Utah Heritage Foundation presents

Kearns Mansion Mystery History

Teacher’s Guide
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Kearns Mansion Mystery History: A Teacher’s Guide

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Utah Heritage Foundation, established in 1966, was the first statewide preservation organization in the western United States. The foundation’s mission is to preserve, protect, and promote Utah’s historic built environment through public education, advocacy, and active preservation.

Utah Heritage Foundation fulfills its mission through a wide range of programs and activities which reach communities throughout the state, including: the Annual Historic Homes Tour, tours and classroom programs for school groups, the Heritage Awards program, our bi-monthly news magazine, the low-interest Revolving Fund Loan Program, and stewardship of the historic Memorial House in Memory Grove Park. As a private, nonprofit, membership-based organization, the foundation is supported mainly by private resources, including memberships, gifts, grants, and proceeds from special events.

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Historic buildings are valuable teaching tools. Students learn best when they can make tangible, “real-life” connections with the subject they are studying. Unlike most of our history, historic buildings can be seen, touched, and experienced by students first hand. Moreover, a wide range of subjects can be explored through studying historic buildings because buildings are products of the social, economic, political, cultural, and technological trends of the societies that constructed them.

The Kearns Mansion is one of Utah’s most exciting historic buildings. Students who visit the mansion each year step back in time to the early twentieth century. They are enchanted by the mansion’s beautiful architecture, stunning craftsmanship, and the fascinating story of the Kearns family. Utah Heritage Foundation’s Kearns Mansion Mystery History Teacher’s Guide allows you to make the Kearns Mansion the center of an engaging interdisciplinary history unit. Together, the Kearns Mansion tour and the lessons provide your students with a rewarding education experience.

An Interdisciplinary Approach to Utah History

The Kearns Mansion Mystery History uses the Kearns Mansion as a tool for teaching about Utah’s rich history. Using the mansion as their springboard, students explore the lives and lifestyles of turn-of-the-century Utahns. Students also learn that Utah’s historic buildings are an excellent source of information about our past and that these buildings continue to benefit our communities in many ways. In addition, the lessons introduce students to basic concepts in architecture and design, such as composition and style.

This guide includes 14 lessons. Lessons 1-7 are pre-tour lessons while lessons 8-14 are post-tour lessons. The pre-tour lessons introduce information, concepts, and skills students will use during their tour of the Kearns Mansion, including the history of the Kearns family and their house, how to “read” a building, and the identification of architectural styles. The post-tour lessons build upon this knowledge and relate the Kearns Mansion to a variety of topics, including Salt Lake City history, Utah’s mining industry, citizens’ responsibilities, craftsmanship, and historic preservation.

The guide is flexible and allows you to select lesson topics of interest to you and your students. With the exception of Lessons 1 and 2, which are required in preparation for the tour, the lessons do not need to be presented in the sequence they are listed. Lessons related to a similar topic, like mining, are grouped together for easier reference. Figure 1 (page vii) illustrates the guide’s flexible structure and the different paths you might choose in teaching it.

The lessons support the Utah State Board of Education Social Studies Core Curriculum. They are keyed to the fourth grade core, but can easily be adapted for other grade levels. The lessons emphasize social studies process skills (like researching and utilizing primary documents) as well as problem solving, critical thinking, and citizenship skills. The lessons also fulfill core curriculum requirements in other subjects areas. For example, the lessons on architecture meet Fine Arts Core Curriculum requirements. Many lessons require students to utilize math and language art skills during the activities. The chart in Appendix A shows the fourth grade core curriculum objectives in social studies, fine arts, math, and language arts met by the lessons in the guide.
About the Lesson Plans

The *Kearns Mansion Mystery History* lesson plans utilize readily available materials and require little preparation to teach. Each lesson is organized in the following format:

**Core Requirements:** Lists the subject areas in which the lesson fulfills Utah State Board of Education 4th Grade Core Curriculum requirements and the numbers of the specific core objectives met.

**Objectives:** Highlights the concepts and skills to be taught in the lesson.

**Background:** Information for the teacher on the lesson topic.

**Materials:** Lists all the materials needed for the lesson. All activity sheets, graphics, and primary sources listed for a particular lesson follow the lesson in the guide. Activity sheets are marked with the notebook icon and the number of the corresponding lesson. Graphics and primary sources are marked with the clue icon and are numbered sequentially. Lesson 2, which is required before students tour the Kearns Mansion, includes a background reading section marked with the case report book icon. Supplies that you will need to provide, like rulers or scissors, are marked with a check.

**Student Instruction:** Step-by-step instructions for introducing students to the concepts and skills listed in the objectives.

**Student Activity/Product:** Step-by-step instructions for an activity or product that allows students to apply their new knowledge or skill to meet the lesson objective.

**Extensions:** Some lessons include additional activities that address the objectives.

**Resources:** Provides references for any resources mentioned in the lesson or sources of information students can use in extension activities.

**Links:** Refers to other lessons that address the same or similar concepts.

Insuring a Successful Tour

The Kearns Mansion tour is interactive and discovery-oriented. It focuses on “reading” the mansion to find clues about the history of the people who built, lived, and worked in it. **Students should complete Lesson 1: School Detectives and Lesson 2: Discovering the Kearns Mansion before the tour.** The tour is designed for students with the skills and background information taught in these lessons. If students have not completed these lessons, tour guides will have to spend time providing background information and students will miss some of the interactive and discovery activities.

Utah Heritage Foundation hopes you and your students will find studying our past through historic buildings a rich and exciting education experience. We are always striving to improve the education programs we offer Utah students. We welcome your questions, comments, and suggestions at: (801) 533-0858 or P.O. Box 28, Salt Lake City UT 84110-0028.
Figure 1.
Required Lesson

School Detectives

Objectives

Students will:

- Observe clues in a classroom.
- Infer how the classroom is used and who is using it.
- Evaluate the applicability of “reading the classroom” to other buildings.

Student Instruction

- Ask students:
  - If I walked into your bedroom, what would I know about you?
  - Would I know if you were a boy or a girl?
  - Would I know what your interests are?
  - Would I know if you share your room?
  - What clues would tell me this?

Student Activity/Product

1. Take your students to a classroom with which they are not familiar. You can use your own classroom if another is not available, but an unfamiliar classroom will work better. Prior to the activity, ask the teacher in the unfamiliar classroom to provide answers to the questions on the Mystery History of Room ___ Activity Sheet for comparison with students’ answers after they complete the activity.

2. Assign each student a partner. Tell students: Pretend that you are detectives who have never seen this classroom. Your job is to discover all you can about the people who use the room by examining what the room looks like, how it is arranged, and what is found here.

3. Pass out Mystery History of Room ___ Activity Sheet. Read the instructions and do the example as a class.

4. Teams complete the activity sheet. Monitor each team to make sure they understand what clues to look for and how to draw conclusions from the clues. Optional: Points may be given for each clue and conclusion.

Materials

- Mystery History of Room ___ Activity Sheet — 1 copy per student —

Access to a classroom unfamiliar to your students
As a class, go through each question on the activity sheet sharing clues and conclusions. If students completed the *Mystery History of Room ___* Activity Sheet in an unfamiliar classroom, compare student conclusions with the actual situation in the classroom as described by the teacher. Students should be able to see that many of their conclusions are correct.

Ask students:

*Do you think every building has a Mystery History just like our classroom?*

*What are some things that buildings can tell us about the people who live or work in them?* (Lifestyle, working conditions, values, style preferences, pastimes, etc.)

**Links**

*Lesson 4: What Does Your House Say About You? Pre-Tour*
Solve the Mystery History of this classroom! Look around the room for clues that tell about the people who use this room every day. Use the clues to draw conclusions. See the example below.

**Example**

**How old are the people who use this room?**

**Clues**

- 1- The coats on the rack fit young people.
- 2- The desks and chairs are the kind used in the upper elementary grades.
- 3- The math and reading books are for 4th graders.
- 4- There is one teacher desk and chair.

So we think the people using this room are approximately 10 years old, and one teacher, age unknown.

1. **How many people use this room?**

   **Clues**
   
   - 1- __________________________________________________________________________
   - 2- __________________________________________________________________________
   - 3- __________________________________________________________________________
   - 4- __________________________________________________________________________

   So we think ________ people use this room.

2. **What activities take place in this room?**

   **Clues**
   
   - 1- __________________________________________________________________________
   - 2- __________________________________________________________________________
   - 3- __________________________________________________________________________
   - 4- __________________________________________________________________________

   So we think that ____________________________________________________________________ happens in this room.
3. What subjects are taught in this room?

Clues

-1- ____________________________________________

-2- ____________________________________________

-3- ____________________________________________

-4- ____________________________________________

So we think that ____________________________________________ are taught in this room.

4. What are some things that the people using this room care about?

Clues What personal objects do you find? What is there a lot of?

-1- ____________________________________________

-2- ____________________________________________

-3- ____________________________________________

-4- ____________________________________________

So we think that ____________________________________________ is valued by people using this room.

5. What is the room leader like?

Can you tell anything about him/her by examining how the room is decorated, what is found on the main desk, or special objects belonging to the leader? What is important to him/her?

Clues

-1- ____________________________________________

-2- ____________________________________________

-3- ____________________________________________

-4- ____________________________________________

So we think that the room leader is male or female. (circle one)
The leader likes ________________________________________________________________

The leader feels that __________________________________________________________
is important.

6. **Extend your study: What is the purpose of the building?**
   *Look for clues in the hall, the office, and on the grounds.*

   **Clues**
   
   -1- _________________________________________________________________________
   
   -2- _________________________________________________________________________
   
   -3- _________________________________________________________________________
   
   -4- _________________________________________________________________________

   **So we think that this building is used for** ________________________________
   
   _________________________________________________________________________
   
   _________________________________________________________________________
Objectives

Students will:

✓ Examine historic photos for clues.
✓ Develop questions for historical inquiry.
✓ Find clues in a Case Report to answer their questions.
✓ Create a bulletin board and timeline featuring their questions, observations, and conclusions.

Student Instruction

1. Show Clue 1, The Kearns Mansion photo. Ask students:
   - What do you notice about the building in this picture?
   - How old do you think it is?
   - What do you think is happening?
   - Who might live here? What clues tell you this?
   - Make a list of observations and conclusions on the board.

2. Show Clue 2, The Kearns Family photo. Tell students this is a photo of the family that first lived in the house. Ask: What would you like to know about them? What would you like to know about their house?
   - List student questions on the board.
   - Remind students how they solved the Mystery History of Room ___ as detectives. Tell students: We will be taking a field trip to the mansion in the photograph. It is called the Kearns Mansion. We will collect clues before, during, and after the field trip to help solve the Mystery History of the Kearns Mansion.

3. Tell students that detectives sometimes begin to work on a mystery by reading background information in a case report. Pass out The Kearns Mansion Mystery History Case Report to each student and start reading as a class. (Students will probably not be able to finish packet in one sitting.) Students will look for answers to their questions and test their conclusions as they read the report. Identify unfamiliar words for vocabulary or spelling. Take time to discuss the questions and activities found in the reading.
   - The reading packet and activities are necessary as background information for students going on the tour.

Materials

- The Kearns Mansion Mystery History Case Report
  —1 copy per student—
- The Kearns Mansion photo
  —make overhead—
- The Kearns Family photo
  —make overhead—
✓ Bulletin board
✓ Index cards
Class Product

Create a Kearns Mansion Mystery History bulletin board. Divide the bulletin board into categories. Categories might include:

- **Transportation in Utah**—What kinds of transportation were used in the early 1900s?
- **Mining**—What was mining like in Utah in the late 1800s?
- **Styles**—How did people decorate homes and dress in 1901?
- **People**—What do we know about Thomas Kearns? What do we know about Jennie Kearns? How did rich people live in 1901?
- **Values**—What did the Kearns family value or care about? In what ways did the Kearns family give back to the community?

Divide students into groups, one for each category. Each group writes questions, clues, and conclusions on index cards and posts them on the board. If possible, use different colors of index cards for questions, clues, and conclusions. Example:

**QUESTION**—What did the Kearns family value?
**CLUE**—The Kearns family contributed money to the construction of the Cathedral of the Madeleine.
**CONCLUSION**—They must have valued their religion.

Encourage students to think of questions they would like to answer during their study of the Kearns Mansion. They may not have clues and conclusions for all their questions yet.

Begin a timeline of Thomas Kearns’ life and a timeline for the mansion. Find information for the timelines in the reading packet and from the discussion on the tour. Continue to add to the timeline as students proceed through the lessons.

### THOMAS KEARNS TIMELINE

- 1862
- 1901 (Kearns Mansion built)
- 1918

### KEARNS MANSION TIMELINE

- 1937 (J. Kearns donates mansion to State of Utah)
- Present

Links

- **Lesson 3**: The Kearns Mansion in the News  Pre-Tour
- **Lesson 4**: What Does Your House Say About You?  Pre-Tour
- **Lesson 5**: Buildings Begin with Basic Shapes  Pre-Tour
- **Lesson 8**: Reflecting on the Kearns Mansion  Post-Tour
- **Lesson 9**: Craftsmanship in the Kearns Mansion  Post-Tour
These pictures are clues to the Mystery History of the Kearns Mansion. Examine them closely and discover what they are during your tour.
“The Finest House Anywhere in the West”

Your class is going on an exciting adventure! You will be visiting one of the most elegant houses in Utah—the Kearns Mansion. When it was built in 1901, newspapers called the Kearns Mansion “the finest house anywhere in the West.” Today the Kearns Mansion tells the story of almost 100 years of life in Utah.

