

The American Revolution and American Peoples: A Comparative Inquiry Equality; July 8, 2002

1. Tell us two or three things you learned today.

- Probate lists were indicators of a person's station.
- Abstract connections of multiple items to periods, material connection to personal.
- Architecture of the 1700's; details of the probate lists.
- Consumer revolution occurred before and helped bring on the Industrial Revolution; That in the 18th century, equality was based on morality or the ***** of prosperity.
- How living and items changed between 1720-1775 in Deerfield; Innovative way to think about museum exhibits; I found the reading on the Constitutional issues fascinating.
- About the probate lists; tremendous change in architecture and comfort in short span of time.
- Different building styles and the reflecting lifestyles; great ways of using objects in class.
- Differences in Social equality associated with wealth.; What probate is; that there are vast differences in the interpretation of "all men are created equal".
- Today's classes were very interesting. How to engage kids by using exhibits; how to use probate lists; how architecture and furnishings can tell a story.
- This concept of consumerism starting the Industrial revolution vs. opposite is interesting; The use of probate lists was quite revealing.
- Equality is difficult to define.
- The probate workshop, the kitchen exhibit and consumerism.

2. What did you like the most about today's session?

- The tour of historic home.
- Grandmother's teapot & group activity.
- Designing a museum exhibit.
- The trip to the Wells- Thorton House.
- I really liked the speakers Signe Hansen and Jessica Neuwirth and Marla Miller. It is such a treat to learn with and from such well-inspired, thoughtful, and engaging thinkers. The interactive quality of the teapot discussion and tour of the house were great.
- The tour and group activities.
- Probate activities, useful books.
- The discussion on equality; the probate lists.
- Tour of the house.
- Discussions surrounding equality.
- I like the idea of using things, whatever it may be, to present a story-the use of the coffeepot, etc by Signe was very effective in bringing the history alive.
- I thought the "ideas" people shared about equality were very interesting-this activity could easily be used with younger students- perhaps a "homework" assignment to involve parents.
- The kitchen exhibit.

3. Any ideas for how to use information from today's session in the classroom?

- A discussion of material culture translates into history and position.
- Grandmother's teapot is a possibility using electronic ** to stage a play.
- I would like to be able to show more historically accurate objects in the classroom.
- The idea of having students create their own museum exhibit. A great idea!
- I hope to look into developing a lesson around Historic Deerfield and I think I will pursue that.
- Having myself and the kids bring in objects to study.
- Maybe bring students to Deerfield. How to incorporate historical props.
- Yes, the exhibits approach will be fun to try.
- Something like the above. (Coffeepot to tell a story)
- The probate workshop, the kitchen exhibit and consumerism.

4. Any constructive feedback for the presenters and/or planners?

- It was great!
- More time as usual to fully flush out group work.
- Have us view the Flynt museum and write down things that could be used in the exhibit. Not take the item, just list them.
- As so often, I was impressed with the excellent organization. Thanks for the breakfast and lunch and access to the Flynt Center collection.

- Good presentation.
- Too much info on designing museum exhibit, backgrounds to children, museums.
- Overall, very good, especially with the heat. The speaker in the morning did not seem organized at first.
- Very enlightening and enjoyable.
- Very nice presentations.

5. Other comments

- I appreciate the coffee and grinders for lunch.
- Thank you so much.
- Marla did a great job.
- Great series.
- Great day!