

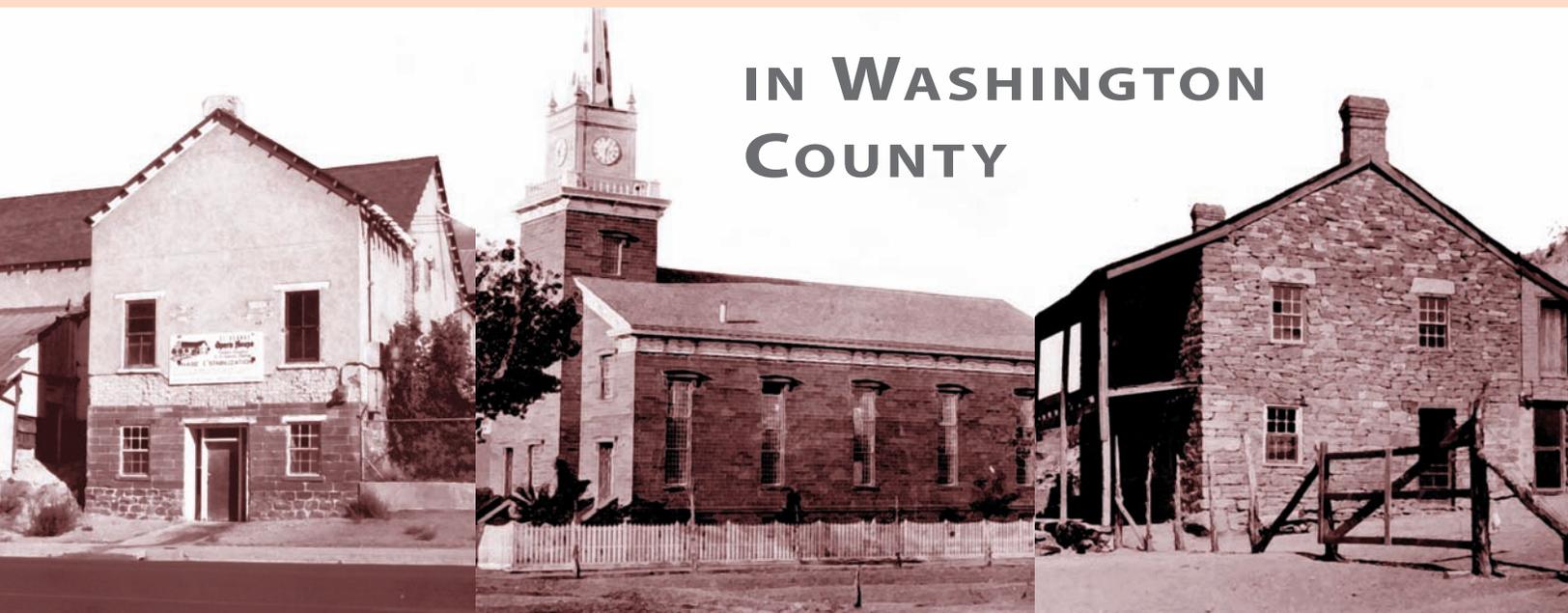


 U T A H  
 H E R I T A G E  
 F O U N D A T I O N



# Building a Community

**TEACHING WITH HISTORIC BUILDINGS**



**IN WASHINGTON  
COUNTY**



# Building a Community

## TEACHING WITH HISTORIC BUILDINGS IN WASHINGTON COUNTY

Utah Heritage Foundation sincerely thanks the generous sponsors who made the development and production of *Building a Community: Teaching with Historic Buildings in Washington County* possible:

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# Building a Community

**TEACHING WITH HISTORIC BUILDINGS  
IN WASHINGTON COUNTY**

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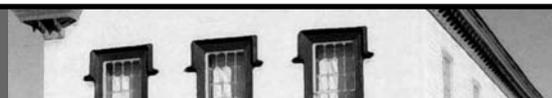
This publication was produced by Utah Heritage Foundation. Established in 1966, Utah Heritage Foundation was the first state-wide historic preservation organization in the western United States. The foundation's mission is to preserve, protect, and promote Utah's historic built environment through public 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 news magazine, *Heritage*, the Revolving Fund Loan Program, and stewardship of the historic Memorial House in Memory Grove Park. As a private, non-profit, membership-based organization, the foundation is mainly supported by private resources, including memberships, gifts, grants, and proceeds from special events.

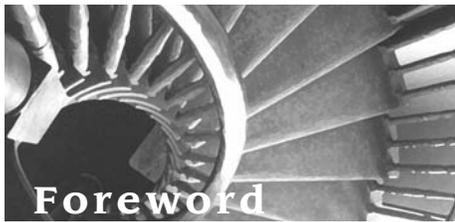
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Why does almost every school in the United States teach history to its students? Why do we include the history of our own town and our own state? Because that is where the students live. That is their community. And community is crucial in the life of everyone. Community is us, and appreciating community enlivens it.

Here in Washington County our history almost screams at us from the red hills, the straight streets, and especially from the heroic structures that first generation of pioneers gave us.

The problem is that each generation has to discover this heritage anew. One can drive past the St. George Tabernacle, the Old Courthouse, or the Opera House and not even think about them. You can see the water in the ditches and not even know why it is there. Each generation has to discover the original glass windows in the Tabernacle, the movable floor in the Opera House, the cupola (with its alleged gallows) in the Courthouse, and the irrigation system that we still use. Without adventurous teaching many will never know that in Washington County we live amid some of the best-preserved history in America.

What delights me about these lessons is that they are action-oriented. They encourage teachers and students to move beyond the classroom, explore some of Washington County's most exciting historic places, and experience history first-hand. It is one thing to tell the students the story of Peter Nielsen giving money to purchase the glass for the Tabernacle windows; it is another to go into the building, discover the original glass, and understand what it took to get this glass to St. George.

We live in the presence of the determined pioneers who settled Washington County. We know their offspring. We use their buildings and streets and ditches and dams. The things they constructed connect our lives to theirs. They link past, present, and future generations.

But every generation has to learn it anew.

And it can be best done if we can touch things and experience them and not just hear about them.

*Dr. Douglas D. Alder  
St. George, Utah  
February 2003*

Washington County has a rich and fascinating history filled with stories of perseverance, resourcefulness, and sacrifice. This history is embodied in the county's historic buildings. From beautiful religious structures to humble homes, these buildings reflect the culture, economy, technology, and aesthetics of the people who constructed them.

Studying these buildings can bring history to life for your students. Historic buildings are powerful teaching tools because they are a tangible connection to the people and events of the past. In an historic building, students can see, touch, and experience history firsthand. While textbooks tell students "History happened," historic buildings exclaim, "History happened here!"

To encourage you to take advantage of the exciting educational resources offered by local historic buildings, Utah Heritage Foundation developed *Building a Community: Teaching with Historic Buildings in Washington County*. *Building a Community* contains six engaging lessons, a variety of primary historical documents, and a timeline of Washington County history to help you use historic buildings as a window onto the past.

Utah Heritage Foundation hopes that in addition to enhancing your teaching of Washington County's history in the classroom, these lessons will be a springboard for a visit to one or more of the buildings featured in this guide. *Building a Community* includes a lesson on the St. George Opera House that fourth grade teachers can use to enrich their students' visit to the building through the St. George LIVE! program. The guide also includes lessons on the St. George Tabernacle, the Washington County Courthouse, and the Jacob Hamblin Family House along with contact information for arranging guided tours of each of these buildings.

## Teaching the Core Curriculum

The lessons in this guide support the Utah State Board of Education core curriculum for fourth and seventh grades, but can be adapted for other grade levels. Each lesson features a key listing the specific core curriculum objectives it addresses. Refer to Appendices A

and B for a complete list of the fourth and seventh grade core curriculum objectives in social studies, language arts, and visual arts met by lessons in the guide.

## About the Lesson Plans

The *Building a Community* lesson plans foster critical thinking skills by involving students in analyzing and interpreting primary historic resources. The lesson activities allow students to apply new concepts and skills in authentic performances. The lessons use readily available materials and require little preparation to teach. Each lesson is organized in the following format:

### Tour Information

For lessons about a specific building, this section provides the address of the building, information about the availability of tours, and a contact phone number for arranging a tour.

### Fourth and Seventh Grade Core Curriculum Objectives

Lists the subject areas in which the lesson addresses Utah State Board of Education fourth and seventh grade core curriculum standards and the numbers of the specific objectives the lesson supports.

### Lesson Objectives

Highlights the concepts and skills to be taught in the lesson.

### Duration

Lists the approximate amount of time required to complete the lesson activities.

### Instructional Materials

Lists all the student handouts and graphics needed for the lesson. These materials follow the lesson in the guide and can be duplicated for classroom use.

### Supplies

Lists the art, writing, or other classroom supplies needed for the lesson.

**Teacher Background**

Some lessons include background information to assist you in preparing to teach these lessons.

**Setting the Stage**

Step-by-step instructions for a brief activity that relates the lesson topic to subjects already familiar to students and/or assesses students' prior knowledge of the topic.

**Student Instruction**

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

**Student Activity**

Step-by-step instructions for an activity that allows students to apply new concepts or skills to meet the lesson objective. Some lessons include two student activity options from which you can choose.

**Extensions**

Some lessons include additional activities that address the objectives.

Utah Heritage Foundation hopes you and your students will find studying Washington County through its historic buildings an exciting and rewarding education experience. We are always striving to improve the education programs we offer Utah students. We welcome your questions, comments, and suggestions at:

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**1849** Parley P. Pratt leads a group to explore southern Utah, including areas in Washington County.

## **1852 - c. 1930 Isolation**

Washington County is isolated from the rest of Utah and the nation. No rail lines and few good roads exist in the county. The economy is largely based on subsistence agriculture, including fruit growing, cattle ranching, and raising alfalfa. Very little outside capital is invested in the area. It remains one of the poorest regions in Utah.

**1852 February 3** The territorial legislature officially creates Washington County. There are no non-Indian settlements in the county yet.

**Spring** Fifteen families build a fort at Harmony in Washington County.

**1853** Settlers abandon Fort Harmony during Walker War.

**1854** Settlers construct a new Fort Harmony under leadership of John D. Lee. Jacob Hamblin establishes LDS Indian Mission at Santa Clara.