Buildings Can Talk!

Did you know that buildings can talk? Well, they can! But they will not speak to you directly. You must observe, read, and listen to find the clues that unlock their secrets.

Would you like to know what people were like a long time ago? Just look at the house where they lived. How was it decorated? What were the rooms used for? Which rooms were big and which were small? Can you tell what people cared about by the way they used their house? These questions will help you “listen” to what the Kearns Mansion has to say.

Kearns Mansion Detectives

You are now Kearns Mansion Detectives. Your goal is to find clues to unlock the mysteries of the mansion and life in the early 1900s. Look for clues in the way the mansion was designed and decorated. Even the mansion’s address on South Temple is a clue to understanding Salt Lake City in the early 1900s. Each clue is like a puzzle piece. Put them all together to discover the Kearns Mansion’s Mystery History.

Thomas Kearns

Thomas Kearns was born in Canada in 1862. His family moved to a farm in Nebraska in 1870. His family didn’t have a lot of money, but Thomas had big plans. He hoped to make a career in the mines of the West. There were many jobs in the mines and always a chance you might strike it rich.

When Thomas was 17 years old, he left his family’s farm to look for a job. He worked in mines in the Black Hills of South Dakota and Tombstone, Arizona for a few years. While riding on a train, Thomas heard about a promising silver mining town in Utah called Park City. Thomas decided to try his luck in there. He arrived in Park City in 1883.

The Kearns Mansion tells us about life in Utah at the turn of the century. The mansion was built during a time when people still rode in horse-drawn carriages! It was an exciting time. The modern world of automobiles, telephones, and radios was right around the corner. People felt like anything was possible and the future looked bright. The story of the mansion starts with one boy with big dreams. Thomas Kearns had no idea how exciting his life would be!
Thomas Kearns Becomes a Silver King

Thomas learned many different jobs in the mines. He worked hard and spent his spare time studying everything he could about mining and geology. One day, while helping to build a new tunnel, he saw a vein of silver heading towards a mine that was not being worked. Thomas knew from his studies that this mine, called the Mayflower, might have a lot of silver in it.

Thomas and his friends, David Keith and John Judge, took a risk and leased the Mayflower mine. The risk paid off. On April 15, 1889, they struck a rich silver vein. Over the next few years, Thomas and his partners bought other mines nearby, including the Silver King. The Silver King was one of the greatest silver mines in the world. It soon made Thomas a millionaire!

Although Thomas became rich, he never became selfish. He always remembered his mining friends and spent time and money working to help them. Thomas understood the dangerous and unhealthy conditions facing the miners.

Jennie Judge Kearns

Thomas was in love with Jennie Judge, the niece of his partner John Judge. After striking silver in the Mayflower mine, he ran down the mountain to tell Jennie that they could afford to get married! They got married one year later in 1890.

Jennie’s father died when she was only two years old. She moved to Park City with her mother and stepfather when she was ten. Jennie helped her mother run a boarding house for miners and took care of her younger sisters. She also liked sewing and was very good at it. She designed and made many of her own clothes for much of her life.

Jennie loved children. She and Thomas had four children of their own. Their first child, Mary, died at the age of two. Their other children were Edmund, Thomas, and Helen Marie. Jennie also raised her sister’s three children after her sister died in 1921.
Beautiful houses lined both sides of South Temple Street. People loved to dress up and stroll down this fashionable street.

Salt Lake City’s Most Fashionable Street

After the railroad came to Utah in 1869, people came from all over the country and the world to work in Utah’s mines. A few of them, like Thomas Kearns, became very rich. Other people became rich in jobs which helped support the mines, like engineering, banking, or supplying and shipping goods needed by miners. People who struck it rich wanted to show their wealth by building fancy houses on Salt Lake City’s most fashionable street—South Temple.

Brigham Young, Utah’s most important pioneer leader, built several houses on South Temple when Salt Lake City was first settled. Other important pioneer leaders built houses nearby. In the 1880s and 1890s, the homes built along South Temple became bigger and bigger. The newspapers loved to write about the parties and lifestyle of the new wealthy residents just like they write about famous people today.

Thomas Kearns’s partners John Judge and David Keith both built mansions on South Temple. In 1899, Thomas bought some land on South Temple. Thomas and Jennie Kearns hired an architect named Carl Neuhausen to plan a grand house for them. They chose a style of house made popular by wealthy families in the eastern United States. The house took over one year to build and was finished in 1901.

The Best that Money Could Buy

Have you ever visited the yearly “home shows?” The houses in these shows display the latest styles and technologies. Thomas and Jennie wanted their house to be stylish and use the most modern technology. Jennie and her children went to Europe to find art and furnishings for the new house. She bought the best that money could buy. Thomas and Jennie also hired craftsmen to create beautiful wood, plaster, and paint decorations for the mansion.

The Kearns Mansion had up-to-date technological comforts such as electric lights, steam-heated radiators, a call board, and dumb waiters. Thomas’s bathroom had one of the first showers in Utah.

The Kearns Mansion even had a bowling alley. People had to set up the pins by hand. The lanes were removed when the Utah State Historical Society moved to the mansion. They needed the room for the library. As people’s needs change, buildings change, too.

Carl Neuhausen also designed the Cathedral of the Madeleine and the Kearns St. Ann’s Orphanage. How are these buildings part of the Kearns Mansion Mystery History?

What clues can you find by looking at this picture of the bowling alley?
Look at this picture of the Grand Hall taken when the Kearns family lived in the mansion. Describe what you see. What does this room remind you of? Point to the columns, the staircase, the tiger, and the beautiful rugs. The Grand Hall is on the first floor of the Kearns Mansion. A beautiful staircase leads to the second and third floors. The family bedrooms were on the second floor and the third floor had a large billiard room and ball room for dancing. All together, the Kearns Mansion had 32 rooms!

Could your family keep up a house this big?

**Outside the Mansion**

Architect Carl Neuhausen designed the Kearns Mansion to look like a castle in France. Each side of the mansion is different. The mansion has round towers, called turrets, on three corners. The walls are made of limestone and have beautiful carvings around the windows and doors.

On your tour, find the carvings of Atlas on the east side of the house. In Greek mythology, Atlas carries the world on his back. What does Atlas carry on his back at the Kearns Mansion?

Do you have a garage next to, or attached to, your home? The Kearns family also had a garage, called a carriage house, where they kept their horses and carriages. Thomas loved horses and had eight beautiful carriages.

Later, when cars became popular, the Kearns family stored their cars in the carriage house. Thomas bought one of the first cars in Utah, but he never learned to drive. The car is a clue to a sad part of the story of Thomas’s life.
Thomas Kearns was a Politician

Thomas was outgoing and cared about people. It was a natural step for him to enter politics. First he served on the city council in Park City. In 1895, Thomas was a delegate to Utah’s constitutional convention where he worked for better health and safety conditions for miners. Six years later he was elected to the United States Senate.

When he was in Washington, D.C., Thomas became friends with President Theodore Roosevelt. President Roosevelt had breakfast at the Kearns Mansion in 1903. A huge parade welcomed the president to Salt Lake City. After making a speech, the president rode to the mansion in one of Thomas’s carriages.

In 1901, Thomas Kearns and his friend David Keith bought The Salt Lake Tribune newspaper. The newspaper printed many of Thomas’s political views. The Tribune is still published today by the grandchildren of Thomas and Jennie’s daughter, Helen.

Thomas and Jennie Made Many Contributions to the Community

Thomas invested some of the money he made from the silver mines in projects that helped Utah grow. For example, he invested money to build a railroad connecting Salt Lake City and Los Angeles, California. The railroad was the most important kind of transportation for moving people and goods around the country in the early 1900s. Thomas also built one of Salt Lake City’s first skyscrapers—the Kearns Building on Main Street.

Thomas and Jennie helped the community by donating money to causes they believed in. Thomas and Jennie belonged to the Catholic Church. They contributed $10,000 to help build a beautiful Catholic church called the Cathedral of the Madeleine on South Temple and B Street. People still go to church in the cathedral today.

Jennie cared deeply about children. In 1899, she and Thomas donated $50,000 to build the Kearns St. Ann’s Orphanage at 430 East 2100 South in Salt Lake City. This orphanage took care of miners’ children.

What is the connection between mines and children? Why would the children of miners need orphanages?
Jennie visited the children in the orphanage often. She hosted a Christmas party for the children in her house every year. She also paid for dancing lessons and other activities to enrich the children’s lives.

**The Mansion After Thomas Kearns**

One day after work Thomas Kearns stepped from a trolley car at the corner of South Temple and Main Street and was knocked down by a speeding automobile. The accident caused a stroke and Thomas died eight days later on October 18, 1918. He was only 56 years old. Although he did not live to be very old, Thomas Kearns was one of the most influential men in Utah in the early 1900s. When Thomas died, *The Salt Lake Tribune* wrote, “He loved Salt Lake City and was proud that he had been an important factor in its upbuilding.”

Jennie Kearns went into mourning after the death of her husband. She wore black and no longer held parties, but she still cared about children. Her sister’s children and several of her grandchildren lived in the mansion. The mansion was a favorite place for children in the neighborhood to play. Jennie always left the back door open for the children to come in and find cookies fresh from the oven. She also continued to help the children at the Kearns St. Ann’s Orphanage.

By the early 1930s, everyone in the Kearns family had moved away and no one lived in the South Temple mansion. In 1937, Jennie decided to donate the mansion to the State of Utah to be used as the governor’s house. Before this, Utah did not have an official governor’s home. Jennie moved to Reno, Nevada. She died in a San Francisco hospital in 1943.

**The Kearns Mansion Becomes the Governor’s Mansion**

The Kearns Mansion was repainted and redecorated to become Utah’s Governor’s Mansion. Governor Henry Blood and his family moved into the mansion in 1938. They were the first governor’s family to live in the Kearns Mansion. Governor Herbert Maw moved there in 1941. He said that the Utah Governor’s Mansion was a tremendous boost for the image of the state.

Governor J. Bracken Lee was the next to move to the mansion in 1949. He found it an uncomfortable place to live. He thought the mansion was too hot in the summer and too cold in the winter.
When George D. Clyde became governor, he refused to move into the mansion. A new home was built for the governor in 1959. Both Governor Clyde and Governor Calvin Rampton, elected in 1965, lived there instead.

Why do you think that Governor Clyde refused to live in the most luxurious home in Utah? Why did people think it was uncomfortable? What things do you think had to be changed in order to adapt the mansion for modern living?

In 1957, the Kearns Mansion became the office of the Utah State Historical Society. Unfortunately, the historical society did not have much money to spend on keeping the mansion in good shape. Over the years, the mansion began to get run-down.

When Scott Matheson was elected governor in 1976, he wanted the Kearns Mansion to be the official governor’s house again. A lot of repair work needed to be done before the mansion could be the governor’s house.

Governor Matheson and his wife, Norma, led the effort to renovate the mansion. They moved to the house in 1980. Governor Norman Bangerter and Governor Michael Leavitt have also lived in the mansion.

This is the shower that Thomas Kearns had in his bathroom. It is a good example of the way that attitudes and needs change. The mansion had one of the first showers in a Utah home and Thomas was proud of it. He designed it himself! Governor Lee, who moved to the mansion in 1949, did not like the shower. He thought that it looked like a torture chamber and acted like a human car wash. Jets of water came from every direction. Governor Lee said it almost drowned him. When Governor Matheson stepped in and turned the handle, he was hit by cold water. No hot water ever came out. Movie makers even used the shower while filming a horror movie. Thomas Kearns thought his shower was a great invention. Times had changed.
Fire and Restoration

When the children from Kearns St. Ann’s Orphanage came to the Kearns Mansion at Christmas time, they found a huge Christmas tree in the Grand Hall. A Christmas tree was a tradition at the mansion, but it also led to a horrible disaster.

In December 1993, Utah First Lady Jacalyn Leavitt and her children were in the mansion when the Christmas tree caught on fire. The fire quickly spread up the grand staircase. Luckily, workmen rescued the family and no one was hurt, but the fire destroyed much of the mansion. Priceless woodwork, hand-carved and painted decorations, art, fabric, and furniture were charred and gone. The State of Utah owned the mansion and had to decide whether to restore it or demolish it.

If you were on the committee to decide what to do with the mansion, what would you say in favor of saving it? What would be the arguments against saving it?

Utah officials did decide to restore the Kearns Mansion. Craftsmen from all over the world came to work on the restoration. They worked hard to make the mansion look as much as possible like it did when Thomas and Jennie lived there in the early 1900s. They also updated the electrical wiring, plumbing, heating, and fire protection to make the mansion a safe and convenient home.

The Kearns Mansion has now gone full circle. It was built as most the luxurious home in Utah. It became a home for governors, an office for the Utah State Historical Society, returned to the governor’s mansion and was expertly restored after a fire. Utah is lucky that the mansion is here to tell its story spanning nearly 100 years. It continues to share the history of the Kearns family, Salt Lake City, and Utah with everyone who visits.

Listen to the mansion when you make your visit and find more clues to unlock its exciting Mystery History.
Objectives

Students will:

✓ Recognize newspapers as a source of historical information.
✓ Review period newspapers to find clues to the mansion’s past.
✓ Develop “reporter” questions to investigate the mansion on the tour.

