THE BERNHARD LIVING HISTORY PROGRAM

Our program provides third grade students an opportunity to experience life in the year 1889. Students participate in five historic activity stations throughout the day including baking biscuits and churning butter, building replica fruit boxes, caring for horse tack, making crafts, and doing laundry. The day includes a tour of the grounds, the Bernhard Museum and an opportunity to play old fashioned games during lunch. A butter demonstration completes the afternoon. All participants including staff, parents, docents, teachers and students dress in period clothing and are an integral part of the day.

This guide has been organized to help you get the most out of your experience. Even if you have attended in the past *make sure to review the first 5 pages* to see what is new.

A Dedication to Larry Ford (1955-1999)

The Placer County Living History program is indebted to Larry Ford, a former third grade teacher at Skyridge School in Auburn. It was his vision to provide an affordable and accessible Living History program to Placer County students. His inspiration, dedication, and motivation are reflected in every smiling student's face.

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EDUCATION STANDARDS

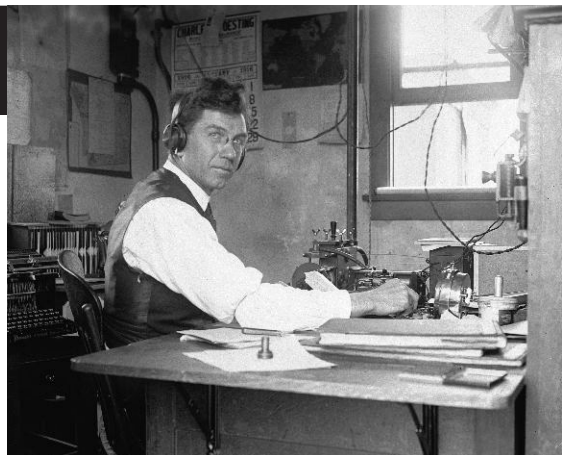
3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

RESERVING YOUR DATE



The Bernhard Living History Program is available in October and the months of March through June. To inquire about using our online reservation system, call the Placer County Museums Division at 530-889-6500.

A lead teacher or coordinator is responsible for disseminating all information pertinent to the field trip to other teachers and parent coordinators. The Museum requires the following information in order to confirm a reservation:

- **Contact Name**
- **E-mail Address**
- **School Name and physical address**
- **Phone number with extension**
- **Number of students attending**

Confirmation

A confirmation letter will be sent to you from a museum representative stating the dates you have reserved and how many students will attend on each day. *It is critical that you respond to this letter* and confirm the accuracy of the dates and amend any information.

Payment

A payment of $10.00 per student is required at least two weeks in advance. Parents and teachers are free. An invoice will be e-mailed with the amount due. Payment for additional children will need to be paid on the actual Living History Day at the Museums Administrative Office at 101 Maple Street. We apologize, but we will not be able to reimburse money for children who do not attend and can no longer accept payment at the Bernhard Museum.

All payments should be sent or hand delivered to 101 Maple Street Auburn, CA 95603. Checks should be made payable to Placer County Museums Division.

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Transportation
After confirming reservations with the museum, make sure to secure a bus or arrange for families to carpool. Upon arrival, the program takes a full four hours to complete. Transportation can have a big impact on the day. Please contact staff in advance and let them know your approximate arrival and departure time. This will allow them to plan accordingly so that all your activities fit into your day. Buses should park at the Gold Country Fairground parking lot located just past the Bernhard Museum on Fairgate Rd.