### **1855-1862**

Several new towns established: Pine Valley (1855), Gunlock (1857), Washington (1857), Toquerville (1858), Virgin (1858), Grafton (1859), Rockville (1861), Springdale (1862)

**1861** LDS Church President Brigham Young calls 309 families to establish new community of St. George.

### **1861-1862**

Terrible winter floods cause great damage and force towns of Harmony, Santa Clara, Washington, Grafton, Virgin, and Rockville to relocate to higher ground.

### **1861-1880**

Citizens of Washington County undertake numerous important building projects largely with donated materials and labor.

**1861-63** St. George Hall - Building used for many community social functions until its sale in 1875.

**1863-75** St. George Tabernacle

**1865-68** Washington Cotton Factory

**1867-70** Washington Co. Courthouse

**1871-77** St. George LDS Temple

**1877, 80** Additions made to Gardener's Club Winery to create St. George Social Hall/Opera House.

### **1863-c.1910**

Numerous local theater companies produce plays and musicals starring local citizens.

### **1876-1888**

Sliver Reef mining operations at their peak of activity.

**1891** Washington Field Dam completed. This is the first dam to withstand the area's seasonal floods and opens some of the best land in the county to farming.

### **1893-1906**

Construction of the Hurricane Canal. This incredible project opens 2,000 acres to farming.

**1909** President Taft designates Mukuntuweap National Monument in Washington County.

**1917** Mukuntuweap National Monument becomes Zion National Park.

**1923** Union Pacific Railroad begins offering tours of Zion National Park through the Utah Parks Company.



## 1930-1945 Transition

Some of the important groundwork has been laid for Washington County to become a tourist destination, but the economic catastrophe of the Great Depression and the demands of World War II put further development on hold. New research, some of it conducted in Washington County, leads to the discovery of methods for growing sugar beet seed in warm climates. Sugar beet seed production becomes an important part of the local economy.

**1930** Zion Tunnel completed, greatly improving bus and automobile access to Zion National Park.

**1931** The first oiled road, the Arrowhead Trail route (US 91) from Salt Lake City to Los Angeles, is completed through Washington County.

### 1930-39

The Great Depression hits Washington County very hard. Declining agricultural prices are disastrous for the local economy. Because the county is so poor, it receives assistance from many New Deal programs, including WPA building projects, numerous CCC projects to improve roads, flood control, and facilities at Zion National Park, and a FERA project to improve sanitation.

### 1940-45

During World War II one in nine Washington County residents enlists or is inducted into the armed services. Virtually all the healthy young men in the county are gone. They come back with new ideas and plans. At home, residents face food and gas rationing and worry about loved ones. Zion National Park is closed for a time to support gas rationing.

## 1945-1973 Destination

Washington County emerges as a tourism destination as the automobile becomes widely available to Americans. New restaurants and motels are built in St. George and other towns to serve a growing number of tourists attracted to the county's stunning scenery and sunny climate. Air conditioning makes summers in Washington County more comfortable.

**1950s** Nuclear testing in Nevada desert sends clouds of radioactive fallout over Washington County.

**1959** Snow Canyon State Park established.

**1965** Red Hills Golf Course completed. St. George city government undertakes the project as an economic development measure.

**1968** Development begins on Bloomington, the first subdivision of "luxury homes" in Washington County. Other condominium and luxury home developments soon follow. By the mid-1970s many retirees are moving to the county for the mild winters.

**1973** Interstate 15 is completed and connects Washington County to the rest of the state and the nation as never before. The population of the county increases from 14,000 in 1970 to 26,000 in 1980 to 48,500 in 1990 to 91,000 in 2000.

# Building St. George

## Lesson Objectives

Students will:

Examine the sacrifices made by the settlers of Washington County to construct community buildings.

Decide whether to contribute to a community project during a role playing game.

Develop an itinerary for a friend who wants to learn about Washington County history.

## Setting the Stage

**1. Ask students:** *Have you ever given up something you really wanted because you knew it would help someone else? Encourage several students to give examples. Ask students: Was it hard to do? Are you happy that you did? Why or why not?*

**2. Explain:** *When you give up something for the sake of someone else, it is called a “sacrifice.” The people who settled Washington County made many sacrifices to help their community. In fact, sacrifice is an important part of the story of Washington County. Some of the historic buildings in St. George help tell this story today.*

## Student Instruction

**1.** Distribute a copy of the *Building St. George* sheets to each student. Assign students to take turns reading the information out loud. Take a few minutes to discuss the poem. Students should write down new vocabulary words.

**2. Ask students:** *Do you think you would be willing to make the same kind of sacrifices for your community as the settlers of Washington County did? Let’s find out. Play *To Give or Not to Give* according to the rules on the instruction sheet.*

**3.** After completing at least three rounds of the game, **ask students:** *Was it difficult to make sacrifices or get others to make sacrifices during the game? Why did you decide to donate or not donate to the town hall fund? Why do you think so many Washington County settlers decided to make sacrifices?*



### Duration

Two to three  
45-minute periods

### Instructional Materials

*Building St. George*  
(1 copy per student)

*To Give or Not to Give*  
Teacher Instructions

*Resource Cards*  
(see *To Give or Not to Give*  
Teacher Instructions  
to determine how many  
cards to make)

### Supplies

“Luxury Items” (e.g.  
candy, cookies) to  
distribute during  
*To Give or Not to Give*

### Core Curriculum Objectives

#### 4th Grade

Social Studies  
6040-0101  
6040-0202  
6040-0402

Language Arts  
4040-0101  
4040-0202  
4040-0302

#### 7th Grade

Social Studies  
6100-0101  
6100-0203  
6100-0402

Language Arts  
4070-0201  
4070-0203  
4070-0301



**4. Tell students:** *The settlers who made so many sacrifices for Washington County passed away long ago. But the buildings they constructed through their sacrifices are still here. These buildings help connect us to the settlers and an important part of Washington County's past.*

### **Student Activity**

1. Write the following scenario on the board and assign students to work in pairs to develop an answer: *Imagine your friend from California is coming to visit. She is very interested in history and has asked you to help her learn more about Washington County's history during her trip. What could you do to help her understand the sacrifices made by Washington County settlers? Develop a schedule of activities for you and your friend during her visit and explain how these activities will help her understand the settlers' contributions to building Washington County.*
2. Ask students to share some of the activities from their itineraries. Ask students which of these activities they would most enjoy doing as a class. If possible, let the class choose and implement one of the activities.

In 1861, Brigham Young assigned 309 families to travel to Washington County and create a new town called St. George. Life in St. George was very difficult at first. The settlers were not used to living in a desert. The farming methods they brought with them did not work the dry climate of Washington County. They built many dams and irrigation ditches to bring water to their crops, but flash floods washed them away each year. Sometimes the floods washed away entire towns.

Because the settlers had a difficult time growing crops, food was scarce in St. George. When droughts struck, like in 1863, starvation was a real threat. Families sent whatever supplies they could to northern settlements to trade for flour and grain. Disease was another threat. Many settlers became sick with malaria and some died from it. The scorching summer heat and blowing sand added to the settlers' discomforts.

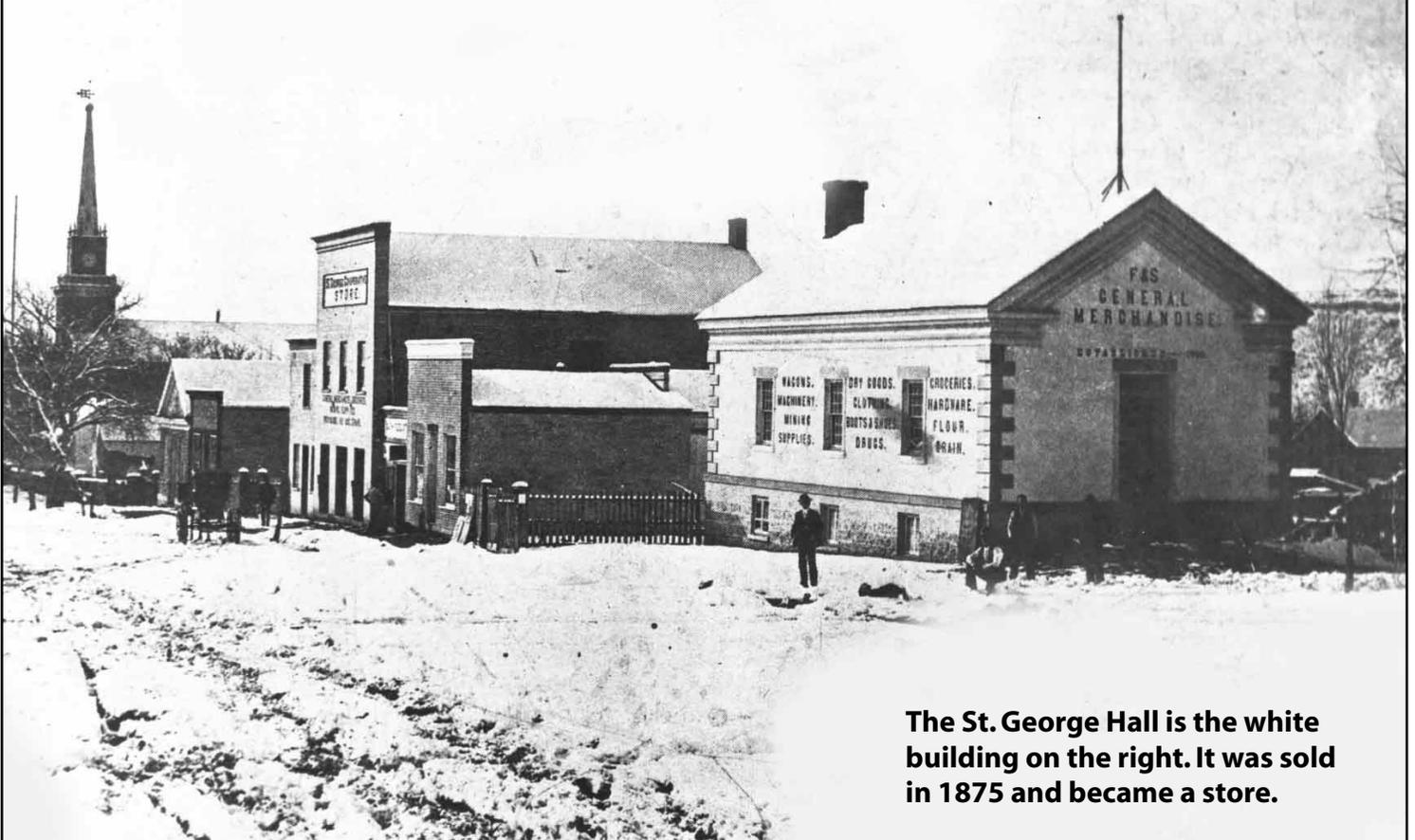
A St. George settler named George Hicks wrote a song about the hardships of life in "Dixie:"