Student Instruction

Divide students into five groups.
Distribute a copy of the recent newspaper article to each student.
Tell students: Pretend you live 100 years in the future.
   What can you find out about the way we live today by reading this newspaper story? What happened? Who was involved?
   What does it tell you about the things we value?
   About what do we do with our time?
   Each group brainstorms ideas.

Groups report back to the class.
Ask class: What kinds of information do you think we can find about the past by looking at old newspapers?

Distribute copies of one of the Kearns Mansion newspaper articles (Clues 3-7) to each group. Give each student a copy of the Mystery History News Report Activity Sheet. Read activity sheet instructions as a class and have groups complete the Mystery History News Report. After the activity, each group shares their findings.

Student Activity/Product

Students add new information to bulletin board and timeline.

Students prepare a list of reporter questions that will help them look for clues when visiting the mansion. (Use who, what, when, where, why, and how questions.) Example: How was the Kearns Mansion built?
Extensions

• Students write an article as if they were reporters for *The Salt Lake Tribune* describing an exciting event at the Kearns Mansion, such as a big party hosted by Thomas and Jennie or President Theodore Roosevelt’s visit. Students will answer the reporter questions (who, what, when, where, why, and how) in their article.

Links

Lesson 8: Reflecting on the Kearns Mansion  Post-Tour
Mystery History News Report

Your newspaper article tells about an important event in the life of the Kearns Mansion. It was written at the time that event took place. When newspaper reporters write an article, they try to answer the questions: who? what? when? where? why? and how? Work with your team to answer the reporter questions below.

1. What is the title of the article?

________________________________________________________________________________
________________________________________________________________________________

2. When was it written?

________________________________________________________________________________

3. What event in the life of the mansion does the article tell about?

________________________________________________________________________________
________________________________________________________________________________

4. Why did this event happen?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

5. How was the mansion used at the time the article was written?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

6. Who was using the mansion at the time the article was written?

________________________________________________________________________________
The above elaborate cut gives a fair idea of the fine mansion that is to be erected by Thomas Kearns on Brigham street, facing Sixth East street. The plat it is to stand on was originally 10x10 rods, but Mr. Kearns has bought in addition four rods, part of which may be added to the present residence lot. The ground dimensions of the new structure will be 62x90 feet, and the height three stories with a basement.

The basement will be 9 feet 6 inches in the clear, and be built of native granite quarried in Big Cottonwood. It will include the laundry, ironing-rooms, vegetable cellars, boiler-rooms, fuel-rooms, cold storage apartment maintained with the liquid air process, men servants' rooms, including bathrooms, storerooms, boiler-room, and across the front a spacious bowling alley. The heating of the building will be on the indirect hot-water principle. The inside walls and the surrounding of the staircases will be of brick, but the outside walls of the building will be of white marble.

The first floor will be entirely fireproof, and will contain the spacious vestibule, reception hall, wide staircase hall, parlors—one being a Turkish parlor—library, dining room, butler's pantries, silver vaults, coat and hall closets, day toilet-rooms, breakfast-rooms, servants' rooms, kitchen, etc. None of the large rooms will have less than 400 square feet. The height of this floor is 12 feet 6 inches in the clear.

The second floor will contain eight large rooms, of about 15x20 feet each with dressing rooms connected, and there will be a large bathroom equipped with a variety of styles of baths. The staircase hall will be in the middle, under a 26x26 dome; and then there will be children's bathrooms, linen-rooms, a recessed balcony, etc. The height of this floor will be 11 feet 6 inches in the clear.

The third story will have sewing rooms, fur closets, servants' chambers, additional bathrooms, large billiard hall and athletic hall with gymnastic fixtures, the latter hall being 10 x10 feet; also a dancing-room 40x40 feet.

The lighting will be electric throughout. The roof will be covered with moss-green glazed tiles. The inside finish is to be in English quarter-sawed Plymouth black oak, with colored marble wainscoting, the whole interior being of an elaborate finish. The first floor will have mosaic floors, except the parlors, which will be in parquet style. All the bathrooms will be in marble, and the mantels of different marbles. The candelabra will be on the most elaborate kind.

The cost of this magnificent structure cannot be less than $75,000, and the expectation is to have it finished within fourteen months.

The architect is C. M. Neuhausen of this city, ably assisted by J. S. Birch who has the reputation of being one of the most scholarly and artistic architectural designers in the West.
Utah's legislature Friday unanimously passed a bill authorizing the state to accept from Mrs. Jennie J. Kearns, as a gift, the Kearns' home at 603 East South Temple street for a governor's mansion. The bill was introduced during the morning by Senate President Herbert B. Maw, and within ten minutes had been passed under suspension of the rules and sent to the house. It was passed by the house during the afternoon.

Gift Made Outright

"In many states," Senator Maw told the senate when his bill was introduced, "citizens frequently present their state or its institutions with valuable gifts. In Utah such acts have been very infrequent, but Mrs. Kearns is willing to give the family mansion to the state, as an outright gift, if we will accept it as a residence for the governor. It is the finest mansion in Utah and would be a splendid home for the chief executive of the state."

"We furnish a number of state institutional heads with homes, but have never provided a governor's mansion. Moreover, we pay him one of the smallest salaries paid by any state. I have talked to a large number of people, including members of the legislature, and they all agree we should take advantage of this generous offer."

Moves Quick Action

"I move," said Senator D. W. Parratt of Salt Lake City, "that as an expression of appreciation we give this bill immediate and favorable consideration."

Senator Ira A. Huggins of Ogden moved that the rules be suspended.

(Continued on Page Four)
Historical Society Holds ‘House-Warming’ Party

Utah State Historical Society played host to more than 1,000 persons at a “combined birthday party and house warming” Monday from 3 to 8 p.m. in the old governor's mansion, 603 E. South Temple.

The event marked the 60th anniversary of the organization’s founding, and was held in its first permanent home, said A. R. Mortensen, executive director.

The society moved into the stately old mansion, which has been the residence of Utah governors for 20 years, in January, 1957.

It now contains rare exhibits, pictures and other displays depicting Utah's history, as well as the state archives.

The Historical Society was formed July 22, 1887, during celebration of the 50th anniversary of entry of the pioneers into Salt Lake Valley with many of the most prominent leaders of church, state and business numbered among its founders, Dr. Mortensen said.

Refreshments were served in the mansion's dining room during the open house by wives of the board of trustees members.

Mrs. Leland H. Creer, wife of the society's president, was in charge, assisted by Mrs. N. G. Morgan Sr., Mrs. Joel E. Ricks, Logan; Mrs. Russell B. Swenson, Provo; Mrs. Louis Buchanan, Mrs. George F. Egan and Mrs. Lamont F. Toronto. Mrs. A. R. Mortensen, wife of the executive director, and Mrs. Juanita Brooks, St. George, a board member, also were on the serving committee.

USE OF the silver service from the old Battleship U.S.S. Utah added much to the beauty of the occasion. The massive silver bowl and 27 cups, made of Utah silver, were paid for by the pennies of Utah school children and presented to the officers and men of the battleship when it was commissioned in 1911, Mr. Mortensen said. The name of each of the then 27 Utah counties is on its 27 cups, he said.
Kearns Mansion Welcomes New Look 'n' Residents

By Hazel B. Parkinson
Tribune Home Furnishings Writer

The Grand Dame of South Temple, the French Renaissance "Kearns Mansion," has had a face lift.

Nevertheless, she has retained her charm, grace, stately dignity and personality.

Both interior and exterior have undergone "surgery."

The first phase overhauled the plumbing, electrical work and air-conditioning to bring it up to "code." The facade was sandblasted and a portico added.

The second phase was the cosmetic surgery — new paint and wall coverings; stripping off varnish and grime from the French oak woodwork; refinish- ing parquet-patterned hardwood floors; laying specially woven carpet designed with Utah symbols, bee and beehive; remodeling the kitchen; adding window coverings and new furnishings, some of which are modern adaptations of turn-of-the-century French design.

Befitting a Grande Dame

Once again the mansion is alive, exciting to behold and the beauty on the street, befitting a French Grand Dame of stature.

But like any face lift, it's only the beginning. There are still things to be done and it costs money.

For this future work, all Utahns have an opportunity to be part of Utah's rich heritage.

The Utah Heritage Foundation has planned a fund raising "Kearns Mansion Showcase." It is an "Orientation Week" of activities, March 9 to 14, at the mansion off E. South Temple.

The week-long activities have a dual purpose:

1. To show off the Kearns Mansion, which will officially be called the Executive Mansion. Its new occupants are Mr. and Mrs. Scott M. Matheson, their daughter, Lu, son, Tom, and two other sons, who are away at school, Jim and Scott Jr. and his wife.

2. To raise funds. Proceeds from the week's events will go to "The Governor's Mansion Fund," for further refurbishing.

Two invitation-only preview dinners are planned as kick-offs for the week with a $100 a couple price tag.

Orientation week schedule begins Sunday, March 9, with an "Afternoon Tea with Gov. and Mrs. Matheson," from 4 to 6 p.m. at the mansion. Reservations for the $15 per person fee can be made with the Utah Heritage Foundation.

March 10 to March 14 from 10 a.m. to noon, programs each day will present in-depth views of the history, architecture, exterior and interior restoration and interior designs. Reservations for the five day series are $15 or $50 each, and can be made at the Heritage Foundation. (See week's schedule in box.)

Public tours will be held March 17 to 22. See hours in the schedule box. All contributions for the mansion restoration are tax deductible.

Members of the Utah Heritage Foundation and Utah Chapter of the American Society of Interior Designers will conduct the tours with the cooperation of Gov. and Mrs. Matheson.

Back ing Up

In 1977, the Utah State Legislature voted to sell the governor's residence at 1700 Fairfax Rd. It had been occupied since it was built in 1857 by Gov. and Mrs. George Dewey Clyde and Gov. and Mrs. Calvin L. S. Linford and their families.

The $400,000 received from that sale went into the Phase I renovation of the Kearns Mansion, principally to bring it up to building codes and standards. An elevator was installed in place of a dumb waiter. A bathroom on the third floor with wider doorway and fixtures was installed to accommodate handicapped. The Mathesons donated part of the housing allowance they received while they lived in their own home the past three years, for the remodeling of the mansion kitchen.

Overseeing efforts have been the Executive Mansion Fine Arts Policy Commission, Utah State Building Board and Mrs. Matheson. It was decided that volunteer time and labor should be encouraged and promoted to guarantee professionalism.

The Utah Chapter of the American Society of Interior Designers offered volunteer time and labor in the interior design phase. Members who participated designed the areas and room each was assigned.

Private funds donated have been used to purchase furnishings. The goal is $200,000. To date $150,000 has been raised. Exceptions have been tables and chairs in the state dining room, the Stairway grand piano in the drawing room, new reception rooms, two carved oak benches and a hand-touched leather screen. Those items were gifts of Mrs. Thomas Kearns when she deeded the property in 1927 to the State of Utah to serve as a governor's residence.

AUD members involved have been Bert F. Viel, coordinator; Gayl Biddle, William Fleming, Karen Kinard, Thomas Franklin, R. Lee Last, Norman Hughes, Merite Learning, Joan Wilson and Orlan Owen.

At Turn of Century

The stately Kearns mansion was said to be one of the finest of homes in the "Golden Era" of Utah, when fortunes were made in mining, railroads and industry. Residents of the mansion on Brigham Street (now South Temple) contributed diversity and leadership to the community.

In 1899, mining magnate and co-owner of The Salt Lake Tribune, Thomas Kearns, engaged architect Carl M. Neuhausen to design an "imposing" home on the city's fashionable East Brigham Street.

The residence had 35 rooms, a bowling alley, a ballroom and a billiard room. The structure was of two foot thick stone facing with an adobe, carriage house. The home was completed in 1902 at the estimated cost of $200,000. By that time Thomas Kearns had been elected U.S. senator from Utah.

Much of the interior materials came from Europe and Africa, Woodwork used in floors, stairways, newels, balusters, doors, framing and trim was French oak. Wood used in the library was blackstained French oak. The polished red mahogany in the dining room came from the Urals Mountains in Russia.

Some of the woodwork was elaborately carved; the large shell above the hall mantel, the carved face of Neptune and the shell-like trim throughout. Two columns were carved with scenes from classical mythology. Today, the oak have been stripped and lightened. The red mahogany remains the same.

Some of the oak were more in use was wall covering on the stairwells. Gold leaf wall coverings on the second floor are accented with a graceful design of plant and bird life.

A Come Alive Feeling

Paint, raw silk wall coverings, plus the lighted wood bring out the beauty of the wood graining. One senses the "come alive" feeling of the mansion.

In the family dining room in the northwest corner of the first floor, "a garland of roses in high relief gives a Dresden look," (as described in The Salt Lake Tribune, April 20, 1902) and comes alive again via the fine craftsmanship of the painters. It had been painted previously.

An area of the wall between the kitchen and family dining room has been so expertly painted it resembles marble.
Christmas-Tree Fire Scars Utah’s Historic Governor’s Mansion

Damage May Top $1 Million; Leavitts Searching for a Home

By Vince Horinuchi
and Michael Phillips
THE SALT LAKE TRIBUNE

Utah’s first lady, Jackie Leavitt, peered over the second-floor railing of the Governor’s Mansion after hearing a loud pop from the lowering Christmas tree.

