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The Daniel Harrison House Project:
Heritage Education Programs at a Historic House Museum

Megan Schoeman

A thesis research project submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

In

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FACULTY COMMITTEE:

Committee Chair: Gabrielle Lanier

Committee Members/Readers:

Philip Herrington

Kevin Hardwick

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Dedication

This thesis project is dedicated to my grandfather, Lee Turner, and my cousin, Lindsay Zetts. Thank you for your encouragement, guidance, humor, and unconditional love. You both are fiercely missed.

Acknowledgements

This project would not have been possible without the support I received over the past two years. Firstly, I would like to express my deepest gratitude to my committee chair, Dr. Gabrielle Lanier, for her invaluable guidance, patience, and feedback.

I could also not have undertaken this journey without my committee members, Dr. Philip Herrington and Dr. Kevin Hardwick, as they generously provided their knowledge and expertise. Lastly, and most importantly, I would like to thank my family, friends, and peers for their unwavering support and encouragement throughout this process.

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Abstract

This thesis project attempts to identify and address outdated interpretation and education programs of the Daniel Harrison House, a historic house museum commonly known as Fort Harrison, in Dayton, Virginia. The project consists of two parts, a written component and an online digital exhibit. The written component of the project evaluates the Daniel Harrison House's current educational programs and provides updated suggestions to reflect current trends within the heritage education and public history fields. The Interpretation Plan identifies the organization's existing interpretation methods, historical content, artifact collection, education programs, staff and volunteers, accessibility of information to the public, and development resources. The Interpretation Plan recommends themes for the organization to implement, such as colonization, migration, gender, enslavement, and social class. These themes offer a more inclusive history of the Daniel Harrison House, the Harrison family, enslaved peoples, and the settlement of the eighteenth-century Virginian backcountry.

The second component of the thesis project is a digital exhibit, <https://schoemma.wixsite.com/home>, which utilizes the suggested heritage education approach with updated interpretation themes and methods. The website includes a virtual house tour to supplement outreach lesson plans for students, grades four through eight, to promote heritage education for classrooms and on-site visits. The objective of this thesis project is for the Daniel Harrison House to ultimately reach a global audience and appeal to a local audience. This project provides as students and visitors with the opportunity to connect with the presented historical information and their own experiences to better understand past human experiences.

Historic house museums have a rich history in the United States, as they rose in popularity after the mid-nineteenth century efforts of the Mount Vernon Ladies' Association to save George Washington's Mount Vernon.¹ Since then, historic house museums have become a commonplace feature of the American museum landscape, providing unique spaces with relics to share stories held within their walls. Successful interpretation of historic houses builds on connections between the space and historical information, offering visitors with opportunities to relate to those who walked, ate, played, worked, and slept in the same rooms but in a different time. Bridging the information and the visitor's experience is imperative; therefore, house museums must incorporate new methods to make the presented environment, objects, abstract themes, and concepts meaningful and relevant to their audiences.

Current trends within the public history and historic house museum fields identify concerns of previous interpretations, often finding that organizations disproportionately depict the heads of their historical households or valued artifacts at the expense of other people, activities, and relationships that also distinguished their sites' history. The "great man" interpretive approach jeopardizes credibility and public appeal, creating one of many problems that historic house museums face. The Daniel Harrison House, located in Dayton, Virginia, is a historic house museum whose current interpretation and education programming is an example of a site that has fallen into this potentially destructive trap.²

¹ Carol Borchert Cadou, Luke J. Pecoraro, and Thomas A. Reinhart. *Stewards of Memory: The Past, Present, and Future of Historic Preservation at George Washington's Mount Vernon*. (Charlottesville: University of Virginia Press, 2018), 1-2.

² The Daniel Harrison House is also known as Fort Harrison. The organization, Fort Harrison, Inc., named the structure Fort Harrison due to local traditions that the stone house served as a fort during the French and Indian War. However, current archaeological findings do not support the claim that the house served as a military fort. Therefore, the house will be referred to as the Daniel Harrison House.

The Daniel Harrison House's mission is "To preserve the heritage of the Shenandoah Valley's early settlers and to educate and engage future generations with their rich history."³ Despite the site's stated commitment to preserving and sharing the history, its existing narrative focuses on the "great-man story" of its builder, Daniel Harrison, and neglects the women, children, and enslaved peoples who shaped the historic house, landscape, and local community. Therefore, the Daniel Harrison House serves as this thesis project's case study, which argues that the house museum should incorporate a new interpretation plan with updated education programs to engage visitors. The proposed interpretive plan provides a more accurate and inclusive history and recognizes the needs and diversity of its audience through its utilization of heritage education.

The National Trust for Historic Preservation defines heritage education as "...an approach to teaching and learning that integrates information preserved in the natural and built environment and the material culture with other sources of evidence, such as written documents, oral tradition, music, and folkways."⁴ Heritage education is an important tool for historic sites to inform students and their communities about the importance of site-specific history. Historic house museums have worked to strengthen their missions by presenting a more accurate and complete story in exhibits, tours, and events for learners of every age. The heritage education approach engages learners through interactive exploration of documents, material culture, and landscapes. This interdisciplinary method draws from many subjects, which include history, archaeology, geography, natural sciences, and the arts to interpret the meaning and significance of a place. Sites

³ Fort Harrison, Inc. "Unearthing Fort Harrison's Diverse Cultures." Unpublished Grant Proposal, 2021.

⁴ Kathleen A. Hunter, "A Sense of Orientation: Heritage Education at the National Trust for Historic Preservation" (Washington, D.C.: National Trust for Historic Preservation, 1981), 8.

incorporating this approach include the Woodrow Wilson House's (Washington D.C.) League of Nations simulation programs, Drayton Hall's (Charleston, South Carolina) virtual collection exhibits, and Old Sturbridge Village's (Sturbridge, Massachusetts) opportunities to participate in hands-on and virtual activities at the living history museum.⁵ These sites offer permanent exhibits and preserved historic structures with successfully designed demonstrations, performances, and interactive experiences to encourage the exploration of historical evidence.

The purpose of this graduate project is to evaluate the Daniel Harrison House's interpretation and educational programs and develop updated programs that reflect current trends within heritage education and the public history field. The house's current interpretation and educational programs are evaluated through an interpretive plan. The plan discusses the current conditions and resources and offers suggestions for updated programs through themed educational outlines and lesson plans for interpretation staff, virtual activities, and professional development resources for teachers and historians. The proposed interpretation and educational programs are incorporated on the Daniel Harrison House project website, which promotes heritage education in classrooms and outreach efforts. These online interpretations, programs, and lessons will ultimately reach a global audience, as well as appeal to the local audience, as students and visitors will have the opportunity to integrate the presented historical information into their own experiences.

⁵ Old Sturbridge Village, "Mission and Narrative," Old Sturbridge Village, <https://www.osv.org/about/mission-narrative/>; President Wilson House, <https://www.woodrowwilsonhouse.org/civics-lesson-plans-for-middle-and-high-school-students/>; Drayton Hall, <https://www.draytonhall.org/the-estate/archaeology-collections/>;

II. Interpretive Plan

The first step to introduce new interpretations within a museum or historic house is to create a thoughtful interpretive plan. Interpretive plans are the essential blueprints for successful historic house museums, as they outline specific interpretation and educational objectives for the visitor experience. In addition, interpretive plans identify and assess the house museum's history, organization, operations, goals, shortcomings, as well as its successes. They provide historic house museum staff and volunteers with a method to critically rethink and envision solutions to outdated operations and historic interpretations.⁶

According to Barbara Abramoff Levy, "A good teacher won't walk into a classroom without defined plans tied to a curriculum; if she did, her chances for success would be random. The same holds true for historic house museums."⁷ This interpretive plan was compiled using the American Alliance of Museums' (AAM) and the National Park Service's (NPS) "Interpretive Planning Tools for Heritage Areas, Historic Trails, and Gateways" guidelines.⁸ For the purpose of this thesis project, there are deviations from the established standards; however, the report adheres closely to the AAM and NPS guidelines. The AAM and NPS standards recommend that historic house museums include detailed lists of board members, staff, subject matter experts, partners,

⁶ George W. McDaniel. "At Historic Houses and Buildings: Connecting Past, Present, and Future." In *Public History: Essays from the Field*, (Malabar, Florida: Krieger Publishing Company, 1999), 237.

⁷ Barbara Abramoff Levy, "Interpretation Planning: Why and How." In *Interpreting Historic House Museums*, ed. Jessica Foy Donnelly, (AltaMira Press, 2002), 43; "Interpretive Planning," American Alliance of Museums, August 18, 2020. <https://www.aam-us.org/programs/resource-library/education-and-interpretation/interpretive-planning/>

⁸ "Interpretive Planning," American Alliance of Museums, August 18, 2020. <https://www.aam-us.org/programs/resource-library/education-and-interpretation/interpretive-planning/>; "Interpretive Planning Tools for Heritage Areas, Historic Trails, and Gateways," National Park Service, Chesapeake Bay Office, *Planning for Success*, July 2020.

stakeholders, affiliated groups, and residents. After naming those involved with the organization, the interpretive plan includes significance statements, marketing practices, mission statements, management and program goals, strategic management planning statements, scheduling agendas, and opportunities and challenges.

The next section includes the development of interpretive themes for targeted audiences. This section also assesses the current audience and evaluates how the museum is fulfilling or missing its objectives in the visitor experience. The final section is an implementation plan, which utilizes the background information to thematically construct a house tour and education program. This plan for the Daniel Harrison House does not include a project schedule, a comprehensive resource inventory, or information on the organization's management or budget policies. Further, this plan includes additional detailed historical significance and background that might not be found in a formal interpretive plan, as includes updated information about the history of the Daniel Harrison House and the eighteenth-century Virginia backcountry.

This interpretation plan is divided into three sections. These sections describe the current state of the house's exhibits, programs, and platforms, as well as strategies and recommendations to improve these areas. Part I is an introduction to the Daniel Harrison House and its operating organization, Fort Harrison, Inc. (hereafter referred to as FHI). Part II is a self-analysis that identifies discrepancies between the museum's current state and its interpretive goals. Once the discrepancies have been identified, the Interpretation Proposal in Part III proposes educational themes and topics that are inclusive of the diverse cultures that comprise the Shenandoah Valley's rich history. The Daniel Harrison House's current challenge is producing interpretive programs to present the site's

multilayered and multidimensional history. To accomplish this, the interpretive planning process develops a set of thematic narratives that tie together seemingly disconnected stories. These three sections develop the overall structure of the interpretation programs of the museum, as well as assist with organizing future exhibits and engaging virtual content for visitors.

Section I: Introduction

About the Museum

The Daniel Harrison House is a small house museum located at 334 Main Street in Dayton, Virginia, that is preserved and operated by FHI. The site is an important resource for preserving and interpreting key aspects of American and Virginia history in the Shenandoah Valley. Primarily serving the central region of the Shenandoah Valley and the Commonwealth of Virginia, the site preserves the Harrison family's house and a one-third acre of the original 1740s settlement farm. The house was built in 1749 as the homestead of the Harrison family. The Harrison family members were among the earliest settlers of the Virginian backcountry, as governors from New York to Georgia encouraged colonists to settle westward in the 1730s and 1740s. The expansion of the colonial settlement created a buffer between the more established portions of the British colonies in North America, the French and Native Americans.⁹

⁹ Warren R. Hofstra and Karl B. Raitz, eds. *The Great Valley Road of Virginia: Shenandoah Landscapes from Prehistory to the Present* (Charlottesville: University of Virginia Press, 2010).

Local community members established FHI in 1978 in the central Shenandoah Valley after they learned about plans to tear down the “county’s oldest home.”¹⁰ They formed the organization stating, “It is the goal of Fort Harrison, Inc. to preserve, restore, and to rehabilitate the Daniel Harrison House. The stone and brick home will serve as a museum and headquarters for the Harrisonburg-Rockingham Historical Society maintained by Fort Harrison, Inc.”¹¹ Once FHI was formed, members took action to rescue the decrepit house from demolition by its owner, Daniel W. Koogler. FHI negotiated a sale with Koogler and purchased the house on a one-third acre lot of the original Harrison property in 1979.¹² Since its purchase, the house underwent major preservation efforts to restore the interior and exterior of the limestone house and reconstruct the summer kitchen outbuilding.¹³

Museum’s Mission Statement

Prior to 2021, FHI. did not have a formal mission statement for the organization and house museum. The organization applied for funding through grants, for which the applications required a mission statement. Collaboratively, board members, the museum director, and Dr. Dennis Blanton of James Madison University created the house museum’s first mission statement.¹⁴ The mission statement serves as a foundation for all long-range policies, including exhibit design, interpretation, collections, and research projects. Fort Harrison’s Mission statement is, “To preserve the heritage of the

¹⁰ Will Marshall, “Group Seeking Money to Save Fort Harrison.” *Harrisonburg Daily News Record*. Newspaper Archive. April 26, 1978, 23. These founding community members included Phillip Stone, Martha Caldwell, and Jodey Meyerhoeffer,

¹¹ George W. Fetzner and John Sease, “*Fort Harrison*,” *Harrisonburg-Rockingham Historical Society*, 1979.

¹² Rockingham County, Virginia, *Deed book 525, Deed of Sale: Daniel W Koogler and Josie Koogler to Fort Harrison Inc.*, (Rockingham County Circuit Court, 1978), 670-673.

¹³ Fort Harrison, Inc. “Unearthing Fort Harrison’s Diverse Cultures,” Unpublished Grant Submission, 2022.

¹⁴ Pat Early, (Fort Harrison director) in discussion with the author, November 16, 2022; Fort Harrison, Inc. “Unearthing Fort Harrison’s Diverse Cultures,” Unpublished Grant Submission, 2022.

Shenandoah Valley's early settlers and to educate and engage future generations with their rich history.”¹⁵

Current and Ongoing Projects

Beginning in 2016, archaeology students from James Madison University's Sociology and Anthropology Department (JMU) began excavating the Harrison House, which followed periodic surveys since the 1980s. A working partnership of the organization, the university, and the neighboring Koogler family, provided the students opportunity to learn in historical archaeology excavations, laboratory research, and data collection. The archaeological research contributed towards understanding the evolution of the house's architecture and landscape. In addition, it unearthed additional knowledge about the Native American and African American peoples that occupied the land.¹⁶

The archaeological research has expanded FHI's understanding of the history of various cultures within the Valley and how they interacted with each other. Archaeological evidence, as well as court and historical records recently digitized by graduate assistants of the James Madison University's History Department, have revealed more stories of those who have been left out of the Daniel Harrison House narrative.¹⁷ The continuation of archaeological investigation at the Harrison property contributes to the understanding of its development, the changes to the dwelling, studies on the early settlement, and cultural shifts within the Shenandoah Valley of Virginia.

¹⁵ Fort Harrison, Inc., “Unearthing Fort Harrison's Diverse Cultures,” Unpublished Grant Submission, 2022.

¹⁶ Dennis B. Blanton, “Fort Harrison Project-Field Records, Fall 2017,” *Fort Harrison, Inc.* 2017.

¹⁷ The Rockingham County and Augusta County Circuit Court Clerks have partnered with JMU Libraries and the JMU History Department to create an online platform for digitized historical records called “Histories Along the Blue Ridge”. These records include the Rockingham County Criminal Court Case collection, as well as the Court Minute Books 1-3. <https://omeka.lib.jmu.edu/erp/ccr>

Fort Harrison Inc. and James Madison University have applied for grant funding to current project is to conduct another major archaeological study of the acreage surrounding the Daniel Harrison House, which is owned by the Koogler family, “to expand our understanding of the culture of the early valley and to reconstruct the Harrison-period’s cultural landscape.”¹⁸ The project will involve an initial examination through ground penetrating radar (GPR) by archaeologists, followed by an archaeological dig by JMU students and faculty members.

The thesis project links current archaeological research at the Daniel Harrison House. Archaeological findings are incorporated into the themes for the virtual house tour and interactive educational activities for visitors and students. This plan is needed to fulfil the museum’s mission to undertake interpretation, education, and programming activities.

Organization Objectives

Fort Harrison Inc. is committed to unearthing the house museum’s history and continues supporting the ongoing archaeological fieldwork and historic research. In 2022, FHI submitted a grant proposal, “Unearthing Fort Harrison’s Diverse Cultures,” which outlined new objectives for the organization.¹⁹ These objectives provide the organization and its partners with long and short-term goals for FHI’s members to grow in number and for the organization to expand its knowledge of the people who lived and worked on the eighteenth-century backcountry settlement farm.

¹⁸ Fort Harrison, Inc. “Unearthing Fort Harrison’s Diverse Cultures,” Unpublished Grant Submission, 2022.

¹⁹ Fort Harrison, Inc. “Unearthing Fort Harrison’s Diverse Cultures,” Unpublished Grant Submission, 2022, 11.

The objectives of the projects with FHI are as follows:

1. Increase food traffic in the museum through increased hours of operation.
2. Expand the number of crafters demonstrating during the Annual Colonial Trades Fair.
3. Add exhibits about Native Americans and about African Americans, free and enslaved.
4. Double the museum's annual membership.
5. Increase the number and diversity of volunteers.
6. Increase the number and frequency of private and event-driven tours.
7. Establish additional on-going relationships with valley schools.
8. Create collaborations with other historic entities in the valley, such as the Long's Chapel Preservation Project, which restored a historic African American church.
9. Make our current and future collections available to a broader audience through a revamped and updated website.
10. Continue our association with James Madison University, opening our grounds to archaeologists and other researchers.
11. Increase the numbers of scholars using our house collections, which may be housed at James Madison University in the future.
12. Expand our physical footprint with the future acquisition of adjacent lands and when they become available.²⁰

²⁰ Fort Harrison, Inc. "Unearthing Fort Harrison's Diverse Cultures," Unpublished Grant Submission, 2022, 11.

Historical Significance: Shenandoah Valley Backcountry

The Daniel Harrison House is one of the oldest standing and unmoved eighteenth-century houses in existence in the Shenandoah Valley. The house tells one family's story among the thousands of people who similarly migrated to colonial America and the life they created for themselves and their descendants in Augusta and Rockingham Counties. These first settlers voyaged to America in the 1600s and 1700s from communities of England, Germany, Northern Ireland, and West Africa.²¹ Many of these European settlers were farmers and rural craftsmen who were influenced to leave by the poor conditions in their homelands. As Europeans were drawn to the British mainland colonies by economic and political opportunities, race-based slavery became a central feature of life in colonial Virginia. West Africans and their descendants were denied the freedom and opportunities which brought white immigrants to the Virginia backcountry. This unfree African labor contributed to the growth and success of the economy of the Shenandoah Valley, as well as the wealth and status of the enslavers.

William Beverly, a tidewater planter, received a grant from Governor Gooch for 118,491 acres of land that extended from present-day Staunton to what is now the Rockbridge County line. The cost of land to settlers was a fundamental factor in the decision to move, and land in the Valley was less expensive compared to Pennsylvania, Delaware, Maryland, and eastern Virginia.²² The opportunities for cheap land and abundant natural resources enticed English, Scots-Irish, and German immigrants to settle in the Valley. These groups were largely escaping rising rents for tenant farms, heavy

²¹ Harrison, 8.

²² Robert D. Mitchell. "The Shenandoah Valley Frontier." *Annals of the Association of American Geographers* 62, no. 3 (1972): 467-8. <https://doi.org/10.1111/j.1467-8306.1972.tb00879.x>.

taxation, overbearing rulers, frequent famines, and shortage of farmland in their home countries. Once Europeans arrived in the colonies, many packed up their few personal belongings and began their trek on the “Indian Road” to acquire cheap and fertile farmland.²³ Africans came across the Atlantic as captives, forced to establish farms and plantations in Virginia’s western backcountry.