*I feel so weak and hungry now, I think I'm nearly dead;  
'Tis seven weeks next Sunday since I have tasted bread.  
Of carrot tops and lucern greens we have enough to eat—  
But I'd like to change that diet off for buckwheat cakes and meat.*

*I brought this old coat with me, about two years ago,  
And how I'll get another one, I'm sure I do not know.  
May providence protect me against the cold and wet,  
I think myself and Betsy, these times will not forget.*

*The hot winds whirl around me, and take away my breath;  
I've had the chills and fever, till I'm nearly shook to death.  
"All earthly tribulations are but a moment here;  
And oh, if I prove faithful, a righteous crown I'll wear."*

*My wagon's sold for sorghum seed, to make a little bread;  
And poor old Jim and Bolly long ago are dead.  
There's only me and Betsy left, to hoe the cotton-tree;  
May Heaven help the Dixie-ite wherever he may be!*



**The St. George Hall is the white building on the right. It was sold in 1875 and became a store.**

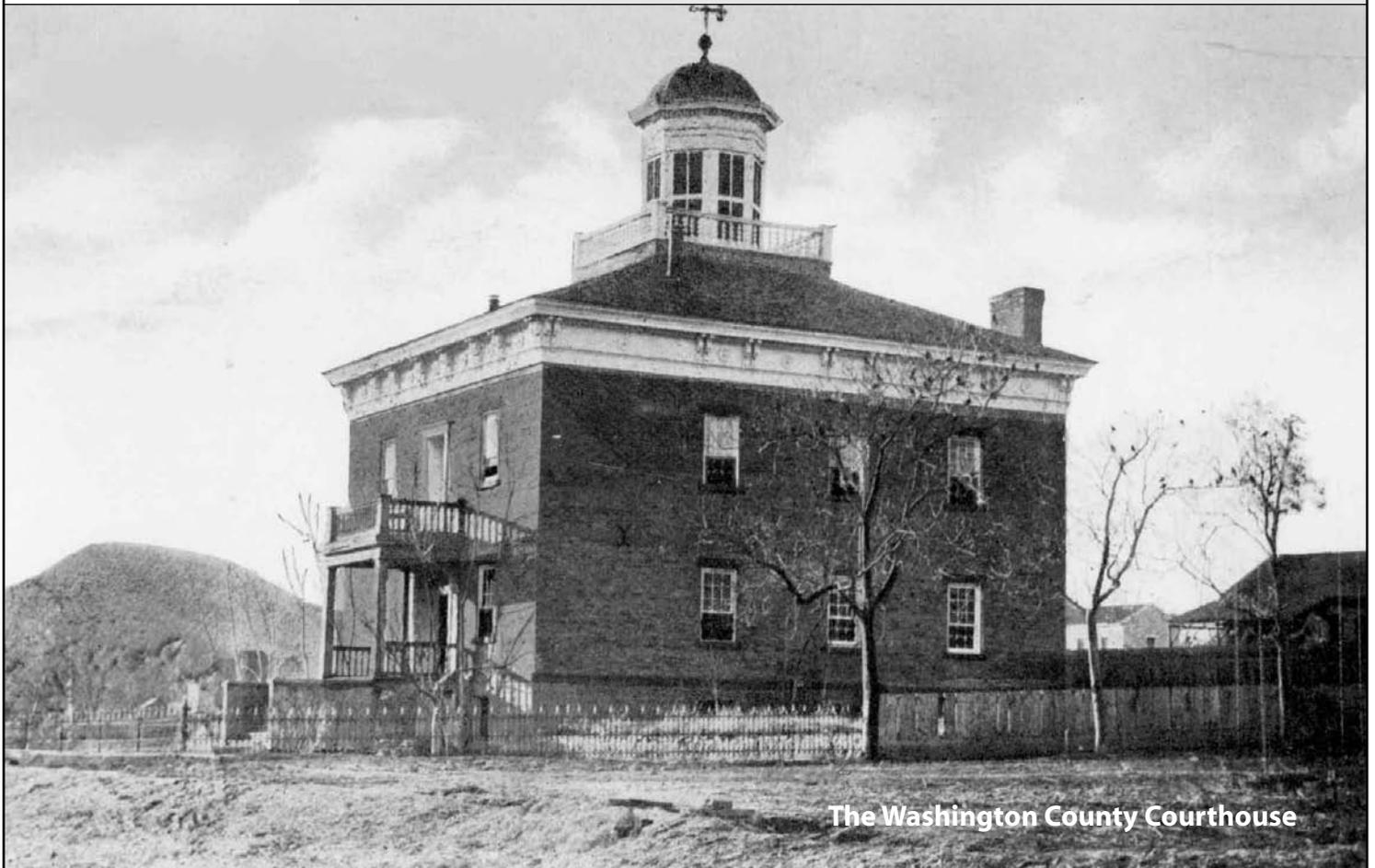
Lynne Clark Collection—donor Andy Winsor

Despite all these problems, the settlers were determined to stay in St. George. They made donations from what little they had to construct buildings that would benefit their community. For example, the settlers' leader, Erastus Snow, suggested building a public hall where people could gather together just a few days after they arrived in St. George. The only way to pay for the building was through donations. Many settlers donated to the project before they even had homes! The building, named the **St. George Hall**, was finished three years later. Many plays, dances, school classes, meetings, and celebrations were held there.



**The St. George Tabernacle**

In 1863, Brigham Young directed the people of St. George to build a large meeting house called a tabernacle. The project could not succeed without more donations from the settlers. Erastus Snow urged the settlers to pay their tithing, or contributions to the Church of Jesus Christ of Latter-day Saints. Since the settlers did not have much money, they usually contributed crops or animals they had raised. Snow used these donations to pay the workers who built the **St. George Tabernacle**. The building took eight years to finish. Each year Snow asked the settlers for more contributions. The settlers kept giving because they believed the St. George Tabernacle was important to their community.



The Washington County Courthouse

In 1867, Judge James D. McCulloch asked the people of Washington County to build a **courthouse**. The building would house many services important for a growing city, such as government offices, a courtroom, a police office, and a jail. However, a new tax was needed to pay for the courthouse. The people of Washington County were still struggling to survive, build homes, and contribute to the construction of the tabernacle. Would they vote to pay a new tax? A large majority of the people voted for the tax and soon construction of the courthouse was underway.



The St. George Temple

In 1871, Brigham Young announced that a temple for the Church of Jesus Christ of Latter-day Saints would be built in St. George. The settlers' tithing donations were crucial to the building the temple, just as they were with the tabernacle. Most of the construction work was done by men assigned to the job by church leaders. They were paid with food from tithing donations instead of money. Since the construction workers were away from their farms, their families had to work even harder. They sometimes relied on help from neighbors or the tithing office to survive.

All these beautiful buildings were finished just 15 years after the first settlers arrived in St. George. The St. George Tabernacle, Washington County Courthouse, and **St. George Temple** still stand today. (The St. George Hall was torn down in the early 1930s. A copy of it was built next to the St. George Opera House.) They remind us of the willingness of those early settlers to make sacrifices for their community even during the most difficult times.



**Summary:** In this game, students must make choices that balance the good of the individual with the good of the community. Students will simulate settlers exchanging goods in a barter economy. While they are bartering for the supplies they need to survive, donation collectors will ask them to contribute to the town hall fund. Students must decide how much they can sacrifice.

The amount they decide to sacrifice will have real consequences. At the end of each round of bartering, students who have all the supplies they need will receive a “luxury item,” like a piece of candy. Those who sacrificed for the town hall fund will not. In addition, the success of the town hall project will have consequences for the entire class. If the class donates enough for the project to succeed, all students will receive a reward, like 10 minutes of free time. If the class doesn’t meet the donation goals, no students receive the reward.

### Before You Begin

1. Copy and cut out the Resource Cards for the game. Use the following formula to determine how many cards you need:

Divide the class into five equal groups of settlers: cotton growers, fruit growers, cattle ranchers, wheat farmers, and lumber millers. Students not assigned to one of the groups will be donation collectors. For example, in a class with 22 students each settler group will have four students and two students will be donation collectors. If the number of students in your class is evenly divisible by five, remove one student from each settler group and assign him/her to the donation collectors group. For example, a class of 25 will have five settler groups with four students each and five donation collectors.

2. Make 21 cards for each student in a settler group representing the resource they produce (e.g., each member of the cotton growers group will get 21 cotton cards).

### Preparing Students to Play

1. Divide the class into the settler and donation collector groups and distribute resource cards.

2. Explain that the settlers must trade with each other for the supplies they need to survive in Washington County. Each settler must have four cards from each of the five resources at the end of each round of trading for a total of 20 cards (e.g. four cotton, four fruit, four cattle, four wheat, and four lumber). All the cards are of equivalent value (e.g. 1 cotton = 1 fruit = 1 cattle, etc).

3. Explain that as the settlers are trading for the supplies they need, the donation collectors will be asking them to make a donation to the town hall fund.

**Tell students:** The construction of a town hall is an important project that will benefit the whole community for many years to come. It will provide a place for community meetings, school classes, church services, and even dances and plays. Building a town hall, however, will not be easy. All the resources to pay the workers and buy building supplies must come from the settlers. And it will take several years to finish the project.

