

Linden Hill Education Program



Phase One: K-6

Alexander L. Ames, 2009

Family and Community at Linden Hill

Primary-Grade 3

Addresses Minnesota Education Standards:

- ❖ Strand I Substrand A: U.S. History, Family Life Today and in the Past
- ❖ Strand IV Substrand A: Historical Skills, Concepts of Time
- ❖ Strand IV Substrand B: Historical Skills, Historical Resources

Lesson Theme:

Life at Linden Hill was both very similar to and very different from life in Little Falls and Central Minnesota today. Through an exploration of the Vintage Doll, Toy and Clothing Collections at Linden Hill, students will learn about the ways in which life today is similar to and different from life at Linden Hill over the years.

Students will also learn about the 'Linden Hill School,' run by Mrs. Musser in the early 20th century. Students will learn about how, where and why the Linden Hill School operated and discuss ways in which the Linden Hill School is similar to and different from their own schools.

Students will participate in a variety of activities that will hone their sense of change over time as well as their ability to determine similarities and differences between past and present.

Learner Objectives:

- ❖ Learner will describe ways in which a day at the Linden Hill School was similar to and different from their own school experiences.
- ❖ Learner will describe how selected rooms in the Weyerhaeuser mansion are similar to and different from rooms in his/her own home.
- ❖ Learner will identify if a variety of objects including toys and school supplies would have been known to Laura Jane, or if they are too modern.
- ❖ Learner will place Laura Jane in the context of her family, knowing that, though her family dressed differently than we do today, they were a lot like his/her own family

Resources/Collections/Materials/Rooms Utilized:

- ❖ Parlor, Second Floor and Basement of the Weyerhaeuser Mansion
- ❖ "Introducing The Mussers and Weyerhaeusers" kit
- ❖ Linden Hill Vintage Doll and Toy Collection; Linden Hill Vintage Clothing Collection
- ❖ "Laura Jane's Trunk," "History in a Bag," "Similar To/Different Than" kits

Instructional Steps:

- ❖ Share age-appropriate Universal Content Goals (Parlor)
 - The mansions were built a 'long time ago'
 - There was a small school in the green house
 - A little girl named Laura Jane lived in the white house and went to school in the green house
 - "Introducing the Mussers and Weyerhaeusers" kit
- ❖ 'Then and Now' First Floor Tour
 - Students enter library; talk about typewriter
 - Students enter dining room; play the music box and compare it to ipod/CD players
- ❖ Introduce Linden Hill School (Second Floor Boudoir)-
 - Ask students what are some of the things that they have in their bedrooms at home
 - Show them the second floor bedrooms (Van Cliburn/Rose suites); ask them how this bedroom is similar to and different from their own bedrooms
 - These rooms are bedrooms now, but at one time they were a school! (LJM went to school here)
 - Same activities as above, directed toward school
 - When LJM grew up, she had a school in the basement. LRM had something very special in the basement that is still there. Guess what it is... let's go see!
- ❖ Childhood at Linden Hill (Basement)
 - Let's pretend that we're in the Linden Hill School
 - Discuss what kinds of toys/games the students play with, what they do for fun
 - Show the children specific toys/games/clothing in the Weyerhaeuser Mansion's basement
 - What is similar, what is different?
 - *The Wizard of Oz*
 - One thing that's the same... show *Wizard of Oz* photos/ memorabilia
 - The Wicked Witch of the West slept in the mansion!
 - Read short excerpt from *The Wizard of Oz*
- ❖ Culminating Activities (Basement)
 - 'Same As/ Different Than'
 - 'History in a Bag'
 - 'Laura Jane's Trunk'
- ❖ Review of Learning (Parlor)

Culminating Activities:

Same as/Different than Handout (detailing objects from the past that could be found at Linden Hill as well as things that students encounter in their everyday lives)

Students will be read an excerpt from *The Wizard of Oz*

'History in a Bag' School and Toy Artifact Activity: Students will be given a small paper bag containing a toy or school supply. Some students will receive an object that would have been known/used by Laura Jane Musser at the Linden Hill School, while others will receive an object with which they are familiar from their own school/play experiences. Some students will receive objects that were used by Laura Jane *and* are used today in their own classrooms. Students will put objects in one of three piles: one for objects from the past, one for objects of the present, one for objects that fit into both categories.

The Houses that Lumber Built: Minnesota

Regions and History

Grade 4

Addresses Minnesota Education Standards:

- ❖ Strand I Substrand E: U.S. History, Growth & Westward Expansion, 1801-1861
- ❖ Strand I Substrand G: U.S. History, Reshaping the Nation, Modern America 1877-1916
- ❖ Strand II Substrand E: MN History, Industrial Era 1865-1914
- ❖ Strand V Substrand A: Geography, Concepts of Location (Minnesota)

Lesson Theme:

Why did the Mussers and Weyerhaeusers come to Little Falls, and why were they so successful here? The Musser and Weyerhaeuser homes were the Houses that Lumber Built. Now, the same could be said for most any house. But in this case, lumber built them both figuratively and literally. Students will learn about the reasons why Americans moved West, and what drew the Mussers, Weyerhaeusers and others to Minnesota and Little Falls in particular.

