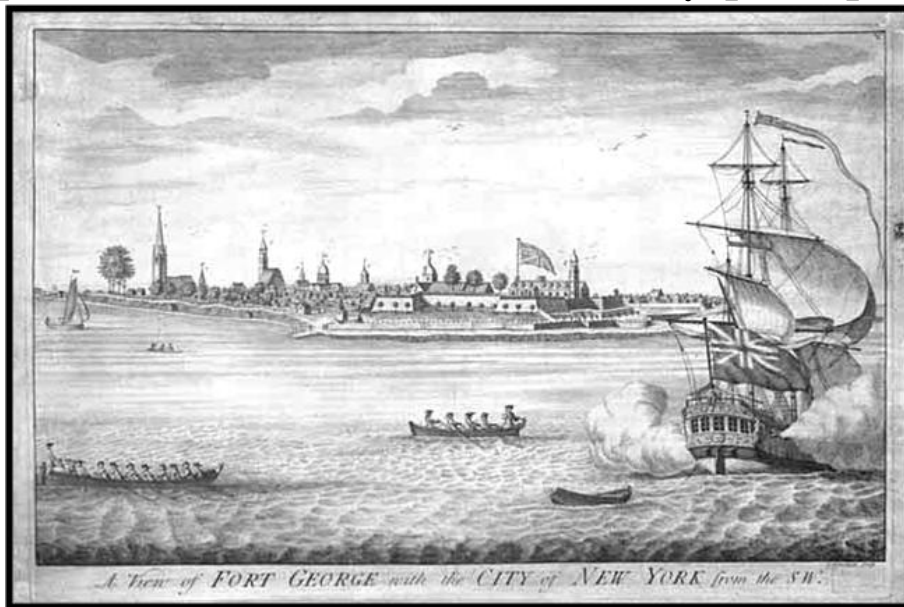
The **Stamp Act** in 1765 made American colonists pay a tax on printed things like newspapers, broadsides, and even playing cards. In May of 1773 the **Tea Act** added money to the cost of a favorite drink. Americans protested with the slogan, “No taxation without representation.”

To protest the acts, groups of men throughout the colonies joined the Sons of Liberty. They organized protests, parades, and boycotts. Like the colonies themselves, the Sons of Liberty were made up of people from different backgrounds and ways of life.



Some women called themselves Daughters of Liberty. They served coffee instead of tea in their homes and made clothes from homespun fabric instead of buying British goods.

The Sons of Liberty in New York City set up a Liberty Pole in the Common (today's City Hall Park) where people gathered to listen to speakers. When the British tore the pole down, the Sons of Liberty put up another.

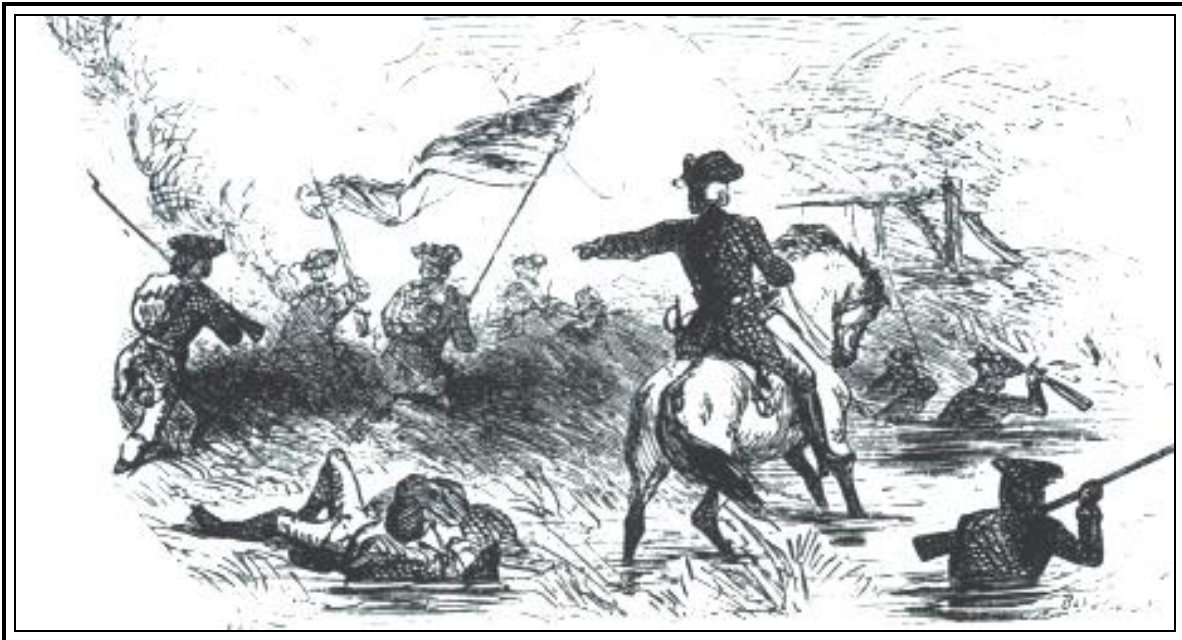


About 20,000 people lived in Manhattan at that time. There were many different people in the city from all over the world – Dutch, English, Irish, French, German, Jewish, African, Caribbean, and Native American. They had different jobs and lives such as carpenters, bakers, merchants, shoemakers, slaves, servants, seamstress, sea captains, and sailors.