4. To keep the town hall project moving forward, the donation collectors need to gather two times the number of students in each settler group of each of the five kinds of cards. For example, if there are four students in each settler group, the donation collectors need to gather eight (2 x 4) cotton cards, eight fruits card, eight cattle cards, etc. Help your donation collectors calculate the number of each kind of card they need to collect. Donation collectors should coordinate with each other to make sure they are collecting the required number of each kind of card and keep a record of who makes each donation.

5. Explain that settlers can choose whether or not to donate to the town hall fund. Their choices will have consequences for both themselves and the community. Settlers who end the round with all 20 resource cards they need for a comfortable life will receive one “luxury item” (e.g., piece of candy, cookie, or other small

reward). Settlers who have 21 cards will receive two luxury items. Settlers with 18 or 19 cards lose something small but valuable (e.g., two minutes of recess). Settlers with 17 cards or less won't be able to survive and must sit out future rounds. If the donation collectors group meets its goal, each member of this group will receive one luxury item. If the group doesn't meet the goal, the donation collectors receive no luxury item.

Draw a chart on the board like the one below listing the resources needed and rewards to remind students as they play.

For a Comfortable Life in Washington County you need: 4 cotton, 4 cattle, 4 lumber, 4 fruit, 4 wheat

<b>If you have:</b>	<b>You will receive:</b>
21 cards	2 luxury items
20 cards	1 luxury item
18-19 cards	lose something of value
17 cards or less	can't survive

6. Explain that the class will play at least three rounds of the game. Each round represents one year. (You can decide how many rounds based on how long the students remain interested.) To successfully complete the town hall, the settlers must donate enough to keep the project on track every round but one. If the settlers miss the donation goal more than once, the town hall project will fail. **If the class completes the town hall they will receive a reward that benefits all the members of the class.**

For a reward, select something desirable but not immediate to simulate the long wait settlers experienced between making their sacrifice and the completion of the buildings (e.g. ten minutes of free time next week).

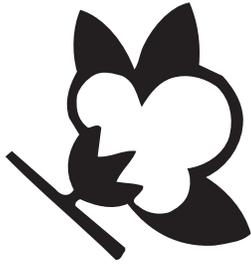
### Playing the Game

1. Once students understand the procedures of the game, allow trading to begin. When trading is finished, ask the donation collectors to report on whether they met the goal for the town hall fund. Donation collectors should also thank particularly generous settlers.

2. Distribute luxury items to those students who met the requirements for them and make a list of students who must give up something on the board.

3. Ask students to sort their resource cards and return them to the appropriate pile. Redistribute resource cards to the groups and begin another round of trading. To reflect cycles of drought, pests, and other difficulties, select one or two groups to receive only 20 cards to begin with instead of 21. For example, explain that this year insects attacked the cotton crop so the harvest was down or that the lumber mill broke and a new part could not be obtained for weeks so lumber production was reduced.

4. Play at least three rounds of the game. Keep track of the class's progress toward building the town hall.



One **Cotton**



One **Cotton**



One **Cotton**



One **Cotton**



One **Cotton**



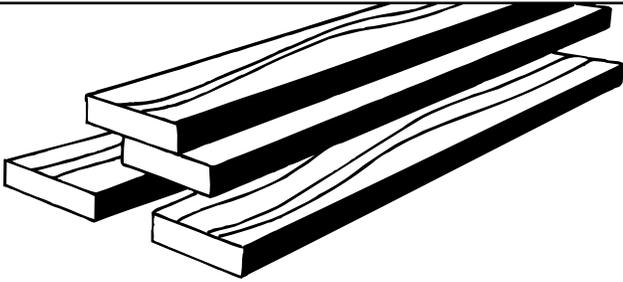
One **Cotton**



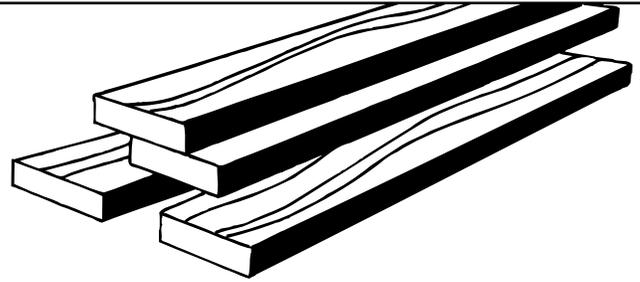
One **Cotton**



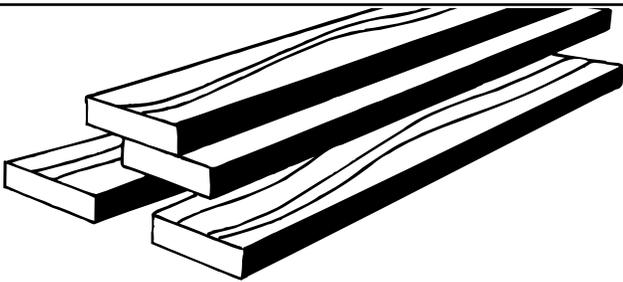
One **Cotton**



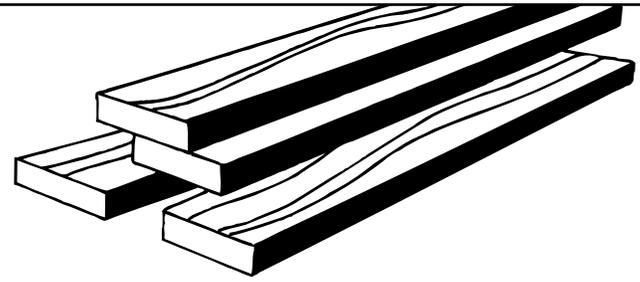
One **Lumber**



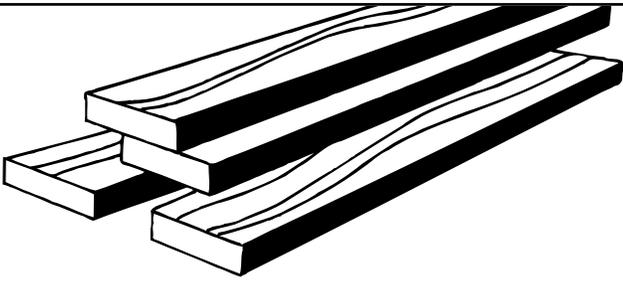
One **Lumber**



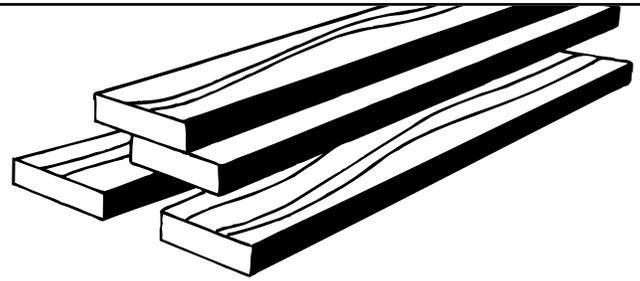
One **Lumber**



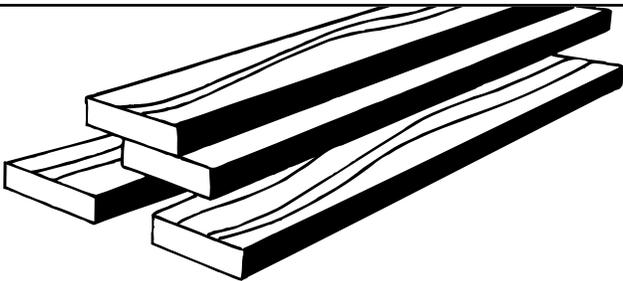
One **Lumber**



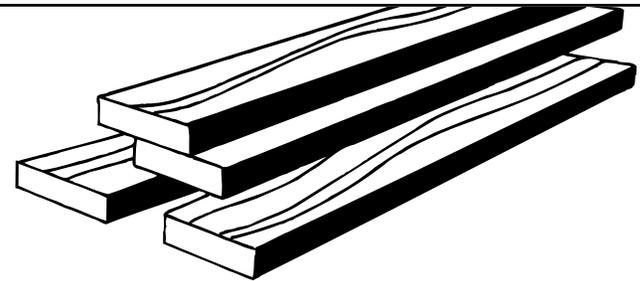
One **Lumber**



One **Lumber**



One **Lumber**



One **Lumber**





 <p>One <b>Wheat</b></p>	 <p>One <b>Wheat</b></p>
 <p>One <b>Wheat</b></p>	 <p>One <b>Wheat</b></p>
 <p>One <b>Wheat</b></p>	 <p>One <b>Wheat</b></p>
 <p>One <b>Wheat</b></p>	 <p>One <b>Wheat</b></p>