Historical Significance: The Harrison Family

The Harrison Family’s story closely follows the historical narrative of the European settlers. The Daniel Harrison House was built by Daniel Harrison, the eldest son of Isaiah Harrison and his second wife Abigail.²⁴ Isaiah Harrison journeyed to America from England in approximately 1667 “at a time where he had undoubtedly only shortly before reached his maturity.”²⁵ Daniel was born in Smithtown, Long Island, in 1701, where his family lived until they purchased the 900-acre Maiden Plantation in Sussex County, Delaware in 1721. After his wife’s death in 1732, Isaiah divided the plantation among his ten children. Influenced by the cheap land being sold in the Virginia backcountry, Isaiah and his children, except Gideon and Elizabeth, sold their portions of the plantation before moving to the Shenandoah Valley in 1738.²⁶

Daniel purchased multiple tracts of land throughout Augusta County, Virginia, one tract being 120-acres of land from Samuel Wilkins near the western branch of Cooks

²³ Harrison, 1-2. The trail has many other known names, such as the “Great Warrior Path”, “Athawominee”, “The Great Road” “Long Grey Trail”, and the “Great Wagon Road.” The road ran from New York all the way to the Carolinas.

The trail in this interpretive plan is called the “Indian Road” because the first reference of such a path is on Frederick County’s Order Book from page 441. On September 28, 1745, it was ordered that the residents between the Sherando Mountains and the Blue Ridge Mountain be exempted from working on a road through Augusta County. This is the first written record with a name for this road.

²⁴ Fetzer and Sease, 1-2.

²⁵ Harrison, 16.

²⁶ Fetzer and Sease, 1-2.

Creek on February 28, 1749, for ten pounds, five shillings, and six pence.²⁷ This was a significantly larger price than what William Beverly asked for acreage in the Shenandoah Valley; however, the presence of a spring enhanced the value of the land.²⁸ As written in the deed, Daniel was able to pay the grantor with money “in hand” at the point of sale. Daniel then built a large two-story limestone house on a hill near the spring on Cooks Creek. His inherited wealth enabled him, as well as his brothers, to establish a higher social position in the Valley from an early stage in the area’s development of what would soon become Rockingham County and Harrisonburg.²⁹

The Harrisons held prominent positions within the local community. According to Augusta County Circuit Court records, Daniel was appointed as an undersheriff of Augusta County in 1751 and qualified as a captain of a company of foot soldiers in the Augusta County Militia during the French and Indian War from 1752-1763.³⁰ Not only was he a leader in the community, but a farmer who sought opportunities to improve his land and diversify his means of production and wealth. In 1760, the county court granted Daniel permission to build a mill on Cook’s Creek and was issued a license to operate an ordinary in his home and a distillery on his property.³¹ In addition, he developed roads and transportation routes, connecting towns and residents in the backcountry.³²

²⁷ Records of Augusta County, Virginia, Circuit Court, *Deed Book II*, 586.

²⁸ Mitchell, 467-8.

²⁹ Harrisonburg was named after Thomas Harrison, Daniel’s younger brother, who lived several miles away from Daniel near Black’s Run. Harrisonburg and Rockingham County were established in 1778, as the county separated from Augusta County.

³⁰ Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 216; Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 312.

³¹ An “ordinary” is also commonly known as a tavern. Records of Augusta County, Virginia, Circuit Court, *Ordinary Bond Book VI*, 345; Fetzer and Sease, 5.

³² Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 369.

During the French and Indian War, the legislature in colonial Virginia passed several defensive acts to maintain their boundaries and protect the backcountry residents. In the 1750s and 1760s, many of the already existing sizeable houses were designated as “forts,” as they were built of thick stone walls.³³ Residents throughout Shenandoah Valley were ordered to build palisades and tunnels, or utilize blockhouses and other outbuildings, as fortifications in case of an attack during the French and Indian War. Examples of designated structures include the Turleytown Blockhouse near Brock’s Gap, Madison Hall (Port Republic), Fort Hogg (at the North Fork of the Shenandoah River), Fort Upper Tract, Fort Seybert (now located Pendleton County, West Virginia), and Fort Lewis (Augusta County). Fort Upper Tract and Fort Hogg were designated as fortifications by Colonel George Washington, when he worked under Governor Dinwiddie, between 1755 and 1757.”³⁴ Local traditions and past historians throughout the twentieth century, such as John Wayland, have argued that Daniel Harrison’s house served as one of these fortifications during the war. Therefore, the local group that formed to preserve the Daniel Harrison House in the 1970s named the site “Fort Harrison” to distinguish as a French and Indian War stronghold. Although Valley residents may have recognized Daniel’s sturdy masonry dwelling as a “fort”, there is no substantial written or archaeological evidence to confirm that the house was a fort during the conflict.³⁵

³³ Fort Harrison, Inc. “Blockhouses, Forts, Palisades, and More,” *Fort Harrison, Inc. Newsletter*, Spring/Summer 2017.

³⁴ Fort Harrison, Inc. “Blockhouses, Forts, Palisades, and More.”; J. Lewis Peyton, *History of Augusta County, Virginia*. (Virginia: Samuel M. Yost & Son, 1882) 30-1.

³⁵ JMU archaeology students have been searching for indications of a fortress and palisade surrounding the house and property. However, no evidence of a feature or post holes for a fence or palisade of that size, thus far, has been found. Fort Harrison, Inc. “Unearthing Fort Harrison’s Diverse Cultures,” Unpublished Grant Submission, 2022, 6.

At the time of his death in 1770, Daniel's total personal property was valued at approximately 479 pounds, 10 shillings, and 9 pence, as indicated on his estate's probate inventory filed in Augusta County.³⁶ The inventory not only uncovers his possessions and confirms his socio-economic status, but it also reveals his ownership of five enslaved people, Seaser, Cate, Mo, Simon, and Hannah.³⁷ This provides evidence of Daniel's status as a migrant slaveholder in the Shenandoah Valley, as he brought a tradition he brought to the Valley from his previous residence in Sussex County, Delaware.³⁸ Daniel's inventory and property lists offer a closer look into the enslavement culture and usage in the backcountry. Residents in the Shenandoah Valley had fewer enslaved individuals working on their land than wealthier Tidewater plantation owners. Farmers, such as Daniel, owned one to five enslaved peoples.³⁹ The probate inventory also offers evidence of agricultural work, as it lists a substantive number of tools, livestock, and grains.⁴⁰

Daniel's first wife, Margaret Cravens, moved to the backcountry from Delaware with their seven children: Robert, Daniel Jr., Jesse, Mary, Jane, Abigail, and Benjamin. Together, Daniel and Margaret established their home, land, farm, and businesses until Margaret's death in 1752. Daniel then married widow Sarah Stephenson. They did not have any children together, but Sarah had a daughter from her previous marriage.⁴¹ Sarah

³⁶ According to the UK's National Archives' currency converter, in 1770 the value of £479 would be worth approximately £41, 838.92 in 2017. "Currency converter: 1270-2017," *The National Archives UK*, 2017 <https://www.nationalarchives.gov.uk/currency-converter/#currency-result>.

³⁷ Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 408; Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 438.

³⁸ Daniel Harrison owned at least five enslaved people, which were listed on his will and probate inventory; however, there are not available sources to determine whether Daniel owned enslaved people to work on his Maiden Plantation in Sussex County, Delaware. Moreover, it can be assumed that the Maiden Plantation, which was originally purchased by his father, Isaiah, would have had enslaved laborers to work on the 900-acre plantation. Sussex County, Delaware has the largest land area of the three counties and had the largest slave-owning population in the colony.

³⁹ Mitchell, 473

⁴⁰ Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 438.

⁴¹ Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 408.

Stephenson Harrison assumed the role as a mother and homemaker for the Harrison household. She would have tended to the younger children, as her youngest stepson Benjamin would have been a young teenager when Sarah and Daniel married. Not only was she a mother and housewife, but she also was a prominent businesswoman. Court records show that she was heavily involved with Daniel's distillery business, as she would go to the public auction to sell their liquor.⁴² Although there is little existing information about Margaret or Sarah, it is imperative that their names and roles at the Daniel Harrison House are told in the updated interpretation to create a diverse and more-complete narrative of the settlers in the Shenandoah Valley.

The most successful of Daniel's children was his youngest son, Benjamin Harrison. Although the Daniel Harrison House mainly focuses on Daniel's story, Benjamin is another significant figure featured in the history of the Daniel Harrison House and Rockingham County. Benjamin Harrison was born in 1741 and made the journey into the Shenandoah Valley with the rest of his family as the youngest family member. Benjamin quickly became an influential young man, as he inherited his father's estate, water mill, and distillery at the age of twenty-nine. It is unclear why Benjamin, as the youngest male child of Daniel, inherited the wealth and land from his father rather than his older brothers. Robert Harrison, Daniel's eldest son died of poor health in 1763. Therefore, it is curious as to why Daniel did not follow with the tradition of English primogeniture when it came to his next eldest sons' inheritance. However, records suggest that Benjamin was better off and had a more promising future than his second or third oldest brothers, Daniel Jr. and Jesse.

⁴² Records of Augusta County, Virginia, *Will Book III*, 75.

Benjamin Harrison assumed the title to the home plantation after his mother's death, which included the massive stone house, the original 124 acres of land and the spring, as well as an additional 1,129.5 acres.⁴³ As a large landowner in the Shenandoah Valley, his wealth and status set him apart from other farmers in the region. In 1763, at the tail end of the French and Indian War, Benjamin was promoted to captain in the Augusta County militia.⁴⁴ He remained in the Augusta County and Rockingham County militias, rising to the lieutenant colonel rank in the Rockingham County militia on April 28, 1778.⁴⁵ According to Wayland, Benjamin led his company under the command of General George Washington to the Battle of Point Pleasant on October 10, 1774, "when the Virginia Long Knives defeated Chief Cornstalk...during Dunmore's War."⁴⁶

In addition to his ranks within the militia, Benjamin played a pivotal role in shaping the early history of Rockingham County as he held various positions within Rockingham's offices. On May 25, 1778, Benjamin took the Oath of Fidelity to the State as vestrymen elected for the county.⁴⁷ In addition, on September 28, 1778, he accepted his "Commission of the Peace and a Commission of Oyer & Terminer from Patrick Henry Esq., Governor."⁴⁸ These offices Benjamin assumed gave him a substantial

⁴³ The date of Sarah Stephenson Harrison's death is unknown. Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 438; Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 408.

⁴⁴ Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 363.

⁴⁵ Records of Rockingham County, Virginia, Circuit Court, *Minute Book 1778-1792: Part I: 1778-1786*, Rockingham County Circuit Court, ed. and compiled by Constance A. Levinson and Louise C. Levinson, (Harrisonburg, Virginia: Greystone Publishers, 1985), 3-5.

⁴⁶ John W. Wayland. *A History of Rockingham County* (Dayton, Virginia: Ruebush-Elkins Company, 1912), 63.

⁴⁷ Records of Rockingham County, Virginia, Circuit Court, *Minute Book 1778-1792: Part I: 1778-1786*, Rockingham County Circuit Court, ed. and compiled by Constance A. Levinson and Louise C. Levinson, (Harrisonburg, Virginia: Greystone Publishers, 1985), 6.

⁴⁸ Records of Rockingham County, Virginia, Circuit Court, *Minute Book 1778-1792: Part I: 1778-1786*, Rockingham County Circuit Court, ed. and compiled by Constance A. Levinson and Louise C. Levinson, (Harrisonburg, Virginia: Greystone Publishers, 1985), 16.

measure of authority within the community. The most respected men in Rockingham County were Justices of the Peace and were important not only because of their courtroom decisions but because they controlled access to nearly all other county offices.⁴⁹ Positions of influence and power were important for landholding men in Virginia, and Benjamin continued to rise in the Virginia government, as he was elected to the Virginia House of Delegates.⁵⁰ Daniel's decision to follow his father and family into the Shenandoah Valley proved to be beneficial for Benjamin. Their determination to settle in the backcountry allowed them to grow in wealth and importance, enabling them to aid in the establishment of a new frontier and Rockingham County.

Historical Significance: Architecture

As one of the last standing buildings of the eighteenth century in the Shenandoah Valley, the Daniel Harrison House serves as a physical timeline of people, activities, and architectural styles. The stone section of the Daniel Harrison House is the original structure that was built by Daniel Harrison in 1749. The exterior design of the two-story stone house was built with local limestone. Socioeconomic influences are apparent through the evolution of the architecture.⁵¹ It was uncommon during the 1740s to build houses out of stone, especially out of the local limestone.⁵² This demonstrates Daniel Harrison's wealth and aspirations as a middling-sort backcountry farmer because he was able to afford the materials and labor to build a two-story stone house instead of a house

⁴⁹ Nathaniel Turk McCleskey. "Across the First Divide: Frontier of Settlement and Culture in Augusta County, Virginia, 1738-1770." *Dissertations, Theses, and Masters Projects*, (College of William & Mary, 1990) 213-214. <https://dx.doi.org/doi:10.21220/s2-6p40-zt04>

⁵⁰ Harrison, 200-4, 296.

⁵¹ Records of Augusta County, Virginia, Circuit Court, *Order Book IV*, 438

⁵² Wayland.

made of logs. The house is in an I-house configuration. These floorplans had two rooms, generally consisting of the living area and the kitchen, and two rooms of a similar floorplan on the second floor. The house was vernacular in design and accommodated the essential needs for the family. The first floor included the living room and the kitchen. The second floor contained two sleeping areas. The house did not have a cellar.

The Daniel Harrison House went through renovations in the late 1850s when it was owned by John Allebaugh.⁵³ He built a two-story brick addition on the north-facing side of the house in 1856 and remodeled the interior with Greek Revival designs.⁵⁴

In the 1860s another renovation on the stone section of the house took place. These changes included the replacement of the original front windows with larger windows, replacement of the front door and porch, the removal of the center partition in the “hall and parlor” rooms, the creation of a central hall and stairway, and the removal of the original staircase located in the west room to the left of the existing fireplace.⁵⁵ The stone structure was originally a vernacular “hall and parlor” style with only two rooms on each floor. The expansion and renovation transformed the Daniel Harrison house from a folk style into an academic Georgian style. These interior changes enabled visitors to walk into a segregated area with separate rooms, rather than entering directly into a living

⁵³ Edward R. Cook and William J. Callahan, Jr. “A Dendrochronological Analysis of ‘Fort Harrison’, Dayton, Rockingham County, Virginia.” February 2019; Rachel Nichole Bergstresser. “An Archaeological perspective on architectural evolution at Fort Harrison.” James Madison University Dissertations, Theses, and Masters Projects, Senior Honors Projects, 2010-current, Spring 2018, 87. <https://commons.lib.jmu.edu/honors201019/604>.

⁵⁴ The Greek Revival architectural style additions to the interior of the house, are indicated by the dog ear wooden door frames, as well as the two paneled doors throughout the house. Allebaugh sold the property to J.N. Liggett in 1856. It is unclear whether Allebaugh or Liggett made the design changes. However, George Fetzer and John Sease, and Rachel Bergstresser’s work argue that it was Allebaugh who made the architectural changes before he sold the property. Fetzer and Sease; Bergstresser, 87. <https://commons.lib.jmu.edu/honors201019/604>.

⁵⁵ Fetzer and Sease.

space. The new central hall on the main floor and the stairway to the second floor were constructed by removing the original center partitions. The construction of the staircase reinforced architectural segregation within the home. Slavery, separation, and reimagined floor plans were rigged for surveillance on farms with enslaved labor.⁵⁶ The original door was thought to have people entering the house into the parlor. The new central entrance and stairway, along with the passageway running the width of the house, allowed the owners to easily observe people's activities from the doorways from the rooms on either side.

Recent work undertaken by student researchers at JMU have proven that the changes made to the Daniel Harrison House in the mid-nineteenth century changed its orientation. In 2016, JMU students looked at maps of Dayton, probate inventories, Daniel Harrison's will, and the county courthouse's early Road and Bridge records. There were specifically two main research questions that arose from the site's historical and architectural documentation, as well as traditions regarding the Daniel Harrison House. Based on the historic documents and shovel test pit findings, students questioned if the original orientation of the stone house changed. The evidence from shovel tests in the fall of 2016 showed that there was a higher concentration of older artifacts in the front yard of the house than the back yard. This evidence was unexpected because early eighteenth and nineteenth-century homes used the back of their yards to discard their unwanted materials. In her undergraduate honors thesis, Rachel Bergstresser argued there is enough archaeological and architectural evidence to interpret that the main (front) entrance of the

⁵⁶ Fraser D. Neiman, "The Lost World of Monticello: An Evolutionary Perspective." *Journal of Anthropological Research* 64, no. 2 (2008): 169-172.

house was moved to the northerly-facing side from the southerly-facing side of the house during the renovation in the mid-nineteenth century.⁵⁷

Section II: Site Analysis

This site self-analysis allows for FHI to identify any discrepancies between its current state and interpretation goals for permanent or future exhibits and programs.

Resource Inventory

The house museum's artifact collection consists of archaeological artifacts and donations from the descendants of the Harrison family. The collection is largely comprised of ceramics, silverware, glass bottles, chairs, needlework, and crafts done by the wives and children of Benjamin Harrison and his son, Peachy Harrison.

The textile collection contains two hand-made quilts by Mary Stuart Harrison, the wife of Peachy Harrison. Peachy was the third and final Harrison descendant to own the house before selling it in 1821 to John Allebaugh. Mary Stuart Harrison's quilts include the eight-point star, which was hand-pieced and quilted around 1820, and the white coverlet with white needlework.⁵⁸ Mary Stuart Harrison's eight-point star quilt was hand-pieced and hand-quilted around 1820.⁵⁹ The museum collection's sampler was stitched by Margaret Frances Harrison, daughter of Peachy and Mary, around 1820 when she was about ten years old.⁶⁰ These items are on display on the second floor of the house, in the Allebaugh addition bedrooms.

⁵⁷ Bergstresser, 87.

⁵⁸ These white coverlets with white stitching are often known as "whitework" or "tramounto". The style was popular of whole cloth quilting in the early to mid-nineteenth century.

⁵⁹ Fort Harrison, Inc., "Meet the Harrisons."

⁶⁰ Fort Harrison, Inc., "Meet the Harrisons."

The museum also has smaller items that have been found within walls, under floorboards, and throughout the property from archaeological findings. These are in the possession of FHI, as well as JMU's Department of Sociology and Anthropology. These collections include building materials, silverware, a prosthetic leg from the twentieth century, and glass fragments, as well as ceramics.

Current Programs and Events

Fort Harrison Inc. conducts historic tours for private groups, as well as educational and entertainment events for Fort Harrison members, Fort Harrison Sons of the American Revolution, local artists, and the local community. These events are aimed at discussing the history of the house and the Harrisons roles in establishing Harrisonburg and Rockingham County. These events also serve as fundraising opportunities for the preservation of the historic house and organization. In addition, the events in the house also pay tribute to the early days of the Harrison family, as their house served as a church meeting space for Anglican services, as well as a tavern and community meeting space.

The Daniel Harrison House does not currently offer education programs for school groups or field trips. A challenge FHI faces is the lack of staff and volunteers to lead the education programs for school groups. In addition to the decline of interest of staff and volunteers, the organization is also limited in resources that is needed to for maintenance and security for the historic house and the artifacts on display. Since preservation of the historic house is central to the organization's foundation, the board members and director do not want to bring in large crowds regularly or by sponsoring potentially damaging programs within the house.⁶¹

⁶¹ Pat Early, (Fort Harrison director) in discussion with the author, November 16, 2022.

The organization hosts several annual events to educate, fundraise, and raise awareness of the house museum and preservation efforts. FHI organizes several annual events, such as the Colonial Trades Fair, “HUZZAH! The Regiment is Coming,” nineteenth century quilt shows, Wreaths Across America in the Dayton Cemetery, and Mary Rohrer Day.⁶² These larger events attract artisans, the local residents of Rockingham, Augusta, and Shenandoah counties, and university students.⁶³ These entertaining and educational events offer a large platform to share the knowledge of the community’s history to the public.⁶⁴ The organization’s largest event that brings the most visitors into the house’s doors is the Colonial Trades Fair, as it has brought over 250 visitors to the Daniel Harrison House each year (Figure 1) with the exception of 2020, since 2017.⁶⁵

These events have steadily increased visitation to the site; however, the tours throughout the house have significantly decreased in the past six years.⁶⁶ In previous years, the house was open to the public on certain weekdays and weekends from May through October. Visitors were welcome to explore the grounds and take a guided tour of

⁶² The Colonial Trades Fair features local artisans, such as blacksmiths, farriers, weavers, basket and broom makers, and gunsmiths, demonstrating their historic eighteenth-century trades to visitors of Fort Harrison. “Hazzah! The Regiment Is Coming!” is an annual event featuring the Virginia Regiment, George Mercer Company reenactment group. The company musters around the Harrison house grounds and demonstrates skills, fire volleys, and interprets encampment life in the provincial regiment commanded by Lt. Colonel George Washington.