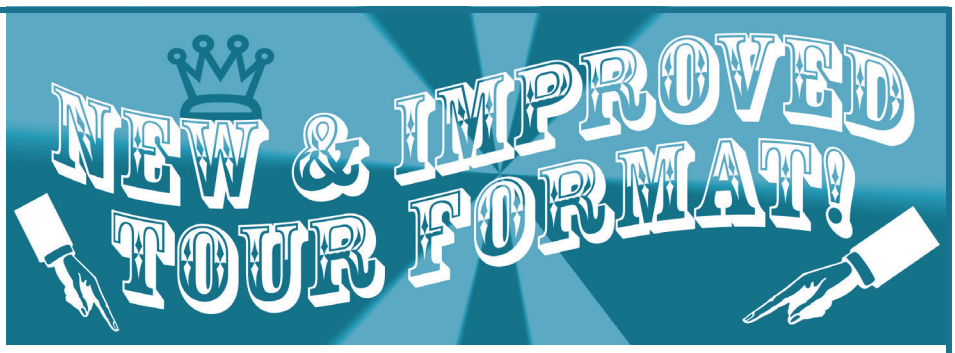
Coordination
This program requires parent or volunteer participation. Many teachers have found that promoting the field trip at Back to School Night is a great way to inspire parents to volunteer.

To ensure the day runs smoothly, we require one parent for every four students. If you have 40 students attending, you will need at least two parents per activity (there are five activities). If you have 60 students, at least three parents per activity are necessary. Parents who would like to participate must attend training. Please assign parents to an activity before they attend training.

A Parent Training Handout will be e-mailed to you. This is an extremely helpful tool. It includes museum contact information, training dates, times and directions to the museum. Make sure that you have "assigned" each parent an activity. Allowing parents to "choose" can create a problem the day of your trip. You may end up with five bakers and no leather workers.

Teachers should determine student groups prior to the day of the field trip. Students should arrive wearing name badges that represent their group. They can be divided by color coded tags or family groups. There is a list of historic family names from various towns to help you with this process on page 8.

In order to best accommodate your school we have created an alternate Living History schedule for larger and smaller groups. On days when 30 students or less are attending, a morning tour is provided for your students. Students are divided into two groups for the tour. Following the tour the students are divided into five groups of approximately eight and begin activities.



On days when 60 students are attending, the tour becomes an activity station. This additional station does not require parent help and does not require additional time. The purpose is to keep groups small allowing each child to experience the museum comfortably and have their questions answered. Students should be divided into approximately six groups of ten.

LIVING HISTORY DAY

The Living History staff will be responsible for maintaining the schedule throughout the day. Make sure to communicate your schedule needs with them as soon as possible. Staff will adjust the activities to fit the demands of your schedule.

Sample Schedule

for 40 or fewer students

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

9:30: School bus arrives at Bernhard Museum Complex.

9:30-10:00: Museum staff greets the children outside the main gate. During this time staff will tour the children through the Bernhard house, orient them to the complex and talk with them about 1889 and the Bernhard Museum.
Group photographs will also be taken at this time.

9:30-2:00: The teachers divide the children into five groups. The Living History staff will be responsible for the activity rotation and will give time warnings to the parents and teachers.

We will use a triangle to sound the time to change and we ask that a parent or teacher escort the children to their next activity.

10:00-10:30:
Activity period #1

10:30-11:00:
Activity period #2

11:00-11:30:
Activity period #3

11:30-12:30:
Lunch with games

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

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

Lunchtime: This is a time buffer built into the program in case you arrive late or need to leave early. After eating, the children can participate in the games you select and monitor. Burlap races, jump rope, marbles and jacks are easy to set up and appropriate for the time period.

1:30: Museum staff and teachers meet with students to discuss their experience while the parents clean up their workstations and put away materials. They also need to pack up any supplies brought by the teacher and load them on the bus. We also ask that during this time parents and teachers fill out evaluation forms.

HISTORIC FAMILIES

We suggest you organize your students by historic family. Not only does this help staff, teachers, and parents keep track of the students, but it also gives the children in each group a common bond. This bond provides more conversation and sharing.

The students can research their assigned family and pick a family member as their character. We suggest having the students assume a child's character.