Learner Objectives:

- ❖ Learner will understand that the Mussers and Weyerhaeusers moved to Little Falls for specific reasons related to the region's natural resources and economic potential
- ❖ Learner will place the arrival of the Mussers and Weyerhaeusers, the growth of Little Falls and the rise of the lumber industry in the historical context of the Industrial Era and geographic context of Minnesota's unique natural resources
- ❖ Learner will observe the world around Linden Hill to develop a short list of unique geographic characteristics

Resources/Collections/Materials Utilized:

- ❖ Parlor and porch of Weyerhaeuser Mansion
- ❖ Art materials

Instructional Steps:

- ❖ Discuss beauty of homes in the parlor—clearly the Mussers and Weyerhaeusers were very successful
- ❖ Show variety of natural resources that could make someone well-to-do: sugar, oil, iron ore, gems, wood, etc. and ask students which they think was important in Little Falls. Wood/lumber—correct!
- ❖ Share age-appropriate Universal Content Goals in short tour of the home
 - Tour centers on the concept of looking for natural resources at use both inside and out of the home. (ex. Beautiful woodwork, barn, etc.)
- ❖ Discuss Westward Expansion and Industrial Age—the Mussers and Weyerhaeusers did both and show map of where the Mussers and Weyerhaeusers came from, where they went after Little Falls. Why did they come? Why did they leave?
- ❖ Discuss what all makes Little Falls and Central Minnesota unique
- ❖ Culminating Activities

Culminating Activities:

Minnesota Regions and Industries Map

Postcards from Linden Hill: Identifying regions in Linden Hill's Back Yard—what makes Linden Hill, Little Falls and Central Minnesota unique; that is, what would you send home on a postcard from Linden Hill? Students will analyze their surroundings at Linden Hill to identify regional characteristics about the site, and then draw/write about these characteristics on a 'post card' that they could send home about their day.

Laura's Closet at Linden Hill

Grade 5

Addresses Minnesota Education Standards:

- ❖ Strand I Substrand G: U.S. History, Reshaping the Nation, Modern America, 1877-1916
- ❖ Strand I Substrand J: Post World War II Era, 1945-1980
- ❖ Strand IV Substrand A: Historical Skills, Concepts of Time
- ❖ Strand IV Substrand B: Historical Skills, Historical Resources

Lesson Theme:

Vintage clothing is a great way to learn about the past. Linden Hill, which was occupied from the 1890's to the 1980's, is rich in a century's worth of styles in clothing. By coming to Linden Hill, students will see a wide variety of clothing styles and learn what styles belong to which historical eras. More importantly, through a discussion of changes in clothing styles, students will analyze changing social conventions relating to the roles of men, women and children in society. Students will hone their understanding of the concepts of change over time and the use of historical resources to develop and analyze historical concepts.

Learner Objectives:

- ❖ Learner will understand why Linden Hill has a large clothing collection that extends over several time periods: i.e. the homes were occupied continuously by the same family for almost a century
- ❖ Learner will describe how clothing changes over time as reflective of the periods in which it was worn
- ❖ Learner will analyze clothing to determine in which era the clothing was worn
- ❖ Learner will state the existence of different historical eras:
 - Victorian Era (19th century)
 - Early 20th century (1920's)
 - 1940's
 - 1950's and 1960's
 - Later 20th century

Resources/Collections/Materials/Rooms Utilized:

- ❖ Linden Hill Vintage Clothing Collection
- ❖ Linden Hill Photograph Collection
- ❖ Weyerhaeuser Mansion first and second floors

Instructional Steps:

- ❖ Share Age-Appropriate Universal Content Goals in short tour of the main floor, discussing what suggests the age of the house (i.e. period details, historical eras, build into clothing exhibit)
- ❖ Discuss the fact that Linden Hill was occupied in different *eras*
- ❖ Emphasize that *historical resources* can help us determine historical *eras*
- ❖ Very generally and shortly outline the eras that we'll be discussing
- ❖ Proceed to clothing gallery: discuss the eras of clothing utilizing one set of clothes
- ❖ Talk about how the roles of people who would have worn the clothes on display would have been
- ❖ Culminating Activities

Culminating Activities:

History of Linden Hill reading, brief discussion of time periods associated with the homes and period clothing

From Laura's Trunk: allow some students to try on a variety of reproduction vintage clothes taken out of an old trunk in the room

Match the Clothes with the Era: After students have discussed clothing's association with different eras, students will look at another display of clothes and as a group put the clothing in a chronological order.