⁶³ Students include those attending James Madison University, Eastern Mennonite University, Bridgewater College, and Mary Baldwin University.

⁶⁴ Fort Harrison, Inc. “Colonial Trades Fair!” *Fort Harrison, Inc. Newsletter*, 2017; Fort Harrison, Inc. “Come to the Fair!” *Fort Harrison, Inc. Newsletter*, 2019; Fort Harrison, Inc., “Weaving the Story of Our Loom: A Chance Visitor 25 Years Later Provides Heartwarming Details!” *Fort Harrison, Inc. Newsletter*, 2018 2017.

⁶⁵ Fort Harrison, Inc., Visitation and Events Annual Report, 2017; Fort Harrison, Inc., Visitation and Events Annual Report, 2018; Fort Harrison, Inc., Visitation and Events Annual Report, 2019. Fort Harrison, Inc., Visitation and Events Annual Report, 2021.

⁶⁶ Fort Harrison, Inc., Visitation and Events Annual Report, 2017; Fort Harrison, Inc., Visitation and Events Annual Report, 2018; Fort Harrison, Inc., Visitation and Events Annual Report, 2019. Fort Harrison, Inc., Visitation and Events Annual Report, 2021.

the house when staff or volunteers were available. The seasonal operation and reservation-only availability of the Daniel Harrison House limited the opportunities for visitors and students to explore and learn about the history of site. This historic house museum, like many historic house museums throughout the world, was affected by in-person visitation during the COVID-19 pandemic. Although in-person visitation to the house was not an option during the pandemic in 2020, FHI did not host any webinars or virtual events to engage the public in educational outreach.

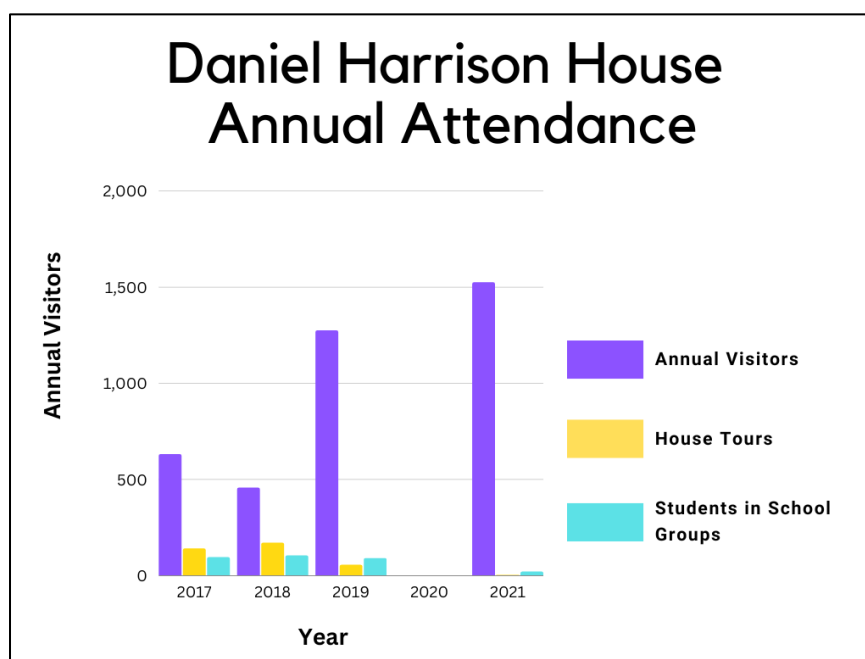


Figure 1: Daniel Harrison House Annual Attendance. This bar chart illustrates the annual visitation (events, house tours, and student school groups) to the Daniel Harrison House from 2017 to 2021.⁶⁷

⁶⁷ Fort Harrison, Inc., Visitation and Events Annual Report, 2017; Fort Harrison, Inc., Visitation and Events Annual Report, 2018; Fort Harrison, Inc., Visitation and Events Annual Report, 2019. Fort Harrison, Inc., Visitation and Events Annual Report, 2021.

Current Methods of Interpretation

The Daniel Harrison House is currently open on a reservation and request basis for visitors and school groups. In previous years prior to the COVID-19 pandemic, the house was open to the public from May to October for those wanting to visit and learn about the historic structure. When the house is closed to visitors, the public is guided by three informational signs and displays that describe the houses, outbuildings, and the surrounding land. For formal events, volunteer docents take visitors on a tour of the house and exhibits, explaining the significance of the house and its first owners. The museum uses the following methods of interpretation:

- Exhibits
 - Historic room settings
 - Labels for displayed artifacts
 - Brochures
 - Outdoor signage
- Programs
 - Special events
 - Trades fairs
- Personal Interpretation
 - Guided tours- no longer available unless upon request
- Extension
 - Publications and Bi-Annual Newsletters, although the last published or posted newsletter on their website is from 2020 ⁶⁸

⁶⁸ Fort Harrison, <http://www.fortharrisonva.org/Read-Our-Newsletters.html>, Accessed March 27, 2023.

- Website with basic information about the preservation work conducted on the house and the history of the Harrison family

Current Interpretation Narrative

The Daniel Harrison House's current programming follows many of the early local history monographs, which focus on the efforts of Scots-Irish, German, and English immigrants who settled in the Valley in the mid-1700s. Prior to the seminal scholarly literature on the people of the Virginia frontier that emerged in the 1980s, the books of historian John Wayland served as the primary resource for Fort Harrison's historical narrative. John Wayland was a former professor of history at the State Normal School, now James Madison University, in the early to mid-1900s. Wayland studied the history of Harrisonburg, Rockingham County, and the Shenandoah Valley. He published numerous books on the men who built and established the cities from Winchester to Staunton, Virginia. His leading secondary sources about Harrisonburg and Rockingham County's history include, *A History of Shenandoah County, Virginia*, *Historic Harrisonburg*, *History of Rockingham County, Virginia: Genealogical and Historical Materials of Rockingham County, Virginia and Related Regions*, and *The German Element of the Shenandoah Valley*. These works compile the information of the history and legends of the Virginian backcountry, including the information on the area's founders and their locations in county courthouse records.

Wayland's scholarship highlights the lives and contributions of white European men, only briefly mentioning their wives and children, and omitting serious consideration of enslaved and Native American peoples. Subsequent monographs on the local area continued this focus on prominent white men, including J. Houston Harrison's book,

Settlers by the Long Grey Trail: Some Pioneers to Old Augusta County, Virginia, and their Descendants, of the Family of Harrison and Allied Lines. As a descendent of the Harrison family, J. Huston Harrison outlines the beginnings of the early settlements in the backcountry, as well as provides detailed information on the origins of the Harrisons and other early white settler families.

Beginning in 1972 and continuing through the early 2000s, the Shenandoah Valley historical scholarship began to change the local narrative, as scholars moved away from the area's prominent men and their families towards investigating the social, cultural, and environmental influences and how they changed over time. The first published work to deviate from the "great man" history is Robert Mitchell's article, "The Shenandoah Valley Frontier." His work reevaluates the environmental, cultural, and economic interpretations of frontier Virginia. Mitchell argues that the Shenandoah Valley during the eighteenth century was more socially complex and economically established than previous works described. In addition, he introduces the idea that the religious changes that were introduced by the Great Awakening in the 1740s were one of the most dynamic aspects of the American frontier. He is also the first to include detailed figures and tables to illustrate the statistics of population, slaveholding, and landholding within the Valley and surrounding counties. This work has influenced subsequent research throughout the 1980s to early 2000s, as they focus on the roles of religious groups, Native Americans, and African Americans.

Warren Hofstra's book, *The Planting of New Virginia: Settlement and Landscape in the Shenandoah Valley*, is another principal book that has been adapted into the Daniel Harrison House's interpretive narrative. Written in 2004, Hofstra's book examines the

original settlement patterns of the area and its development from unknown lands to an interconnected landscape. Hofstra discusses why land was chosen, and how the community worked together as families sought individual prosperity. He also details the interactions among people of different backgrounds, such as the Germans, Irish, French Protestants, and English settlers to the east. This related information helps to establish the essential framework of the environmental, social, and economic conditions that were present long before European exploration with the Native Americans, during the house's construction, and its later periods of occupation. These conditions affected human behavior, which is observed in the architectural styles, landscape, and material culture that remain on the Harrison property. Hofstra's contribution to the historical literature of the Shenandoah Valley is valuable and furthers the understanding of the interconnectedness of the land and people.

Current studies focus on examining archaeological sites to learn more about the pre-historic occupations and activities around the Daniel Harrison House. Archaeologists Dennis Blanton and Carole Nash, both professors at James Madison University, are researching the Native communities in the Shenandoah Valley. Their works and presentations provide the public with a different analytical lens, as the history of the Valley through Indigenous perspectives has not been well documented before their research. Blanton focuses on archaeological research projects at the Daniel Harrison House with his students to understand the presence of Native American projectile points on the property. Blanton and Nash continuously work to find the lost Indigenous voices and bring them back into the narrative.

While new research on the central Shenandoah Valley, specifically Rockingham County and Harrisonburg, Virginia, is considering the various people who lived and worked in the area, there are still wide gaps in terms of the history of women, Native Americans, and the enslaved and free African Americans. The Daniel Harrison House and Rockingham County's social and collective memory has denied the history of the enslaved men, women, and children, and has been resistant to recognizing sites associated with enslavement. Historical documents and local public history sites perpetuate the false impression that enslaved individuals did not contribute to the establishment of the region because of the lower population of enslaved persons that are compared to plantations in eastern Virginia.⁶⁹ The population of Mennonites and Germans in the Valley largely opposed slavery, but court documents indicate that several German families and Mennonites were slaveowners. An economic explanation for the low population of enslaved people is that German farmers did not produce industrial hemp or tobacco cash crops, as they were the most labor-intensive crops. German farmers relied more heavily on indentured servants than enslaved persons to process their crops, which included wheat and flax. Furthermore, prominent families such as the Harrisons owned at least four enslaved people. Daniel Harrison's probate inventory from 1767 lists five enslaved people, Seaser, Cate, Mo, Simon, and an unnamed woman, providing evidence that there is a more complex character in the "great man" narrative that has been told at the Daniel Harrison House. The local community has accepted the myth that slavery and racism did not exist, as self-conscious historians amended the historical

⁶⁹ In the newspaper article from *The Citizen*, "Tour reveals truths about historic racism, as well as African Americans' achievements in Harrisonburg," discusses the local myth that slavery was not prevalent in Harrisonburg. Bridget Manley, "Tour reveals truths about historic racism, as well as African Americans' achievements in Harrisonburg," *The Citizen*, April 15, 2019.

records, keeping those individuals silent. By combining and filling the gaps in the Harrison house's narrative with Native American and enslaved people's stories, heritage education programs will assist with debunking myths about the community's past.

Section III: Interpretation Proposal

Fort Harrison Inc. desires to see its mission expand from a passive delivery of history to an active distribution of history. Most importantly, the museum would like to implement new interpretations and methods of delivery to encourage interest in local history, which will encourage people, especially students of all ages and backgrounds, to explore Virginia's rich history.

Proposed Museum Objectives and Goals

Below are proposed updated objectives and goals for FHI that are needed to create a more complete and diverse interpretation of the house, collections, and landscape:

- To preserve and maintain the house and grounds of the Daniel Harrison House.
- To preserve the artifacts within the Harrison's collection, as well as short- and long-term artifacts and other materials.
- To undertake interpretation, education, and programming activities, following guidelines and practices of Heritage Education:
 - Telling the story of the house, collections, and land through exhibits, events, and programming,
 - Providing support for the Harrisonburg and Rockingham County communities, as well as Harrison descendants.
- To provide outreach programs and opportunities for engagement of people of all ages.
- To generate revenue to support our activities, operations, and archaeological research.

Proposed Interpretive Approach and Themes

The foundation of the visitor experience at the Daniel Harrison House should be directed by Freeman Tilden's six interpretation principles. Tilden is known as the "Father of Heritage Interpretation" and was the first author to provide a definition for interpretation in his book, *Interpreting Our Heritage*. Tilden was not a trained educator or interpreter, but a young writer who was employed by the National Park Service in the 1940s. He traveled to various National Parks and compiled notes on education programs and park rangers' methods to deliver the programs to the public. In his book, Tilden attempts to explain the craft of interpretation, where he states, "Heritage interpretation is an educational activity, which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information." Although his principles were written over five decades ago, they still retain relevance in house museum settings, as staff strives to establish connections with visitors to the historical narrative. To help museum professionals better understand the art of interpretation, he compiles a list where he defines six principles of interpretation:

1. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.
2. Information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

3. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical, or architectural. Any art is in some degree teachable.
4. The chief aim of interpretation is not instruction, but provocation.
5. Interpretation should aim to present a whole rather than a part, and must address itself to the whole man rather than any phase.
6. Interpretation addressed to children (say up to the age of twelve) should not be a dilution of the presentation to adults but should follow a fundamentally different approach. To be at its best it will require a separate program.⁷⁰

The proposed central theme for the Daniel Harrison House heritage education programming is: “The Daniel Harrison House has a unique history that was shaped by the people living here, their activities, and the landscape around them.” This central theme will encompass several inclusive themes that will comply with heritage education program practices and Virginia’s Standards of Learning educational outcomes. These themes will discuss the diverse people throughout the Shenandoah Valley, beginning with the Native Americans who roamed the lands before European contact, the English, Scotch-Irish, and German settlers, and the enslaved African and freed communities. In addition, these themes will introduce discussions on the history of race, class, gender, and the environment. Table 2 consists of the suggested themes, topics, and subtopics is included below:

⁷⁰ Freeman Tilden. *Interpreting Our Heritage*. 3d ed. (Chapel Hill: University of North Carolina Press, 1984).

	Theme	Topics	Subtopics
1	The Shenandoah Valley was home to diverse groups of people who settled and lived in the area throughout periods of time.	<ul style="list-style-type: none"> - Eastern-Woodland Native American Cultures - European Settlers - Enslaved West Africans and their decedents 	<ul style="list-style-type: none"> - Indigenous cultures - European Contact - Enslavement - Colonization - Migration - Conflict
2	The people in the Shenandoah Valley express themselves through a wide variety of domestic, cultural, and social activities.	-Daily life on the Virginia Frontier	<ul style="list-style-type: none"> - Gender roles - Life at home - Life at work - Historic Trades
		- Cultural Expression	<ul style="list-style-type: none"> - Architecture/built heritage - Food - Music - Storytelling - Languages
3	The physical landscape of the Shenandoah Valley was home to various defined groups who have distinct relationships with one another.	- Religion and Spirituality	<ul style="list-style-type: none"> - Churches - Religious diversity - African Religion and Spirituality
		-Governance and Politics	<ul style="list-style-type: none"> - Colonial law - Local and State laws and ordinances - Monarchy and Democracy
		- War and Defense	-French and Indian War
		-Social Inequality	<ul style="list-style-type: none"> - Class - Gender - Social Conflict

Table 1: Proposed Themes and Interpretive Topics for the Daniel Harrison House

Conclusion:

Heritage education programs at the Daniel Harrison House will place an emphasis on a small community and display how people constructed their lives within the space. R. G. Collingwood argued against history as a science, and that historians must look "within" instead of looking beyond.⁷¹ Heritage education at historic sites emphasizes this philosophy. History is essential towards gaining a sense of space. The incorporation of the proposed interpretation plan, virtual house tour, and educational programs utilize the heritage education approach, which will provide a connected physical and virtual space for visitors to acknowledge past actions, thoughts, and feelings instead of hearing recitations of facts about Daniel Harrison, his family, and an old house. The updated programs and interpretation will allow for a more inclusive presentation of the history of the Daniel Harrison House, as well as the history and heritage of the local communities of the Shenandoah Valley. This project will ensure the future of the Daniel Harrison House by developing scholarship and revitalizing the history and stories that FHI is eager to share with the public.

⁷¹ R. G. Collingwood, "History as Re-enactment of Past Experience," in *The Idea of History*, (Oxford: Clarendon Press, 1946.)

Appendix A: The Daniel Harrison House: Heritage Education Programs

Purpose of the Project:

While the Interpretive Plan of the Daniel Harrison House asserts the historical significance of the Harrison family and the house to the local and global communities, the virtual heritage education programs extend the museum's reach to overcome the barriers of the digital divide and school funding for in-person fieldtrips. The purpose of this digital platform is to capture the significance of the Daniel Harrison House within the local history and groundworks of community in the Virginia colonial backcountry. This virtual platform was created to bring global interest to historic houses and educate the broader public, especially after the COVID-19 pandemic when individuals were unable to travel to historic sites. This section of the thesis project applies the self-analysis and proposed themes from the Interpretive Plan through a virtual tour, background information on the Harrison family, settlers, and enslaved individuals who worked and lived on the property in the eighteenth century. In addition, this virtual project incorporates suggested educational programs, utilizing the background information and virtual tours to discuss topics such as class, race, and gender.

Link to Project; <https://schoemma.wixsite.com/home>

Content:

The virtual educational content for the Daniel Harrison House is divided into four sections: The People, The Farm, Preservation, and Education. These sections are scaffolded to build lessons from the ground up.

The “Home” page introduces the house, its location, and provides a brief introduction to the Harrison settlers when they came to settle the Virginia backcountry. This page greets and invites virtual visitors to “delve into the history” of the Daniel Harrison House through learning more about settling the Virginia frontier, the people, and the house.

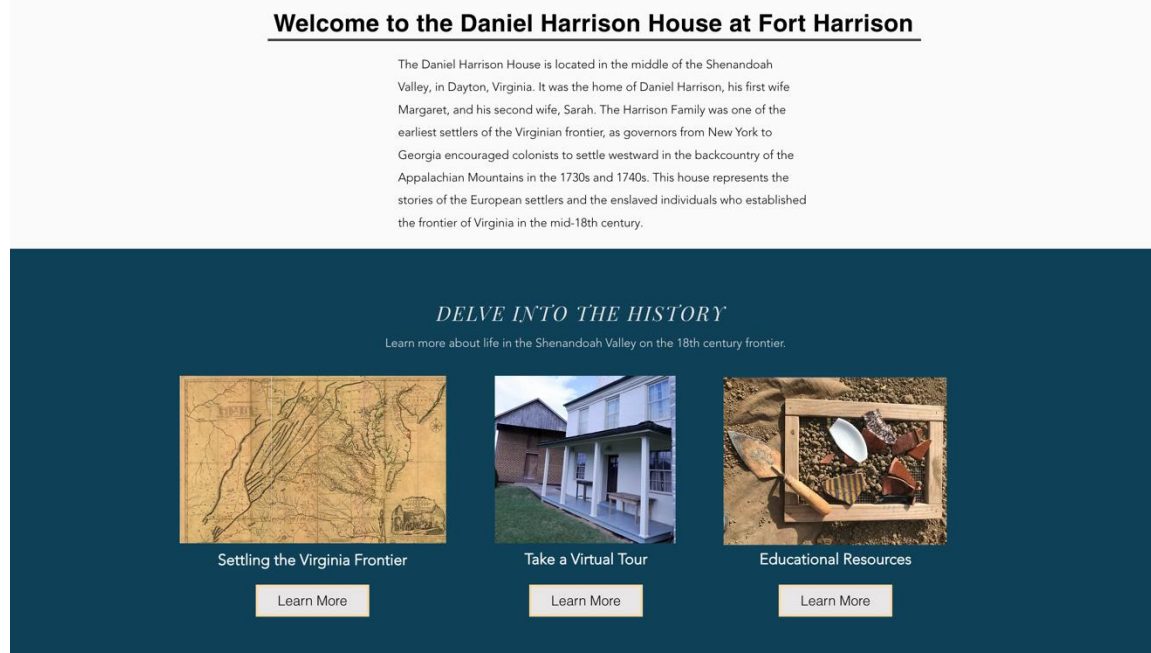


Figure 2: “Welcome to the Daniel Harrison House at Fort Harrison” website home page.