The following are a few examples of regional families:

Antelope
Astil
Schellhous
Dudley
Gould
Grider

Auburn
Bernhard
Bell
Tuttle
Robie
Lardner
Barkhaus
Birdsall
Cassidy

Dutch Flat
Towle
Ferguson
Nicholls
Coffin
Edgewood
Partridge
Sharon

Foresthill
Todd
Bisbee
Langstaf
Powers
Polifka

Newcastle
Kellogg
Boggs
Madden
Perkins
Wardlow
Wilson

Placer Hills
Applegate
Mendenhall
Bancroft
Holmes
Simpson

Rocklin
Griffith
Whitney
Hawes
Levison
Trott
Bickford
Ruhkala

Roseville
Astill
Schellhous
Duncan
Hill
Pratt
Branstetter

Loomis
Loomis
Webb
Bradley

SUGGESTIONS FOR PRE-VISIT CLASSROOM PREPARATION

To help the children become familiar with the history of their community in 1889 we suggest the following activities:

1. Make character nametags with a small description of who they are, what they do, and how they came to California.
2. Spend a day or even a week re-enacting an 1889 classroom.
3. Take a 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 an appropriate costume 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.

Other sources of ideas:

• Sharing music and literature of the period is another method for creating the sense of a different time in history.

• The local public library should have a listing of children's literature from the second half of the 19th century.

INSTRUCTIONS FOR DEVELOPING A CHARACTER FOR THE LIVING HISTORY DAY

Parents and children can research and create a personal character from 1889. Accompanying each town history is a selection of biographies of people important to the formation of each local community. Parents can use one of their own ancestors or one of these local community members. Children can also choose to research one of the local families or a person from their own family history. The important thing is to be able to answer the following questions:

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?

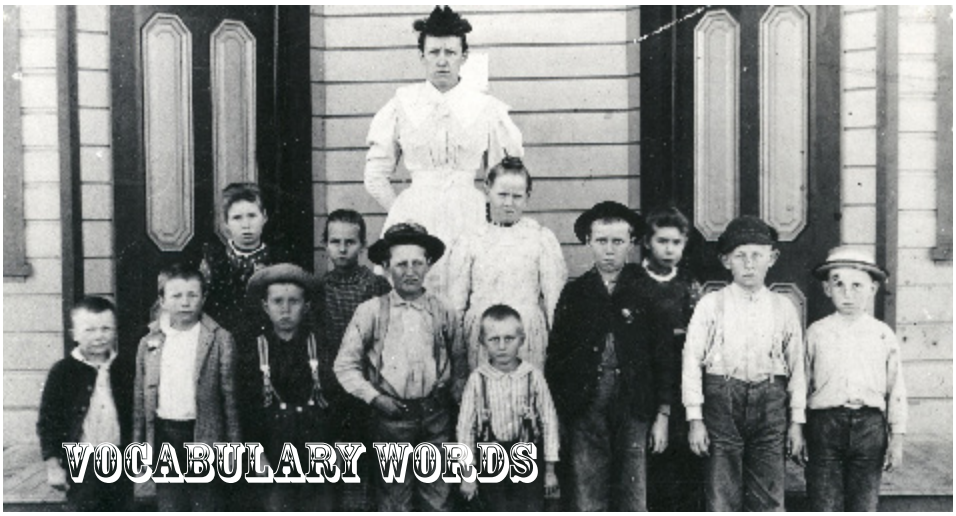
Before the completion of the transcontinental railroad in 1869, there were only two ways to travel to Placer County; by land in a wagon or by sea in a sailing ship. During the Gold Rush, immigrants used these routes. Many traveled in sailing ships from the East Coast around the Cape, stopping at various 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. See the following page for a list of common occupations.