A giant column of fire raced up the 24-foot tree Wednesday, engulfing the branches in seconds.

“It was going so quickly up that tree,” she said. “I looked over and saw the flames and yelled: ‘Fire!’”

On the first floor, executive assistant Carol Benjen ran toward the tree with a fire extinguisher. As she was fumbling with the canister, the tree already was “enveloped,” she said. “I knew the extinguisher wouldn’t put it out.”

Back upstairs, the first lady desperately was searching for her 3-year-old son, Westin.

“I called to Westin and we met in the hall,” she said. “I didn’t even have to go to him. He ran right to me and we ran down the stairs.”

The two women, the boy, and six other people in the mansion struggled to open a back door. But flames had sucked the air and created a vacuum. The door wouldn’t budge.

“I could see it wasn’t locked but I was pulling as hard as I could,” Leavitt said. ‘The fire rose to the roof and spread to the French oak railings. Two inspectors there to check the fire-alarm system grabbed the door and, “with all their might,” flung it open.

“We had to use a ladder as a lever to keep it open while everyone got out,” said inspector Gary Christensen. “And when we shut the door, it slammed shut.”

A short in a string of Christmas lights apparently started the fire 2 feet above the base of the tree, said Salt Lake City Fire Capt. Dan Andrus. The lights were on when the fire started in the mansion, 603 E. South Temple, Salt Lake City. Decorative logs circled the giant tree.

“It worked like a chimney,” Salt Lake City Fire investigator Steve Herrmann said of the blaze. “It went straight up, and

when it hit the ceiling, the smoke spread through the attic. Gary Bradley was one of the first firefighters to arrive about 11:15 a.m. He hosed the fiery column as it rushed through oval openings on each of the mansion’s three floors.

“The fire was really heavy,” said Bradley, who was covered in black soot. “Flames filled up the whole area in front of the fire engines, three ladder trucks and more than 50 firefighters from Salt Lake City and South Salt Lake battled the blaze. Two of the firefighters suffered minor injuries and were treated at local hospitals.

Crews worked for nearly two hours to extinguish the blaze. By then, the mansion’s main entry hall was charred, as was the grand stairway and upstairs ballroom. Damage was estimated to exceed $1 million, Andrus said.

The mansion’s fire alarms functioned properly, but then “the damage was done,” Herrmann said. What the historic building did not have — and is not required to have — is a sprinkler system.

“If it did, that sprinkler system would have knocked that thing down like you wouldn’t believe,” Herrmann said. A water system could have limited damage to about $20,000, he said.

Although the building is state-owned and historic, it is not required to have sprinklers because the structure is considered a residence, said Salt Lake City Fire Marshal Ren Egbert.

Ironically, officials had considered installing sprinklers in all state buildings, he added.

Officials do not know if the Christmas tree had been treated with fire retardant. A city ordinance requires that trees in public buildings be sprayed with retardant. But the state, which can supersede local ordinances, has no such requirement.

Herrmann said a retardant probably would not have stopped the fire from spreading. “The public doesn’t know,” he said. “They think they’re getting a safe product — and they’re not.”

State officials believe the building remains structurally sound. The mansion can be refurbished and many of its contents restored. But hand-carved railings and intricate wallpaper coverings may be irreparable.

Money for restoration will come from insurance companies and the state’s self-insurance reserve fund.

Meanwhile, Gov. Mike Leavitt, his wife and five children are arranging for a temporary home. He said social activities planned at the mansion this week will be canceled or postponed.

He hopes to move his family to a condominium or to their eastside home, which is being rented, until the mansion is rebuilt. The Leavitts have received numerous offers for temporary housing.

Most of the family’s personal property was saved. The governor regrets losing an antique state-owned grandfather clock “I loved so much.”

His 10-year-old son, Chase, recovered an item he cherished most from the home: a pair of autographed basketball shoes worn by Utah Jazz forward Karl Malone.

“But I had autographs in a book, and it was in the hallway,” the boy said, clutching the blackened shoes.

“It’s funny what you learn at times like this,” said the governor. “My 16-year-old Republican son was worried about his picture with Bill Clinton.”
What does your house say about you?

Objectives

Students will:

✗ Examine how the rooms in a house reflect the lifestyle of the people who live in it.
✗ Compare two turn-of-the-century houses.
✗ Determine the actual size of a house by using a scale on a floor plan.
✗ Infer information about the lifestyles of the families who lived in the houses.

Background

By examining the number, use, and size of rooms in a house, we can learn a lot about the lifestyle of the people who lived there. In this lesson, students will compare the Kearns Mansion to a Park City miner’s cottage.

About eleven people lived in the Kearns Mansion in the early twentieth century: five members of the Kearns family and six household staff (cook, housekeeper, laundry maid, butler, nursemaid, gardener/stable hand/chauffeur). The mansion had 32 rooms when it was built. The rooms tended to be large and have very specific uses—e.g. library, ballroom, Moorish parlor.

The Park City miner’s cottage was built around 1890 for Benedictus and Maria Carling. The Carlings were from Sweden and had at least seven children. Benedictus worked in an ore processing mill in Park City. The family lived in the house about ten years. The house had five rooms and no indoor plumbing. Because there are no photos or accounts of life in the Carling House, historians are not sure how each room was used. It is likely, however, that each room served several purposes.

Student Instruction

Explain that houses can tell us many things about the way people live. Ask students to think about the rooms in their own house. What can we learn about the activities of their family by looking at these rooms? For example, the kitchen would lead us to believe that the family cooks meals in the house. Have students think of other examples.

Ask students: Could we guess how many people live in your house by looking at the rooms? What clues would tell us this? Have students think of other things they might learn by looking at a family’s house. (e.g. family income, cultural background, style preferences)
Show Clue 8, *The Call Board* photo. Remind students that they are detectives looking for clues. Tell students: Look for clues about the lifestyle of the Kearns family by examining the call board. How many rooms are listed on the call board? Look at the names of a few rooms and guess what activity took place there.

Show Clue 9, *Kearns Mansion Dimensions* chart. Explain that this chart shows the length and width of the Kearns Mansion and some of its rooms. With a measuring tape or string, measure the length and width of your classroom. As a class, discuss how your classroom compares in size with rooms in the Kearns Mansion.

Share background information on the size of the Kearns household. As a class, discuss what the clues students have found about the number, use, and size of the rooms in the Kearns Mansion tell us about the lifestyle of the Kearns family. (e.g. What activities took place in the house? Was it crowded or spacious?) Write student ideas on the board.

Pass out Clue 10, *Carling House* photo and floor plan to each student and share background on the Carling family. Explain: This sheet shows a map of the rooms in the Carling House. This kind of map is called a floor plan. By measuring a floor plan and using the scale, we can tell how big the rooms in a house are and how big the whole house is.

Ask students to count the rooms in the Carling House. Divide student into pairs. Students use the scale to determine the length and width of the house. In this floor plan 1 inch equals 4 feet. Then each pair of students chooses a room in the house and determines its length and width. As a class, discuss how the rooms in the Carling House compare to your classroom.

Ask students: Do any rooms in your house have more than one use? (e.g. In addition to cooking and eating, the kitchen might be used as a gathering place and for doing homework.) Ask students to think of examples. As a class, guess how the Carlings might have used their five rooms for all the activities of the family. Remind students each room probably had more than one use.

As a class, discuss what the number, use, and size of rooms in the Carling House reveal about the Carling family’s lifestyle. Write student ideas on the board.
**Student Activity/Product**

Ask students to plan the use of the rooms in the Carling House. Students should label each room on their floor plan sheet and draw in the furnishings to go with the activities in the room. Remind students that they must find space for nine people.

Have students imagine they are a child in the Kearns family or the Carling family. Ask them to write a story about what it was like to live in their house. What did children living there do? What did they like or dislike? What did they wish they had?

**Extensions**

- Encourage students to design a floor plan for their dream house. (Graph paper is very helpful.) What rooms does the house have? How is each room used? How does the house meet the needs of the people who live there? How much would it cost?

- Have students mark out the a room (or rooms) of the Carling House on the floor of the classroom or outside. Let students decide the use of the rooms and then experiment with different arrangements of tables, chairs, cots, etc. in the imaginary rooms.

**Links**

Lesson 5: *Buildings Begin with Basic Shapes*  Pre-Tour
Lesson 11: *The Daily Grind in Park City*  Post-Tour
Lesson 12: *The Life of a Miner’s Child*  Post-Tour
### How Big is the Kearns Mansion?

<table>
<thead>
<tr>
<th>Space</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Kearns Mansion</td>
<td>86’ x 70’</td>
</tr>
<tr>
<td>Parlor (French)</td>
<td>20’ x 22’</td>
</tr>
<tr>
<td>Dining Room</td>
<td>18’ x 27½’</td>
</tr>
<tr>
<td>Front (Grand) Hall</td>
<td>36’ x 15’</td>
</tr>
<tr>
<td>Third Floor Hall (Ballroom)</td>
<td>34’ x 43’</td>
</tr>
<tr>
<td>Mrs. Kearns</td>
<td>18½’ x 22’</td>
</tr>
<tr>
<td>Mr. Kearns</td>
<td>17½’ x 23’</td>
</tr>
<tr>
<td>Bathroom</td>
<td>13’ x 11½’</td>
</tr>
<tr>
<td>Bowling Alley</td>
<td>19’ x 55½’</td>
</tr>
</tbody>
</table>

Hint: 2’ x 2’ = 2 feet by 2 feet
Scale: 1” = 4’
Objectives

Students will:

✓ Review basic shapes.
✓ Recognize that basic shapes are the building blocks for creating structures.
✓ Relate basic shapes to the Kearns Mansion.
✓ Create their own building with basic shapes.

Student Instruction

Show students Clue 11, Basic Shapes review sheet. Ask students to name each of the shapes.

Play an observation game. Divide students into groups. Ask each group to identify and record the shapes they observe in your classroom. Have groups report their findings to the class. Who found the most different shapes?

Show overhead of Clue 12, Kearns Mansion South Elevation drawing. Explain: Building designers or “architects” use basic shapes as the building blocks for designing homes whether they are small and simple or large and complex, like the Kearns Mansion. Architects can create a complex building by combining different shapes or parts of different shapes. They can also create patterns by using the same shape over and over.

Student Activity/Product

Explain that students will be looking for basic shapes in the Kearns Mansion. Demonstrate student activity by placing a blank transparency over the Kearns Mansion South Elevation overhead. Show how to find shapes by outlining the triangle that makes up the main roof. Show students that even though the corners of the triangle are hidden behind the turrets, the basic shape of the roof is a triangle.

Materials

- Basic Shapes review sheet
- Kearns Mansion South Elevation drawing
- Building Blocks cut-outs
- Blank transparencies
- Different color crayons or non-permanent markers
- Rulers, scissors, glue, paper
2. Hand out copy of Clue 12, *Kearns Mansion South Elevation* drawing, a blank transparency, and 4-5 different color crayons or non-permanent markers to each student. Tell students to choose a different color for each kind of shape (e.g. red for triangles, blue for circles, etc). Ask students to outline and identify as many shapes on the Kearns Mansion as they can and look for patterns. Emphasize that students should not just trace the building.

3. When students are finished, have them remove the drawing from behind their transparency. Ask the class: *How many different shapes did you find? Which shape did you find most often? Did you notice any patterns?*

4. Distribute one copy of Clue 13, *Building Blocks* cut outs to each student. (Students may want additional copies of this sheet.) Instruct students to create their own building using basic shapes. Students may cut up the picture of the mansion, the *Building Blocks*, and/or cut out their own shapes. They should create their building by gluing the basic shapes they have cut out on another piece of paper.

**Extensions**

- Using blocks or an architecture kit, have students create buildings with three-dimensional shapes.

**Links**

- Lesson 6: *South Temple Styles* Pre-Tour
- Lesson 9: *Craftsmanship in the Kearns Mansion* Post-Tour
South Temple Styles

Objectives

Students will:

✓ Explore the concept of architectural style.

✓ Represent an architectural style with their bodies.

✓ Identify the elements of seven different architectural styles.

✓ Design, name, and describe their own architectural style.

Student Instruction

Explain to students that just as there are different styles of clothing and haircuts, there are different styles of buildings. Building styles are called architectural styles.

Ask students to think of popular clothing styles at your school. Ask them to identify the different articles of clothing that make up these styles (e.g. different kinds of shirts, pants, skirts, shoes, socks, hats, jewelry, etc.).

Explain that different parts of a building work together to make an architectural style, just as pieces of clothes work together to make a clothing style. Show the overhead of Clue 14, The Generic House. Ask students to brainstorm a list of the different parts of a building that you can see from the outside (e.g. roof, walls, windows, doors, porch, foundation, decorations, etc.). Make a list of the parts on the board.

Show overhead of the South Temple Style Guide and pass out a copy of the guide to each student.

As a class, select one of the building parts from the list students brainstormed. Look at the part on each of the buildings shown in the style guide. Discuss the differences and similarities in how the part is used in each building. (For example, one building has many shapes and sizes of windows while another building has same size windows all in a row. Some buildings have steep, pointed roofs while other have nearly flat roofs.) Repeat exercise for another building part.

