

Teachers Manual

Placer County 3rd graders

participate in a fun-filled day of authentic 1889 children's chores and games on the grounds of a historic fruit farm. They build, they bake, they launder, they craft and they play. Everyone on site during the day is dressed in period clothing and takes part in the living history experience.



The Bernhard Museum Living History Program

This program is designed to address California's curriculum guidelines for 3rd grade history and social studies, exploring the trends that shaped Placer County communities during the second half of the 19th century.



Here's what you'll find in the following pages to help you plan your Living History day:

- Essentials to Prepare for Your Visitpages 2-4
- Ideas and Information for the Classroom pages 5-10

Placer County Museums, 101 Maple Street, Auburn, CA 95603, (530) 889-6500
Bernhard Museum Complex, 291 Auburn-Folsom Road, Auburn, CA 95603

[Click here for our website](#)

Reserve Your Date

The Bernhard Living History Program is available in the fall and spring of each school year. To inquire about using our online reservation system, call the Placer County Museums Division at 530-889-6506.

Our staff works directly with a lead teacher/coordinator from each school who is responsible for sharing all pertinent field trip information with other teachers/parents at the school. We require the following to confirm your reservation:

- **Contact name**
- **E-mail address**
- **School name & physical address**
- **Phone number with extension**
- **Number of students attending**

Confirmation

Museum staff will email you a letter confirming the date(s) reserved and how many students will attend on each day. It is critical that you respond to confirm the accuracy of the dates and to amend any information.

Payment

Payment of \$10.00 per student is required at least two weeks in advance. Parents and teachers are free. We'll send an invoice along with your confirmation letter. Make checks payable to ***Placer County Museums Division.***

Payment for additional children must be hand delivered on the actual living history day to the Museums Administrative Office,

101 Maple Street in Auburn. We cannot reimburse money for children who don't attend, and we cannot accept payment at the Bernhard Museum.

Transportation

Transportation can have a big impact on the day. The program requires a full four hours to complete, so be sure to secure a bus or arrange for families to carpool soon after confirming reservations with the museum. Please contact staff in advance with expected arrival and departure times so we can plan accordingly. Buses can park at the Gold Country Fairgrounds lot located just past the Bernhard Museum on Fairgate Road.

Prepare Your Parents/Volunteers



Living History requires parent/volunteer participation, with one volunteer for every four students; a minimum of two for each of the five hands-on activity stations. Back to School Night is a great time to recruit.

All participating parents must attend a 30-minute scheduled training session before the field trip.

Teachers should assign each parent to an activity before training, using the current [Parent Handout with Training Dates](#) from our website. The handout lists training dates and times, museum contact information, and directions to the site. During training, parents will be provided printouts (*Living History Parent Guide* and activity guidelines) that are also available on the website.

Help Keep the Day Authentic and Safe

Student Rules of Conduct - 1889 Style -

- Respect and obey adults.
- “Yes ma’am,” “No, ma’am,”
“Yes, sir,” “No, sir.”
- No shouting, climbing or running, except during supervised game time.
- No touching museum artifacts.
- Stay in assigned groups.

Packing an Old-Fashioned Lunch

– Sometimes teachers collaborate with parents to provide drinks for the students—bottled root beer; or bring a large container of lemonade with jelly glasses, or have the children bring tin cups (no family heirlooms). For other lunch ideas, please see the *Living History Parent Guide*.

Dress Code Guidelines – Everyone on site during Living History day must be dressed in period clothing. Please see guidelines in the *Living History Parent Guide* on our website.



Parent Responsibilities

(See also, *Living History Parent Guide*)

- Attend training.
- Arrive early and in costume on tour day.
- Check your activity setup and clean/pack up at day’s end.
- Keep students engaged in their activity and in relevant conversation while at your work station.
- Escort group to next activity, and keep kids from wandering.
- Follow all instructions to maintain the authentic living history experience (e.g., no cell phones, no sandals, etc.).

Teacher Responsibilities

- Administer any discipline required.
- Administer first aid. The museum has a first aid kit in the house, but teachers should bring one for their own class.
- Organize lunchtime activities (e.g., games, storytelling, etc.), if time allows. We recommend that teachers eat earlier to accommodate.
- Keep parents and children focused on conversations of 1889 by circulating between the groups asking questions and interacting.
- Accident procedure - In case of a serious injury, the teacher will assume responsibility for administering first aid according to school procedures. Both the teacher and Museum staff need to complete and file an accident report.

How Living History Day Works

Museum staff is responsible for maintaining the schedule on your living history day. Be sure to communicate arrival and departure times with them as soon as possible so they can adjust the day's activities to fit the demands of your schedule.

Teachers should have their students divided into clearly-identified groups (e.g., name tags with family name, color or number) before arriving for the field trip.

- **Groups with fewer than 30 students** should arrive assigned to 5 groups for rotation through the 5 activities plus museum tour.
- **Groups of 30 or more students** should arrive assigned to 6 groups so they can tour the museum as their 6th activity rotation.

Sample* Schedule

** The times below will vary depending on specific schedule demands.*

9:00-9:30 Parents arrive and check in.