One **Fruit**



One **Fruit**



One **Fruit**



One **Fruit**



One **Fruit**



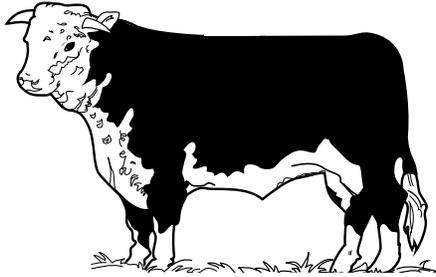
One **Fruit**



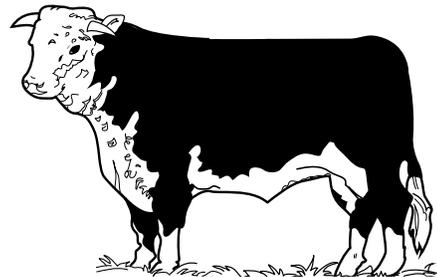
One **Fruit**



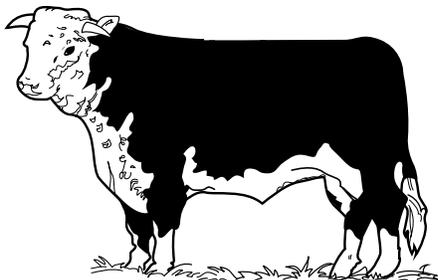
One **Fruit**



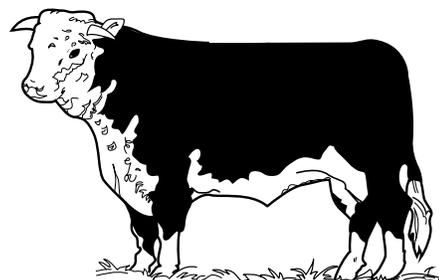
One **Cattle**



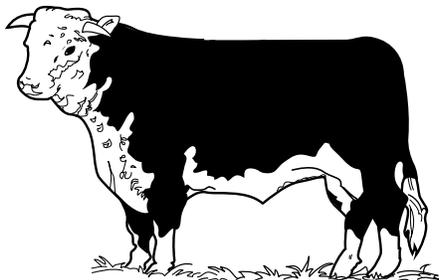
One **Cattle**



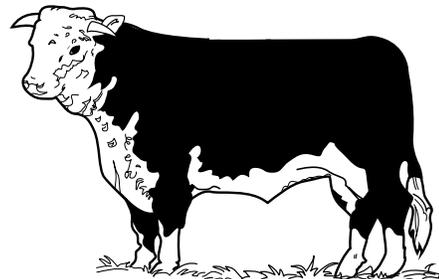
One **Cattle**



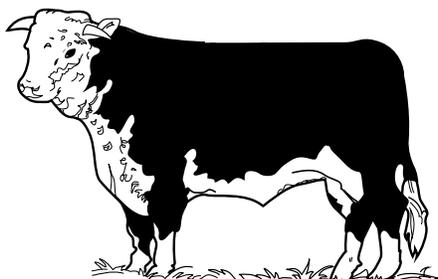
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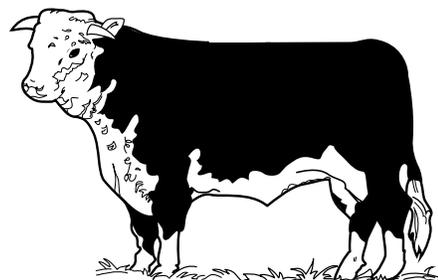
One **Cattle**



One **Cattle**



One **Cattle**



One **Cattle**



# St. George Opera House

## Reading History in a Building

### Lesson Objectives

Students will:

- Analyze primary documents about the St. George Opera House building.
- Develop a presentation on one use of the Opera House.
- Analyze how changes in the community led to changes in the use of the Opera House.

### Tour Info

**Address:** 212 North Main Street, St. George

**Tours offered:** By appointment. All fourth graders in Washington County visit the Opera House as part of the Historic St. George LIVE! Program offered February-April each year.

**To schedule a tour call:** Angie Mason, Events Coordinator for the Pioneer Center for the Arts, (435) 634-5942, ext. 12

### Setting the Stage

- 1. Ask students:** *Has your family ever made changes to your house? What changes? Why?*
- 2. Explain:** *Buildings change as the needs and desires of the people who use them change. Sometimes the way a building has changed can tell us about the history of a whole community. We're going to explore the way one old building has changed to see what we can discover about the way life in Washington County has changed over the years.*

### Student Instruction

- 1.** Before beginning the lesson, create a time line from 1849 to the present on the board or a chart. Use the *Washington County Time Line 1849-1973* on page vii to add some of the major developments in Washington County history to the time line.
- 2.** Distribute one *Analyze the Evidence* sheet to each student. Divide students into four groups and give each group one set of *Evidence*. Explain that each group has information about the building called the St. George Opera House during a different phase of its life. As a class, review the questions on the *Analyze the Evidence* sheet.

### Duration

Two to three  
45-minute periods

### Instructional Materials

*Washington County Time Line 1849-1973* (pp vii-viii)

### Evidence

(1 copy of each sheet)

Group 1: Gardener's Club Wine Cellar

Group 2: St. George Social Hall

Group 3: Sugar Beet Seed Factory

Group 4: Pioneer Center for the Arts

*Analyze the Evidence*  
(1 copy per student)

### Supplies

writing and drawing materials

### Core Curriculum Objectives

#### 4th Grade

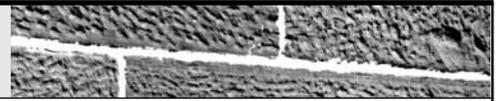
Social Studies  
6040-0101  
6040-0102  
6040-0202

Language Arts  
4040-0601  
4040-0705  
4040-0902

#### 7th Grade

Social Studies  
6100-0203  
6100-0402  
6100-0503

Language Arts  
4070-1005  
4070-1103  
4070-1105  
4070-1106  
4070-0302



3. Ask groups to review their evidence and prepare a brief presentation on the Opera House for the class that illustrates the most important facts and ideas they learned about the building. The presentations can be in the form of an oral report, a skit, or an interview. All group members must participate. Assist groups as necessary to insure they understand the materials in their evidence packet.
4. Ask groups to make their presentations to the class. At the end of their presentation, groups will place their building photo or drawing on the time line at the year in which the phase they are describing began.
5. As a class, examine the transitions in the Opera House's life. Ask students to identify the changes in the community that led to each change in the Opera House building's use. Remind students that several trends in the community might work together to bring about a change. Evidence from more than one group may apply to a transition. List the community changes identified by students on the time line.
6. **Ask students:** *Do you think other historic buildings in Washington County have stories to tell about our history? What examples can you think of? Why do you think so many people in Washington County worked hard to renovate the Opera House? Do you think it is important to preserve historic buildings for future generations? Why or why not?*

### Student Activity

1. Ask students to write a journal entry on the following question: *What did you find most interesting or surprising about the life of the St. George Opera House?*
2. Assign students to write a short piece of historical fiction that involves the Opera House building. Explain that works of historical fiction are set in a real historic time period and can tell about the lives of people who actually existed. The exact events and people in the story may not be real, but they fit very well with their historic setting. Give examples of historical fiction students may be familiar with, such as *Little House on the Prairie*, *Old Yeller*, *The Witch of Blackbird Pond*, *Across Five Aprils*, *Johnny Tremain*, or *Caddie Woodlawn*.
3. Let students choose which phase of the Opera House building's life they want to write about. Their journal entries may help them decide. If time permits, allow students to research information about their time period for their story. Students should also illustrate their stories.
4. Allow students to read their stories to younger students or share them with each other. The class may even wish to publish a St. George Opera House book.



**The first part of the St. George Opera House was built in 1864 by the St. George Gardener's Club. The club used the small building as a place for storing and making wine. Early settlers hoped that selling wine from the grapes they grew would bring much-needed money to Washington County. Following are quotes, a photo, and a drawing to help you learn about this phase of the Opera House's life.**

*"Wine:—Have this made in but a few places, say three or four, for this southern country. At these points, obtain the best available skill to manufacture the wine, and have it properly graded in quality. Then store it in oak barrels as far as possible and preserve it for exportation, rather than for home consumption."*

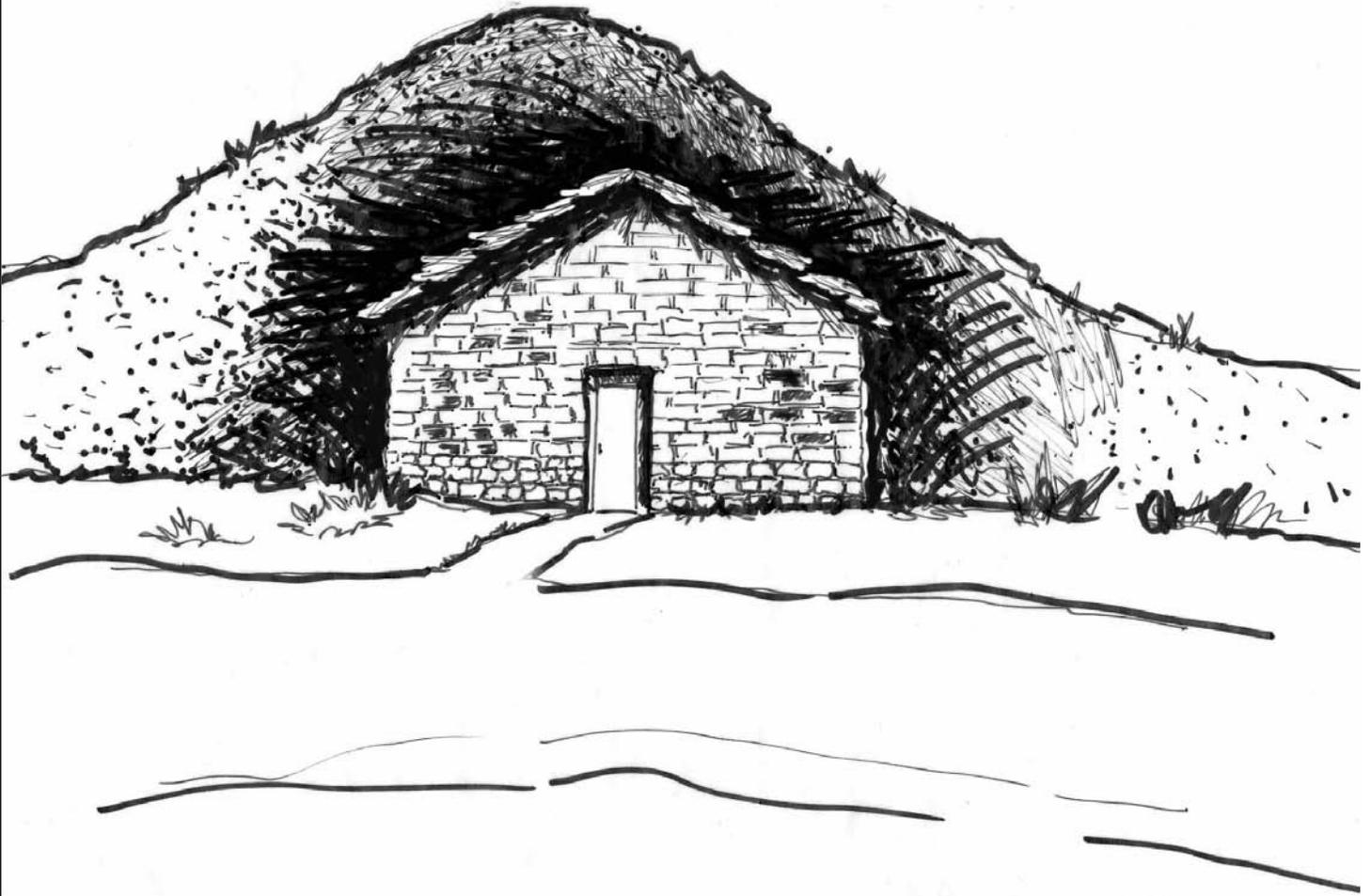
BRIGHAM YOUNG AND GEORGE A. SMITH,  
CIRCULAR TO UNITED ORDER OF ST. GEORGE STAKE, 1874