Note

Lesson 5: Buildings Begin with Basic Shapes provides experience in looking at building composition. This experience will be helpful as students explore the concept of style. You may wish to use Lesson 5 prior to Lesson 6, but it can also be taught without introductory activities.
**Student Activity/Product**

Have students represent the different architectural styles with their bodies. Divide students into seven groups. Secretly assign each group a different style in the *South Temple Style Guide*. Explain that each group must find a way to use their bodies to represent their architectural style. Students should not try to recreate the drawing of the building in the style guide but rather select a feature, pattern, or impression that defines their style. (For example, students in the Queen Anne group could run around being busy since this is a busy style. Students in the Italian Renaissance group could do back bends to make arches—one of this style’s defining features.) Set some ground rules for safety, such as *No pyramids*. Tell each group to carefully read the description of their style in the style guide for ideas.

When the groups have decided how to represent their style, have each group perform their style for the rest of the class. The class guesses what style each group is representing. Students refer to the *South Temple Style Guide* to help them guess. After each group performs, class discusses questions in the style guide pertaining to the group’s style.

Ask students to design their own architectural style. Students draw a picture of a house in their style, name their style, and write a description of the important features of their style. Remind students to think about how they will use the building parts they brainstormed in their style. Also encourage them to incorporate some of the architectural elements mentioned in the *South Temple Style Guide*.

**Tour Options**

**Walking Tour**

- Take a walk on South Temple either before or after your Kearns Mansion Tour. The buildings in the *South Temple Style Guide* are located between 529 East and 955 East. You may not have the time or energy to see all of them.
- Have students bring their *South Temple Style Guide* on the walk. Look for the buildings in the style guide. Stop and discuss the different parts of the building that contribute to its style.
- Choose a building not on the style guide. Ask students to describe the parts of the building and make up a name for this style.

**Driving Tour**

- Prior to going on your tour of the Kearns Mansion, use a map to locate each of the buildings in the guide. Because the bus will pass buildings quickly, students need to know where to look for them.
- Ask your bus driver to drive South Temple between 500 East and 1000 East.
before or after your Kearns Mansion Tour. (All of the buildings in the style
guide are located between these streets.)

- Have students bring their *South Temple Style Guide* on the bus and look for the
buildings listed in the guide.

- If possible, drive a longer stretch of South Temple and have students look for
other buildings in the styles in the style guide.

**Extensions**

- Assign students to take a family member or friend on an architectural tour of
South Temple. The students should prepare to be knowledgeable tour guides.
They should plan the route of their tour and what they will say about each
building. Students may wish to use some of the resources listed below for
additional architectural and historical information.

- If your class has done Lesson 5: *Buildings Begin with Basic Shapes*, have students
look for basic shapes in the buildings in the *South Temple Style Guide*. Divide stu-
dents into seven groups and assign each group a style from the style guide. Ask
each group to look for basic shapes in their style. After the groups have identi-
fied some shapes, tell them to choose the one shape that is most important in
their style and explain why. Then have each group create a representation of
their style using basic shapes. Students can cut out their own shapes or use the
*Building Blocks* from Lesson 5 and then glue them on another piece of paper.

**Resources**

the Architecture of American Houses*. Preservation Press, National Trust for
Historic Preservation, Washington, D.C.

Center for Architectural Studies, Graduate School of Architecture, University
of Utah & Utah State Historical Society, Salt Lake City, UT.

Utah Heritage Foundation, Salt Lake City, UT. Copies available from Utah
Heritage Foundation, (801) 533-0858.

- Lester, Margaret, 1979, *Brigham Street*. Utah State Historical Society,
Salt Lake City, UT.

**Links**

Lesson 5: *Buildings Begin with Basic Shapes* Pre-Tour

Lesson 9: *Craftsmanship in the Kearns Mansion* Post-Tour

Lesson 14: *Who’s Still Standing?* Post-Tour
The drawings in this style guide show some of the many different styles of buildings on South Temple Street. Learn how to recognize these styles so you can find them on your trip to the Kearns Mansion. Can you find other buildings in these styles?

NEOCLASSICAL STYLE

David Keith Mansion, built 1900
529 East South Temple

Neoclassical buildings have a balanced look. Divide the Keith Mansion in half with a line starting at the top of roof and going to the ground. Each half is a mirror reflection of the other half!

What other buildings in the South Temple Style Guide have a balanced front?

Neoclassical buildings often look big and stately. The tall front porch of the Keith Mansion helps give it a massive appearance. The top of the porch is a triangle called a pediment. It is held up by posts called columns. Pediments can also be over windows and doors.

ITALIAN RENAISSANCE STYLE

Matthew Walker Mansion, built 1904
610 East South Temple

As you can guess from its name, the Italian Renaissance Style uses elements from Italian architecture. One of these Italian elements is the arch. The ancient Romans used arches in many of their buildings. The Walker Mansion has arches above the windows on the first floor and the front porch. Does your school have any arches?

The roofs of Italian Renaissance buildings are usually not very steep and covered with red tiles. Italian Renaissance buildings also often have quoins. Quoins are rectangles of stone, brick, or wood that accent a building’s corners, windows, or doors. Where do you see quoins on the Walker Mansion? What other buildings in the South Temple Style Guide have quoins?
QUEEN ANNE STYLE

Emmanuel Kahn House, built 1890
678 East South Temple

Queen Anne buildings are very “busy.” They have many details and decorations that catch your eye. Look at all the fancy wood carving on the porch of the Kahn House. Many people call this carving “gingerbread.” Where else do you see carvings or other decorations on the Kahn House?

Queen Anne buildings always have an unbalanced front. No matter how you try, you can’t draw a line dividing the Kahn house into two mirror halves. What other buildings in this Style Guide have an unbalanced front?

ENGLISH TUDOR STYLE

Morris R. Evans House, built 1911
701 East South Temple

English Tudor houses are meant to look like buildings constructed in England during the Middle Ages. They have steep, pointed roofs and tall, narrow windows.

English Tudor houses are often decorated with flat pieces of wood on top of stucco in geometric patterns. This type of decoration is called half-timbering. The Evans House has some beautiful half-timbering. Half-timbering is also a popular decoration on some modern houses. Have you seen any in your neighborhood?

 Detective Work: Find out what the word “Tudor” refers to. You may find it in a history book or encyclopedia rather than the dictionary.
**SHINGLE STYLE**

George Downey House, built 1893
808 East South Temple

The Shingle Style gets its name from small pieces of wood called *shingles*. Many buildings have shingles on their roofs. Shingle Style buildings also have shingles covering most or all of their walls. The top half of the Downey House is covered with three patterns of shingles.

Shingle Style buildings also tend to have windows in many different sizes and shapes. *What size and shape windows do you see on the Downey House?*

The Shingle Style is a close “cousin” of the Queen Anne Style. *Compare the Downey House with the Kahn House. How are they similar? How are they different?*

**PRAIRIE STYLE**

Ladies Literary Club, built 1912
850 East South Temple

Prairie Style buildings have a *horizontal* feel. That is, they look like they are hugging the ground rather than reaching for the sky. Notice how the windows of the Ladies Literary Club are all lined up in a row and its roof is almost flat rather than steep and pointed. *Is there anything else about this building that gives it a horizontal feel?*

Prairie Style buildings don’t have many decorations. The motto of the Prairie Style might be, “*Simple is best.*” The main decoration on the Ladies Literary Club are simple red lines by the second-story windows.

*Detective Work: The Prairie Style was developed by one of America’s most famous architects. Find out who he was. Why did he call this style “Prairie Style?” What famous buildings did he design?*
AMERICAN FOUR SQUARE

Walter S. Ellerbeck House,
built 1911
955 East South Temple

American Foursquare is more a shape than a style. Foursquare houses are shaped like a square box. They usually have four almost square rooms on each floor. It's easy to see where this type of house gets its name!

Foursquare houses usually have a wide front porch and a roof that is not very steep. Often a dormer window sticks out of the roof in the center of the front of the house. Dormer windows are always in the roof rather than in the walls of a house.

What do you think the purpose of dormer windows is? What other houses in the South Temple Style Guide have dormer windows?
You’re in the Driver’s Seat

Objectives

Students will:

× Select a route from their school to the Kearns Mansion on a map.
× Determine the mileage of their route using the map scale.
× Calculate how long it will take to travel their route at different speeds.

Student Instruction

Distribute a map to each student. Alternatively, work in teams of two. Tell students: Imagine you are the bus driver for our field trip to the Kearns Mansion. You must find the quickest route from our school to the mansion.

Students find their school on the map. Students find South Temple and G Street, the location of the Kearns Mansion.

Student Activity/Product

Students determine the route they will travel from your school to the mansion. As a class, use the map key to determine how to measure the mileage between two points on the map. Students measure the length of their route and determine its mileage.

Students share results with the class.

Tell students that the bus will travel an average of 35 miles per hour between your school and the mansion. Students calculate how long the trip will take on their route.

Tell students that when the mansion was built, people traveled by carriage. Carriages traveled about 8 miles per hour. Walking briskly, a person travels about 4 miles per hour. Eventually, automobiles began replacing carriages. The speed limit for cars in Thomas Kearns’ day was 15 miles per hour.

Students calculate how long it would take a carriage, a person walking, and an early automobile to go from your school to the mansion.

Extensions

Have students investigate what they will see on their route to the Kearns Mansion. Are there any historic buildings or sites that relate to the Kearns Mansion?

Materials

✓ Map of Salt Lake City (or Utah if the school is not in Salt Lake City.)

—Maps can be obtained from the Utah Travel Council or the Salt Lake Convention and Visitors Bureau.—

✓ Rulers

Pre-Tour

Core Requirements

SOCIAL STUDIES
6040-0305
6040-0306

MATH
5040-0102
5040-0404
Reflecting on the Kearns Mansion

Objectives

Students will:

✓ Reflect on their discoveries from the tour and lessons.
✓ Imagine the impacts of demolishing the Kearns Mansion.
✓ Record clues and conclusions on the Kearns Mansion Mystery History bulletin board and timeline created in Lesson 2.
✓ Summarize their tour experience in a letter to their tour guides.

Student Instruction

1. Ask students to share what surprised or delighted them on the Kearns Mansion field trip.
2. Ask class:
   a. What would be lost if the Kearns Mansion were torn down tomorrow?
   b. How would it change what we know about the Kearns family, Salt Lake City, or Utah? How would it change South Temple?
   c. Is there anything you would miss?
      (e.g. craftsmanship, horse head over carriage house, etc.)

Student Activity/Product

1. Students brainstorm clues and conclusions from the tour to add to the Kearns Mansion Mystery History bulletin board and timeline. Divide students into groups. Assign each group a category from the bulletin board. Have groups record clues and conclusions on index cards and pin them on the board.
2. Assign students to write thank you letters to the Utah Heritage Foundation guides who led their Kearns Mansion tour. Review letter writing rules. Students will tell the guides three things about the mansion they will share with their families.

Links

Lesson 2: Discovering the Kearns Mansion Pre-Tour
Lesson 3: The Kearns Mansion in the News Pre-Tour

Materials

✓ Kearns Mansion Mystery History bulletin board and timeline created in Lesson 2
✓ Index cards
✓ Address of Utah Heritage Foundation (P.O. Box 28, Salt Lake City UT 84110-0028)

Core Requirements

SOCIAL STUDIES
6040-0101
6040-0201
6040-0302

LANGUAGE ARTS
4040-0601
Be a Craftsman!

**Objectives**

Students will:

- Review examples of craftsmanship observed in the mansion.
- Experiment with one of several craft options.
- Relate their craft experiences to those of the craftsmen who worked on the Kearns Mansion restoration.

**Student Instruction**

Display Clue 16, *Craftsmen in the Mansion*. Remind students of the definition of “craftsman.” Have students brainstorm all the examples of craftsmanship they observed in the Kearns Mansion.

**Ask students:** Have you ever wanted to be a craftsman? Why or why not?

**Student Activity/Product Options**

Allow students to select one of the craft projects described below.

**Tell students:** The craftsmen who worked on the mansion spent a lot of time making sure their work was the best it could be. When you begin your project remember to take the time to plan and draw your design. The artwork will only be as good as the design. Do not hurry the project.

When students have completed their projects, **ask the class:**

What was difficult or frustrating? What was interesting or rewarding? How long did it take you to finish your project? How long do you think it would take to do a similar project in the Kearns Mansion?

Tell students that craftsmen still do all these jobs today. Many craftsmen worked on the restoration of the Kearns Mansion after the fire. **Ask students:** Would you like to be one of these craftsmen? Why or why not?

**Materials**

- **Craftsmen in the Mansion** —make overhead—
- **Soap Carving:** Carve Your Initials in Soap instruction sheet —1 per student doing soap carving—
  - Ivory soap, small carving knives or tools, graph paper, and newspaper
- **Plaster Decoration Simulation:**
  - Cookies, frosting & cake decorators or tubes of frosting
- **Mosaics:**
  - Graph paper, colored paper, glue, and scissors
  - Optional: sheets of oak tag or plastic, paint
- **Stencils:**
  - Graph paper, markers or crayons
  - Optional: sheets of oak tag or plastic, paint

**Note**

Several craft projects are suggested in this lesson as alternatives for you and your students to choose from.
Craft Project Options

Carve Your Initials in Soap

Have students bring a large bar of ivory soap from home. Explain that Thomas Kearns was proud of his home and placed his initials throughout the house. The design did not just happen but was a special combination of T and K. Use Thomas Kearns’ initials as a model and create your own design using your own initials. Distribute Carve Your Initials in Soap Instruction Sheet and follow instructions for the carving process.