The next page “The People” contains five subsections to include the background history of the people that built, worked, ate, and slept at the Daniel Harrison House. These subsections include: the Settlers, Daniel Harrison, Benjamin Harrison, Women and Children, and enslaved individuals. The first subpage of “The People” is “Settlers in the Shenandoah Valley: Expanding Virginia”. This page establishes context for the website’s visitors, as it introduces the location in relation to the other four regions of Virginia, and the importance of settling the Shenandoah Valley in the 1700s. This page is made for

visitors, grades 4 and over, as it complies with the Virginia Standards of Learning objectives for Virginia and U.S. History. This page also contains images and primary source materials to display the various geographic regions of Virginia, as well as a map from 1719 to portray the settled areas of Virginia prior to the westward settlement of the Virginian backcountry in the 1730s and 1740s. In addition, since primary source documents are integral to the heritage education approach, it includes a land deed, or “indenture,” for the purchase of Daniel Harrison’s land. This is included in the page because it educates students and visitors about the legal process of buying and obtaining the land in the eighteenth century.

Settlers in the Shenandoah Valley: Expanding Virginia

The Shenandoah Valley is located the western region of Virginia, in the "Valley and Ridge" region between the Appalachian and Blue Ridge Mountain ranges. The land in the Shenandoah Valley was rich in soil, and allowed water access through the Shenandoah River, and had vast forests. These resources were used long before European colonization in the eighteenth-century by Native Americans. Once British settlers colonized Virginia in 1607, they continued to expand their domain over the next century. Europeans made efforts to settle the Shenandoah Valley as early as 1704 or 1705, with continuing attempts by Governor Spotswood to encourage settlers to expand the Virginia Colony westward in 1710. British leaders viewed the Valley as a means to benefit the colony in four ways:

1. The mountains served as a protective natural barrier from French settlements that stretched from Canada to Louisiana.

2. The mountains protected the British domain, as they shielded colonists against Native American attacks and French expansion.
3. The mountains deterred runaway slaves from establishing communities in the mountains.
4. Virginia's needed to claim the Valley before Maryland could settle its claim.

Settlement in western Virginia expanded slowly, until Governor William Gooch gave large land grants to Tidewater planters in the 1720s through the 1740s. They were encouraged to sell the lands to farming families from Pennsylvania, but they also attracted settlers from Maryland, New Jersey, and Delaware.

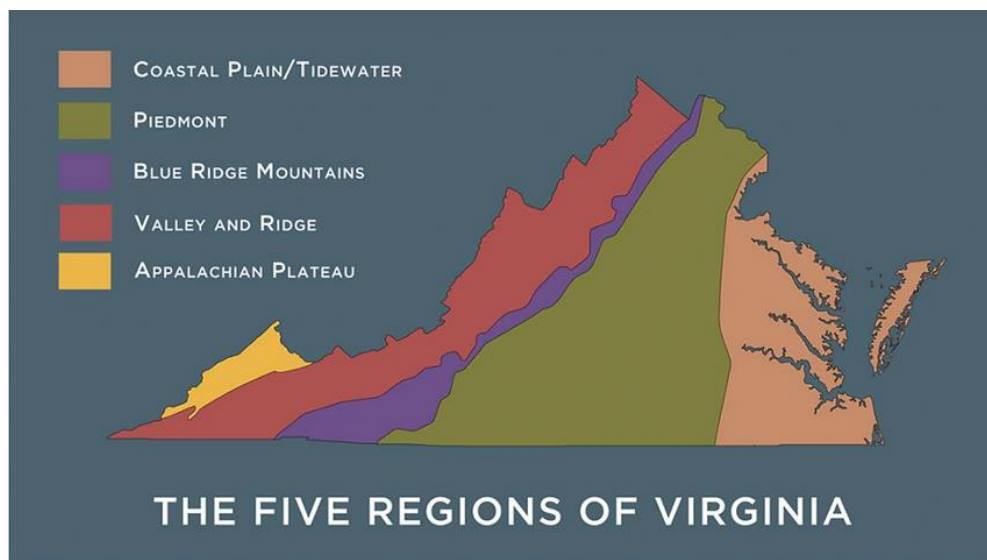


Figure 3: This map illustrates the five geographic regions of Virginia. Source: Courtesy of the [Virginia Museum of History and Culture](#)

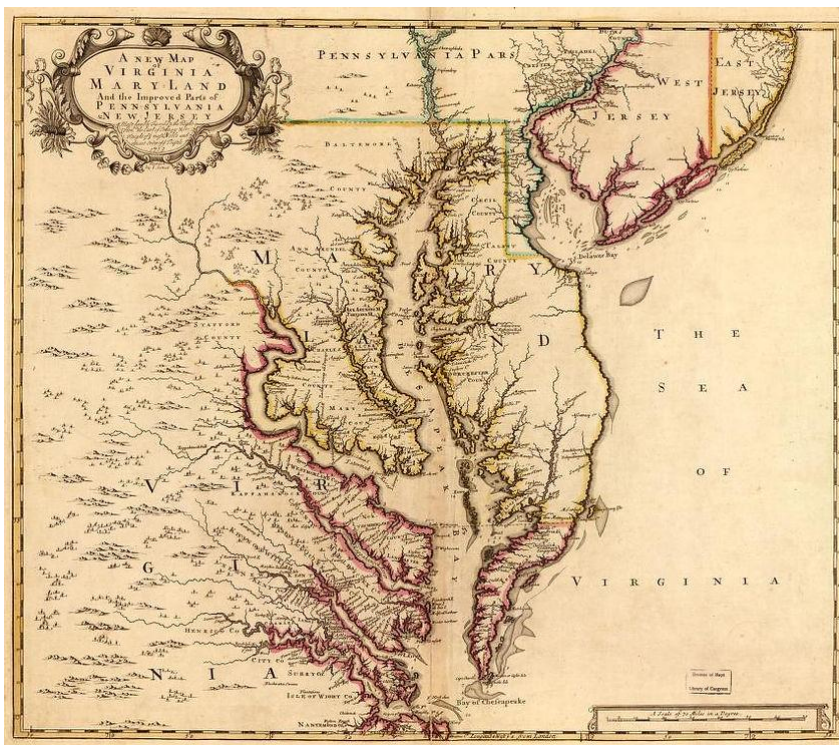


Figure 4: This map illustrates the established towns and roads of eastern Virginia in 1719. The western area of Virginia, past Henrico and Stafford counties, is not depicted or labeled on this map. Source: [Library of Congress](#)

Making a New Home in the Valley

Virginia's land policy attracted diverse groups of settlers to the backcountry. The majority of the first-generation frontier settlers voyaged to Pennsylvania colonies in the 1600s and 1700s from Germany and Northern Ireland (Ulster). Although the backcountry was dominated by the Scots-Irish and German immigrants, other Europeans moved to the edge of the colony as well, such as English, Swiss, Swedes, and Dutch pioneers. Many of these settlers were farmers and rural craftsmen in their homeland, who were influenced to leave their ancestral homes. These groups were largely escaping rising rents for tenant

farms, heavy taxation, overbearing rulers, frequent famines, and shortages of farmland in their home countries.

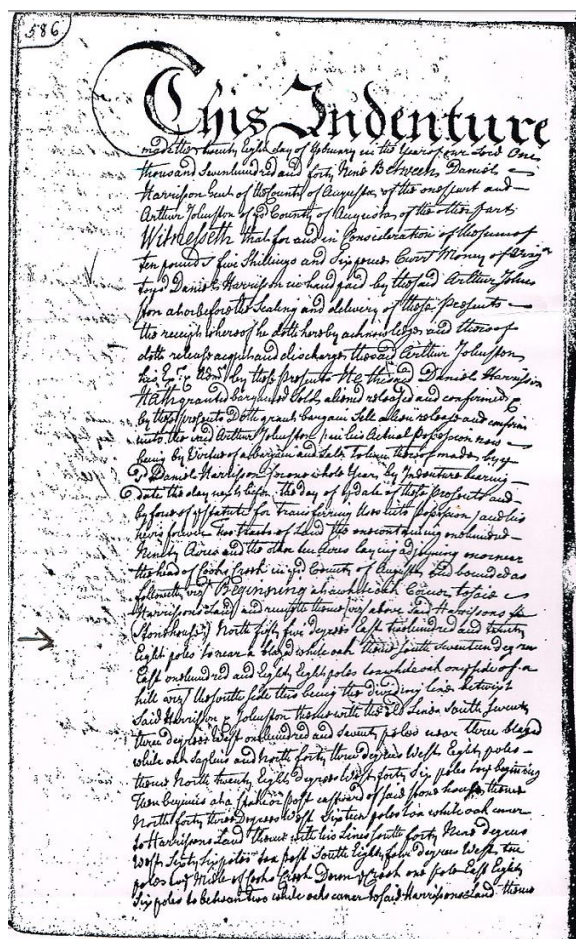


Figure 5: This document is the deed that recorded the purchase of the plot of land between Daniel Harrison and Arthur Jolusson on February 8, 1749. Deeds are records of land ownership and transactions between two parties. The Harrison family would have gone to the Augusta County Courthouse to have the deed and land records recorded. This document also reveals the value of the land and a description of the property. Source: Augusta County. "Indenture Land Deed," Deed Book Two. Augusta County Circuit Court, 1749: 586.

Scots-Irish and German immigrant families sailed to Pennsylvania and remained there for an average of seven to ten years, with the desire to eventually obtain a freehold farm that would be capable of supporting their family. The land grants in the Valley with cheap land and abundant natural resources enticed the families to migrate further south.

This new opportunity led many families to pack their few personal belongings, essential tools, and rations as they began their trek into the backcountry of Virginia.

The European settlers arrived in the Valley by foot, leading packhorses and essential animals with their possessions, following paths that were established by Native Americans. This path was referred to as the "Indian Road"; however, after more settlers traveled by wagon, the path was renamed the "Great Wagon Road." Most of the settlers intended to farm and they sought land that would feature a reliable fresh water supply, tree coverage, and open ground. Open ground in the Valley was preferred among the settlers, as Native Americans intermittently lived, traveled, and hunted on the land before European contact in the seventeenth century. The Native Americans had already cleared sections of land, by eliminating brush, trees, and large limestone rocks that were not suitable for planting crops. Settlers that were able to purchase this already cleared land would be one step further than settlers who had to clear their own land.

After selecting, purchasing, and securing land titles, the settlers built a shelter and cleared their land for crops. Their first house was a small cabin with one room. These houses were built by family members, neighbors, and possibly indentured servants or enslaved people. The next step was to plant crops that would sustain themselves and their families as they continued to grow and develop their farm. Once their life essentials, food, shelter, and water were secured, then over the first few years the settlers would build a larger and permanent house, along with growing fields of cash crops. Tobacco did not grow as well in the Shenandoah Valley as in the Tidewater climate, so they mainly grew fiber plants such as flax and hemp as a source of income.

Meet the Harrison Family: Benjamin Harrison

Another prominent Harrison figure is Benjamin Harrison, Daniel's youngest son. As a young man, Benjamin quickly rose into an influential resident of Augusta County, and later Rockingham County, Virginia. Although the historic house's interpretation mainly focuses on Daniel's story, Benjamin's story is not one to be overlooked.

Benjamin Harrison made the journey from Delaware to the Shenandoah Valley with the rest of his family as the youngest family member, when he was just eight years old. Benjamin quickly rose to become an influential young man, as he inherited his father's estate, water mill, and distillery at the age of twenty-nine. It is unclear why Benjamin, as the youngest male child of Daniel, inherited the wealth and land from his father rather than his older brothers. Robert Harrison, Daniel's eldest son died of poor health in 1763. Therefore, it is curious as to why Daniel did not follow with the tradition of English primogeniture when it came to his next eldest son Daniel Jr.'s inheritance. However, records suggest that Benjamin was better off and had a more promising future than his second or third oldest brothers, Daniel Jr. and Jesse.

Benjamin Harrison assumed the title to the house and land after his mother's death. Benjamin and his wife Sarah became large land owners in the Shenandoah Valley. His wealth and status set him apart from other farmers in the region. In 1763, at the tail end of the French and Indian War, Benjamin was commissioned to captain in Augusta County's Ninth Regiment in December of 1770. According to historian John Wayland, Benjamin led his company under the command of General George Washington to the Battle of Point Pleasant on October 10, 1774, when the militia defeated Chief Cornstalk during Lord Dunmore's War. He remained in the Augusta County and Rockingham

County militias, rising to the lieutenant colonel rank in the Rockingham County militia on April 28, 1778.

In addition to his ranks within the militia, Benjamin played a pivotal role in shaping the early history of Rockingham County, as he held various positions within Rockingham's offices. On May 25, 1778, Benjamin took the Oath of Fidelity to the State as vestrymen. In addition, on September 28, 1778, he accepted his Commission of the Peace and a Commission of Oyer & Terminer from Governor Patrick Henry. The offices Benjamin assumed gave him a substantial measure of authority within the community. The most respected men in Rockingham County were Justices of the Peace and were important not only because of their courtroom decisions, but also because they controlled access to nearly all other county offices.

Positions of influence and power were important for landholding men in Virginia and Benjamin continued to rise in the Virginia government, as he was elected to the Virginia House of Delegates. Daniel's decision to follow his father and family into the Shenandoah Valley proved to be beneficial for his son and grandson. Their determination to settle in the backcountry allowed them to grow in wealth and importance, enabling them to aid in the establishment of a new frontier, Rockingham County, and the United States of America.

"I give and bequeath first to my beloved wife...": The Harrison Women

Little information is known about the women that lived in the Daniel Harrison House. The surviving written records about the Harrison wives and their children have only been found in the Augusta County and Rockingham County Clerk's office historical

archives. These records include the marriage licenses, wills, and probate inventories that were recorded by their husbands. However, from this limited information historians and archaeologists can make connections to learn more about them and their lives at the Daniel Harrison House.

The first lady of the house was Daniel's first wife, Margaret Cravens. Margaret was born around 1702 and lived at the Harrison House until her death around 1753. Daniel and Margaret had seven children in Delaware before they moved to Augusta County in the Shenandoah Valley. Their children were Robert, Daniel Jr., Jesse, Mary, Jane, Abigail, and Benjamin.

After Margaret's death, Daniel married Sarah Stephenson. They did not have any children together; however, Sarah had a daughter from a previous marriage. Court records and censuses do not reveal the year of her death or when she passed on the property left to her in Daniel's will.

In colonial Virginia, a woman's primary roles were to be a homemaker and caretaker. Their days were filled with household duties of cooking, cleaning, tending to food and medicine gardens, laundering clothes, feeding farm animals, and caring for their children. Wealthier women in the gentry, as well as those belonging to the middling sort were responsible for overseeing the household chores that were completed by enslaved people or servants. Women did not have many rights during the eighteenth century. Single or widowed women could file court cases and own property. However, once married, her husband gained control of her possessions and property. Women could not vote, write wills without their husbands' permission, or sign a contract.

Margaret and Sarah Harrison experienced this social class inequality as women, wives, and mothers in colonial Virginia. The laws of the colonial government as well as social structures prevented them in participating in the same political, social, and business spheres that Daniel took part of as a settler developing the Virginia frontier, Protestant church, and a new local county and its judicial system.

Enslavement in the Backcountry

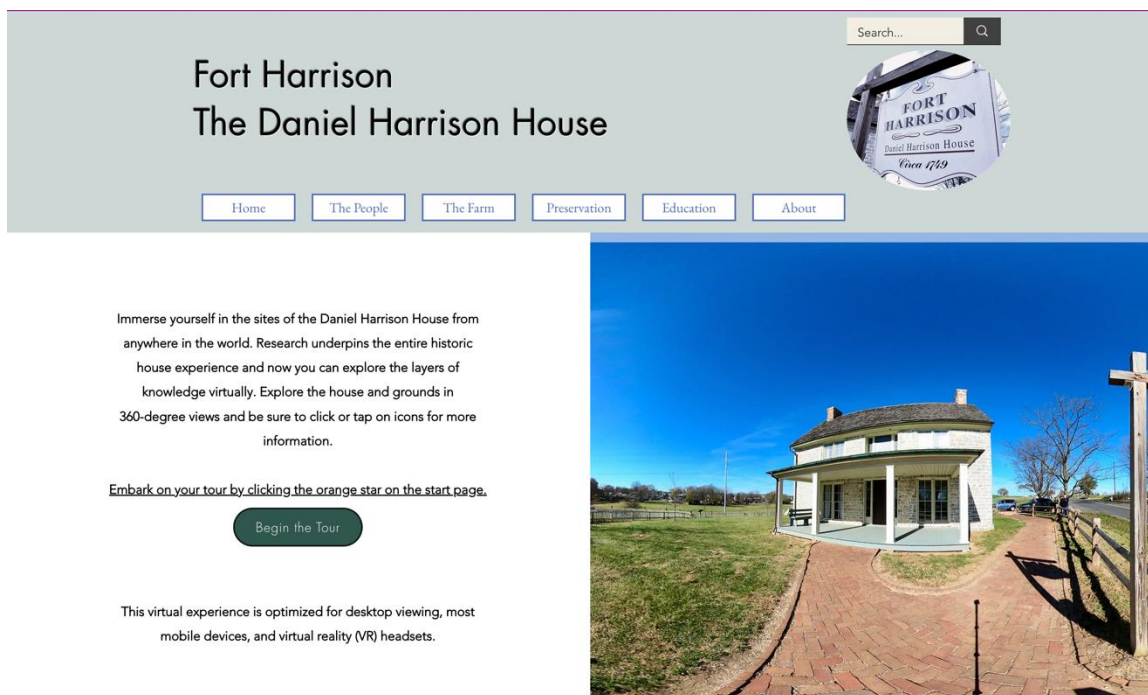
African Americans are an integral part of the Shenandoah Valley's history since the early 1700s when they arrived with European settlers. Enslaved African Americans were brought to the Shenandoah Valley and were destined for agricultural or domestic labor. Although there were enslaved people working on farms, the enslaved population was not as high in the Valley compared to the slave owning plantations in the eastern Tidewater region. Plantations in eastern Virginia largely relied on economic gain from cultivating tobacco on their land. Tobacco plantations required vast amounts of land, as the crop quickly depletes the nutrients in the soil. Therefore, farmers rotated the crops on their land each year or until the soil's nutrients were completely exploited. In addition to tobacco's need for rich soil, the cash crop required the careful attention and large numbers of enslaved individuals to work the fields.

The Shenandoah Valley, on the other hand, was settled largely by German Mennonites, Scots-Irish, and English settlers. Although the Scots-Irish and English were quick to continue farming with enslaved labor, the German population were hesitant to adopt the practice. The population of Germans in the Valley largely opposed slavery; however, there were several German and Mennonite slave-owning families. Not only did religion play a large role in this practice, but economic factors also influenced the lower

populations of enslaved people in the region. Farmers in the Shenandoah Valley did not rely as heavily as their neighbors in the Tidewater on tobacco cultivation. The cash crops in the Valley were mainly hemp, wheat, and flax, and they did not require as much labor.

The Farm: Virtual Tour Overview

The virtual tour of the Daniel Harrison House incorporates the significant information about the Harrison family, the enslaved individuals, and the general settlers during the settling of the Shenandoah Valley. The tour implements the idea of heritage education and Tilden's Six Interpretation Principles for heritage interpretation. The tour highlights the architecture as well as the artifacts displayed throughout the house. In addition, the tour offers engaging features, such as additional questions for visitors to critically think about the architecture and people of the time period, as well as conditional questions to emphasize important information and themes when leaving a section of the house. This tour was created to share the history of the house and people to visitors as young as ten-years-old to adults. Furthermore, the tour also was designed as an extension of the educational lesson plans that are provided for students and educators. These lesson plans are found under the "Education" tab on the website.