9:30 School bus arrives, and staff greets students at the gate.

9:30-10:00 Museum staff escorts students to the porch for an introduction and group photo shoot. Teachers divide students into pre-assigned groups for rotation through the activities.



Fewer than 30 Students

30 or More Students

10:00-10:30 .. Museum Tour

.... Activity #1

10:30-11:00 .. Activity #1

.... Activity #2

11:00-11:30 .. Activity #2

.... Activity #3

11:30-12:00 .. Lunch*

.... Lunch*

12:00-12:30 .. Activity #3

.... Activity #4

12:30-1:00..... Activity #4

.... Activity #5

1:00-1:30..... Activity #5

.... Activity #6

Staff will sound a triangle when it's time to rotate to the next station. A parent or teacher should escort the children to their next activity.

*Lunchtime.... If time and weather permit, lunchtime may also include sack races, jump rope and other outdoor games.

1:30..... Staff, teachers and students meet for a butter demo and to discuss the day's experience while the parents clean up and pack away their workstations. This is also a time to reload any supplies brought on the bus.

Rain or Shine

We have sheltered areas on the museum grounds to accommodate activities in varying spring and fall weather.

Ideas and Information for the Classroom

Suggested Classroom Activities

Here are some activities that may help children learn about the history of their community in 1889:

1. Make character nametags with a small description of who they are, what they do, and how they came to California.
2. Re-enact an 1889 classroom for a day or even a week.
3. Walk through the historic district of your community. Your Chamber of Commerce should have maps available.
4. Create a town business district with early tradesmen and storekeepers by using the description from the enclosed 1875 directory page.
5. Research his or her own family tree, or take an oral history from a family member.
6. Practice writing in a journal as an early settler.
7. Write a story about a person or event from an historic photograph.
8. Plan and draw a costume appropriate for the living history session.
9. Plan an appropriate lunch and practice stories and games from the 1880s.
10. Create a play about how a family would have lived without electricity, central heating, telephones or cars.
11. Make a mural that presents a chronology of local history. Consider what events to include and in what order.
12. Write about the effect of fires, droughts and floods in your local community.
13. Read about how local people celebrated special occasions and national holidays.
14. Share music and literature of the period.
15. Check out children's literature from the second half of the 19th century at the public library.

Organizing Students into Historic Families

Organizing your students by historic family not only helps staff, teachers, and parents keep track of them during the tour, but it also gives the children common bonds for conversation and sharing. Students can research their assigned family, then each choose to be in the character of one family member—preferably a child. Here are some examples of regional families:

Auburn Bernhard Bell Tuttle Robie Lardner, Barkhaus Birdsall Cassidy	Dutch Flat Towle Ferguson Nicholls Coffin Edgewood Partridge Sharon Loomis Loomis Webb Bradley Hyatt Brennan King	Newcastle Kellogg Boggs Madden Perkins Wardlow Wilson Ophir Fowler Foster Hewes Johnson Vaughn Salmon Lozano	Placer Hills Applegate Mendenhall Bancroft Holmes Simpson Rocklin Griffith Whitney Hawes Levison, Trott Bickford Ruhkala	Roseville Astill Schellhous Duncan Hill Pratt Branstetter
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Developing a Character for Living History Day

Teachers may direct parents and children to research and create personal characters from 1889, using one of their own ancestors or someone from a local family or community. Here are important questions to answer:

1. What is my name, and who are the members of my immediate family?

2. When did I, or my family, come to Placer County, and by which route? Before the completion of the transcontinental railroad in 1869, there were only two ways to travel to Placer County; by land in a wagon or by sea in a sailing ship. During the Gold Rush, immigrants used these routes. Many traveled in sailing ships from the East Coast around the Cape, stopping at various sea ports in South America. Others chose to sail to Panama, cross the Isthmus on foot or later by rail, and catch a steamer or sailing ship from the western coast to San Francisco. Lastly, thousands traveled from the prairie ports of St. Louis and Independence, Missouri along wagon trails.

3. Why did my family or I come to California? Aside from gold fever, families moved to California for the healthy climate, the opportunity for acquiring land through homesteading, and to create a new beginning in what they saw as a “land of plenty.”

4. What is my, or my father’s/mother’s occupation? While mostly men came to mine for gold in the 1850s, by 1880 Placer County had developed an economy including agriculture, commerce, and transportation. Many miners returned to their original occupations and brought their families out to settle permanently in the county.

Common Occupations in Placer County, 1870's-80's

Attorney	Express Agent (Wells Fargo)	Railroad Fireman
Apothecary	Farmer	Railroad Brakeman
Baker	Granite Quarry Worker	Rancher
Banker	Grocer/Merchant	Tailor/Dressmaker
Barber and Hairdresser	Gunsmith	Sawyer (lumber mill)
Blacksmith	Harness and Saddle Shop	Sheriff
Boot and Shoemaker	Hotel or Saloon Keeper	School Teacher
Butcher	Laborer	Sewer Pipe Manufacturer
Carpenter	Lawyer	Stage Coach Driver
Clergyman	Livery Stable Owner	Telegraph Operator
County Officer	Milliner	Teamster
-District Attorney	Millwright	Tinsmith
-Sheriff	Miner	Watch and Jewelry Maker
-Surveyor	Plaster and Masonry	Wagon Maker
-Treasurer	Photographer	Vintner
Dentist	Physician	
Dry Goods & Clothing Store	Post Office Agent	

Period Clothing

Source: Laver, James, Concise History of Costume and Fashion, 1969

Period Clothing is an essential part of the Living History Program. Clothing in the 1880's had developed beyond the "pioneer or prairie dress." Most women sewed their own clothing at home using paper patterns available at the local mercantile store for a few cents. They followed fashion trends carefully. Both one-piece dresses and separate bodice and skirts were appropriate wear. Women wore a corset under their outfits.