Plaster Decoration

Explain that some decorations in the mansion were created by adding material instead of carving it away. The flower design on the informal dining room ceiling was created using a method similar to decorating a cake. Instead of frosting, craftsmen used plaster. Have students try making flowers with a cake decorator. Use frosting and create designs on cookies.

Floor Mosaics

Students create a mosaic design such as the one on the floor of the Kearns Mansion entry. Students draw their design on graph paper and decide which colors to use. Then they cut out small squares of colored paper and glue the tiny squares onto black paper to create the mosaic design.

Stencils

Explain that stencils are still used today to create a pattern that repeats again and again. Stencils were used instead of wall paper in the mansion. Stenciling took a lot of time. A cut-out pattern was laid against the wall. Paint was dabbed through the stencil. It would dry and then a new section would be painted.

Have students design an interesting pattern that could be used on a floor, wall, or ceiling. Use graph paper to create the design. Color the graph paper designs. If possible, create stencils by tracing graph paper designs on to sheets of plastic or oak tag and cutting them out. Place the stencil on a paper and sponge paint onto the paper through the stencil.

Extensions

Create a Kearns Mansion Art Corner where students can display their craft projects.

Links

Lesson 5: Buildings Begin with Basic Shapes  Pre-Tour
Lesson 6: South Temple Styles  Pre-Tour
Thomas Kearns created a design with his initials and had it placed all over his house. When you see the TK you think of Thomas Kearns. Try making a design with your own initials. Draw your initials in a creative way. After you find the right design, carve it into a bar of soap.

A sculpture that is connected to a background instead of being carved all around is called a “bas relief.” Bas relief sculpture has some high parts where very little material is cut away and some low parts where much more material is cut away. The carvings on the columns in the Grand Hall of the Kearns Mansion are a good example of bas relief sculpture. Your soap carving of your initials will also be a bas relief sculpture.

Here’s what to do . . .

1. Make a Design
   - Start with a bar of Ivory soap. Trace the outline of the soap onto a piece of graph paper.
   - Cut out the soap outline you traced on the graph paper.
   - Draw your initial design on the rectangle of graph paper you cut out. Use the edges of the paper to help create the design. Remember to make the letters thick so they won’t break when you start carving. Take your time to get the design right.

2. Block the Design
   - Place your graph paper on top of the soap.
   - Take a sharp pencil and poke hole along the lines of the design to transfer it to the soap. When you remove the paper, the outline of the letters will remain.

3. Carve the Design
   - Put some newspaper over your work area to keep it clean.
   - Decide which letters you want to be the highest and stand out the most. The tops of these letters won’t need much carving. Carve other letters back a little bit. Carve the background the deepest.
   - Carve a little at a time.
   - Don’t carve on the lines of the letters. Carve about 1/4 of an inch outside the lines to keep your letters thick.

Hints:
- Keep the soap in a baggy when you aren’t working on it so it will stay soft.
- Keep your tools and soap in a box between carving sessions.
Objectives

Students will:
- Identify issues that concern them.
- Review contributions the Kearns family made to the community.
- Explain the value of community service.
- Explore how student service can benefit the community.

Student Instruction

1. Ask students: If you had a million dollars, what would you do with it? Brainstorm a class list on the board.

2. Ask students: What are some issues you feel strongly about? Why are these issues important to you? Ask them again how they would use the million dollars. List responses on board.

3. Tell students: Thomas and Jennie Kearns became very wealthy from the silver mines in Park City. They realized they had the ability to help others. From what we have learned in our lessons and the tour, how did the Kearns family help the community? How did their contributions to charitable causes reflect their lives and beliefs? Show Clue 17, Kearns St. Ann’s Orphanage photo, and Clue 18, Cathedral of the Madeleine photo, to remind students. Review the section on the Kearns’s contributions to the community in the Kearns Mansion Mystery History Case Report in Lesson 2 if necessary.

4. Ask students: Is it important to give to the community? Do people need to be rich to help others? Do you know people who volunteer to help others or provide services for others? Create a list of people in the community who give of themselves.

5. Ask students: How can students be of service? Who can benefit from their service?
Student Activity/Product Options

- Students select a local issue either individually or as a class (e.g. safe schools, improving education, homelessness, protecting natural environments). They discover what is being done to deal with the issue. Students write an article for the school newsletter, a letter to the editor, or make a presentation at a PTA function explaining the issue and ways the school could be of help.

- Students write an article for the school newsletter explaining how everyone has the responsibility to give back to their community in some way. They suggest ways in which students, parents, teachers and schools can be of service.

- As a class, students organize a service project in which the class serves the community in some way. For ideas, refer to The Kid’s Guide to Social Action. (See Resources below.)

Extensions

- Invite someone who has served the community to speak to the class.

- Prepare a special card or award to present to community helpers in thanks for their service.

Resources

Objectives

Students will:

- Analyze primary documents for information about the lives of Park City miners at the turn of the century.
- Assess what life was like for Park City miners based on information from primary documents.
- Calculate how much a miner’s paycheck purchased.
- Compare two different lifestyles at the turn of the century.

Student Instruction

Remind students that Thomas Kearns worked as miner for many years. Ask students: Do you think most miners became millionaires like Kearns? Why or why not? Is it important to know about miners who didn’t get rich? Why or why not?

Tell students they will be detectives discovering what life was like for Thomas Kearns and other men who worked in the Park City mines. They will be looking at evidence—photos, advertisements, letters—about Park City miners at the turn of the century. Their job is to find out as much as they can about the everyday life of miners by examining the evidence.

Brainstorm the types of information about miners’ daily lives students might want to look for (e.g., clothing, types of jobs, work equipment, work conditions, wages, living conditions, etc.).

Distribute one Gather the Evidence Activity Sheet to each student. Break students into five teams. Give each team one group of evidence. Instruct teams to carefully examine their evidence for clues about miners’ daily lives. Students should take notes on their findings on the activity sheet. The evidence is grouped topically, so each team will not be able to find all the types of information listed on the sheet.

Have each group share results with the class. Make a list of all the evidence on the board.

Materials

Gather the Evidence Activity Sheet
— 1 copy per student —

Evidence
— 1 copy of each clue sheet —

Group 1:
Jobs in a Mine at the Turn of the Century

Group 2:
Letter from John MacNeil
“Most Appalling Accident”
The Park Record 7/19/1902

Group 3:
Daly Mine Employees, Park City photo
Drilling in the Daly Mine, Park City photo
Ore Cars in the Daly-West Mine, Park City photo

Group 4:
Daly Mine Boarding House Dining Room, Park City photo
Ontario and Daly Boarding Houses, Park City photo
Boarding House ad from The Park Mining Record

Group 5:
Mining Wages Description Sheet
Advertisements from The Park Record
In teams or as a class, calculate how much a miner’s paycheck bought. Using information from the wage sheet, calculate how much a miner made in a week. Use the advertisement for the boarding house to identify how much room and board for a week cost. Ask students to calculate how many days a miner must work to pay for his room and board. Use the clothing advertisement to identify the cost of the clothes a miner would need for work. Ask students to calculate how many days a miner must work to pay for these items.

As a class, discuss what the evidence found by the teams reveals about miners’ daily lives. Ask students: Would you want to be a miner in Park City at the turn of the century? Why or why not?

**Student Activity/ Product Options**

- Students will write a story about two typical days in Thomas Kearns’ life—one day when he worked in the mines and one day after he became a millionaire and lived in the Kearns Mansion. The stories should be based on the clues they have just discovered about miners and the clues they have found in their study of the Kearns Mansion.

- Break students into two groups. Assign one group to write a skit illustrating Kearns’ life as a miner and the other group to write a skit illustrating his life as a millionaire. Have each group perform for the other.

**Extensions**

- Take a field trip to see the Ontario mine in Park City. Contact the Park City Silver Mine Adventure! at (435) 655-7444 for information on ticket rates and hours.

**Links**

Lesson 4: *What Does Your House Say About You?* Pre-Tour
Lesson 12: *The Life of a Miner’s Child* Post-Tour
Gather the Evidence

Examine the evidence your group has been given and write down the clues you discover about the lives of Park City miners. The categories and questions on the sheet will help you decide what to look for. You won’t be able to answer all the questions from your group’s evidence. Use an additional sheet of paper if you need more room to write.

1. Types of Work
   What different jobs did miners do in the mine? Was it hard work or easy work?

2. Work Tools
   What tools or equipment did miners use?

3. Work Conditions
   What do you notice about the place miners worked? How long did they work each day? How many days each week? Was it safe or dangerous?

4. Wages
   How much did miners earn?

5. Clothing
   What kind of clothes did miners wear? How much did they cost?

6. Living Conditions
   Where did miners live and eat? How much did it cost? What was their housing like?

7. Other
   What else do you notice?

Our group found out that . . .

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Muckers — Muckers shoveled the ore (rocks with valuable minerals in them) blasted off tunnel walls into ore cars. They had to load at least two ore cars per hour. Muckers had to know the difference between waste rock and the valuable ore. One new mucker remembered that “mucking put blisters on my hands until they were raw and muscle pains in every part of my body that kept me from sleeping.”

Trammers — Trammers pushed the loaded ore cars down a track in the mine to a machine that lifted the ore to the surface. The loaded ore cars weighed one ton. Tramming was one of the first jobs new workers in the mine did. It required a strong back.

Drillers — Drillers drilled holes in the tunnel walls for sticks of dynamite. There were two kinds of drilling—single-jacking and double-jacking. In single-jacking, each miner drilled his own holes using a 4 pound hammer and a drill that looked like a metal pole. It was tricky to hold the drill in one hand, hit it with the hammer, and turn the drill just a little bit between hammer strokes. A single-jacker had to hit the drill 50 times per minute.

Double-jacking took two miners. One man hit the drill with an 8 pound hammer while the other turned the drill between hammer strokes. The two men switched places every minute or so. If the man with the hammer missed the drill, he could crush his partner’s hands, wrists, or arms.

Blasters — Blasters loaded the holes drilled in the tunnel walls with dynamite and set off an explosion. The blasters had to know exactly how much dynamite to use. If they used too much, the explosion could cause the entire tunnel to collapse. If the explosion went off too soon, many miners could be killed. Everyone was happy when the blast went off safely.

Blasting was the last job of the work shift. When the new shift started, the trammers and muckers began moving the rock brought down in the explosion. The drillers started drilling the holes for the next blast.
Alta City
Little Cottonwood
16 December 1876

Dear Father & Mother,

.... This Mining in this Country is to rough a Life for A Man to Stand Long No Matter how Stout he is. It is beginning to wear Me Old already & Ive been as Stout & tough as any person You Ever Saw. ...

You Can Judge it a Curious Country when I tell You I am doing Blacksmithing for a Living at One of the Mines. I thought I Could do Nothing of the kind in the Old Country but in this Country You Must Say You Can do anything. There is No Such thing as Cant do and dont know in this Country. You Must Say You know Everything and Can do Everything. Even if You dont know Your behind from a hole in the grund.

I will be in a better position when I Can farm for a Living. Then I Can go to the Mines in the winter a Month or two and Ill Make More headway then. Ive got to have 325 dollers to get Me a team wagon and harnes, but if I have Luck to Stay at work till Spring I can accomplish it Nicely. ...

J. H. MacNeil

...........................................................................................................................................................

Note: MacNeil was killed in a mining accident at the Daly West mine in Park City in 1903.

Frederick Stewart Buchanan, ed., A Good Time Coming: Mormon Letters to Scotland (University of Utah Press, Salt Lake City, 1988) p. 218-219
Most Appalling Accident

Thirty-Four Lives Lost Through Explosion of Powder Magazine.

Occurred on Daly West 1200

Four Lives Lost in the Attempt at Rescue --- Greatest Destruction of Life in History of Park City --- Body of Last Victim Recovered This Morning --- Full Particulars.
Drilling in the Daly Mine, Park City
Ore cars in the Daly-West Mine, Park City
Ontario and Daly Boarding Houses, Park City
NEW

Boarding House

Having completed the addition to my Boarding House, I am now prepared to furnish Board and Lodging at the following prices:

Board and Lodging, per week, $7 00
Board, per week, - - 6 00
Meal tickets, 21 meals, - - 6 00

My house has been thoroughly renovated and the Furniture is New and Complete. Accomodations first-class in every respect. In addition to regular meals, Cold Lunches will be served within reasonable hours. Give me a Call. MRS. BOURNE.
The silver mines in Park City ran seven days a week. Every miner had to work six days each week. There were only three holidays when miners didn’t have to work: Christmas, New Year’s Day, and the Fourth of July.

In 1896, Utah passed a law limiting the workday for miners to eight hours. Before, miners worked ten-hour days. Here is a list of Park City miners’ wages:

—1897—

MINERS = $2.75 per day
MUCKERS = $2.50 per day

—1903—

MINERS = $3.00 per day
MUCKERS = $2.75 per day

Compiled by Philip F. Notarianni, Utah State Historical Society
New Store!  
New Goods!

About prices that will astonish the people of Park City and vicinity. I take pleasure in announcing to the public that I have opened a complete stock of

Clothing, Boots and Shoes, Gents' Furnishings, Hats, Caps, Hosiey, Etc.

Those goods were bought for strictly cash, which enables me to sell them at remarkably low prices.

I am offering for the next thirty days the following goods at a special discount, and invite the public to call and examine them before making fall and winter purchases, as I can save you half of my margin on everything in my line.