Tour Outline and Information:

Welcome to the Daniel Harrison House Virtual Tour!

Explore one of the few standing and unmoved 18th century houses in the Shenandoah Valley. The Harrison Family is an example of one of the thousands of Europeans and enslaved peoples who established the colonial frontier.

How to Engage with the Virtual Tour:

- Use your mouse, trackpad, or finger to move left or right and up or down. These motions will enable you to see the rooms, artifacts, and artwork all around you, giving you an exciting, full-immersion experience.
- Use the arrows to move around the house and grounds.

- Click the circles to learn more about the people, architecture, and items on display.
- Immersive reader assistance is located at the top right of each pop-up window. Click on the "book and speaker icon" to listen to the text read aloud or adjust how text appears by modifying spacing and color. For additional accessibility, translations of the text are available in a variety of languages.

Floorplan and Tour Stops: This floor plan incorporates the floor plan that was created by Rachel Bergstresser in 2018 for the first and second floors. The images of the floor plans reflect all renovations done to the house, from 1748 to 1920, and reflect the current floor plan that is currently used by FHI.

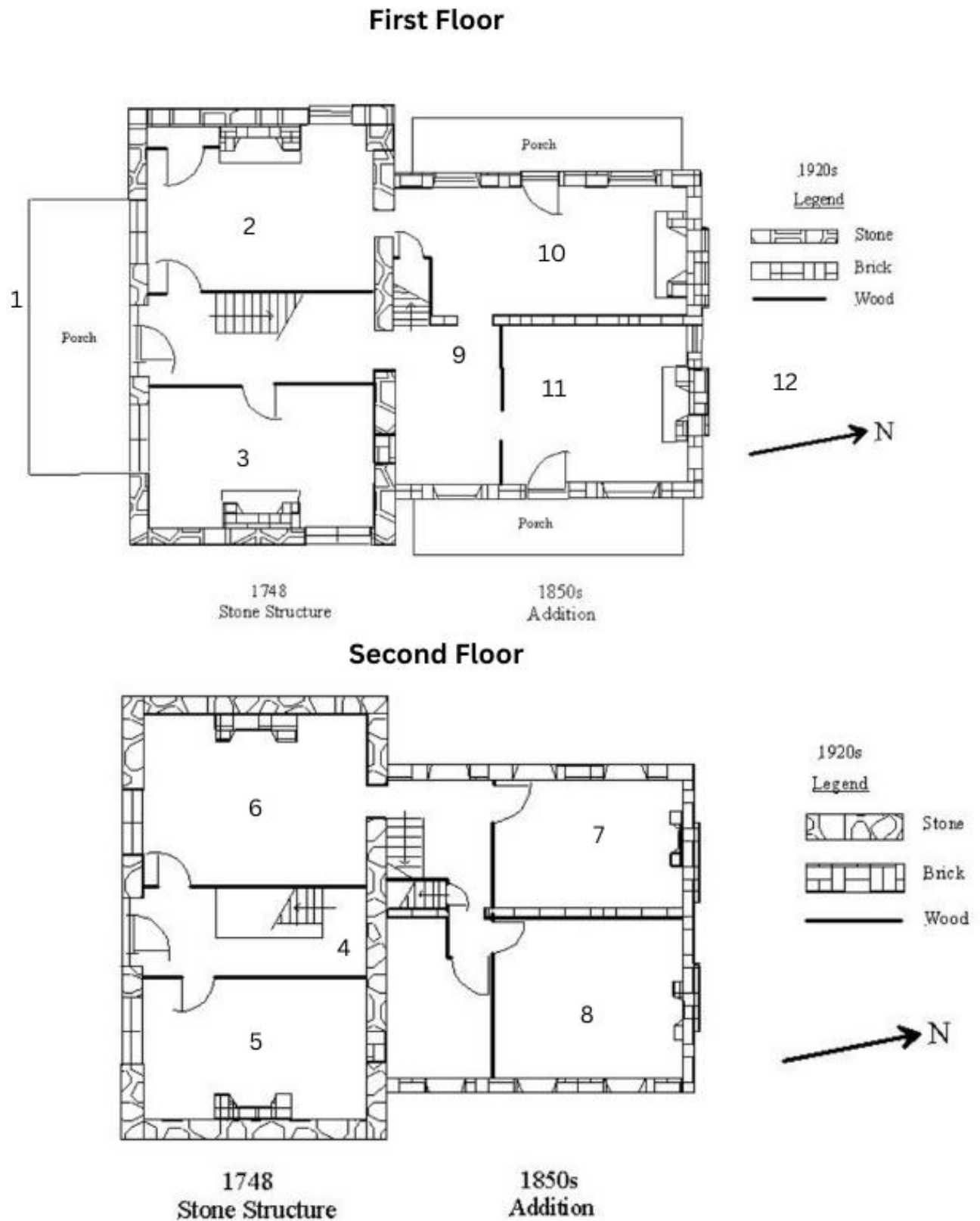


Figure 6: Virtual tour room sequence on first and second floors.

Stop 1: Tour begins outside on Front Porch

For more than seventy years, this was home of the Harrison Family (1748-1821), who were among the first settlers in the Shenandoah Valley of Virginia. The Shenandoah Valley was considered the "backcountry" in the eighteenth century, as the British expanded their domain. Daniel Harrison bought this land in 1749 and built his stone house, where he lived with his family until his death.

The two-story limestone structure is the original section of the house that Daniel built. The white-painted brick section of the house, seen on the north-facing side, was an addition built by John Allebaugh in 1856.

A Visual History: The Architectural Evolution of the Daniel Harrison House:

Daniel Harrison built this house in a Georgian architectural style, which is one of the most long-lived styles of American buildings. According to "A Field Guide to American Houses" by Virginia Savage McAlister, there were only five architectural styles in the colonies that were available prior to the 1740, so the early Georgian style became a prominent design from the collective knowledge of its builders. However, after 1740, architecture books increased quickly throughout the colonies. This house is a result of the middling-class backcountry farmers establishing their wealth and status through their new house's architectural design and building materials, as the Harrison family settled into their new life in the Valley.

Stop 2: Entrance Hall

The Harrison Family was a middling farming family from Sussex County, Delaware, who sought opportunity with the available cheap land in the backcountry. Daniel and his family sold their Maiden Plantation in Delaware and settled on this land. This house was configured with an I-house interior, which consists of a two-room floorplan on the first and second floors, and a central hall. This was a common architectural style for early middling-sort family homes, especially in the Shenandoah Valley. The stone house accommodated the essential needs for the Harrison family.

Houses are functional spaces that provide for the people living and working in them. The Harrison family used this house as a space to provide shelter for the family, a safe space, a meeting place for the community, and a business. Other people, who lived here after the Harrisons, such as the Allebaughs, Liggetts, Burtners, and Kooglers, also needed the house to serve their needs as well. Therefore, each owner made their own necessary changes to the building and surrounding landscape.

Have you made any changes in your living space to make it your own? If so, what did you do? During your tour, take a look around to see how each owner made the space their own.

Stop 3: The Hall

In the early-18th century, many houses had only two rooms, a "hall" and a "parlor." This room, the hall, functioned as a multi-purpose room. Here, the Harrison family ate, worked, and entertained. This was also a room where their enslaved woman and girl,

Cate and Hannah, performed many domestic tasks in the white household. These tasks included cooking, cleaning, and childcare for the Harrisons.

Original Staircase: When this house was built by Daniel Harrison, the main floor had two rooms, the hall and parlor. Small architectural clues, such as this photo taken by preservationist George W. Fetzer, point to early plaster samples taken prior to the house's renovation in the 1980s. These plaster samples locate the original stairs beside the kitchen fireplace in the southwest corner of the house.

Fireplace and Bake Oven: Large fireplaces were essential for 18th-century households, as it was the main source of heat and the designated cooking area in the house. During his architectural survey of the Daniel Harrison House, Geo. W. Fetzer made an interesting discovery that the small fireplace that currently sits in this room was not original to the 1740s structure.

Photograph 1: Arrow A indicates soot-covered plaster of an English-style fireplace and bake oven in the kitchen. Arrow B indicates the anchoring of the fireplace to the exterior stone wall.

Photograph 2: The arrows indicate the dimensions of the kitchen fireplace and bake oven's chimney. This long linear scar in the stone wall is in the southwest portion of the attic.

Photograph 3: This photo of the original attic roof and framing also attests to the larger dimensions of the stone chimneys.

Daniel's probate inventory lists one dozen pewter plates, as well as dozens of silver forks, spoons, and knives. Daniel and Sarah Harrison had a dining ware service set for at least 12 people. With this long list of dining ware and the house's proximity to a road, perhaps this room also served as a tavern to businessmen and travelers. Daniel and his second wife, Sarah, owned and operated a mill and distillery on their property, so they would have had spirituous liquors readily available for visitors.

What do we know about Hannah?: In his will, Daniel bequeathed Hannah to his wife, Sarah. Hannah was assigned a value of £45 in the 1771 inventory of Daniel Harrison's estate, where she was described as a "woman". Her value was assigned based on her skills and age. Since Cate was described as a "girl" and was valued £25, Hannah would have been more valuable because she was of a childbearing age. In addition, at Sarah's older age, Hannah would have been able to maintain the laborious household chores, such as cooking, laundering, as well as assisting in the fields. Sarah was instructed in Daniel's will to sell Hannah upon her death at public auction. No further documentation has been found about what happened to Hannah.

Stop 3: The Parlor

This is the original parlor of the Daniel Harrison House. The parlor was a multi-purpose room that was used for working, eating, sleeping, and entertaining.

This section of the house was more public, as the Hall had access to the upstairs bedrooms and private family areas. Over the late-18th and 19th centuries, the form and

function of this room changed. House owners differentiated public rooms with finer and more elaborate architectural details to display their status.

Listening and Passing Along Information: Cate and Hannah performed a variety of functions, such as cooking, keeping the fires going, running errands, doing laundry, and possibly helping in the fields. Enslaved girls and women performing domestic duties in the house served the family and their visitors. As a prominent member of the developing community, Daniel would have discussed business and politics in this room with his peers. Enslaved people who served them, such as Cate or Hannah, would have overheard all of their conversations and learned invaluable information that would have been useful to their own enslaved community.

Parlor Cabinet: Daniel's grandson, Dr. Peachy Harrison, became the third owner of the house after Benjamin's death. Peachy Harrison was a prominent doctor in Harrisonburg, who ran his medical practice on Court Square in Harrisonburg, Virginia. The books on this shelf consist of Peachy's medical books, as well as his sons', Peachy Rush Harrison's and Gessner Harrison's, personal items. Peachy Rush also became a medical doctor, inheriting his father's medical books after his death in 1828. Gessner became an academic and was one of the first students at the University of Virginia, studying Law and Ancient Languages. Harrison Hall at James Madison University, a few miles up the road, is named after Gessner.

"Every Man his own Doctor": When you look at this cabinet, what do you see? Books, painted teacups and plates, a jar of "leeches", or a basket of torn cloth? Many of these items were used for illnesses and healing practices. In the eighteenth and early nineteenth

centuries, healthcare was a do-it-yourself venture. Families depended on homemade medicines and remedies that were passed down from generations. In 1725, Dr. John Tennent published the book, "Every Man his own Doctor." This home medical guide offered settlers in the backcountry low-cost remedies and advice for common medical problems.

The Harrison wives, Margaret, Sarah, and Mary would have relied on such advice if any of their children or enslaved people became ill. Herbs, tinctures, and salves were grown in their gardens and concocted in kitchens, along with other treatments such as bloodletting and purging.

Peachy Harrison, Benjamin's son, was brought up in this home at the tail-end of the Enlightenment period, when new methods and approaches for examining the body. The medical field became professionalized and popularized as new scientific forms of medicine emerged. With a formal education, Peachy became a man of science and attended medical school in Philadelphia. This cabinet displays Peachy and his son's, Dr. Peachy Rush, medical books and supplies they use in their practice on Court Square in nearby Harrisonburg. Click the link to access the "Every Man His Own Physician" book:

Question: How does the book, "Every Man his own Doctor" advise someone to cure a cough? Ride horseback every day; Bleed eight ounces; Drink ground ivy tea with syrup; Breathe as much as possible in the open air; or All of the above.

Touches of the Greek Revival Style: House renovations are popular today as they were in the 1850s and 1860s. New styles become popular and homeowners typically want to modernize their homes. The same thing happened in the 1850s, as John Allebaugh and J.N. Liggett owned the house. There is no documentation that has been found that indicates which owner began the renovations; however, archaeology students at James Madison University dug into the ground to uncover clues beginning in 2016.

Stop 4: Central Stairs and Passageway

Renovations to the house included this central staircase and passageway. The central hall on the main floor and a stairway to the second floor were constructed by removing the original center partitions, which divided the two rooms. The construction of the new staircase, but also reinforced architectural segregation within the home. Slavery, architectural segregation, and reimagined floor plans were rigged for surveillance on farms with enslaved labor. The original door was thought to have people entering the house into the parlor. The new central entrance and stairway, along with the passageway running the width of the house, allowed the owners to easily observe people's activities from the doorways from the rooms on either side.

Stop 5: Bedroom 1

Original Window Frame: Before the house's renovation in the 1850s, the house was only one room deep and two rooms wide. This window is one of the three original windows that were on the front of the house. This window frame shows historians the original window dimensions in the Harrison's house.

Look at the original window frame, then turn around and look at the renovated window behind you. Can you spot the differences in size and design?

Stop 6: Bedroom 2

There were bedrooms on the upper floor of the original Harrison House. Little is known about the Harrisons' private lives, but Daniel's probate inventory provides glimpses into how their rooms were used and what materials were used in each room. According to Daniel's inventory, the house contained a spinning wheel and the farm grew flax and raised sheep for wool. This was not only a room for sleeping, but it was also a room for women like Margaret, Sarah, Mary, and their young girls to retire in the evenings from the hall (using the original staircase to the left) after carding and spinning flax or wool into thread or yarn.

Stop 7: Walk into floor Allebaugh Addition

This addition was built in the 1850s by John Allebaugh. Allebaugh purchased the property from Daniel's grandson, Peachy, in 1821. Allebaugh was the first to make major renovations to the house and property, as he added a two-story addition to the front of the house. This work completely changed the orientation of the house, as the original front door was covered by the addition and the rear door, which was now used to enter, became the front of the house. Allebaugh added three upstairs rooms and an attic. Click around to explore more of the second-floor rooms!

Stop 8: Kitchen

Stop 9: Display Case of Artifacts

An abundant number of artifacts were found outside of the house. These items included ceramics, nails, bottle glass, window glass, clay pipes, bones and shells, and other personal items. Many of the artifacts found were ceramic pieces. The ceramics in this case represent the various layers of the history of the house and the people who lived here after the Harrisons. Archaeologists are able to use "Mean Ceramic Dating," which is a formula they can use based on the pottery fragments they find, to understand the chronology of activity at the house and the people who used these items.

The West Yard:

There is no documentation that has been found that indicates which owner built the addition and made renovations; however, archaeology students at James Madison University looked into the ground to uncover clues beginning in 2016. While digging, students found a large quantity of architectural materials such as nails, window glass, and brick and stone. JMU students first collected and categorized each nail by lot number and nail type (hand-wrought, machine cut, and wire nails). Nail types provide archaeologists and historians dating information, as hand-wrought nails were made prior to 1790, when the Industrial Revolution produced machines to cut the nails from sheets until 1830. Archaeological evidence plays a key role in understanding the building timelines for the Daniel Harrison House and of the 238 nails that were found, the most common nail type

was the machine cut nail. Therefore, it was most likely John Allebaugh who added the brick addition to the Harrison house.

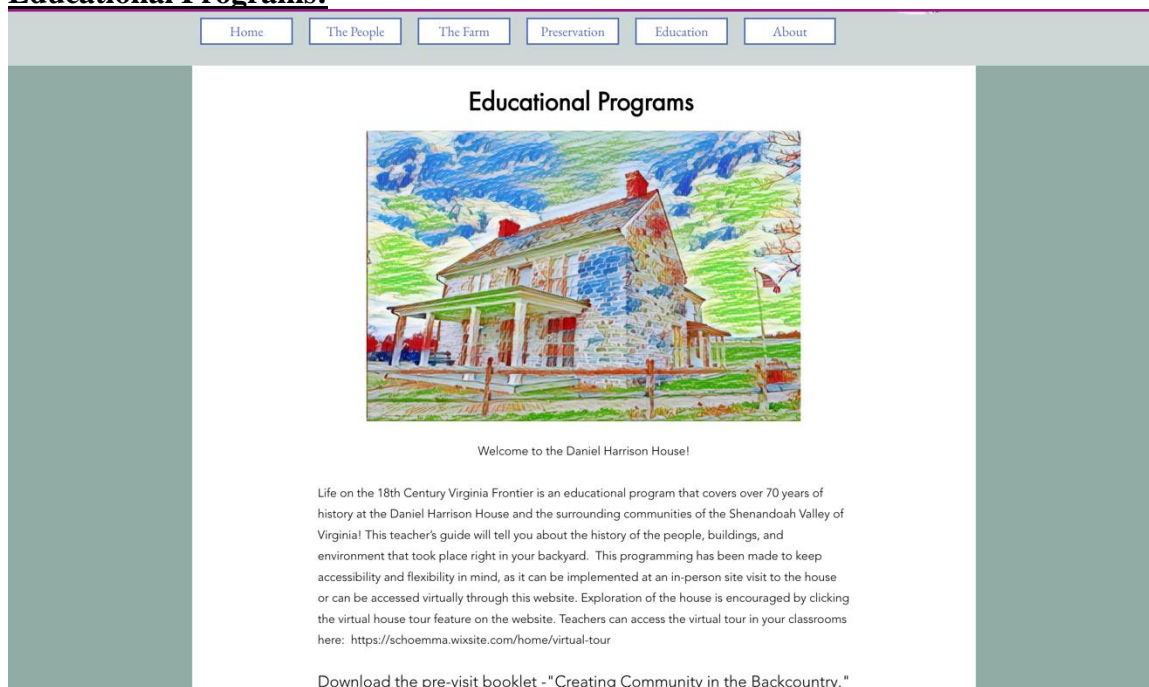
The Summer Kitchen: The brick outbuilding is the Summer Kitchen, which is the only remaining historic outbuilding that is on the original Harrison property. When Fort Harrison Inc. purchased the property, the summer kitchen was partially dismantled by its previous owner, D.W. Koogler.

This outbuilding's building date is unknown; however, it is believed to have been erected during the building ownership of J.N. Liggett (who purchased the property in 1856) and William and Solomon Burtner (who purchased the property in 1862). Liggett during his ownership transformed the house from a frontier house, which was functional and utilitarian in nature, into an updated Greek Revival house.

What do we know about Moses?: Moses was an enslaved person that was owned by Daniel Harrison. Sam was assigned a value of £50 in the August 25, 1771, inventory of Harrison's estate. Moses, described as a "boy", was listed as the most valuable property that Daniel owned. Individual prices of "slaves" were likely to vary because of differences in health, physical condition, age, sex, and skills.

Moses' exact role is unknown, but boys of his age and value were more likely to perform physically demanding tasks, such as plowing fields, tending crops, caring for farm animals, and running the Harrison's mill. According to Daniel's will, Moses was destined to be sold at public auction after Daniel's death. Moses has not been found in later court documents.

Educational Programs:



The “Education” tab on the website features heritage education activities, booklets, and a lesson plan for educators to use in their classrooms or as an activity for an in-person site visit to the Daniel Harrison House.

The “Pre-Visit Booklet: Creating Community in the Backcountry” serves as an introduction to the house and the Harrisons and provides an interactive overview of the structures of a backcountry colonial community. It seeks to answer questions such as, “What was the ‘backcountry’? Who settled the backcountry? How did the settlers live and why did they move there? How did people live according to their colonial perceptions of race, class, and gender? How do people create a community?” This booklet identifies key words and concepts by marking them in bold text, so they are easily recognized by students, and by providing context clues for their meanings within the text and through visual maps and images.