VOCABULARY WORDS

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

Tanning: to change a hide into leather

Agriculture: the business of raising crops and animals

Freight: to load with goods for transportation

Produce: fruits and vegetables

Teamster: one that drives a team or truck

Cooper: barrel maker

Parlor: a special room for conversation and receiving guests

Hearse: a vehicle for carrying the dead to the grave

Vineyard: a field of grapes

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

Chamber pot: a container used as a toilet

Leavings: leftovers or scraps of fabric

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

Miller: one that operates a flour mill

Replica: a copy, not the original

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

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

Washboard: a grooved board to scrub clothes on

Ingredients: the things you combine to make something else

Recipe: a list of instructions for preparing food

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

Tack: gear for harnessing horses

COMMON OCCUPATIONS IN PLACER COUNTY, 1870'S AND 1880'S

Attorney
Apothecary
Baker
Banker
Barber and Hairdresser
Blacksmith
Boarding House owner
Boot and Shoemaker
Brewery
Butcher
Carpenter
Clergyman
Confectionery
County Officer-
- Recorder
- Auditor
- Treasurer
- Surveyor
- District Attorney
- Assessor

Dentist
Dressmaker
Dry Goods & Clothing Store
Druggist
Express Agent (Wells Fargo)
Engineer
Farmer
Furniture Store
Granite Quarry Worker
Grocer/Merchant
Gunsmith
Hardware and Stove Shop
Hydraulic Miner
Harness and Saddle Shop
Hotel or Saloon Keeper
Laborer

Lawyer
Livery Stable Owner
Milliner
Millwright
Miner
Mining Superintendent
Painter
Plaster and Masonry
Photographer
Physician
Post Office Agent
Railroad Track Inspector
Railroad Fireman
Railroad Brakeman
Rancher
Restaurant Owner

Tailor/Dressmaker
Saw Mill Owner
Sawyer (lumber mill)
Sheriff
School Teacher
Sewer Pipe Manufacturer
Stage Coach Owner or Driver
Telegraph Operator
Teamster
Tinware Maker or Seller
Watch and Jewelry Maker
Water Ditch Owner or Agent
Wagon Maker
Vintner

CLOTHING – AN ESSENTIAL PART OF CREATING A CHARACTER

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 in the 1800s sewed their own clothing at home. They followed fashion trends carefully using paper patterns available from the local mercantile store for a few cents. 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.

Clothing for men changed little over time. Public wear consisted of 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 held up by suspenders or a belt, and a loose fitting shirt with gathered sleeves. Men wore vests, rimmed hats and high leather boots.
Source: Laver, James, Concise History of Costume and Fashion, 1969

Suggested Dress Code
We offer the following guidelines:
Boys—long sleeved cotton shirt, jeans or coveralls, suspenders and a hat
Girls—long sleeved blouse, mid-calf cotton skirt, black tights, apron and hat or bonnet

Men—larger versions of the boys with additional items relating to the chosen occupation

Women—long sleeved blouse, long cotton skirt, apron, hat or bonnet with additional items relating to the chosen occupation.

Emphasize layering for the children, with undershirts or tee shirts, long underwear, vests and shawls. Chilly mornings are often followed by hot afternoons and the children will need to adjust their clothing accordingly. If it is a cold, rainy day, children should bring a warm coat. Although we discourage wearing tennis shoes, we do recommend wearing comfortable shoes—you will be standing all day.

RULES OF STUDENT CONDUCT FOR THE DAY

• Explain to students that children 100 years ago behaved towards adults with obedience and respect. Children addressed adults as "Mr. and Mrs.," answered "Yes ma'am or No sir" and never talked back without fear of the rod.

• Don't allow any shouting, climbing, or running, except during game time.

• Set up a time-out area where children can sit with the teacher if they have problems.

• Don't allow the children to handle artifacts or items on the Museum property.

• Let the children know that they must always stay with their assigned groups.

AREAS OFF LIMITS – house interior, parking lot, and field outside the fence

AREAS TO USE – porches, lawn area, wine building and carriage barn

Parental Responsibilities

• Arrive in costume.

• Check Set-up and do clean-up of the work stations.

• Teach the assigned activity so each child fully participates.

• Ask children about their characters and stories.

• Keep group together-Do not let students wander into other areas.

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• If the activity finishes early, lead group in a game.

• Escort group to next activity.

• Assist with lunchtime games and stories.

Teacher Responsibilities

• Administer first aid and any discipline required. The museum has a first aid kit in the house, but teachers should bring one for their own class.