During this time hats began to replace the bonnet. In the 1870's, hats were small, richly decorated and worn on the back of the head. In the 1880s hats were still small and perched on top of the head. Short capes were fashionable, along with three-quarter length coats. Shoes were high heeled and round toed.

Men's clothing changed little over time. In public they wore a frock coat cut away over the hips and buttoning high over the chest, or a double-breasted overcoat. Work clothes consisted of button-up pants with suspenders or a belt, and a loose fitting shirt with gathered sleeves. Men wore vests, rimmed hats and high leather boots.

Placer County Timeline – 1870’s– 1880’s

1870	1871	1872	1873	1874	1875	1876	1877	1878	1879
Placer Herald prints anti-Chinese editorial . Flour mill established at Sheridan.		J.P. Whitney acquires sole interest in Spring Valley Ranch.	Placer Herald article deplores the condition of the local Indians Placer Weekly Argus runs article on the fact that Central Pacific RR continues to refuse to pay their state taxes . Auburn to Forest Hill Turnpike organized.	Griffith erects the first commercial granite polishing mill in state . B. Bernhard builds his winery in Auburn.	Gladding McBean Company formed to mine clay in Lincoln . Massive flooding from hydraulic mining inundates Marysville & Yuba City . Colfax to Forest Hill Turnpike organized.	Chinese forced out of Rocklin . Largest Placer County nugget found at the Polar Star claim in Dutch Flat . Commercial fruit dryers used in Auburn and Ophir . 1,000,000 lbs. of fruit shipped from Newcastle . Nevada Narrow Gauge Railroad completed from Nevada City to Colfax.	Gold Run Mining District yields \$6,425,000 between 1865 and 1877	American River Dredging Co. formed . Newcastle Fruit Growers' Shipping & Preserving Association formed.	The City of Marysville vs. The North Bloomfield Mining Company lawsuit filed . Newcastle association ships approximately one carload of fruit per day.

1880	1881	1882	1883	1884	1885	1886	1887	1888	1889
Census reports Placer County population at 14,226 with 7,124 white males, 4,923 white females, 1,843 Chinese, 235 "colored" and 100 Indians.	Judge Keyser issues injunction against hydraulic mining companies as part of Marysville vs. North Bloomfield Mining Company . The People vs. Gold Run Ditch & Mining Co. lawsuit filed . Wells Fargo & Co. shipped \$434,634.65 in gold dust, coin and currency through the Auburn office.		Sierra Normal School opens .	Judge Sawyer judged against the mining companies (Sawyer Decision). New stage road from Colfax to Forest Hill. Toll road proprietors of road between Auburn and Forest Hill reduced tolls 40% . Sierra Normal School holds first graduation.	Voters reject \$40,000 bond to pay off county's indebtedness . California Lime Co. in Clipper Gap begins operation.	Placer County wins second place in Sacramento Citrus Fair.	Legislature passes the Wright Act, allowing the formation of water districts . Water Convention held in Auburn in May with local farmers represented . Placer County Board of Trade organized with J.P. Whitney as Chairman . Placer County Bank organized.	City of Auburn incorporates for second time . California Electric Co. prepares to build electric plant . Auburn gets daily mail service . Refrigerator cars first used in this area . Placer County Citrus Colony organized.	Placer Agricultural Society organized and first District Agricultural Fair held . Bell Electric Co. organized.

COLOR KEY: Government/Political Mining Agriculture Railroad Roads Social/Cultural Events

Vocabulary Words

Agriculture: the business of raising crops and animals

Bluing: a blue liquid used for laundry to keep the whites bright

Chamber pot: a container used as a toilet

Cooper: barrel maker

Courting: paying special attention to someone in hopes of winning their affection

Dasher: a device to stir and move clothing to get them clean

Freight: to load with goods for transportation

Hearse: a vehicle for carrying the dead to the grave

Ingredients: the things you combine to make something else

Leavings: leftovers or scraps of fabric

Miller: one that operates a flour mill

Orchard: a place where sugar maples, fruit or nut trees grow

Parlor: a special room for conversation and receiving guests

Pattern: something used as an example in order to make something else

Placer: loose gold carried by water (the kind you pan for)

Produce: fruits and vegetables

Recipe: a list of instructions for preparing food

Replica: a copy, not the original

Tack: gear for harnessing horses

Tanning: to change a hide into leather

Teamster: one that drives a team or truck

Vineyard: a field of grapes

Washboard: a grooved board to scrub clothes

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