The booklet not only includes historical background information, but also provides three activities for students to actively apply their knowledge. The first activity is found on page 2, which includes a “Daniel Harrison House Word Search” with the key terms found throughout the website and the booklet. Students have the option to begin with this activity or come back to it after reading the booklet or visiting the virtual house tour. The second activity is a pyramid map to depict the population and hierarchy of the social classes found in colonial Virginia and the backcountry. This is a visual aid for students to understand the social classes and their social standing within the community. The third activity is a thinking map, a bubble map, for the students to apply their newly learned information to the world around them. The booklet discusses the roles and responsibilities farmers, women, enslaved people had during the eighteenth-century. This activity broadens the themes and concepts covered in the booklet and students can think about the community that surrounds them in the present.

The “Life in the Colonial Backcountry” teacher’s guide provides an example of activities and lesson plans for educators in schools, homeschools, or on-site visits to the Daniel Harrison House. This teacher’s guide offers lists of key words, along with a lesson plan with three scaffolding activities, which build onto previous concepts learned in previous activities, for students to understand primary sources and how they can learn about the past from the sources.

Appendix B: “Creating Community in the Backcountry” Student Booklet

THE DANIEL HARRISON HOUSE



Creating Community
in the
Backcountry

Welcome to the Daniel Harrison House!

Life on the 18th Century Virginia Frontier is an educational program that covers over 70 years of history at the Daniel Harrison House and the surrounding communities of the Shenandoah Valley of Virginia! This booklet will tell you about the early settlers who created vibrant communities in colonial Virginia's "backcountry".

You can explore the Daniel Harrison House by taking a virtual tour. Scan the QR code with your phone, or follow the link below:

<https://schoemma.wixsite.com/home/virtual-tour>



The Daniel Harrison House Word Search

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

MIDDLING SORT
 WOOL
 MILITIA
 FLAX
 HACKLES
 ENSLAVED
 HEMP
 PIEDMONT
 FRONTIER
 GINNERY
 INVENTORY
 INDENTURE
 WILL
 MILL
 COLONY
 ESTATE
 CAPTAIN
 ARTIFACTS
 MUSKET
 GENTRY
 SETTLERS

The *Backcountry*

When you come to the **Daniel Harrison House**, you will step back in time to the **18th-century**. This was a time when **European** settlers were beginning a new life, sometimes with their families, in the **Shenandoah Valley**. The Shenandoah Valley is in the **Valley and Ridge** region of Virginia. This area had many **natural resources**, including rich soil, trees, and the Shenandoah River. These resources were used long before European settlers by **Native Americans**, who used the land to travel, hunt, and trade.

Once English settlers established **Jamestown** in 1607, they continued to expand their claim to land over the next hundred years. Virginia governors encouraged settlers to spread the colony westward, so England could obtain more land, keep enemies such as the **French** and Native Americans away, and provide cheap land for the settlers. Settlement in the Valley expanded slowly, until Governor Gooch gave large land grants to wealthy **Tidewater** landowners from 1720-1740. After receiving the land grants, the wealthy landowners were encouraged to quickly sell the land to farming families from Pennsylvania, Maryland, New Jersey, and Delaware.

The first frontier settlers **immigrated** to the British colonies in the 1600s and 1700s from **Germany** and **Northern Ireland**. Although the backcountry was dominated by the **Scots-Irish** and **German** immigrants, other Europeans moved to the backcountry of the Virginia colony as well, such as **English, Swiss, and Dutch** settlers. The land in the Valley, with cheap land and abundant natural resources, appealed the families to migrate further south. This new opportunity led many families to pack their few personal belongings with essential tools, food, clothes, and family items as they began their long trek into the Virginia backcountry.



The Great Valley Road went from Philadelphia, Pennsylvania to Roanoke, Virginia. Source: FamilySearch

The European settlers followed paths that were established by Native Americans. The main path was referred to as the "**Great Valley Road.**"



Farming

in the Backcountry

Settlers intended to farm and sought land that would feature a reliable fresh water supply, some tree coverage, and open ground. Settlers preferred to buy open fields in the backcountry. Those who were able to purchase the cleared land would be one step ahead compared to the settlers who had to clear their own land.

After selecting, purchasing, and clearing their land, the settlers had to build a shelter and provide **basic human needs**, such as water, food, and shelter. These were their first priorities in order to survive in the backcountry. Their first house was usually a small **temporary** cabin with one room that was located near a fresh water source. Houses were built by family members, neighbors, enslaved people, or indentured servants.

The next step was to plant crops that would **sustain** themselves and their families as they continued to grow and develop their farm. Once their life essentials, food, shelter, and water were secured, then over the next few years the settlers would build a larger and **permanent** house and plant **cash crops**. **Tobacco** plants in the Shenandoah Valley did not grow as well in the Tidewater climate, so settlers mainly grew fiber plants such as **flax** and **hemp** as a source of **income**.

People of the Backcountry

Community

The colony of Virginia had grown into a society with differences between **race**, **class**, and **gender** in the 18th Century. Colonists were classified into groups, which included the **gentry, middling sort, farmers and tradesmen, women, indentured servants, and slaves**.

One of the wealthiest social positions in colonial Virginia was held by the **gentry**, or landowners with large **plantations**. These were generally powerful men and women who lived in the Tidewater region on large farms, making money from **cash crops** such as **tobacco**. To keep these farms running smoothly, the gentry planters needed a large quantity of enslaved labor, and sometimes indentured servants, to work in the fields and assist in the house.

The **middling sort** included people of middle rank, which was below the gentry and above poor farmers, indentured servants, and enslaved individuals. These men and women were not as wealthy as the gentry, but had a steady income and were often respected members of the community. In the backcountry, this social class farmed and grew crops that were necessary for the colony. Enslaved labor was expensive, so families of the middling sort often relied on other family members for labor; however, some families may have been able to afford one to five enslaved individuals.

The **tradesmen** were another social class in colonial Virginia. These included **silversmiths, blacksmiths, carpenters, masons, coopers, tailors, and shoemakers**. Tradesmen often lived near their shops, which were located in towns, counties, or even on large plantations. Although they were not as wealthy as the gentry, these men also held respectable positions within the colonial society. Tradesmen mastered a **trade** and would often employ young individuals to **apprentice**, or learn, the business from them.

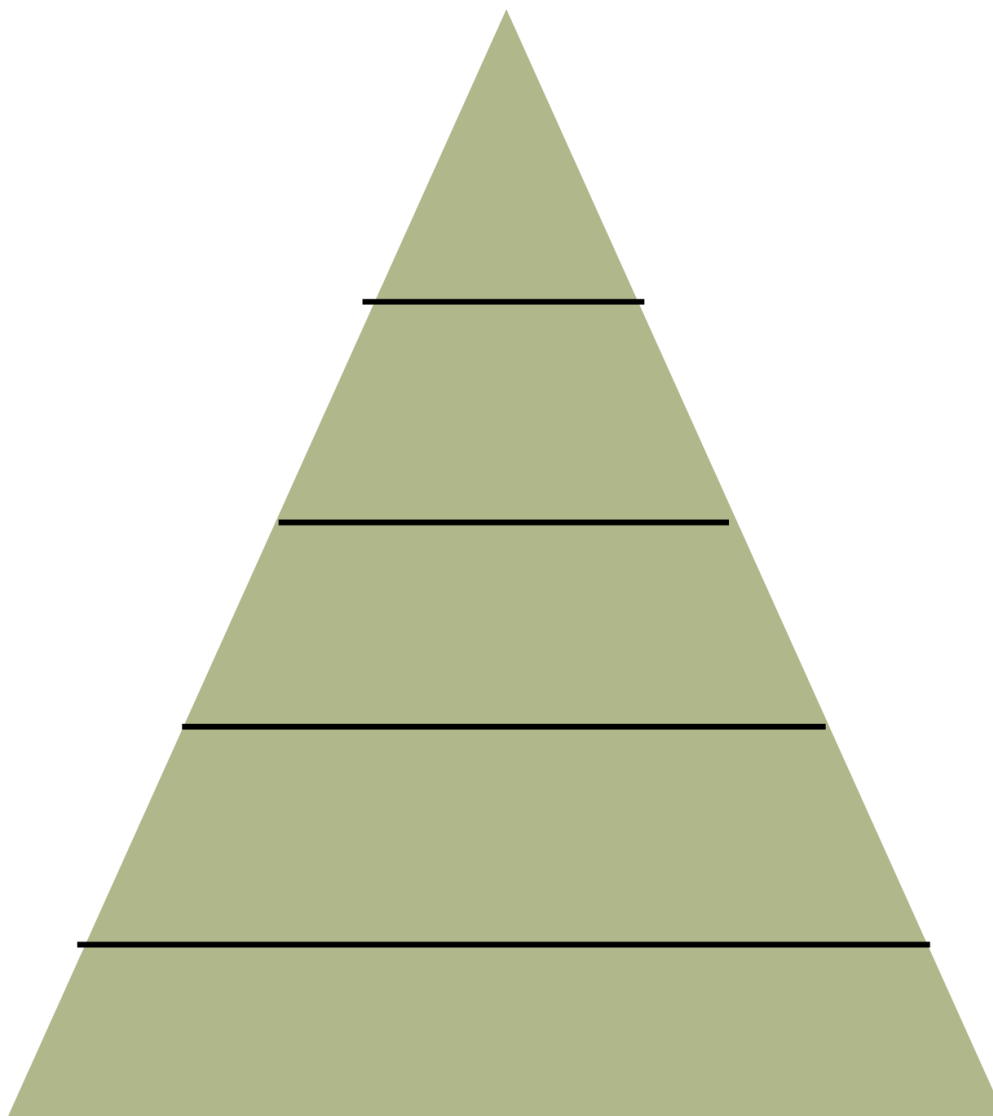
Poor farmers did not typically own their own land, as they rented land from middling or gentry farmers. Some farmers could have owned a small amount of land, but not as much land as the gentry or middling sort in their communities. Poor farmers did not learn a skilled-trade and generally grew enough crops to sustain their families, with some land dedicated to growing cash crops for additional income.

Indentured servants were less respected in the colony. These individuals were usually young people, who signed **contracts** to work for someone for a set period of time in exchange for passage to Virginia. They often worked as laborers, apprentices to tradesmen, farm helpers, and housekeepers. At the end of their contract period, they were given money and sometimes land or tools to establish themselves in the colony in addition to their **freedom** from **servitude**.

The lowest social class included the **enslaved Africans**. These men and women were captured, transported across the Atlantic Ocean, and sold by **slave traders**. Once in America they were sold into slavery. Unlike indentured servants, they were forced to work without the chance of freedom. They were considered as the **property** of their master, and were given no rights, opportunities for an education, or any possessions to call their own.

Colonial Society

Lifestyles were determined to one's social and economic status. The higher on the pyramid, the more opportunities were available. Fill in the social pyramid that reflects the social classes' ranks in colonial Virginian communities.



The Harrison Family

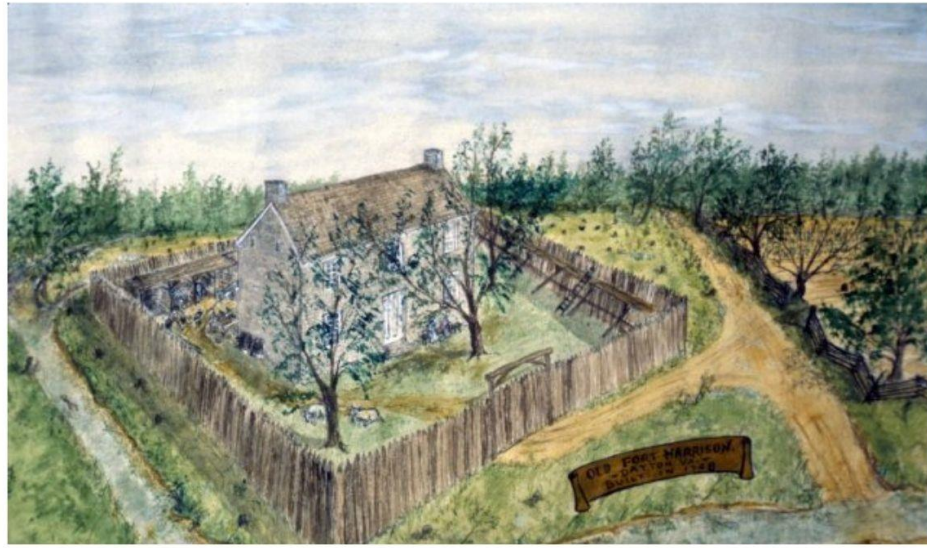
Daniel Harrison and his family were among the first settlers in the backcountry in 1749. Daniel Harrison's family lived in the stone house for over seventy years, until it was sold by his grandson, Peachy Harrison, in 1821. The Harrison Family's experience settling the Virginia frontier closely follows other settlers' stories, as they moved from Delaware to buy hundreds of acres of cheap land to farm.



The "Durham Arms" of the Harrison Family of the Shenandoah Valley. Source: Wikimedia Commons

Daniel and his wife, Margaret, saw an opportunity in Virginia when landowners were selling cheap land. They sold the plantation in Sussex County, Delaware and made the journey with their family to the Shenandoah Valley. Daniel found an abundance of fertile land, as well as a nearby water source for his family, crops, and farm animals. The family would have started living in a simple one-room cabin as they were building the two-story stone house.

The Harrison Family were of the middling sort, as Daniel owned over 100-acres of farm land and a two-story stone house. Daniel also owned at least five enslaved people; Cesar, Moses, Simon, Cate, and Hannah.



On the farm, the Harrison family raised **cattle, sheep, and horses**. They also grew crops such as **flax, wheat, and corn**. Daniel was not just a farmer, but a local **businessman**. He owned and operated a **distillery, mill, and tavern** on his property. His **wealth** and **status** enabled him to establish a higher social position in the backcountry. Daniel and his family were influential in the early stages of developing a town and community of settlers in the backcountry of Virginia.

The Harrison **household** held important positions within their local community. Daniel was appointed as an **undersheriff** of Augusta County to enforce the colonial **laws and ordinances**. In addition, he was tasked by the local court to develop land and **roads**, connecting towns and residents throughout the county. Daniel also helped to build a small parish chapel for the **Protestant** settlers.

Not only was he a leader in the community, but Daniel was also a **captain** in the local **militia** during the **French and Indian War**, from 1754-1763. Daniel died in 1770 and passed his house and land unto his youngest son, Benjamin.

As a young man, Benjamin quickly became an influential person. He followed in his father's footsteps and at the end of the French and Indian War, Benjamin was promoted to **colonel** in the militia. Benjamin played a role in shaping the early history of Rockingham County, as he had many community jobs. He helped with the local church and served in court as a **Justice of the Peace**. These were important jobs because he controlled access to nearly all other local offices.

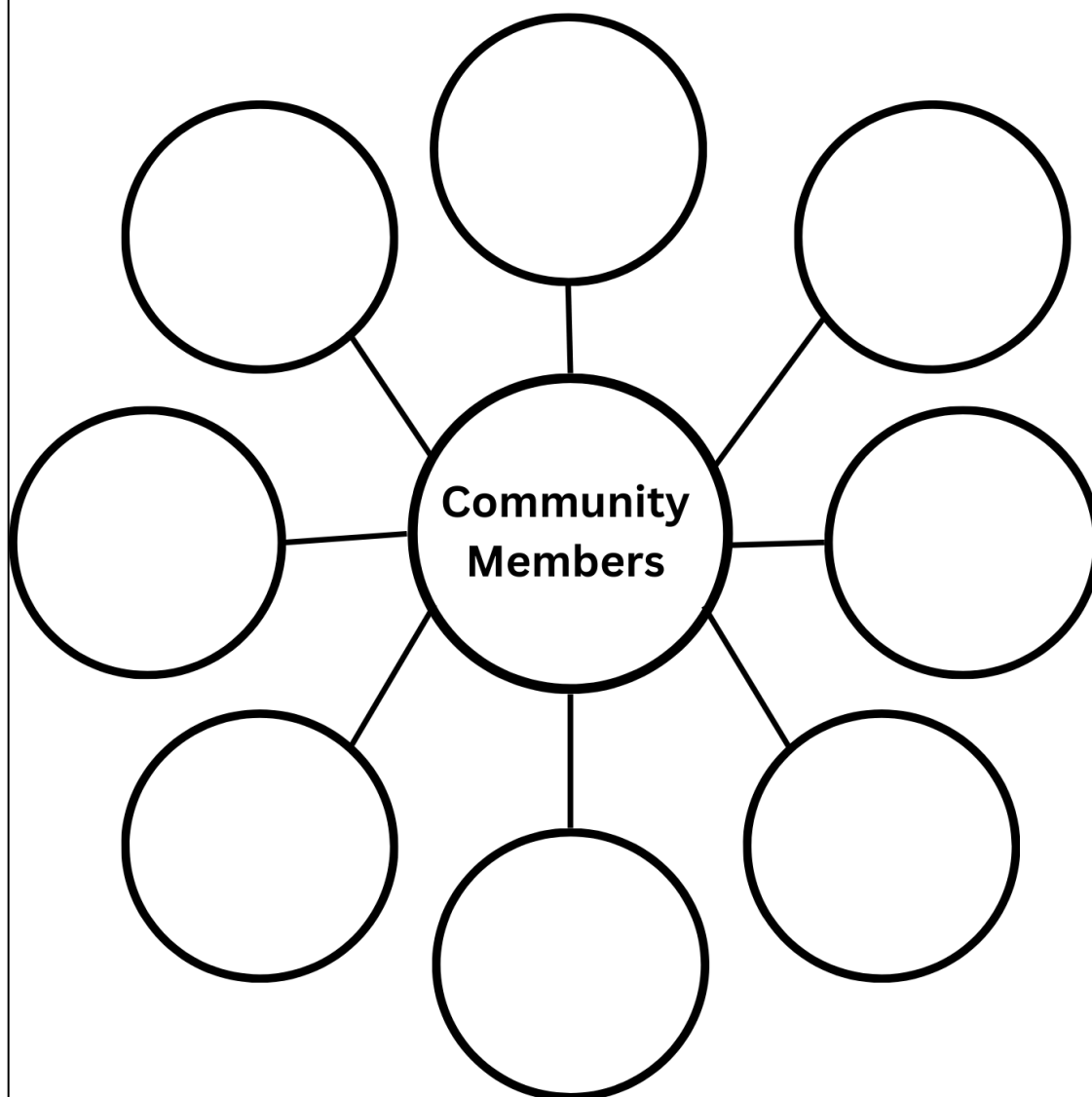
Daniel's second wife, Sarah, sold alcoholic drinks at the public market to the community members as well. Alcohol was a social drink for the men and women in the community. Within their large house, tavern, and mill, the community members were able to drink and talk about local and colonial news in the Harrison's parlor.

The *Silenced* People

A **community** is an interacting group of different kinds of individuals in a common location. In the backcountry of Virginia, community was important because settlers' nearest neighbors could have been miles away and some people only talked to people other than their families on Sundays when they went to church. Settlers had to rely on each other and their communities in such a tough and lonely place in the mid-18th century. However, communities are also made of groups that have similar social positions or situations. Enslaved people created their own communities, sometimes filled with their own languages, religious practices, foods, and traditions. These communities have been silenced by history and historians do not know much about them, but these people are important to remember.

COMMUNITY BUBBLE MAP

Communities in the 18th Century are just like today. Everyone has a role to play to make the people and places around us better. What community members play important roles in your community?



Appendix C: “Life in the Virginia Backcountry” Teacher’s Guide

Life in the Virginia Backcountry



A Teacher’s Guide

Megan Schoeman Thesis
James Madison University
May 2023

Welcome to the Daniel Harrison House!

“Life in the Virginia Backcountry,” is an educational program that covers over 70 years of history at the Daniel Harrison House and the surrounding communities of the Shenandoah Valley of Virginia! This teacher’s guide will tell you about the history of the people, buildings, and environment that took place right in your backyard. This programming has been designed to keep accessibility and flexibility in mind, as it can be implemented at an in-person site visit to the house or accessed virtually through this website. Exploration of the house is encouraged by clicking the virtual house tour feature on the website. You can access the tour with this link:

<https://www.thinglink.com/video/1647049241492717570>

Or scanning the QR code



Scan it with your mobile device to get transported back in time!