• Organize lunchtime games, storytelling and schoolroom activities. We recommend that teachers eat during the activity before lunch to provide time to monitor the student lunches and games.

• 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 will need to complete and file an accident report.

Rain or Shine

As weather in the spring and fall can include high heat to heavy rainstorms, we have set up alternative activity sites in sheltered areas on the museum grounds.

NATIONAL ISSUES 1870s-80s

• **The Panic of 1873** - Wild speculation in railroad construction during the 1860s had weakened the U.S. financial structure. A nationwide financial crisis occurred in September 1873 when over 100 banks failed. The resulting depression lead to severe unemployment which lasted until 1878.

• **Increased Immigration** – Also in 1873 over 460,000 immigrants entered the country which was more than any previous year. While the majority came from northwestern Europe, especially England and Ireland, one-third were German.

• **Temperance Movement** - The National Women's Christian Temperance Union formed in 1874 and spread to local chapters. The organization tied women's suffrage (the right to vote) to prohibition (the abolishment of the liquor trade).

• **Greenbacks** - Congress tried to settle the issue of paper money vs. gold and silver coinage by passing the Specie Resumption Act in 1875, which reduced the number of "greenbacks", or dollar bills. It also required the government to purchase enough gold by 1879 to back the paper currency.

• **American Indian Wars** - The famous battle of the Little Big Horn occurred in 1875. Gold seekers flocking to the Black Hills of South Dakota led to the Second Sioux War.

• **The election of 1876** - Tilden (Democrat) won the popular vote and the majority of electoral votes. However, Republicans contested the election returns and eventually President Hayes (Republican) was sworn into office in March 1877.

• **The Centennial Exposition** - In 1876 the U.S. celebrated the 100th anniversary of the signing of the Declaration of Independence with an exposition held in Philadelphia. Fifty nations sent exhibits focusing on technological progress. Almost 10 million people came to see new machines such as the typewriter, duplex telegraph, and telephone.

• **Labor unions** - The financial depression of the 1870s, and the violent activities of labor unions, led to the number of union members to fall from 300,000 to 50,000.

• **The election of 1880** - Four political parties nominated candidates for the 1880 Presidential election: Garfield (Republican), Hancock (Democratic), Dow (Prohibition), and Weaver (Greenback). The Republican candidate, James Garfield, won on a platform of civil service reform and restricting of Chinese immigration.

• **Chinese Exclusion Act** - Congress passed the act on May 6, 1882 which suspended all immigration of Chinese laborers for 10 years. Chinese immigrants during the years 1868-1882 totaled over 200,000 nationwide.

STATE ISSUES 1870s-80s

• **Economic depression** - At the beginning of its third decade as a state, California citizens had largely overcome the difficulties of pioneer life and an unstable frontier economy. The 1870s offered a promise of vigorous and sustained growth. Perhaps overly confident, many speculated in trading stocks for the Comstock Silver shares. The resulting crash left thousands penniless. Added to the nation-wide depression caused by the scare of 1873, widespread economic distress spread throughout the state.

• **Wheat boom** - California wheat farmers produced more than they could sell locally and turned to exporting. The particularly hardy variety withstood long sea voyages and made superior flour. After harvesting, farmers shipped the wheat by river barges to San Francisco where fast sailing Clipper Ships transported it to all parts of the world. State production of wheat rose from 25 million bushels in 1870 to 60 million in 1890.

• **Exporting wool** - The expansion of farmland negatively affected the cattle industry and many ranchers switched to raising sheep. Wool production soared in the 1870s and due to its high quality, became another one of the state's most profitable crops.

• **Horticulture** - By the 1880s, wine made from vineyards planted in the coastal plains and foothills gained national and worldwide recognition. Fruit growing also flourished from the citrus groves of Los Angeles to the fruit orchards of the Sierra Nevada foothills.