The colonists of Manhattan had different feelings on what to do about a revolution. Some people were loyalists who wanted to stay British. Others were patriots who wanted freedom for America. Sometimes even members of the same family had different views.

Fraunces Tavern & The American Revolution

On August 24th, 1775, a British ship called the *HMS Asia* fired cannonballs at New York City from midnight until 3am. An 18-pound cannonball fell through the roof of Fraunces Tavern. Many people left the city for places away from the coast where it was safer. Sam Fraunces fled to New Jersey.



The British captured New York City in the fall of 1776. They stayed in the city for over 7 years until the very end of the war. During the war, Samuel Fraunces was actually captured by the British, brought back to New York City as a prisoner & forced to cook for a British colonel.

The British Army left New York City, the last American city to be occupied, on November 25, 1783. That afternoon, there was a grand parade with George Washington leading the American army through the city. A large dinner party was held at Fraunces Tavern that night and fireworks lit up the sky. For many years after, November 25th, called **Evacuation Day**, was a patriotic holiday in New York City.



The Continentail Army Marching Down the Old Bowery, New York, November 25th, 1783 (1883), Howard Pyle, Woodcut (Museum Collection)

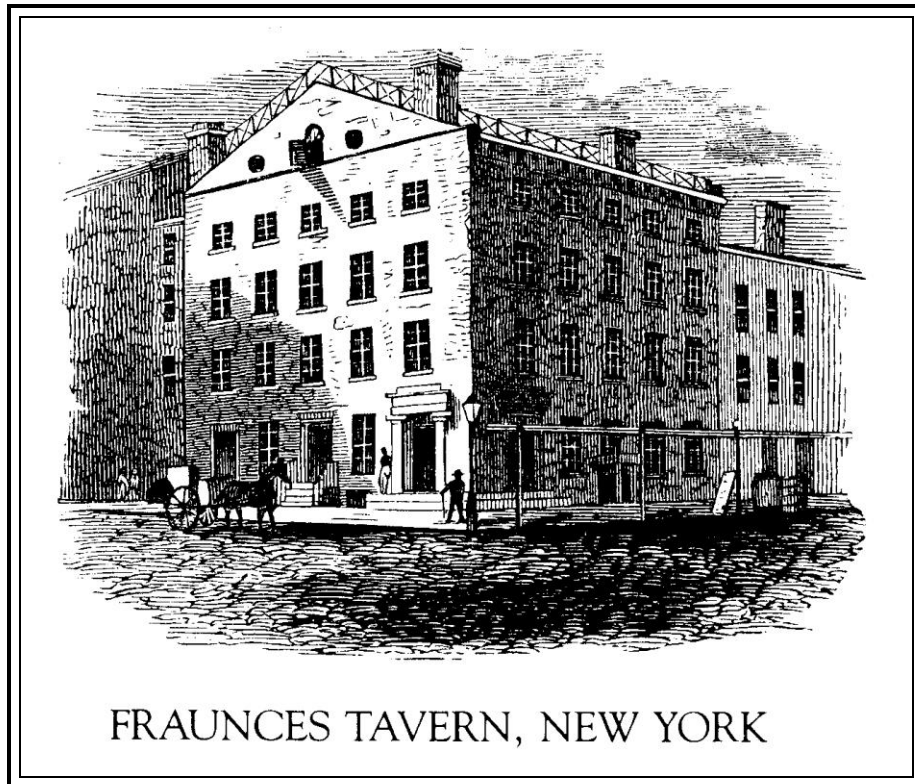
A week later on December 4th, Washington gave a farewell dinner for his officers in the **Long Room** at Fraunces Tavern. He wanted to retire and go home to his family at Mount Vernon, Virginia.



Washington thanked the officers saying, “With a heart full of love and gratitude I now take leave of you. I most devoutly wish that your latter days may be as prosperous and happy as your former ones have been glorious and honorable.”

One of the men at the dinner, **Benjamin Tallmadge**, wrote in his diary, “such a scene of sorrow and weeping I had never before witnessed and fondly hope I may never be called to witness again.”