List of Key Words and Terms

Economic venture- a plan to make money

Social life- the part of a person's time spent doing enjoyable things with others

Civic life- the part of a person's time helping with the affairs of their community

Frontier- a region that forms a border from settled or developed territory

Indenture- a contract binding one person to work for another for a set period of time

Apprentice- one bound by an indenture or contract to serve another person for a set period of time, while learning a new art or trade

Trade- an occupation that requires a manual or mechanical skill, usually acquired by a person who is engaged in an occupation, business, or industry.

Craftsman- a person who practices a trade as a job

Slavery- the state of a person who is held in forced servitude

What Can We Learn from Other People's Things?

BRIEF OVERVIEW

Students will work in groups of two or three to examine the primary source, a probate inventory, of Daniel Harrison (died in 1770) and discuss the items listed to improve comprehension of life of a colonial farmer of the middling sort in the Shenandoah Valley.

A probate inventory is a legal document that appraises a deceased person's estate and property. After analyzing the primary source, students will infer what they think the Harrison's life was like on the frontier farm in the 1770s. For additional background information on social classes, roles, and life in the Virginia Backcountry, students are encouraged to read the "Creating A Community" booklet before completing these activities. This is a scaffolded lesson plan, which will require one or two days to build and complete all activities.

DISCLAIMER The terms "negro" and "slave" are found in the Daniel Harrison Probate Inventory and its transcriptions provided for activities. It is appropriate for this lesson to discuss the meaning of these terms and the racial context of colonial Virginia when this document was created.

INTRODUCTION

One of the main goals of historians is to gather information that can be used to understand how people lived long ago. What resources can they use to learn more about the people who lived at a site like the Daniel Harrison House? One of the main tools they use are primary sources. A primary source is evidence that was written or created that

gives direct information about people, events, or time period. Examples of these sources include letters, diaries, photographs, speeches, legal documents, and artifacts.

Historians use information from primary sources, like probate inventories, to develop deeper understandings of the culture, activities, and purpose of people at a place. Probate inventories are detailed lists of all of one's possessions and their estimated values at the time of a property owner's death. The purpose of a probate inventory is to settle an estate and determine taxes. Daniel Harrison died in 1770 and the probate inventory of his estate allows historians to get a glimpse into the daily life, property, class status, and the people living at the Daniel Harrison House at the time the document was written. The observations made from the inventory may also provide guidance for historians with their future investigations of the people and property.

OBJECTIVES

The students will:

1. Examine an eighteenth-century primary source, the probate inventory of Daniel Harrison, and discuss, predict, and infer information about the listed items and the people who owned them.
2. Make conclusions based on their findings about Daniel Harrison and about frontier life in colonial Virginia.
3. Compare their predictions and conclusions with those of a historian, museum staff member, or teacher.
4. Compare and contrast their own possessions in their twenty-first-century homes with those of an eighteenth-century farmer.

The next page consists of "I Can" statements that reflect the objectives listed above. The page can be printed or projected onto a screen for the students to reference during and after the activities.

At the end of this activity I can...

1. ...examine a primary source and discuss, predict and infer about items and the people who used them.
2. ...make conclusions based on my findings.
3. ...compare my predictions with those of my classmates and a historian.
4. ...compare and contrast the possessions of my own and those of an eighteenth-century farmer in Virginia.

VIRGINIA STANDARDS OF LEARNING

Skills

- VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history.
 - b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history.
 - d) recognizing points of view and historical perspectives.
 - e) comparing and contrasting ideas and cultural perspectives in Virginia history.
 - f) determining relationships with multiple causes or effects in Virginia history.
 - g) explaining connections across time and place.

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities.
- j) investigating and researching to develop products orally and in writing.

VS.4 The student will demonstrate an understanding of life in the Virginia colony by

- a) explaining the importance of agriculture and its influence on the institution of slavery.
- b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans.
- d) describing how money, barter, and credit were used.
- e) describing everyday life in colonial Virginia.

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history.
- b) using geographic information to determine patterns and trends in Virginia and United States history.
- d) constructing arguments, using evidence from multiple sources.
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.
- g) analyzing multiple connections across time and place.
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property.
- j) investigating and researching to develop products orally and in writing.

USI.5 The student will apply social science skills to understand the factors that shaped colonial America by

- a) describing the religious and economic events and conditions that led to the colonization of America.
- b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.
- c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies.
- d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans.

- e) explaining the political and economic relationships between the colonies and Great Britain.

VUS.3 The student will apply social science skills to understand early European colonization by

- a) evaluating the economic characteristics of the colonies.
- b) analyzing how social and political factors impacted the culture of the colonies.
- c) explaining the impact of the development of indentured servitude and slavery in the colonies.

MATERIALS

- Lined paper and pencil
- Original copy and transcript of the Inventory of the Estate of Daniel Harrison (one copy for every student)
- Key words list and definitions
- Primary Source Analysis Worksheet (one for each group)
- Inventory Analysis Worksheet (one for each group)

Activity 1: (Activity time approximately 15-20 minutes)**DIRECTIONS**

1. Explain to students that today's lesson involves the resources we can use to learn about people based on the items they own.
2. Ask students to find a partner or divide into groups of three.
3. Each student will brainstorm all the items that they own and write them down on a piece of lined paper. Students can list items like their clothes, toys, books, furniture, craft supplies, etc. Allow ten minutes to complete this section.
4. After ten minutes, have them turn to their partner to exchange their papers.
5. Students will read and analyze their partners' lists and answer the guiding question, "What can we learn from other people's things?"
6. Students should think about what the list tells them about their partner. (What activities do they like to do? How old are they? Where are they from?)
7. In addition, students should back up their answers with evidence from their partners' lists.
8. At the end of the time, offer a few minutes for the students to discuss and share what they learned about their partner.

Activity 2: (Activity time approximately 45 minutes-1 hour)**DIRECTIONS**

1. Divide the class into the same partners as the previous activity.
2. Review the definition of a “primary source”.
3. Explain the importance of a probate inventory and introduce Daniel Harrison to the class. Teach the class about the roles of historians and archaeologists and their work to learn about people in the past from historic primary sources. (This information is provided in the lesson introduction)
4. Provide each group with one copy of the original, handwritten, probate inventory. Distribute copies of the transcribed copy to each student and one copy of the Primary Source Analysis Worksheet.
5. Instruct students to examine the probate inventory.
6. After 10 minutes, instruct the students to complete the Primary Source Analysis Worksheet.
7. Discuss among each group, or as a class, what information on the worksheet they were able to answer from the primary source. Discuss what questions they have about the document or the items listed.
8. After discussing their findings, distribute the Inventory Analysis Worksheet. One copy of the worksheet is needed for each group. Ask each of the small groups to separate and categorize each item under each of the following categories on the worksheet: Cooking Materials/Dinnerware, Household Items/ Furniture/ Clothing, Capital Resources, Livestock and Crops, Slaves, and other/unknown items.
9. If students need assistance with understanding what an item is and what it was used for, teachers and staff may open window on a computer with the Oxford English Dictionary, where students can look up unknown terms.
<https://www.oed.com/>
10. Have each group explain their findings, assessing the wealth, activities, occupation, social class, etc. of Daniel Harrison and his family.

Supplemental Activity: “Where did the Items Go?”

Students will examine and think critically about where the items in the house would have gone in the eighteenth-century Harrison House. Appraisers that were commissioned to assess the property of a deceased individual would typically go from room to room as they listed the items they saw. It is the role of historians, archaeologists, and museum staff to envision what the inside of the Harrison house looked like at the time of Daniel’s death, what items were in each room, and what functions each room had.

DIRECTIONS:

1. Provide the link to the Daniel Harrison House website, if each student has their own computer or tablet, otherwise project the website in the classroom. Open the virtual tour: <https://www.thinglink.com/video/1647049241492717570> (If students are taking a physical field trip to the Daniel Harrison House, have a museum staff member take them on a tour of the house.)
2. Explore the Harrison House as a class, in groups, or individually.
3. Students will refresh their memories and glance at the probate inventories and their completed Inventory Analysis Worksheet.
4. From the Inventory Analysis Worksheet, instruct students to critically reason and infer where the items would have belonged, and distribute the Room Organizer Worksheet to each group. Use the virtual tour as a visual aid to assist students with the activity.
5. Compare and discuss each group’s findings as a class.

6. Teachers and Staff share information from the information found in “Analysis and Conclusions of the Daniel Harrison Probate Inventory- For Teachers” and the answer keys

438

Appraisement of the Estate of Daniel Harrison dec'd

one Broken horned Brindle heifer	1 15
one Black cow and calf	2 10
one Black cow and calf	2 10
one Black cow crossed horned calf	2 20
one Brown cow and calf	2 20
one Red heifer	1 10
one Brown Steer	1 5
one Brindle Bull	1 20
one Black & white Steer	2 00
one Black and white year old heifer	15
one Red cow with a Bull	2 50
one Brindle Steer	2 20
one Red Heifer	1 10
one Black Steer	1 70
one Brown fat cow	2 00
one Brindle Steer	2 20
one Black cow with a white face	2 20
one Brindle Year old heifer	15
one Goat of Owen	8
one Barrel and Tub	4 00
one Chim & Strainer	1 00
two tubs and a Crock	4 00
one Cask two Cat trammels	12
one trammel & two bundle sticks	2 9
three Table Cloths & Napkins	18
one small trunk & pair of trowsers	1 00
one trunk and old saddle	1 00
one dozen Bow tie Plates	18
Nine Plates one Basin half pint & salt cellar	11
one dozen and ten spoons	9
two pint tins two 2 pint & Copper box	1 3
one dozen knives and forks	6
one hand saw	2 00
one ditch Oven	12 00
two Broken Pots & Hooks	5
two Pots with Hooks	15
one Shille and old Pot	1 00

139

Bro't up

three Cais one Worktable	9 ⁰⁰ 6
one do. Chest and Bin Table	6 ⁰⁰ 6
four Chairs two frames &c.	6 ⁰⁰ 6
one Chest one Wooden Box	6 ⁰⁰ 0
one Linning Wheat	6 ⁰⁰ 0
two hachles	7 ⁰⁰ 0
one Clock	2 ⁰⁰ 0
one Linning wheat one bagg	5 ⁰⁰ 0
one Red & furniture with short stool	6 ⁰⁰ 0
one Red and furnit ^r &c.	6 ⁰⁰ 10 ⁰⁰
one Red and furnit ^r plant stools	2 ⁰⁰ 0
one Red and furnit ^r stools	6 ⁰⁰ 10 ⁰⁰
one Red and furnit ^r &c.	5 ⁰⁰ 0
one table frame	5 ⁰⁰ 0
twenty five Bunches Wool	1 ⁰⁰ 5 ⁰⁰
two Single Blankets and feathers	3 ⁰⁰ 0
six Baskets & Pails of Leather	3 ⁰⁰ 6
one three year old Saddle Horse	10 ⁰⁰ 0
one Saddle Stallion	1 ⁰⁰ 0
one Bay Riding Horse	6 ⁰⁰ 0
one Black horse	7 ⁰⁰ 0
one White horse	2 ⁰⁰ 0
one Bay Stallion	1 ⁰⁰ 10 ⁰⁰
one Bay Mare & Colt	6 ⁰⁰ 10 ⁰⁰
one Brown Mare and Saddle Colt	5 ⁰⁰ 10 ⁰⁰
one Bay Mare and Colt	6 ⁰⁰ 5 ⁰⁰
one Bay Horse	5 ⁰⁰ 10 ⁰⁰
one Bay three year old Stallion	12 ⁰⁰ 6
one Black two year old Mare	1 ⁰⁰ 10 ⁰⁰
one Small Bay Mare	1 ⁰⁰ 7 ⁰⁰ 6
twelve head of sheep	15 ⁰⁰ 0
Ten Geese	2 ⁰⁰ 0
one Wheat stack & Shock	1 ⁰⁰ 0
one Rye Stack	6 ⁰⁰ 0
two stacks and a shock of Oats	6 ⁰⁰ 10 ⁰⁰
and 1/2 Wheat Rye & Oats	1 ⁰⁰ 10 ⁰⁰
The whole of the Barley	1 ⁰⁰ 10 ⁰⁰
Two stacks of Hay	

440

Brot. over 2

Two large Basons six small Basons	1 ¹ / ₂ 11 ¹ / ₂ m
Two old Basons Two small Basons	10 ¹ / ₂ 6
Three dishes one large etc	13 ¹ / ₂ 6
one Grate boat two Strait Boats & West	1 ¹ / ₂ 10 ¹ / ₂ m
one hat and Womans Saddle	2 ¹ / ₂ 18 ¹ / ₂ m
two two boys hides	16 ¹ / ₂ m
one Black Mair	3 ¹ / ₂ m m
one Wool wheel eight Yards fower Linen	11 ¹ / ₂ m
one Negro fellow Leaver	25 ¹ / ₂ m m
one Negro Boy & Mores	50 ¹ / ₂ m m
one Negro Child Gate	25 ¹ / ₂ m m
one Negro Woman	45 ¹ / ₂ m m
one Negro Boye Senior	40 ¹ / ₂ m m
one p of Silver shoe buckles Needl. & Knives	15 ¹ / ₂ m
two Ginneys	2 ¹ / ₂ 12 ¹ / ₂ 6
one Oxen one field of Corn	1 ¹ / ₂ m 7 ¹ / ₂
one Field of Corn	2 ¹ / ₂ m m
one Black Mair Colt	5 ¹ / ₂ m m
one Bay horse Colt	1 ¹ / ₂ 15 ¹ / ₂ m
one Calfores Year old Bull	16 ¹ / ₂ m
one Pair of Cotton fards	1 ¹ / ₂ 3
one Pair of Money scales	2 ¹ / ₂ m
one Pair of scales	7 ¹ / ₂
one Pair of Cumpuses	7 ¹ / ₂
one Pair of Nail Rings	1 ¹ / ₂ m
one Least Fox Ypath Chain	2 ¹ / ₂ 6 ¹ / ₂ m
one Plough Roller one falling Box & Knife	1 ¹ / ₂ m m
one Meat Houster three Cobs & Havers	13 ¹ / ₂ m
two falling axes one set of fluch harrow teeth	1 ¹ / ₂ m m
one inch Auger one foot Edge	6 ¹ / ₂ 6
one frow one Iron Square	11 ¹ / ₂ m
one Drawing knife one Iron Wedg	2 ¹ / ₂ 3
four Bells one Auger one steel trap	1 ¹ / ₂ 0 ¹ / ₂ 6
one branding Iron two Pieces of old Iron	2 ¹ / ₂ 6
three Iron Hoops	2 ¹ / ₂ m
one saw set with old Iron	2 ¹ / ₂ m
one speech Iron let three Pieces Iron	7 ¹ / ₂
one Curving knife one sythe Changers	8

1158 Bro't up I
 one Scythe one Musket one smooth Gun 1st B. 6
 one Pair Saddle Bags two Slays one Ox one whipcord 1st O. 11
 Three Stacks of hay 3rd 11
 To Notes and Bonds 112nd 17th 6

Solomon E. ^{his} Virgin
 Robert ^{man} ~~fraser~~
 John Gratton

The Court continued and held for Augusta County August
 the 2nd 1777 This Appraisalment of the Estate of Daniel
 Shovision after being returned is ordered to be Recorded
 Test

Daniel Harrison Inventory Transcription

*This transcribed document has been modified to reflect modern spellings and abbreviations of the listed items for this activity. These modifications are in parentheses next to the original spelling and abbreviation.

The Appraisement of the Estate of Daniel Harrison de'ced

one	broken horned brindle heipher (heifer)	£ 1.15.0
one	black cow and calf	2.10.0
one	black cow and calf	2.10.0
one	black cow crooked horned calf	2.12.6
one	brown cow and calf	2.12.6
one	red heipher (heifer)	1.10.0
one	brown steer	1.5.0
one	brindle bull	1.2.6
one	black and white steer	2.0.0
one	black and whole year old heipher (heifer)	0.15.0
one	pied cow with a bell	2.5.6
one	brindle steer	2.2.6
one	red heipher (heifer)	1.10.
one	black steer	1.7.6
one	brown fat cow	2.0.0
one	brindle steer	2.2.6
one	black cow with white face	2.2.6
one	brindle year old heipher (heifer)	0.15.0
one	yoak (yoke) of oxen	8.0.0
one	barrel and tub	0.4.0
one	churn and strainer	0.4.0
two	calves and a crook	0.4.0
one	cask two pot trammils (trammels)	0.12.0
one	Tramil (trammel) and two candle sticks	0.9.0
three	table cloths and napkin	0.18.0

one	small trunk and pears (pairs) of ticken	0.4.0
one	trunk and old saddle	0.11.0
One dozen	pewter plates	0.18.0
nine	plates one bason (bason) half pint and salt (unknown)	0.11.0
one dozen and ten	spoons	0.7.0
two	pint tins and two half pints and pepper box	1.3.0
one dozen	knives and forks	0.6.0
one	hand saw	0.2.6
one	Dutch oven	0.12.6
two	broken pots and hooks	0.5.0
two	pots with hooks	0.15.0
one	Skillet (skillet) and old pot	0.1.6
three	three pails one walnut table	0.9.6
one	doe chest and pine table	0.6.6
four	chairs two fraims (frames) do. (ditto)	0.6.6
one	chest one wooden box	0.6.0
one	sinning wheal (spinning wheel)	0.7.0
two	hackles	0.2.0
one	clock	5.0.0
one	lining wheal(spinning wheel) and one bagg (bag)	0.6.0
one	bed and furniture with short steads	5.0.0
one	bed and furniture do. (ditto)	6.10.0
one	bed and furniture do. (ditto) steads	2.0.0
one	bed and furniture do. (ditto) steads	4.10.0
one	bed and furniture do. (ditto) steads	5.0.0
one	table fraim (frame)	0.5.0
twenty-five	pounds wool	1.5.0
two	single blankets and feathers	3.0.0
six	caskets and peace (piece) of leather	0.3.6
one	three year old sorrel mare	0.10.0
one	sorrel stallion	1.0.0

one	bay riding horse	6.0.0
one	black horse	7.0.0
one	white horse	2.0.0
one	bay stallion	1.10.0
one	bay mare and colt	4.10.0
one	brown mare and colt	5.10.0
one	bay mare and colt	4.5.0
one	bay horse	5.10.0
one	bay three year old stallion	0.12.6
one	black two year old mare	1.10.0
one	small bay mare	1.7.6
one dozen	head of sheep	4.10.0
ten	gees (geese)	0.15.0
one	wheat stack and shock	2.0.0
one	rye stack	1.0.0
two	two stacks and a stock of oats	6.0.0
one third	wheat, rye, and oats	4.10.0
The whole	the whole of the barley	1.10.0
two	stacks of hay	1.4.0
two	large basons (basins) six small basons (basins)	1.4.0
two	old basons (basins) two small basons (basins)	0.10.0
three	dishes one large do. (ditto)	0.13.0
one	Grate coat; two strait coats and vests	1.10.0
one	hat and women's saddle	2.18.0
two	far? Two cow hides	0.16.0
one	black mair (mare)	3.0.0
one	wool wheal (wheel) eight yeards course linen (linen)	0.11.0
one	negro fellow Seaser	25.0.0
one	negro boy Moses	50.0.0
one	negro child Cate	25.0.0
one	negro woman	45.0.0

one	negro boy Simon	40.0.0
one	pair of silver shoe buckles, nee (knee) do. (ditto) and clasps	0.15.0
two	ginnerys	2.12.6
one	Razor one field of corn	1.0.7
one	field of corn	2.0.0
one	black mair (mare) and colt	5.0.0
one	bay horse colt	1.15.0
one	calf one year old bull	0.16.0
one	pair of cotton cards	0.1.3
one	pair of money scales	0.2.0
one	pair of cans	0.0.7
one	pair of cumpuses (compass)	0.0.7
one	pair of maul rings?	0.1.0
one	cart & ox yoak (yoke) & chain	2.6.0
one	plough and collar one fulling box and knife	1.0.0
one	sheat and coulter three bolts and cleavers	0.13.0
two	felling axe one set of fluch harrow teeth	1.0.0
one	intch auger one foot edge	0.6.6
one	frow one iron square	0.4.0
one	drawing knife one iron wedge	0.2.3
four	bells on auger one steel leap	1.0.6
one	branding iron six piece of old iron	
three	iron hoops	0.2.6
one	saw set with old iron	0.8.0
one	speek gem lit three pieces iron ?	0.0.7
one	carrying knife one scythe and hangings	1.15.6
one	scythe one musket one smooth gun	1.15.6
one	pair saddle bags ten slays one ox one whip?	1.8.0
three	stacks of hay	3.0.0
	to notes and bonds	112.17.6

His
Soloman S Tirpin
Mark
Robert Craven
John Gratton

The court continued and held for Augusta County August the 21st 1771 This
appraisement of the Estate of Daniel Harrison de'ced being returned is ordered to be
Recorded.
Test

Augusta County Circuit Court Records, Will Book 3, pages 438-441.