• **Population** - Thousands arrived annually to California from the eastern states, Europe and the Orient. Throughout the 1870s-80s, long trains traveled over the new railroad, bringing families with their household effects, farming implements and livestock. Others disembarked from foreign seaports bringing the cultures of their homelands.

• **Chinese riots** - Discord over the large number of Chinese immigrants took the form of anti-Chinese riots in the early and mid 1870s. Dennis Kearney, a 30 year old teamster in San Francisco, rallied American workers and formed the Workingmen's Party. Their efforts contributed to National legislation restricting Chinese immigration in 1882.

• **New State Constitution** - In California many groups lobbied for a new state constitution, which voters approved in 1877. The Constitutional Convention met in June 1878 with representatives from the Democratic, Republican and Workingmen's Parties. A majority of voters adopted the final constitution in May 1879.

• **Railroad monopoly** - Political movements targeted the railroad monopoly in an attempt to regulate fares and freight shipping rates. Many believed the railroad owners, by imposing excessive charges, had gained control of the state economy. The powerful railroad monopoly manipulated prices largely for its own profit.

PLACER COUNTY IN THE 1870s-1880s

Government/Political

1870 Placer Herald prints anti-Chinese editorial.

1873 Placer Herald article deplores the condition of the local Indians.

1876 Chinese forced out of Rocklin.

1885 Voters reject $40,000 bond to pay off county's indebtedness.

1888 City of Auburn incorporates for second time.

Mining

1874 Griffith Griffith erects the first commercial granite polishing mill in state.

1875 Gladding McBean Company formed to mine clay in Lincoln.

1875 Massive flooding from hydraulic mining inundates Marysville & Yuba City.

1876 Largest Placer County nugget found at the Polar Star claim in Dutch Flat.

1877 Gold Run Mining District yields $6,425,000 between 1865 and1877.

1878 American River Dredging Co. formed.

1879 The City of Marysville vs. The North Bloomfield Mining Co. lawsuit filed.

1881 Judge Keyser issues injunction against hydraulic mining companies as part of Marysville vs. North Bloomfield Mining Co.

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1881 The People vs. Gold Run Ditch & Mining Co. lawsuit filed. 1881 Wells Fargo & Co. shipped $434,634.65 in gold dust, coin and currency through the Auburn office.

1884 Judge Sawyer judged against the mining companies (Sawyer Decision).

1885 California Lime Co. in Clipper Gap begins operation.

Agriculture

1870 Flour mill established at Sheridan.

1872 J.P. Whitney acquires sole interest in Spring Valley Ranch.

1874 B. Bernhard builds his winery in Auburn.

1876 Commercial fruit dryers used in Auburn and Ophir.

1876 1,000,000 lbs. of fruit shipped from Newcastle.

1878 Newcastle Fruit Growers' Shipping & Preserving Association formed.

1879 Newcastle association ships approximately one carload of fruit per day.

1886 Placer County wins second place in Sacramento Citrus Fair.

1887 Legislature passes the Wright Act, allowing the formation of water districts.

1887 Water Convention held in Auburn in May with local farmers represented.

1888 Refrigerator cars first used in this area.

1888 Placer County Citrus Colony organized.

1889 Placer Agricultural Society organized and first District Agricultural Fair held.

Railroad

1873 Placer Weekly Argus runs article on the fact that Central Pacific RR continues to refuse to pay their state taxes.

1876 Nevada Narrow Gauge Railroad completed from Nevada City to Colfax.

Roads

1873 Auburn to Forest Hill Turnpike organized.

1875 Colfax to Forest Hill Turnpike organized.

1884 New stage road from Colfax to Forest Hill. Toll road proprietors of road between Auburn and Forest Hill reduced tolls 40%.

Social/Cultural Events

1880 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.

1883 Sierra Normal School opens.

1884 Sierra Normal School holds first graduation.

1887 Placer County Board of Trade organized with J.P. Whitney as Chairman.

1887 Placer County Bank organized.

1888 California Electric Co. prepares to build electric plant.

1888 Auburn gets daily mail service.

1889 Bell Electric Co. organized.

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