'Life at the Mansions, Life at the Camp'

Grade 6

Addresses Minnesota Education Standards:

- ❖ Strand II Substrand E: MN History, Industrial Era 1865-1914
- ❖ Strand IV Substrand B: Historical Skills, Historical Resources
- ❖ Strand IV Substrand C: Historical Skills, Historical Inquiry
- ❖ Strand V Substrand A: Geography, Concepts of Location (Minnesota)

Lesson Theme:

A visit to Linden Hill will help students understand what life was like for a wide variety of people in Central Minnesota in the late 19th and early 20th century, and just what made this area unique. Students will learn how Little Falls and Linden Hill fit into a broader state, regional and national perspective. Specifically, students will learn about the many faces of the lumber industry, from the Mussers and Weyerhaeusers to the lumberjacks and camp attendants. Students will hone their skills in the use of primary sources to answer specific questions regarding an historical topic. Students will place Linden Hill and Little Falls in a broader geographic and historical context.

Learner Objectives:

- ❖ Learner will state the source of wealth for the Weyerhaeusers and Mussers as well as how the logging industry was influential for all social classes in the region
- ❖ Learner will state why this region was so suited for logging
- ❖ Learner will define the 'Western Movement' and 'Industrial Era'
- ❖ Learner will describe what Little Falls was like when the Mussers and Weyerhaeusers moved here as compared to today
- ❖ Learner will explain why the Weyerhaeusers and Mussers felt the need to engage in 'civilizing efforts' in the community
- ❖ Learner will analyze differences in the lifestyles of members of the Musser/Weyerhaeuser families and those who worked in the forests and mills of the lumbering industry and explain why these differences may have existed

Pre-Visit Activity:

Minnesota Regions and Industries Map, Linden Hill reading and worksheet

Resources/Collections/Materials/Rooms Utilized:

- ❖ Linden Hill Historic Photograph Collection
- ❖ Primary Sources relating to family and logging industry in general
- ❖ Weyerhaeuser Mansion first and second floors

Instructional Steps:

- ❖ Introduce “Clue at Linden Hill” concepts, directions
- ❖ Allow students to participate in game
- ❖ After set amount of time, students gather in parlor of Weyerhaeuser mansion to discuss following topics:
 - Emphasize that the Mussers and Weyerhaeusers *came* to Little Falls for specific reasons, and the Weyerhaeusers left for reasons as well. Discuss what these reasons may have been.
 - Share information about Frederick Weyerhaeuser’s purchase of land in Little Falls—emphasize his move out West in search of more land
 - Discuss his handing over of the business interests in Little Falls to his son, and his son’s partnership with Musser
 - Ask, “Why do you think Weyerhaeuser did not stay in Minnesota but moved out West?” For more land, i.e. Westward expansion—correct! Show map of where Weyerhaeusers owned land/lived
 - Discuss what life was like in Little Falls in the late 19th century versus today.
 - Discuss the advantages and disadvantages that ‘industry’ had (and has) for communities
 - Ask the question: based on “‘Clue’ at Linden Hill,” what was life like in Little Falls for the Mussers and Weyerhaeusers as compared to the loggers who were operating the lumber industry?
- ❖ Students learn other Universal Content Goals by touring the second floor of the Weyerhaeuser mansion, discussing specifically the individuals about whom they learned (or will learn) in ‘*Clue*’ at *Linden Hill*.

'Clue' at Linden Hill

'What was life like for the wide variety of people associated with the lumber industry in the late 19th and early 20th century? What accounts for the differences between their lifestyles? How does the lumber industry of Little Falls and the surrounding area fit into a regional, national and international context?' These are the questions addressed by 'Clue' at Linden Hill.

Instructional Steps:

- ❖ Students are shown five photographs, told only their first names. Students are charged with the task of identifying each of the individuals-- and their relationships to one another. Emphasize that students don't need to have all of the right answers—we'll discuss their ideas after they visit each of the stations.
- ❖ Students are instructed to go to each of five stations, set up in different rooms on the main level of the Weyerhaeuser mansion. Each of these stations is devoted to one of the individuals whose photos the students were shown.
- ❖ Each of these stations contains a number of things: a copy of the photo that they were shown, a physical artifact that has some (conceptual) association with the person, as well as excerpts from primary sources related to that person (conceptually or in reality, depending on availability). Students will write down their guesses on a worksheet.
- ❖ After an allotted period of time, students will gather in the parlor to discuss the identities of the people (show them complete photos):
 - Maud Moon Weyerhaeuser- wife of lumber baron, interested in the 'civilizing' of Little Falls
 - Carl Weyerhaeuser- heir to lumber fortune but possessing no interest in business, instead interested in the arts and humanities
 - Lumberjack- focus on what life would have been like actually working in the industry
 - Daniel Bell, cook at the camp
 - Mill worker
- ❖ After this discussion will be provided a succinct history of the lumbering industry in Little Falls, discussing what Little Falls was like in the 19th century.