*"The warm sandy soil of Dixie invites the [winemaker]. Grapes thrive on the hillsides and bask in the summer sun. As a result, several villages specialized in raising grapes, especially Toquerville and Santa Clara, but people in Leeds and St. George and Washington were also proud of their grapes and active in wine making. . . . An obvious advantage of winemaking was the proximity of mining camps where the product sold briskly. Pioche, Nevada, first provided a market and later Silver Reef became a boom town and a natural source for sales."*

DOUGLAS D. ALDER AND KARL F. BROOKS,  
A HISTORY OF WASHINGTON COUNTY: FROM ISOLATION TO DESTINATION, PP. 157-8

*"Wine-making in Washington County declined in the 1880s and eventually died out. Two major reasons are given for its demise. First was the concern by Mormon church leaders about local residents imbibing too much. Leaders had always advised that the wine should be exported rather than consumed locally, but their advice was not always heeded. As a result leaders became more outspoken in opposition to wine and wine-making. Second, the value of wine as a cash crop declined. This was due in part to the bad reputation Dixie wine gained for its inconsistent and poor quality. . . . Though there were a few knowledgeable wine-makers, such as John Naegle in nearby Toquerville, most were amateurs. Another economic factor was the decline of the number of wine consumers, as most of the miners in the area left with the closure of many of the nearby mines in the 1880s."*

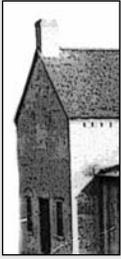
NATIONAL REGISTER OF HISTORIC PLACES  
REGISTRATION FORM FOR ST. GEORGE SOCIAL HALL



**The Gardener's Club built this small building as a wine cellar in 1864. It was the center of wine-making and storage in St. George. There are no photos of the building. This is a sketch of what it may have looked like.**



**Grape vineyard in Washington County about 1905.**



***The St. George Opera House was built on top of an old wine cellar between 1877 and 1880. For many years, the building was known as the Social Hall. It was the center of St. George social life for many years. There was also another earlier building called the St. George Hall. Don't get them confused. Following are quotes and photos to help you learn about this phase of the Opera House's life.***

*“In 1875, the St. George Hall, which had been used since its completion in 1863 for public programs, was sold to private interests. The loss of the St. George Hall for public use necessitated that a new gathering hall be secured.”*

NATIONAL REGISTER OF HISTORIC PLACES  
REGISTRATION FORM FOR ST. GEORGE SOCIAL HALL

*“At an early date the Gardener’s Club had built a large wine cellar...on Main Street. The Builders Union erected over the Wine Cellar another story that was made into a theater .... A wing which held the audience was extended westward.... Beginning with 1880 and continuing for the next forty-five or fifty years, the Social Hall was the center of spoken and musical drama, as well as the scene of many other social activities.”*

ANDREW KARL LARSON  
I WAS CALLED TO DIXIE - THE VIRGIN RIVER BASIN,  
UNIQUE EXPERIENCES IN MORMON PIONEERING, P. 405.

*“In those far-off Dixie days you [actors and actresses] helped by the flashes of sunlight you gave to brighten the lives of discouraged men and women.... Charlie, you were a master in your part. You loved to laugh and make others laugh. Your mission in this country ‘where the land was no good and the water no gooder,’ was to make people laugh, and to keep them laughing... [Mary], how your voice thrilled the hearts of the early Pioneers. After days of toil and privations they forgot their own sorrows....”*

ZAIDEE WALKER MILES,  
DEVELOPMENT OF THE DRAMA IN DIXIE  
(MILES SAW MANY PLAYS AT THE OPERA HOUSE AND ACTED IN SOME HERSELF)

*“There was probably more theater produced in St. George then than there is now, even with all the high school and college productions of the present day. One does not have to search far for a reason to explain the decline—the advent of motion pictures. After 1910 the Opera House was used for a while to show moving pictures as well as for staging college musicals.”*

DOUGLAS D. ALDER AND KARL F. BROOKS,  
A HISTORY OF WASHINGTON COUNTY: FROM ISOLATION TO DESTINATION, PP. 166-67



**This building was constructed in two sections sometime between 1877 and 1880.**



Lynne Clark Collection—donor Edna Cloward

**Cast of one of the early productions performed in the St. George Social Hall.**



**The Utah and Idaho Sugar Company (U & I) bought the St. George Opera House in 1936 and converted into a sugar beet seed cleaning plant. U & I also built three warehouses on the site that could store 2.25 million pounds of seed. One of the warehouses is the St. George Art Museum today. Following are quotes and photos to help you learn about this phase of the Opera House's life.**

*"In the 1930s, the Utah and Idaho Sugar Company bought the building and turned it into a sugar beet seed cleaning plant. Because sugar beet seed was one of the main cash crops in Southern Utah, this allowed the old Opera House to become an important part of the area's economic development mix, according to St. George City Public Information Office Brent Crosby."*

LOREN WEBB  
 "SOCIAL HALL TO BEET SEED PLANT, AND BACK AGAIN"  
 ST. GEORGE MAGAZINE, AUGUST 1997

*"While [beet seed] was a good cash crop, Quayle said it was a lot of work, especially early on, when much of the work had to be done by hand, by horse drawn mower and by stationary thrashing machines.... 'I remember people buying ground, getting a beet seed contract, and being able to pay the ground off in a couple or three years,' Cox said. 'Land was cheap in those days and if they got a pretty good crop, they would do really well.'"*

LOREN WEBB  
 DRAFT OF "SOCIAL HALL TO BEET SEED PLANT, AND BACK AGAIN"  
 AVAILABLE AT THE ST. GEORGE ART MUSEUM

*"An average of 750 acres was planted to [beet] seed in Washington County during World War II. At that time, seed was shipped to Belgium and other foreign countries under the United Nations Relief and Rehabilitation Administration program...."*

LOREN WEBB  
 DRAFT OF "SOCIAL HALL TO BEET SEED PLANT, AND BACK AGAIN"  
 AVAILABLE AT THE ST. GEORGE ART MUSEUM

*In 1943, Lyle Mitchell became the first woman hired to work in the [beet seed] lab. As the work load increased, more women joined the work force including Viola Goates, Rhoads May Goates, Jean Fawcett, and Blanch Bennett . . .*

*In 1946-1947, the plant operated around the clock with three eight-hour shifts as one million pounds of beet seed were shipped to Germany under the Marshall Plan.”*

LOREN WEBB

DRAFT OF “SOCIAL HALL TO BEET SEED PLANT, AND BACK AGAIN”

AVAILABLE AT THE ST. GEORGE ART MUSEUM

*“By 1978, much of the United States sugar industry was in financial trouble. In its annual report that year, U&I reported a net loss of \$2 million, the first loss since 1933. The loss was attributed to the depressed prices for refined sugar ‘as well as for most raw farm products . . . Sugar prices remained below the cost of production during the entire year.’*

*By December 1979, U&I had closed its St. George operation and eventually its entire Intermountain operation faded into oblivion.”*

LOREN WEBB

“SOCIAL HALL TO BEET SEED PLANT, AND BACK AGAIN”

ST. GEORGE MAGAZINE, AUGUST 1997



**Beet seed growing in Washington Field.**



**Utah and Idaho Sugar Company bought this building in 1936 and converted it to a sugar beet seed factory.**



**The Utah and Idaho Sugar Company installed machinery for cleaning sugar beet seed in the St. George Opera House.**



*The St. George Opera House was used as a sugar beet seed cleaning plant for many years. When the sugar company went out of business in 1979, the Opera House sat empty. Nobody took care of the building and it became very run-down. The City of St. George bought the Opera House in 1987 with hopes of finding a new use for the building. Following are quotes and photos to help you learn about this phase of the Opera House's life.*

#### **Poll Says Citizens Want More Culture**

Deseret News, April 9, 1980

*"A survey by Southwest Research Associates and requested by Southwestern Utah Arts Council shows some unexpected but pleasing findings, St. George leaders say. The arts council wanted to know what the community wants in the arts and how to provide preferred art programs. Washington County residents agreed by a 56 percent majority that the community has too few artistic events such as stage plays, concerts and art exhibits."*

#### **Society Reviews Opera House**

The Daily Spectrum, June 30, 1988

*"...Bob Nicholson, community development director for St. George City which owns the building, told of the work currently being done on the [Opera House]. City crews have been removing heavy metal bins left behind by the sugar company which inhabited the building for years, wrecked cars, pipes, and much of the bulkier debris. Much of the residue from pigeons, vandals and sheer neglect needs to be removed, after which the volunteers will attack the plaster which covers the original adobe walls.*

*While the initial clean-up work will be done by [Historical Society] members and friends, it is hoped other organizations and individuals will become involved so restoration of the historic building will become a community project...."*

#### **Money Pouring in to Restore Opera House**

The Daily Spectrum, 1994

*"Money is pouring in to restore the Pioneer Opera House. At a recent fund raiser in the old Cottonmill in Washington, approximately \$50,000 was collected for the project. 'I was absolutely stunned,' said Elaine Alder, chairperson for the fund raising committee sponsored by Sun Capital Bank. 'I'm really gratified.'*

...The restoration project has been undertaken by the city of St. George, Sun Capital Bank and the Washington County Statehood Centennial Committee. The Opera House, at the corner of Main Street and 200 North, is now called the Pioneer Center for the Arts and was purchased by the city in 1987 with the hopes it would become an historical anchor for the town.

'The idea was let's make downtown attractive, tell the St. George story,' said Karl Brooks, former mayor and fund raising committee member. 'It seemed a great place to tell it.' Ultimately, the center will house small plays, recitals, group performances, and concerts, Alder said. 'I just envision it being a wonderful square,' she said. 'I have such hope for it.... It will help link the present with the past.'

'We have people still living that acted in some of the plays given back then,' Brooks said. 'I just think it's important for the community to hang on to their heritage, to remind us where we come from....'