In 1904 the Sons of the Revolution, a group of men whose ancestors fought in the American Revolution, bought Fraunces Tavern. After fixing the building they opened it as a museum in 1907. Now everyone can visit and see where history was made.



Dear Diary. . . .

During your visit at the Museum you will see **Benjamin Tallmadge's** diary. In his diary, Benjamin writes about **George Washington** saying farewell to his officers in the **Long Room**. The writing might be hard to read because it was done in script with a quill pen, but here is a copy of what Benjamin wrote on that day (Washington's words are in bold). Make sure to ask your teacher if there are any words you don't understand.

December 4, 1783, in the Long Room at Fraunces Tavern:

*After partaking of a slight refreshment in almost breathless silence the Gen. filled his glass with wine and turning to the officers said **'With a heart full of love and gratitude I now take leave of you. I most devoutly wish that your latter days may be as prosperous and happy as your former ones have been glorious and honorable.'** After the officers had taken a glass of wine the Gen. Said **'I cannot come to each of you, but shall feel obliged if each of you will come and take me by the hand.'** Gen. Knox being nearest to him turned to the Commander In Chief who suffused in tears was incapable of utterance but grasped his hand when they embraced each other in silence. In the same affectionate manner every officer in the room marched up, kissed and parted with his general in chief. Such a scene of sorrow and weeping I had never before witnessed and fondly hope I may never be called to witness again.*

Benjamin's diary is an example of a **primary source**. Primary sources give a firsthand telling about a person or event. Examples include letters, diaries, speeches, newspapers, and oral history interviews of people who experienced an event. Collecting primary sources is a great way to understand what happened in the past. Why do you think it was important that Tallmadge wrote about Washington's farewell?

Tavern Signs

Tavern signs helped travelers spot a tavern from a regular home. A hanging sign in front often showed the name of the business, but symbols and pictures were equally important so anyone who couldn't read would identify the tavern as well. Create your own tavern name by combining words from 2 or more of the columns below or you can make up your own. Design your tavern sign on the following page using appropriate symbols from the name you have created.

Column A

Beefy
Berry
Black
Blind
Blood
Blue
Cherry
Crying
Dead
Deadly
Dragon
Dun
Dying
Eagle, Eagle's
Fair
Fallen
Fallible
Fiddler
Forest
Four-Finger
Frosty
Gallop
Ghost, Ghostly
Golden
High
Glory
Green
Hornless
Iron
King, King's
Knight, Knight's
Laughing

Column B

Castle
Cavern
Chariot
Cobra
Cooper
Cow
Crab
Croft, Crofter
Crossing
Crown
Daisies
Dance
Dolphin
Dove
Dragon
Drawf
Eagle
Efreet
Elf
Eye
Feline
Fire
Fist
Gate
Goose
Grape
Haven
Hawk
Haystack
Heart
Hill
Hole
Keel

Column C

Home
Hostel
Hotel
House
Inn
Lane
Manor
Tavern
Way



Inventories

One way to learn about how people lived in the past is through inventories, lists of objects a person owned. In October 1795, an inventory was made of Samuel Fraunces' possessions. The list was 6 pages long and included many things he needed to run a tavern.

Some things included:

<i>3 barrels of pickles</i>	<i>7 green curtains</i>
<i>3 copper kettles</i>	<i>1 red painted table</i>
<i>1 ironing board</i>	<i>6 spitting boxes</i>
<i>72 Windsor chairs</i>	<i>1 painted floor cloth</i>
<i>2 square card tables</i>	<i>1 small green carpet</i>
<i>3 round wooden tables</i>	<i>3 lowpost bedsteads</i>
<i>10 table cloths</i>	<i>1 canopy bedstead</i>
<i>4 white painted tables</i>	<i>1 silver sugar dish</i>
<i>1 large Japanese tea urn</i>	<i>1 silver milk pot</i>
<i>1 silver tea pot</i>	<i>1 silver tea pot</i>
<i>76 packs of cards</i>	<i>12 coffee cups</i>
<i>2500 segars [cigars]</i>	<i>1 entry clock</i>
<i>8 punch bowls</i>	<i>9 brass candlesticks</i>
<i>7 copper sauce pans</i>	<i>2 iron candlesticks</i>
<i>3 iron pans</i>	<i>2 round hats</i>
<i>4 cake pans</i>	<i>2 coats</i>
<i>2 waffle irons</i>	<i>21 ruffled shirts</i>
<i>80 lbs of brown sugar</i>	

After looking over this list, what are some clues as to how Sam lived and ran his business? If you were to make an list of the things in your room, what would a stranger 200 years in the future learn about you and the way you lived your life?

Read On . . .

Elementary

Laurie Carlson, *Colonial Kids: An Activity Guide to Life in the New World* (Chicago: Chicago Review Press 1997.)