Primary Source Analysis Worksheet

1. Type of Primary Source (check one):

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Journal/Diary | <input type="checkbox"/> Letter | <input type="checkbox"/> Autobiography |
| <input type="checkbox"/> Artifact | <input type="checkbox"/> Photograph | <input type="checkbox"/> Government Document |
| <input type="checkbox"/> Video/Audio Recording | <input type="checkbox"/> Speech | <input type="checkbox"/> Other |

2. Name or Title of Primary Source: _____

3. Date(s): _____

4. Author(s) or Creator(s): _____

5. What was its purpose? List three examples based on the evidence from the primary source to support your answer. _____

6. List items or descriptions that you found to be unusual or interesting, as well as any questions that you have about the source. _____

7. What conclusions can you make about the people that are mentioned or created this source? (How did they live? What did they experience? What activities did they do?) _____

Key : Primary Source Analysis Worksheet

1. Type of Primary Source (check one):

- | | | |
|--|-------------------------------------|---|
| <input type="checkbox"/> Journal/Diary | <input type="checkbox"/> Letter | <input type="checkbox"/> Autobiography |
| <input type="checkbox"/> Artifact | <input type="checkbox"/> Photograph | <input checked="" type="checkbox"/> Government Document |
| <input type="checkbox"/> Video/Audio Recording | <input type="checkbox"/> Speech | <input type="checkbox"/> Other |

2. Name or Title of Primary Source: Daniel Harrison Probate Inventory

3. Date(s): August 21, 1771

4. Author(s) or Creator(s): Solomon Tirpin, Robert Craven, John Gratton

5. What was its purpose? List three examples based on the evidence from the primary source to support your answer. It is a list of all of Daniel Harrison's items that he owned at the time of his death and their values. Inventory is a legal/government document because it was recorded by a person of a court, as it was signed at the bottom of the document.

6. List items or descriptions that you found to be unusual or interesting, as well as any questions that you have about the source. Cows, horses, pots, beds, corn, wool, hay, blankets, feathers, (etc.)

What are trammils? Spinning wheel? Speck gem
lit three pieces iron?

7. What conclusions can you make about the people that are mentioned or created this source? (How did they live? What did they experience? What activities did they do?)

Daniel Harrison had a farm because he has farm animals and fields of corn. He is a slave owner. More than one person lives there because he has 5 beds. A woman, maybe his wife, lives there because there is a "woman's hat and saddle." He has money and is not poor. He has a big family or many guests to visit because he owns over a dozen knives, forks, spoons, and plates.

Inventory Analysis Worksheet

Cooking Materials/ Dinnerware	Household Items/ Furniture/ Clothing	Capital Resources (tools and machines used to produce goods to sell)
Livestock and Crops	Enslaved People	Other or Unknown Items

Key: Inventory Analysis Worksheet

Cooking Materials/ Dinnerware	Household Items/ Furniture/ Clothing	Capital Resources (tools and machines used to produce goods to sell)
Churn and strainer, pot trammils, table cloth, napkin, pewter plates, plates, knives, forks, spoons, pint tins, pepper box, salt, dutch oven, broken pots, pots with hooks, basons, skillet	Candle sticks, small trunk, Chest, pine table, walnut table, chairs, wooden box, clock, bed and furniture, table fraim, blankets and feathers, ticken, hat, shoe buckles, Clasps, grate coat, strait Coats, vests	Spinning wheel, hackles, wool, wool wheel, ginnery, Cotton cards,
Livestock and Crops	Enslaved People	Other or Unknown Items
Cows, calves, heiphers (heifers), steers, bulls, oxen, mare, Stallion, colts, sheep, geese, wheat, rye, oats, hay, field of corn,	Seaser (fellow) Moses (boy) Cate (child) Woman Simon (boy)	*Answers will vary *

Key Daniel Harrison House Room Organizer

Complete this worksheet when your group is finished with the Inventory Analysis.
Take the Virtual Tour to explore each room in the Daniel Harrison House to determine where the items might have been located.

Hall	Parlor	Bedroom 1	Bedroom 2
<ul style="list-style-type: none"> • Churn & Strainer • pots with hooks • pewter plates • Knives, forks, Spoons • pint tins • pepper box & salt • Skillet • basons • table cloth • napkins • Dutch oven 	<ul style="list-style-type: none"> • Small trunk • Walnut and pine tables • chairs • clock 	<ul style="list-style-type: none"> • bed and furniture • bed and furniture • Single blankets and feathers • wooden box 	<ul style="list-style-type: none"> • bed and furniture • bed and furniture • Chest • wooden box • bed and furniture with short steads • Small trunk and pears (pairs) of ticken
Slave Quarters	Barn/Outbuildings	Fields	Other/Unknown
<ul style="list-style-type: none"> • Seaser • Moses • Cate • woman • Simon 	<ul style="list-style-type: none"> • Cows • Calves • Horses & Colts • Stallions & Mares • Sheep • large basons • felling axe • auger • Iron hoops • Saddle bags • whip • Stacks of hay 	<ul style="list-style-type: none"> • Corn • other animals not listed in barn • wheat, rye, oats • barley • geese 	<ul style="list-style-type: none"> • Cotton cards • hackles • maul rings • notes & bonds • *Answers may vary

Analysis and Conclusions of the Daniel Harrison Probate Inventory

The purpose of a probate inventory is to settle the estate and address the associated tax concerns. Daniel Harrison died on July 10, 1770 and the probate inventory of his estate allows archaeologists and researchers to understand the daily life, property, socio-economic status, and the people living at the Daniel Harrison House at the time it was recorded. The observations made from the inventory will also provide guidance for archaeologist, historians, and museum staff in their future investigations of the property.

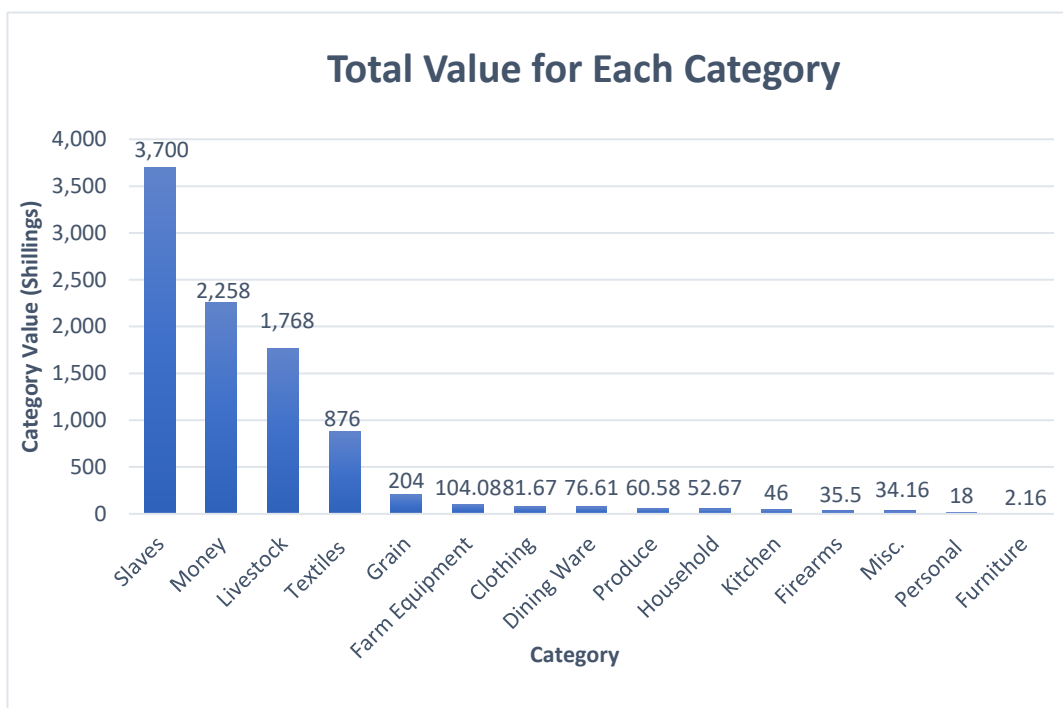


Figure 7: The Total Value for Each Category

The probate inventory of Daniel Harrison lists a total of 117 items. Each item on the inventory is categorized into a material culture category. The categories that are present in the inventory include: furniture, personal, miscellaneous, firearms, kitchen goods, household items, produce, dining ware, clothing, farm equipment, grain, textiles,

livestock, money, and slaves. The most prominent categories on the inventory based on quantity are livestock, dining ware, farm equipment, and furniture. The category with the greatest number of items is the livestock category. The livestock category consists of 67 listed animals that were on the estate (shown in Figure 7). The type of livestock that were present on the estate primarily consisted of cattle, horses, sheep, and possibly geese (shown in Figure 8). The dining ware category consists of 63 items, which includes tablecloths, napkins, eating utensils, and dishes (shown in Figure 9). Items that are underrepresented in the inventory include personal items, common household items, and furniture. The household and personal item categories each consist of seven items. Items in the household category include candle sticks and trammels, barrel and tub, trunks, chests, a clock, and a spinning wheel. Items in the personal category contained six caskets and a piece of leather, as well as shoe buckles and clasps. There were 18 items in furniture; however, the furniture pieces were predominantly beds and tables. These items are underrepresented because there were five beds in the house, so one could assume that there were more than two people, Daniel Harrison and his wife, living at the Harrison House and would possess more personal belongings such as combs, pipes, jewelry, or clothing articles. Items that one would expect to see in a probate inventory that are not listed include items of transportation, such as a wagon, other buildings on the property, such as a barn or slave quarters, stored food, and debts.

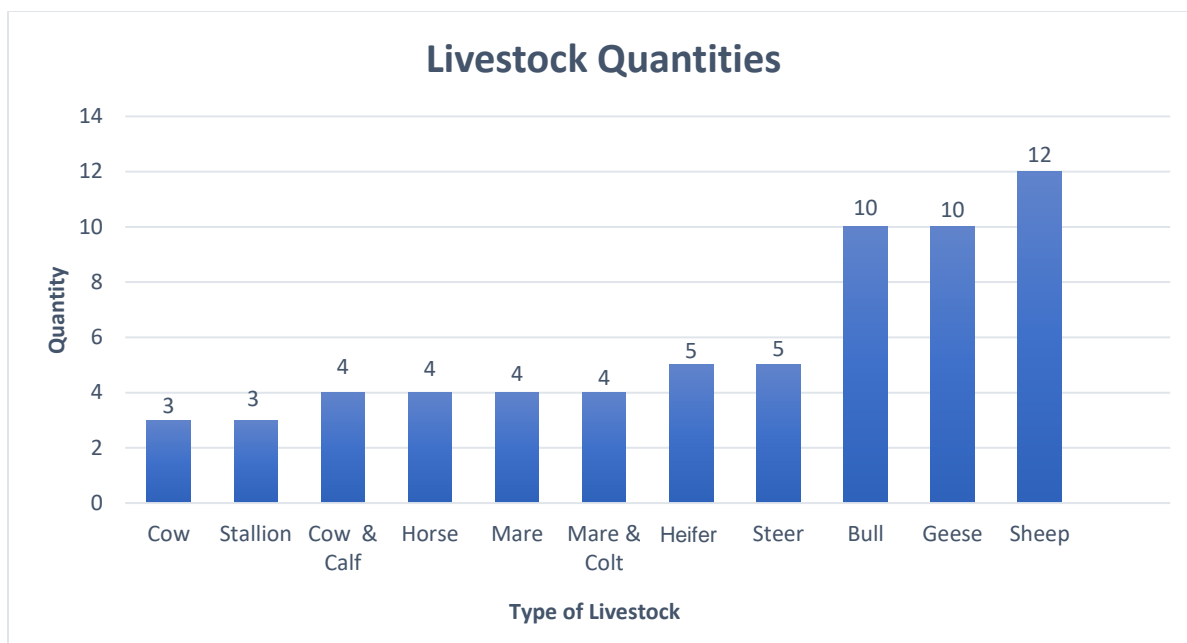


Figure 8: Quantities and Types of Livestock.



Figure 9: Quantity of Dining Ware Items

Through the analysis of the listed items on Daniel Harrison's inventory, it can be assumed that Harrison's house was on a farm because of the amount of livestock, farm equipment, produce, and grains that were listed. The evidence shows that Harrison grew two fields of corn, wheat, oats, barley, and rye because he owned stacks of the grains on his property at the time of his death. It can also be assumed that at one point of time the Harrisons grew cotton or a fibrous plant because they owned a "ginnery" and cotton cards. These objects were made for processing and separating seeds from fibers; therefore, the Harrisons could have grown or purchased fibrous materials that could be made into textile products. Other evidence of owning fibrous plants includes a spinning wheel that could turn the plants and wool into yarn.

Activities of the Harrisons included farming and taking care of livestock, but also included cooking and housework. The inventory listed a Dutch oven, trammels, and eating/cooking utensils; therefore, there was cooking and other housework duties that were included in their daily lives. There were five slaves that were listed on the inventory. Evidence from the inventory suggests that the slaves worked in the fields because there were three male slaves. The male slaves most likely worked in the fields because they were able to lift heavy objects and endure long hours outside, doing physical labor. There were two female slaves, one girl and one woman, which suggests that they were most likely working indoors doing housework such as cleaning and cooking for the Harrison family.

Other activities that can be presumed from examining the inventory include dinners with a large family or dinners with invited guests. The inventory lists that there were one dozen pewter plates as well as dozens of silver forks, spoons, and knives.

Daniel Harrison had a dining ware service for at least 12 people; therefore, they had more plates and utensils than they needed on a regular basis if they did not have more than 12 people in their family living with them. If they had more dining ware than needed, so they might have entertained people had the capability to host up to 12 people at once.

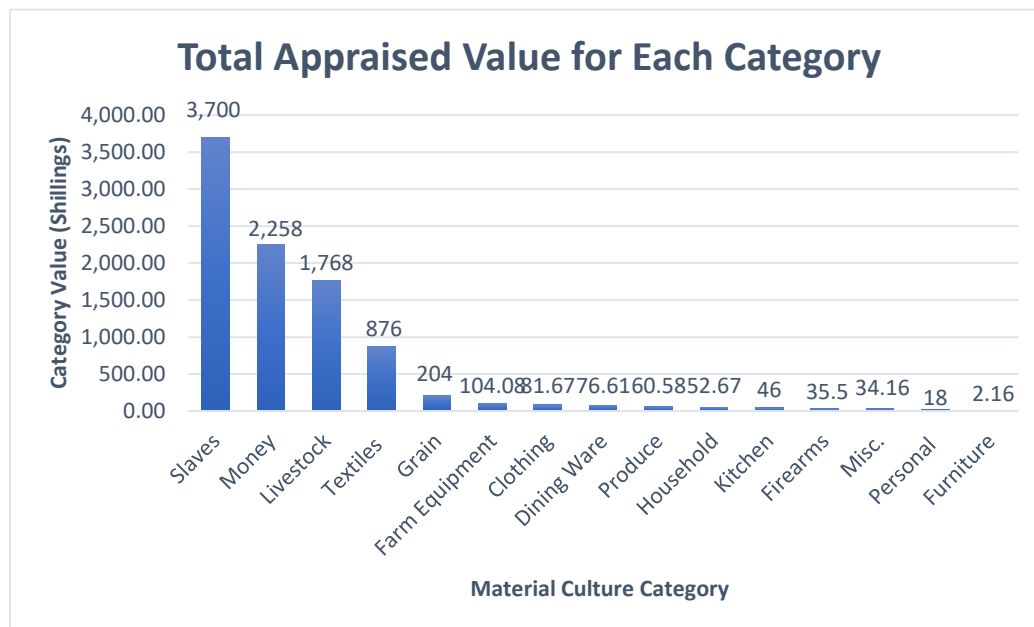


Figure 10: The Total Appraised Value for Each Category.

The Harrison inventory informs researchers that Daniel Harrison was one of the wealthier men in the area, but not as wealthy as the Tidewater gentry or large plantation owners, because he owned land, slaves, dozens of livestock, and other material goods that were not essential. Figure 10 illustrates the total values for each category of material goods. The most expensive category of property that Daniel Harrison owned were his slaves. His slaves were valued at a total of £185 (pounds), which is approximately one fourth of his total value of his property. Daniel Harrison's total property was valued at approximately 479 pounds, 10 shillings, and 9 pence. His second highly valued material culture category was his livestock, as the animals were appraised at a total of £88.

Harrison was a wealthy man; however, he was not extremely wealthy. The property that is listed on his inventory does not exhibit evidence of him owning a large plantation because he only has five slaves, whereas large wealthy Virginian plantations such as George Washington's Mount Vernon enslaved over 300 people. It can also be assumed that Daniel Harrison was not extremely wealthy because there is no indication on the inventory of valuable artwork, house decorations, china or pottery, technology, jewelry, or other highly valued goods on the probate.

The inventory lists that Daniel Harrison owned five beds in the house, which indicates that there could have been more than five people living at the Daniel Harrison House. Daniel Harrison had a wife and sons, as well as five slaves. If there were five beds and five slaves, the slaves could not have had their own beds. The details of the types and conditions of the beds are not listed and there is no provided information about the number of people who were living on the Harrison property. Slaves could have shared an old bed or not have a bed at all. Daniel, his wife, and other Harrison family members could have each had their own bed or could have shared beds as well. The information that there was more than one bed in the house suggests that Daniel had enough money as a farmer to provide more than one bed for the household as well as the furniture that was included with the beds.

The local oral history of Dayton, Virginia suggests that the Daniel Harrison House had a stockade to enclose the house, as well as an underground tunnel to the nearby spring because of the French and Indian War. Daniel Harrison was a captain in the militia and a large landowner; however, he only had one musket and a smooth gun listed on the inventory. If he was a captain of the militia and his house was a fort, it would be

assumed that he would have owned more weapons than two types of firearms to protect himself, his family, and other people of the area from Indians. This could be an indication of evidence that the oral history is misleading or that firearms were expensive, and he could only afford to have two firearms.

Daniel Harrison's probate inventory offers important information which provides clues for archaeologists to find features and artifacts to reconstruct the daily life and material culture of the Daniel Harrison House. Conclusions that can be drawn from the inventory include that the Harrisons were among the wealthier farmers in 1770 and owned a large amount of land, crops, over 67 animals, and five slaves. Based on observations of the inventory, Daniel Harrison owned livestock, such as horses and cattle, grew grains, and owned stacks of hay. If there were grains and other evidence of livestock and farm equipment, there had to have been a large barn and a mill or silo on his property to keep all his equipment and process his crops. Another hypothesis or question that could be developed from the evidence of slaves living on the property, is that one could ask what material evidence could be found of the slaves at the site. Where were the slave quarters on the property, or were there any, and what objects could the slaves have used that would suggest that a feature could possibly be slave quarters? The stated hypothesis and questions will help future archaeologists and researchers in their work at the Harrison property.

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