***From a nomination form for a Community Award for Cultural Enrichment prepared for the St. George Opera House***

"This vision of a few starting in January of 1994 has now become reality for the whole community. A committee of 18 grew into the participation of over 10,000 citizens and resulted in the restoration of this historic building to its former purpose. Four fund raising dinners brought in over \$125,000 and utility bill inserts resulted in citizens contributing \$25,000. A musical production, "Good Guys of Broadway," a parenting workshop, a youth dance, cook books and a quilt sale, plus matching gifts netted another \$20,000. Then a foundation grant brought the total to over \$300,000 in private donations and expressions of community generosity."

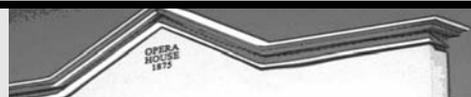
Renovation on the Opera House was just beginning when these photos were taken.

You can still see parts of the sugar beet seed factory on the outside of the building.



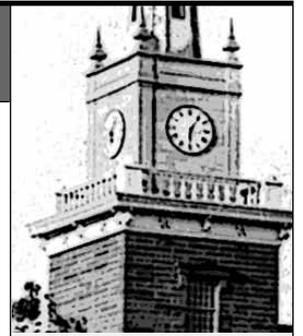


**Since its opening in 1995, the St. George Opera House has been used for plays, receptions, and other community events.**



Read the questions on this sheet carefully. Then work with your group to examine your evidence about the life of the St. George Opera House and answer the questions. Make sure your answers are based on your evidence. Your answers will help you prepare your presentation for the class.

1. What is the time period covered in your evidence? When does it start? When does it end?
  
2. How was the building used during this period?
  
3. Who was using the building? What kinds of people in the community went there?
  
4. Were the activities taking place at the building important to the people of Washington County? Why?
  
5. What is the most important thing for your classmates to know about the building in this time period?



## St. George Tabernacle

# The Building that Built a Community

### Lesson Objectives

Students will:

Examine how the construction of the St. George Tabernacle benefited the economy of Washington County.

Discover the symbolic significance of the St. George Tabernacle.

Design a building to symbolize Washington County today.

### Teacher Background

For students who are not familiar with the concept of symbolism, begin this lesson with a brief overview of symbolism using the *Familiar Symbols* sheet. Ask students: *What do these pictures mean? How do you know?* Explain that a symbol is an object or picture that can stand for something else. Often symbols stand for ideas.

### Setting the Stage

**1. Tell students:** *Settling a new place can be very challenging. Imagine that you are leading a group of settlers in a harsh desert region. The summers are extremely hot, water is scarce, and the crops you brought with you aren't growing very well. There have been outbreaks of deadly disease. It is a long way from your settlement to the next settlement and the roads are rough, so getting new supplies is difficult. Many of your fellow settlers are discouraged. Some have already left and others want to leave. What could you do to convince people to stay?*

**2.** Divide class into groups. Each group will brainstorm ways to raise morale in the settlement and then present their best idea to the class. List student ideas on the board.

**3. Tell students:** *Now that we've thought about this challenge, let's find out what Brigham Young did when he faced a similar situation during the settlement of Washington County.*

### Tour Info

**Address:** 4 South Main Street, St. George

**Tours offered:** daily, 9 am - 5 pm throughout the year

**To schedule a tour call:** Church of Jesus Christ of Latter-day Saints Visitors Center, (435) 673-5181

### Duration

One to two  
45-minute periods

### Instructional Materials

*How a Building Helped Build a Community*  
(1 copy per student)

*St. George Tabernacle Questions*  
(1 copy per student)

Optional: *Familiar Symbols*  
(1 overhead)

### Supplies

butcher paper  
(one sheet per student that will cover the front and sides of his/her desk and extend from the top of the desk to the floor)

*Alternative: If students don't have individual desks, they can create their buildings using shoe boxes.*

masking tape  
drawing materials  
rulers

### Core Curriculum Objectives

#### 4th Grade

Social Studies  
6040-0101  
6040-0102  
6040-0202

Language Arts  
4040-0101  
4040-0202  
4040-0302  
4040-0601

Visual Arts  
1040-0302  
1040-0401

#### 7th Grade

Social Studies  
6100-0101  
6100-0203  
6100-0503

Language Arts  
4070-0201  
4070-0203  
4070-0301

Visual Arts  
1100-0301



### Student Instruction

1. Handout *How a Building Helped Build a Community* sheets to each student. Assign students to take turns reading out loud and write down new vocabulary words.
2. Distribute the *St. George Tabernacle Questions* and ask students to work in pairs to answer them. Review student responses as a class.
3. **Tell students:** *The St. George Tabernacle was also an important symbol for the people in the struggling settlement of St. George. Imagine you are settler. What does the tabernacle project mean to you? Would it help you decide to stay in St. George or not? How would you feel about the building when it was done?*
4. **Ask students:** *Can you think of symbols that are important to our community, our state, or our country? What are they and why are they important? Can you think of any symbols that have inspired you or others during difficult times? What are they and how did they inspire?*
5. Assign students to write a journal entry on the following questions: *How would you feel if the St. George Tabernacle was torn down? Would our community lose something important?*

### Student Activity

1. Ask students to consider the changes Washington County has gone through in the past 125 years. The county is no longer a struggling, isolated, desert settlement but an area of rapid growth and a popular tourist destination. As a class, brainstorm a list of things that symbolize life in Washington County today.
2. Assign students to create a building that is a symbol for Washington County today. Students will draw their building on a piece of butcher paper that they will tape to their desk so it hangs from the front and sides of their desk to the floor. (*Alternative: If students don't have individual desks, they can create their buildings using shoe boxes.*) Students must thus design the sides as well as the front of their buildings. Before they begin drawing, tell students to think about what elements of their building will be symbolic (e.g., its function, materials, decorations, style, location, or a combination of elements). Students may also wish to draw a plan of their building on a piece of drawing paper first for practice.
3. Have students measure the width of the front of the desk and mark off a section this wide in the center of their butcher paper so they will know where to draw the front and sides of their building. After they complete their drawings, help students hang them on their desks with masking tape.
4. Assign students to write a short description explaining how their building is a symbol for Washington County today.
5. Invite other students to come view your class' work. Students should be prepared to explain the symbolic significance of their buildings to visitors.

# How a Building Helped Build a Community Handout

by Dr. Douglas D. Alder

Erastus Snow was the leader of the Mormon settlement of St. George in 1861. After the settlers worked at establishing their town for six months, he reported to Brigham Young that they were very discouraged. The heat, the lack of water, and the failure of their dams and ditches convinced many that coming to St. George was a mistake. Their supplies were running short and the harvest was going to be skimpy. Starvation was a real possibility for the settlers.

Brigham Young could see that the colony was about to fail. He made a major decision: the settlement had to succeed even if outside help was necessary. He wrote a letter to Erastus Snow telling the settlers to build “as speedily as possible a good, substantial, commodious well furnished meeting house, one large enough to comfortably seat at least 2,000 persons, and that will not only be useful, but also an ornament to your city, and a credit to your energy and enterprise.”

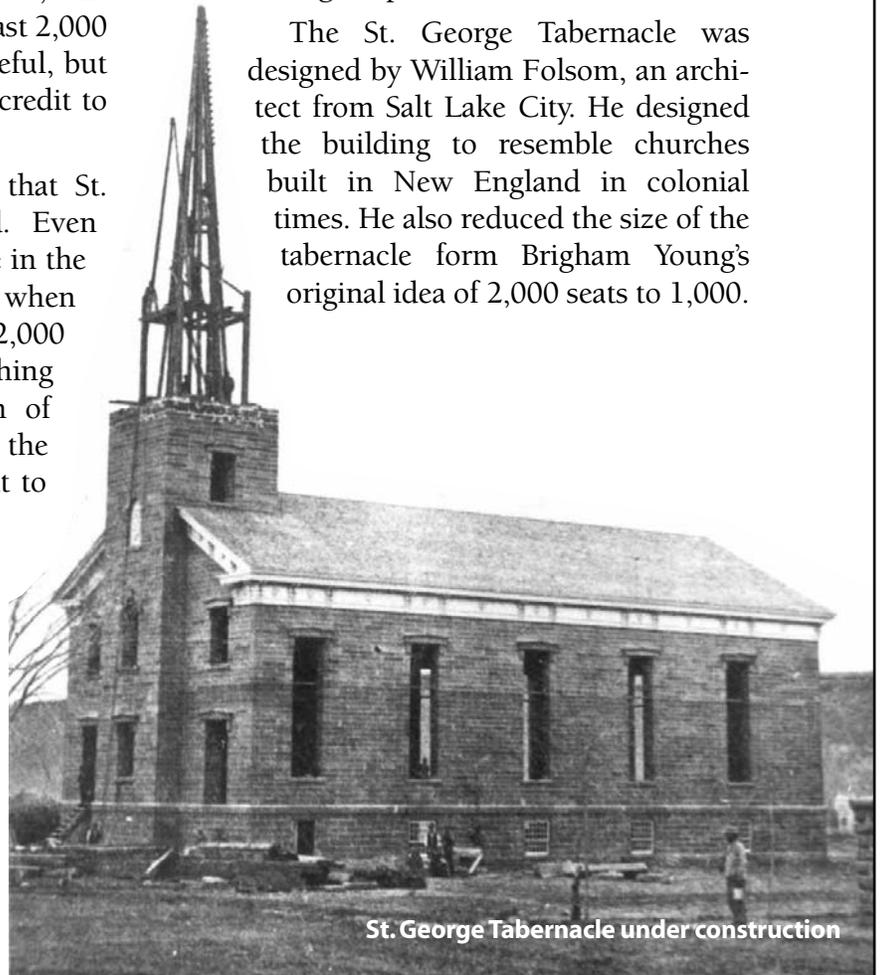
Brigham Young’s request meant that St. George was not to be abandoned. Even though there were about 1000 people in the town, Young was looking to a future when St. George would need a building for 2,000 people. His letter also stated that tithing funds, or donations to the Church of Jesus Christ of Latter-day Saints, from the settlers in Iron County would be sent to help pay for the construction.