Over 100 colonial inspired activities including games, food, and art can be found in this book.

Ruth Belov Gross, *If You Grew Up With George Washington* (New York: Scholastic Inc., 1978.)

This book answers those burning questions about colonial life such as: “How did people get their mail?”, “What would you learn in school?”, and “How would you brush your teeth?”.

Judith Berry Griffin, *Phoebe the Spy* (New York: Scholastic Inc., 1977.)

A sweet book, but one needing some comments. Although the cover calls it a true story, Phoebe and the plate of poison peas never existed. Samuel Fraunces had five daughters, but none were named Phoebe. The story of Phoebe Fraunces apparently began in B.J. Lossing’s *Life of Washington* (New York: 1860). Lossing claimed to have heard the story from an unnamed friend of Fraunces.

The so-called Hickey Affair which is mentioned in the book centers around Thomas Hickey, a sentry in Washington’s guard. He was arrested by civil authorities for passing counterfeit money. While in jail, Hickey and other soldiers who were also incarcerated bragged that they had taken money from the British to enlist. Although many people were implicated in this recruiting scheme, Hickey was the only one who refused to cooperate with the military and civil authorities. He was thus a traitor, but not a potential assailant.

While there is no mention of a plot to kill Washington in Hickey’s court martial proceedings, it would not be unthinkable that Hickey, or others, circulated such rumors. Certainly in those revolutionary times, rumors flared wildly. There was never an attempt on Washington’s life during his command in New York, nor were seven hundred men recruited by the British. *Please see the final page in this packet which addresses Fraunces’ racial identity.*

Janis Herbert, *The American Revolution for Kids* (Chicago: Chicago Review Press, Inc. 2002)

Combines history with crafts and hands-on activities. Complete with thumbnail biographies and a glossary of terms, the appendix also includes the full text of the Declaration of Independence, Revolutionary War sites to visit, and major websites.

F.N. Monjo, *King George's Head Was Made Of Lead* (New York: Coward, McCann & Geoghegan, Inc. 1974.)

This witty book tells the story of the Revolution in verse through the eyes of the statue of King George III that once stood in Bowling Green.

7th – 12th Grade

Beatrice Siegel, *George and Martha Washington at Home in New York* (New York: Four Winds Press, 1989.)

Can you imagine what New York City was like in 1789? This book looks at how George Washington and New York City shaped the roles of the president and the nation's capital would play for centuries to come.

James Lincoln Collier & Christopher Collier:

War Comes to Willy Freeman (New York: Bantam Doubleday Dell Books for Young Readers, 1983.)

Jump Ship to Freedom (New York: Bantam Doubleday Dell Books for Young Readers, 1983.)

Who Is Carrie? (New York: Bantam Doubleday Dell Books for Young Readers, 1984.)

This series follows an African-American family's struggle for freedom during the Revolution in New York City. Fraunces Tavern is a setting for some of the scenes and Samuel Fraunces is a character.

While reading pieces of historical fiction that have Samuel Fraunces, his family, and the tavern in their storylines, it is important to note that relatively little is known about the early life and origins of Samuel Fraunces. It is believed that he was born in the West Indies in about 1722 or 1723, but there is no actual evidence of this. Documentation shows that he came to New York City in 1755. Although his name suggests a French ancestry, there is no evidence of this.

Another puzzling question is that of Samuel Fraunces' racial identity. Fraunces was nicknamed "Black Sam", leading to the assumption by many that he was of African descent. Between 1765 and 1786 nine known sources refer to Fraunces by the nickname "Black Sam." These colloquial references to the color black in association with Samuel Fraunces are the only known ones. The usage of "black" as a prefix to a nickname was known in the 18th century, but did not necessarily denote ethnic origins. From the available writings of Fraunces he never refers to himself as Black Sam or of African descent. Other than the appearance of this nickname, there are no known 18th century references where Fraunces is described as a man of African descent.

The issue of Samuel Fraunces' racial identity is still a passionate topic of discussion to this very day. As debate rallies on for conclusive evidence, the actual truth is that we may never know for sure. Similar unknowns exist in countless ways for many other people, communities, and elements in the study of the past.

Books such as *Phoebe the Spy* and those by the Collier brothers are wonderful works of historical fiction to get a sense of what life was like in early America, but it should be remembered that they are fictional in regards to specific aspects of many characters, places, and things in the storylines. When using teaching materials such as these pieces for young audiences, it is important to articulate this point so students are not quick to accept these aspects at face value. Additionally, full knowledge and understanding of these stories' elements can bring a positive sense of empowerment to students by encouraging them to ponder their own "what if's" in history and perhaps pursue these questions through creative writing or historical research in the future. For all of us, this emphasizes the need for never ceasing to wonder and inquire about the past.