25 doz. Random Shirts and Drawers $1.50 per suit. Go at $.90
25 doz. Camel's Hair Shirts and Drawers $1.75 per suit. Go at 1.20
25 doz. Pure Wool Tan Shirts and Drawers $2.50 per suit. Go at 1.50
25 doz. Fleece-lined Shirts and Drawers $2.75 per suit. Go at 1.70
15 doz. Scotch Wool, extra heavy S. and D. $4.00 per suit. Go at $3.00
15 doz. Suits' Condé Ribbed S. and D. $3.75 per suit. Go at $2.75

Prices Will Speak for Themselves!

In connection with my store I have the sole agency for two of the largest Tailoring Establishments in America. Such goods to order from $12.00 up. Pants, $1.00 and up. Fit and workmanship is guaranteed. STRICTLY ONE PRICE.

Your's for Trade,  JULIUS FRANKEL,
One Door South of Palace Restaurant.
The Life of a Miner’s Child

Note
This lesson is based on a lesson in the Utah State Historical Society’s Mining Teaching Kit. This kit is filled with great resources for teaching about Utah’s mining industry. For information on checking out the Mining Teaching Kit, call (801) 533-3500. Used with permission of the Utah State Historical Society.

Objectives
Students will:

✓ Compare their life to that of a turn-of-the-century miner’s child by completing a Venn Diagram and drawing pictures.

Student Instruction

Show Clue 30, Kids in Park City photo. Ask students to describe what they see in this picture. Explain that this photo shows kids who lived in Park City at the turn of the century. Their fathers may have worked in the mines. Ask: What things in these children’s lives look similar to your life? What things look different?

Remind students that Jennie Kearns was very concerned about the children of miners. Why was she worried about them? What did she do to help them? Review information on Kearns St. Ann’s Orphanage in Kearns Mansion Mystery History Case Report from Lesson 2 if necessary.

Explain: Most children of miners did not become orphans, but their lives were different from yours. Let’s compare the life of child in Park City at the turn of the century to your life today.

Pass out a copy of Clue 31, The Life of a Miner’s Child description sheet to each student. As a class, read the description sheet.

Materials
- Kids in Park City photo
- The Life of a Miner’s Child Description Sheet
- Same or Different? Activity Sheet
- Drawing paper and crayons or markers
Student Activity/Product

1. Pass out one *Same or Different?* Activity Sheet to each student. Review instructions with students. Do an example if necessary. Students complete the diagram.

2. As a class, compare William’s life to those of students today. Ask: What foods did William eat that you have never tried? What games did William play that you would like to play? How is your life similar to William’s? How is it different?

3. Distribute drawing paper to students. Students fold paper in half. On one half of the page they draw a picture of William and/or his sisters doing something on the description sheet that is similar to their lives. On the other half, they draw a picture of William and/or his sisters doing something on the description sheet that is very different from their lives.

Links

Lesson 4: *What Does Your House Say About You?* Pre-Tour
Lesson 11: *The Daily Grind in Park City* Post-Tour
William Hurley was the youngest son of Joseph and Christina Hurley. He grew up in Park City at the turn-of-the-century. William had four sisters and one brother. The Hurley family was Catholic and the children attended St. Mary’s school from first to sixth grade. William’s father, Joseph, operated the Cornish Pump at the Ontario Silver Mine in Park City. The Cornish Pump drained the water out of the mine so people could work in it.

Below are lists of some of the activities and foods that were a part of William’s everyday life.

**Jobs**
- Pass out flyers for a movie theater owner
- Build a fire in the coal stove around 5:00 in the morning
- Shovel snow from the house to the road before school in the morning
- Carry water from a well to the house
- Use a sleigh to haul the wash tubs and copper boilers to the city pump across the street and fill them with water
- Collect beer bottles from the boarding houses and the mines to sell back to the saloons
- Collect old copper from the mines to sell to the junk man
- Sell ice cream cones at holiday parades
- Whitewash the outdoor toilet at St. Mary’s school for not having lessons prepared or misbehaving
- William’s sisters helped their mother cook meals on the coal stove
- Sisters helped sew and repair clothes
- Sisters helped clean the house
- William and his sisters turned the washing machine by hand

**Food**
- Cornish pasty (a single-serving meat pie made at home)
- Saffron bread
- Oatmeal (a pot was always on the stove)
- Apples
- Homemade soups
- Raisin bread
- Cookies
- Root Beer

**Games and Recreation**
- Walk the trail over Guardsman’s Pass to swim (dog paddle) in Lake Bonanza Flat
- Slide down the hills on corrugated sheets of tin to the frozen lake
- Ride bob sleigh
- Skate on the frozen reservoir
- Play baseball in an old sand dump with a baseball made from an old sock or sweater sewn around a rubber ball
- Ski on homemade skis made from barrel staves
- Watch stereoscope slides
- Watch the movies either by exchange of work or sneaking in
- Picnic at Snyder’s Hot Pots (now called the Homestead) on the Fourth of July
On this side of the circle, list some jobs, food, and games from William Hurley's life that are not part of your life today.

Where the circles overlap, list some jobs, food, and games that you and William Hurley have in common.

On this side of the circle, list some jobs, food, and games that are part of your life, but were not part of William Hurley's life.
Objectives

Students will:

✓ Discover that historic buildings can be adapted for new uses.
✓ Identify the benefits of adaptive use.
✓ Apply the concept of adaptive use to the story The Little House.

Background

Architects and preservationists call finding a new use for a historic building “adaptive use.” Due to changes in the surrounding neighborhood, technology, or the economy, historic buildings can’t always be used in the same way as when they were first built. Fortunately, historic buildings are highly adaptable. They are usually well-built and can be upgraded to meet current structural and mechanical codes at a reasonable cost. Moreover, historic buildings tend to have attractive architectural features which many modern buildings lack, such as high ceilings, large windows, and beautiful woodwork.

Adaptive use is beneficial on a number of levels. Business owners often find it is less expensive to rehabilitate an existing building rather than construct a new one. Historic buildings also serve as a draw for customers and provide appealing work environments for employees. Adaptive use benefits communities by preserving their heritage. Reusing old buildings also benefits the local economy by putting vacant buildings back on tax roles and stimulating economic revitalization in depressed neighborhoods. Finally, adaptive use benefits the environment by reducing the resources expended on constructing new buildings and the stress on our landfills. Up to 30 percent of the material in landfills is from demolished buildings!

One of the earliest, large-scale adaptive use projects took place in Salt Lake City. In 1969, a group of developers led by Wally Wright, Jr. purchased the city’s 1904 trolley barns. Following the example of Ghiradelli Square, a former chocolate factory in San Francisco, they converted the barns into a “festival marketplace”—Trolley Square. The large, open spaces inside the barns were easily adapted to the needs of stores, theaters, and restaurants. The project received national attention when it was completed. The New York Times wrote, “Salt Lake City’s Trolley Square is now thronged with shoppers and sightseers, moviegoers and diners. A privately financed, $7 million redevelopment project has given a new lift to an aging neighborhood, and may set a pattern for similar refurbishing of trolley barns or bus garages elsewhere in the nation.”
Since the 1970s, adaptive use has become an important strategy for preserving historic buildings. In Utah buildings ranging from small cottages to large warehouses have been put to a variety of creative new uses, including restaurants, office space, bed and breakfasts, schools, libraries, stores, artists’ studios, condominiums/apartments, galleries, and community centers. For more information on adaptive use projects in your area, contact Utah Heritage Foundation at (801) 533-0858.

**Student Instruction**

Read *The Little House* with students. Ask students: *In what ways did the neighborhood surrounding the Little House change? Could the Little House still be used as a house after its neighborhood changed? Why or why not? What was the solution to the Little House’s problem in the story?*

Tell students that, unlike the Little House, most historic buildings aren’t moved when they can no longer serve the purpose for which they were built. Just like people, animals, and plants, buildings can adapt to new situations. As a class, brainstorm examples of how people, animals, or plants adapt to new situations.

Tell students that the Kearns Mansion was built as a house and is used as a house now. But for 21 years, from 1957-1978, it was not a house. Ask students if they remember how the mansion was used in this period. Show Clue 32, *Utah State Historical Society Library Stacks in the Kearns Mansion* photo, to help them remember. Explain that the Utah State Historical Society was located in the Kearns Mansion. The historical society took out the bowling alley and put its library stacks in the basement. Its offices were on the second floor where the bedrooms are. The ballroom on the third floor was used for history and art exhibits.

Show Clue 33, *Trolley Barns* photo. Explain that this building was a trolley barn in Salt Lake City. Have students guess how the building is being used now. Offer some hints. Show Clue 34, *Trolley Square* photo. Share background information on the adaptive use of the trolley barns. Ask students: *What things do you think the developers had to do to make the trolley barns into Trolley Square?*

Ask students: *In what ways do you think the adaptive use of the trolley barns benefitted Salt Lake City? Can you think of any historic buildings in your neighborhood, town, or city that have new uses? How have they benefitted your community?*
Student Activity/Product

1. Ask students to apply the idea of adaptive use to the Little House. Brainstorm adaptive uses for the Little House so that the house benefits the community and does not need to be moved. Write responses on the board.

2. Each student selects the idea they think is best and draws the Little House with its new identity. Students should write a caption explaining how their adaptive use of the Little House benefits the community.

Resources


Links

Lesson 14: Who’s Still Standing? Post-Tour
Photo courtesy of Trolley Square
Who’s Still Standing?

Note

Lesson 13: Teaching Old Buildings New Tricks introduces the concept of “adaptive use.” This concept will help students understand the fate of the buildings in this lesson. You may wish to use Lesson 13 before Lesson 14, but it can also be taught without any introductory activities.

Objectives

Students will:

- Describe the history of South Temple through a role play.
- Articulate different viewpoints about the demolition of South Temple mansions.
- Explore the impacts of these demolitions.
- Discover that historic buildings can be adapted for new uses.

Background

South Temple tells a fascinating story about changes in the economy and in people’s thinking over the last 100 years. The east end of the street (east of 700 East) retains much of its historic character. Most of the houses in this area were built in the early 20th century as substantial, upper-middle class residences. The majority of them continue to be residences.

The west end of South Temple (west of 700 East), however, has changed a great deal. The grand mansions of Utah’s turn-of-the-century nouveau riche stood on this end of the street. Of the approximately 33 large homes built in the area, 20 have been demolished. Of those remaining, none continue to be used as single-family residences.

The process which led to the demolition of many of South Temple’s grand mansions was set in motion during the first decades of the twentieth century. The creation of the first federal income tax in 1913 made it harder for wealthy families to live the lavish lifestyle which supported the mansions. On the whole, income tax rates for the very wealthy gradually increased over the next 30 years.

The economic devastation of the Great Depression in the 1930s also reduced the number of family fortunes able to support a mansion. Utah was particularly hard hit by the Depression. The state’s economy was dependent on mining and agriculture—two industries crushed by the economic collapse. Many of the mines which built the mansions on South Temple ceased production. By the 1930s, the South Temple mansions were in a period of decline. Some were divided into apartments. Others simply became run-down.
During the 1950s and 1960s, many people believed “urban renewal” was the solution to the problem of America’s deteriorating downtowns. Programs sponsored by the federal government encouraged the demolition of old buildings and the construction of new ones. Because of its proximity to downtown, the west end of South Temple experienced the effects of urban renewal. During the 1960s, one mansion after another fell to the wrecking ball. Because many of the mansions had deteriorated, many people felt it was time for them to go.

Not everyone was pleased with the effects of urban renewal. The demolition of mansions on South Temple served as a catalyst for the historic preservation movement in Utah, including the establishment of Utah Heritage Foundation. Preservationists argued that the historic buildings on South Temple are a vital part of our heritage which should be protected for all to enjoy. The determined efforts of a small group of preservationists led to the creation of Utah’s first historic district on South Temple in 1978. Today, Salt Lake City’s historic preservation ordinance can prevent the demolition of historic buildings on South Temple in many cases.

The way people look at the historic buildings has also changed since the 1960s. Urban renewal proponents tended to see old buildings as obstacles to progress. During the late-1960s and 70s, however, many people realized the historic buildings could be put to new uses. (See discussion of “adaptive use” in background section of Lesson 13.) Today many the mansions of South Temple have been rehabilitated to provide elegant spaces for commercial offices, government agencies, bed & breakfasts, and a business college.

**Student Instruction**

1. Ask students: **What are some changes have we discussed in our study of the Kearns Mansion?** (e.g. use of the mansion, transportation, lifestyles, etc.) Show Clue 35, Who’s Still Standing map. Tell students: **This is a map of South Temple. Today you get to act out changes on South Temple Street over the last 100 years. We’ll be able to see the changes on this map.**

2. Divide class into nine groups. Groups 1-6 each receive a different Our House on South Temple (Clues 36-41) Description Sheet and the cut-out of their house from Clue 45. Group 7 receives Clue 42, South Temple in Decline Description Sheet, and six cobwebs from Clue 45. Group 8 receives Clue 43, Don’t Stand in the Way of Progress Description Sheet, and three wrecking balls from Clue 45. Group 9 receives Clue 44, Preserve our Heritage Description Sheet, and the school and office symbols from Clue 45.

3. Instruct all the groups to carefully read the instructions and information on their description sheets. Ask each group to prepare a role play presentation based on the information on their sheet. Emphasize that students should not simply read their description sheet, but act it out. Students are welcome to make up things for their characters to say and do, as long as it fits with the general information on their description sheet. Monitor the groups to insure they understand the instructions.
Have Groups 1-6 perform their role play presentations for the class. At the end of their presentation, each group places their cut-out house on the map.

Have Groups 7-9 perform their role play presentations for the class. Group 7 places a cobweb over each house on the map. Group 8 places a wrecking ball over each demolished house and then removes it from the map. Group 9 removes cobwebs and places the school and office symbols on remaining houses.

Explain that about one-third of all the historic homes on South Temple street have been demolished. As a class, discuss how people today are affected by these demolitions (e.g. people who live in the neighborhood, people who work on South Temple, people who drive down South Temple regularly, tourists, historians, students, artists). Brainstorm others who might be affected and explain how.

Ask each group to brainstorm a list of pros and cons for demolishing historic buildings and a list of pros and cons for preserving historic buildings. Groups report back to the class.

**Student Activity/Product Options**

- Students write an essay defending one of the following positions: “Demolishing historic buildings is a good idea” or “Preserving historic buildings is a good idea.” They should support their views with examples whenever possible.

- Students choose one of the houses described in the lesson and draw three pictures showing the different phases in the house’s life. Students write a brief caption for each picture explaining what has happened to the house.

**Links**

- Lesson 6: *South Temple Styles*  Pre-Tour
- Lesson 13: *Teaching Old Buildings New Tricks*  Post-Tour
Who's Still Standing Map

The Kearns Mansion Mystery History Teacher's Guide
David Keith was Thomas Kearns’s business partner and good friend. After his parents died when he was 14, David went to work in a gold mine in Canada. He came to Park City in 1883 to work in the silver mines. He and Thomas Kearns bought the Mayflower mine and both became millionaires. David and Thomas Kearns were also partners in *The Salt Lake Tribune*.

Mary Keith was born in Salt Lake City and became a school teacher. She met David when she worked as the manager of the Rocky Mountain Bell Telephone Company in Park City. Mary and David got married in 1894. There were five children in their family: Charles, Etta, Lillie, Margaret, and David.

The Keiths built their mansion on South Temple in 1900. The front has a tall, two-story porch meant to look like an ancient Greek Temple. Inside is a splendid dome with stained glass made by America’s most famous glass company—Louis Tiffany & Company. The mansion also has a ballroom and an ice box large enough to hold one ton of ice. The Keith Mansion’s carriage house is probably the biggest on South Temple. Inside the carriage house are a bowling alley and a shooting gallery.

David Keith was a quiet man. The Keith family did not have as many big parties as Thomas and Jennie Kearns did. Mary Keith, however, invited her lady friends to tea once a week. The Keiths also had a large, fancy wedding for their daughter Etta at their house.

**David and Mary Keith House**

529 East South Temple

Instructions

1. Read the information on this sheet carefully. With your group, plan a role play presentation for your class. Everyone in your group should take part. Pretend that you are members of the David and Mary Keith family. Tell your friends a little bit about your family and your house on South Temple Street.

2. At the end of your presentation, place your house on the map.
Ezra and Emily Thompson moved to their house on South Temple in 1898. They had three sons, Lynn, Ezra, Jr., and Clyde, and a daughter, Norinne. Ezra Thompson grew up in Salt Lake City when it was still a pioneer town. As a young man, he hauled goods to the Park City mines. Later he became the owner of several rich mines and founded the Thompson Mining Company.

In 1899, Ezra was elected mayor of Salt Lake City. He was popular and served three terms in office. During the time he was mayor, many streets in Salt Lake City, including South Temple, were paved for the first time.

Ezra loved horses. On Sundays the Thompson family often dressed up in their best clothes and took a carriage ride “way out to Liberty Park.” Ezra also bought an electric car.

The front of the Thompson house has a big square tower with a top that looks like a bell. The inside has beautiful wood wall panels, ceiling beams, and fireplaces. Many windows have stained glass panes. Nearby is a two-story brick garage and stable.

Ezra and Emily Thompson lived in this house until 1917. Then they moved across the street to the David and Mary Keith House. Their house, however, stayed in the Thompson family. Lynn, the oldest son, and his family lived there for many years.
Sam Newhouse was probably the richest of Utah’s mining kings. He grew up in Pennsylvania and later moved to the mining town of Leadville, Colorado. Here he met and married Ida Stringley. She worked in a boardinghouse for Leadville miners.

Sam and Ida opened a hotel in Leadville. With the help of a friend, Sam bought some mines and sold them for millions of dollars. This was only the start of his fortune. The Newhouses came to Utah in 1896. Soon Sam bought some copper mines in Bingham Canyon, where the Kennecott Copper mine is today. These mines proved to be very rich. Everything Sam touched seemed to succeed.

The Newhouses bought a house on South Temple in 1905. They hired a famous architect to remodel the house into an elegant mansion. Inside is a grand hall with white marble walls and a huge staircase with a copper railing. Everything in the house is made of the finest materials. Some people say the Newhouses served dinner to their guests on solid gold plates.

This was only one of Sam and Ida’s mansions. They also had houses in New York, England, and France. In fact, Ida spent most of her time in Europe where she visited kings, queens, and other royalty. Sam, though, made Salt Lake City his home. He put a lot of money into projects that helped Salt Lake City grow.
John and Elizabeth Dern were from Germany. In 1870 they settled in Nebraska and soon became well to do farmers. In 1890 a friend told John about a gold mine in Utah. John bought part of the Mercur Mining and Milling Company. The mine was a success. The Derns moved to Salt Lake City in 1892 so John could help manage the mine.

In 1897, John and Elizabeth bought a house on South Temple. The house has a tall tower in the middle. There is a beautiful fence around it like no other in Salt Lake City. Inside, each room has a different kind of wood—cherry, walnut, maple, oak, mahogany. There is a ballroom on the third floor.

John and Elizabeth’s son, George, moved to Utah to work in his father’s mining company. He married Lottie Brown a few years later. George worked hard and soon became the general manager of a large mining company in Mercur, Utah. After John’s death in 1922, George and Lottie moved into the family house on South Temple.

George is most famous for his political career. He was elected Utah’s governor in 1924. George and Lottie’s South Temple house was the official governor’s home during George’s term in office. In 1933, President Franklin Roosevelt asked George to be the Secretary of War. George was the first person from Utah to hold such a high national office.
Enos and Mary Wall House

411 East South Temple

Enos Wall had already worked in mining in several western states when he came to Silver Reef, Utah. He bought three mines in Silver Reef, but ran into money problems and couldn’t pay his miners. The miners were angry. Enos had to escape town in a wagon with his sweetheart, Mary Mayso. A friend with a rifle guarded the back of the wagon as they sped away. Later he paid the miners the wages he owed them.

Enos and Mary stopped in Salt Lake City to get married and then went on to Idaho. Enos again worked in mining and invented several ore-crushing machines. Enos and Mary had nine children, but only five—Alice, Selma, Mary, Olive, and Peggy—lived to be adults.

Enos thought Utah would be a good place to sell his ore-crushing machines, so the Wall family moved to Salt Lake City in 1885. Two years later, Enos visited the Bingham Canyon mining district. He believed that copper mining here would pay well and began to buy land in the area. Wall helped found the Utah Copper Company, which later became Kennecott Utah Copper. This company made him very rich.

Enos and Mary bought a house on South Temple in 1904. The hired Richard Kletting to remodel and expand the house. Richard Kletting is best-known for designing the Utah State Capitol Building. The Wall House has a beautiful balcony on top of the front porch. Guests in the third floor ballroom could wander out on the balcony to enjoy the view. The house also has one of Salt Lake City’s first elevators and a built-in vacuum system.

Instructions

1. Read the information on this sheet carefully. With your group, plan a role play presentation for your class. Everyone in your group should take part. Pretend that you are members of the Enos and Mary Wall family. Tell your friends a little bit about your family and your house on South Temple Street.

2. At the end of your presentation, place your house on the map.
James and Catherine Wood House

307 East South Temple

Catherine Veit grew up in Austria in a rich family. Her father wanted her to marry an old baron, but Catherine didn’t like him. Her uncle helped her escape to America. She married a man in Denver, Colorado, but he soon died. A few years later she married another man, but he died too. With two small sons to support, Catherine decided to open a hotel in Idaho.

While running her hotel, Catherine met David Wood. He had many different businesses in Idaho, including mining, cattle ranching, running a general store, and hauling goods. Catherine and David got married in 1882.

Catherine and David were good business partners. They set up the Wood Live Stock Company which became one of the largest sheep ranching businesses in the United States. They also owned one of the world’s biggest cattle ranches in Chihuahua, Mexico. The Woods moved their business offices to Salt Lake City in 1900.

Catherine and David hired Carl Neuhausen to design a house for them on South Temple.

Catherine dreamed of living in a house like one she had seen as a girl in Austria. Her dream house is similar in style to the Kearns Mansion. The walls are even made of the same limestone as the Kearns Mansion. The house has twenty rooms. The rooms in the curved tower are particularly beautiful.
It is the 1930s. A lot has changed since wealthy families first built their mansions on South Temple. First of all, there is a new income tax. Now everyone must give some of the money they make each year to the national government. At first it wasn’t much, but the tax has been growing. This means rich families, like those who live on South Temple, have less money to spend. It costs a lot to live in a mansion and keep it in good shape.

Even more important, though, is the Great Depression. The whole country is going through hard times during the 1930s. Many people have lost their jobs and all the money they saved in banks. Some people have to live in houses made of cardboard and tin.

Things in Utah are particularly bad. Many of the mines have shut down. These mines made many of the families on South Temple rich. They also provided jobs for lots of people. Now Utahns are moving to other states to look for jobs.

Rich people are better off than most. But some rich families have lost all their money. Even the lucky ones are having a hard time keeping their mansions in good shape.

Walking down South Temple you can really see a difference. The beautiful mansions are starting to look a little run down. Some of them have been divided into apartments.
Instructions

1. Read the information on this sheet carefully. With your group, plan a role play presentation for your class. Everyone in your group should take part. Pretend that you are city officials, business people, and builders who want to construct new buildings on South Temple. You must convince others that tearing down some mansions on South Temple is a good idea.

2. Look at the list of houses on South Temple that were demolished. At the end of your presentation, put a wrecking ball over each house on the map that was demolished. Then take the house off the map.

It is now the 1960s. Many people are worried about downtown Salt Lake City. Not as many people are coming downtown to go shopping like they used to. Some stores are going out of business or moving away. Some buildings are empty.

The solution to this problem is getting rid of old, run-down buildings in our downtown and building new, modern buildings. People don’t like old buildings. They are out-of-date, cost too much to fix up, and won’t work for modern businesses. What people want are shiny, new, modern buildings. Salt Lake City can even get money from the national government to help us tear down old buildings and build new ones. If we build new buildings, people and businesses will come back downtown.

South Temple Street is very close to downtown. There are old mansions there and some of them are pretty run-down. A new building for a new business would do a lot more good for our city than an old mansion. Let’s tear down some of the mansions.

<table>
<thead>
<tr>
<th>Name of House</th>
<th>Address</th>
<th>Year Demolished</th>
</tr>
</thead>
<tbody>
<tr>
<td>James and Catherine Wood House</td>
<td>307 E South Temple</td>
<td>1961</td>
</tr>
<tr>
<td>Sam and Ida Newhouse House</td>
<td>165 E South Temple</td>
<td>1960</td>
</tr>
<tr>
<td>John &amp; Elizabeth Dern/George &amp; Lottie Dern</td>
<td>715 E South Temple</td>
<td>1970</td>
</tr>
</tbody>
</table>
Instructions

1. Read the information on this sheet carefully. With your group, plan a role play presentation for your class. Everyone in your group should take part. Pretend that you are Salt Lake City citizens who don’t want the mansions on South Temple to be demolished. You must convince others that saving and reusing the mansions is a good idea.

2. Look at the list of mansions on South Temple with new uses. At the end of your presentation, take the cobwebs off the mansions and put the matching symbol next to it.

It is now the 1970s. Many mansions on South Temple have been torn down over the past ten years. Some people don’t like what they see. They want to save, or preserve, the historic buildings on South Temple.

After all, the historic buildings on South Temple tell part of the story of Utah. They are part of our heritage. If they are torn down, a piece of our heritage is lost forever. The houses on South Temple are also beautiful. They are nice to look at as you walk down the street. Inside they have wonderful examples of craftsmanship that you don’t see in many modern buildings.

People around the country are finding new uses for old buildings. Creative people have adapted old buildings so they can be restaurants, offices, and stores. They discovered that fixing up an old building costs about the same as, or even less than, building a new building. People like doing business in historic buildings. They admire the beautiful architecture and feel a connection to their history. Let’s save the mansions on South Temple and find new uses for them.

Mansions with New Uses

<table>
<thead>
<tr>
<th>Name of House</th>
<th>Address</th>
<th>New Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enos &amp; Mary Wall House</td>
<td>411 East South Temple</td>
<td>LDS Business College (School)</td>
</tr>
<tr>
<td>David &amp; Mary Keith House</td>
<td>529 East South Temple</td>
<td>Business Offices</td>
</tr>
<tr>
<td>Ezra &amp; Emily Thompson House</td>
<td>576 East South Temple</td>
<td>Business Offices</td>
</tr>
</tbody>
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