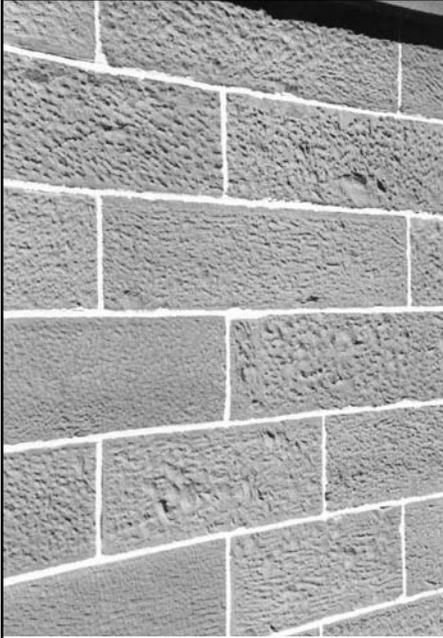
One hundred men worked for eight years (1863-1875) to quarry the stone, cut the timber, build roads to the lumber mills, and do the construction work on the St. George Tabernacle. These men were paid with the supplies donated from settlers in Iron County and



Washington County. This provided an economic subsidy, or support, for St. George while other families tried to get farming adapted to the desert.

The St. George Tabernacle was designed by William Folsom, an architect from Salt Lake City. He designed the building to resemble churches built in New England in colonial times. He also reduced the size of the tabernacle form Brigham Young’s original idea of 2,000 seats to 1,000.





**Notice the different textures left by the original stone carvers on the tabernacle's sandstone exterior.**

If you look carefully, you can still see the different styles of carving today. One worker carved his name in a stone. It is on the south side near the west corner of the building at about adult eye level.

The lumber for the St. George Tabernacle was milled in Pine Valley, 40 miles north of St. George. Several lumber mills were set up there and they became essential to the construction of many local buildings. Building roads and wagons to bring the lumber to the tabernacle was another major task.

The interior of the tabernacle has been restored and is very close to its original appearance. It features an "all seeing eye," a symbol of the Church of Jesus Christ



of Latter-day Saints, on the west wall. Plaster grapes serves as trim all around the ceiling. Grapes were an important crop in Washington County at the time. All the plaster decorations in the building were made locally.

The glass in the windows is also mostly original. The panes of glass could not be made in St. George, so they were purchased in the East and shipped around Cape Horn in South America and up the Pacific coast to San Diego. The settlers in St. George had to raise \$800 to pay for the shipping costs when their wagons went to pick up the glass. After six months of asking for donations from all the settlers, only \$200 had been raised. In part, this was because money was not used in Mormon settlements at the time. Instead, people bartered goods or exchanged them for tithing script, a special kind of money that could be used to buy things at the tithing stores. Peter Neilson, an immigrant from Denmark, donated the \$600 the settlers needed just as the wagons were leaving for San Diego. He had brought the money from Denmark to pay for building a house.



**Grapes and cotton flowers decorate the plaster molding on the tabernacle's ceiling.**

**The "all-seeing eye" is a symbol of the Church of Jesus Christ of Latter-day Saints.**

The tabernacle's balcony also has an interesting story behind it. Miles Romney was the general supervisor of the tabernacle's construction. His personal delight was building the two beautiful spiral staircases that led to the balcony. When Brigham Young visited the tabernacle, he noticed that the people sitting in the balcony could not see the speaker's podium. He also felt that the balcony should run through the middle of the tall windows, about six feet lower than Romney had installed it. It was clear that two strong wills were confronting each other. Romney did not intend to change the staircases since that

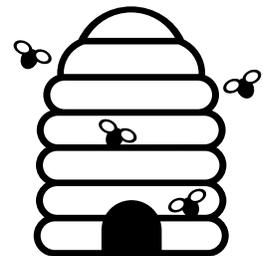
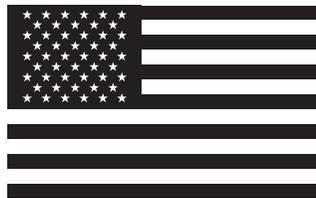
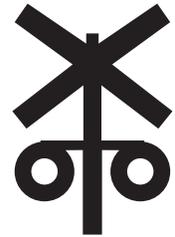
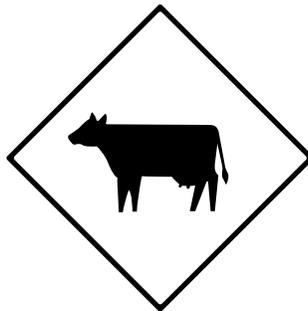
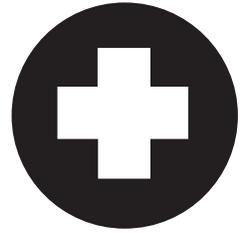
would ruin their proportions, yet Young insisted that the balcony be lowered. When you visit the building, climb the stairs and see how Romney solved the problem.

The St. George Tabernacle has become one of America's distinguished buildings and is listed in the National Register of Historic Places. It housed Latter-day Saint congregations and stake conferences. In earlier times school classes and even Dixie College classes were held there. Today it is a center for concerts, lectures, historical tours and other public functions.



The tabernacle has beautiful spiral staircases.





## Washington County Courthouse

# From Ancient Greece to Utah's Dixie

### Lesson Objectives

Students will:

- Compare the elements of Greek Revival and Queen Anne style buildings.
- Develop a description of Greek Revival style based on their comparisons.
- Explore the history and significance of Greek Revival architecture.
- Design a Greek Revival style building.

### Teacher Background

This lesson contains two Student Activity options from which you can choose. If possible, complete both activities.

### Setting the Stage

1. Ask students to think of popular clothing styles at your school and the different articles of clothing that make up these styles (e.g., different kinds of shirts, pants, skirts, shoes, socks, hats, jewelry, etc.).
2. **Explain:** *Just as there are different styles of clothing, there are different styles of buildings. Building styles are called architectural styles. Designers put pieces of clothes together in different ways to make a clothing style. Building designers (or architects) put parts of a building together in different ways to make an architectural style.*
3. **Tell students:** *We will be learning about an architectural style called Greek Revival that was popular when Utah was first settled. Some of the oldest buildings in the state were built in this style.*

### Student Instruction

1. Show *Generic House* overhead. 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.). List ideas on the board.

### Tour Info

**Address:** 97 East St. George Boulevard, St. George  
**Tours offered:** By appointment.  
**To schedule a tour call:** Karma Hyatt, St. George Area Chamber of Commerce at (435) 628-1658

### Duration

One to two  
45-minute periods

### Instructional Materials

*Generic House*  
(1 overhead)

*Washington County Courthouse* photo  
(1 overhead and 1 copy per student)

*Queen Anne House* photo  
(1 overhead and 1 copy per student)

*What Style am I?* handout  
(1 overhead and 1 copy per student)

*Greek Revival Features*  
(1 overhead)

*From Ancient Greece to Utah's Dixie* (1 copy per student)

*Building Blocks*  
(1 copy per student)

Optional:  
*Washington County Courthouse History*  
(1 copy per student)

### Supplies

drawing materials  
scissors  
glue

### Core Curriculum Objectives

#### 4th Grade

Social Studies  
6100-0203  
6100-0503

Language Arts  
4070-0201  
4070-0203  
4070-0301

Visual Arts  
1040-0201  
1040-0202  
1040-0401  
1040-0402

#### 7th Grade

Social Studies  
6100-0203  
6100-0503

Language Arts  
4070-0201  
4070-0203  
4070-0301

Visual Arts  
1100-0102  
1100-2501



2. Handout one *Washington County Courthouse photo* and one *Queen Anne House photo* to each student and show overheads.
3. As a class, compare and contrast the parts of the Queen Anne house and the Washington County Courthouse. For example, the Queen Anne house has windows of many sizes and shapes while windows of the Washington County Courthouse are all the same shape.
4. Write the terms *symmetrical* and *asymmetrical* on the board. Ask students to draw a straight line through their *Washington County Courthouse photo* that divides the building into two mirror halves. Now ask the students to try to draw a straight line that divides the Queen Anne house into two mirror halves. Explain that the Washington County Courthouse is balanced, or *symmetrical*, because it can be divided into two mirror halves while the Queen Anne house is *asymmetrical* because it cannot.
5. Handout the *What Style Am I?* photos to each student and show overheads. Ask students to work in pairs to find features shared by these buildings and the Washington County Courthouse. Students should look at all the buildings as a group, not simply compare the courthouse to each of the *What Style Am I?* buildings individually.
6. Explain that the Washington County Courthouse and the other buildings are all examples of Greek Revival style architecture. Ask students to work with their partners to develop a list of the important features of Greek Revival style architecture based on their building comparisons. Explain that not all Greek Revival buildings display every feature of Greek Revival style. Students should look for trends and similarities, not exact duplicates of features. If students don't know the architectural term for a feature, they may describe it in their own words or draw a picture of it.
7. Ask students to share their ideas with the class. Record ideas on the board. Show the *Greek Revival Features* overhead. Explain that this list is not exhaustive, but provides a good starting point. Discuss how students' ideas compare to the ideas of architectural historians.

### Student Activity Option 1

1. **Ask students:** *So how did the Greek Revival style come to be? What's Greek about it? What's the revival? Let's find out.* Hand out copies of *From Ancient Greece to Utah's Dixie*. Assign students to take turns reading the sheet out loud and write down new vocabulary.
2. **Ask students:** *Is Greek Revival a good style for the Washington County Courthouse? Why or why not? What values do you think the people who constructed the building wanted to convey?*

### Student Activity Option 2

1. Assign students to design their own Greek Revival style building. Distribute drawing materials, scissors, glue, and copies of the *Building Blocks* sheets. Emphasize that students should not simply copy one of the buildings they have seen, but use the elements of the Greek Revival style to create a new building. Students can trace elements from the photos and use the cut-outs as needed.
2. Students should write a caption for their drawing which gives the name of the building, explains its use, points out notable Greek Revival features, and tells anything else they wish viewers to know.
3. Create a bulletin board display of students' drawings.



### Extensions

#### *Learn About the History of the Washington County Courthouse*

Handout copies of the *History of the Washington County Courthouse*. Assign students to read the history either individually or out loud as a class.

#### *Collect Greek Revival Buildings*

There are numerous Greek Revival style buildings in Washington County. Encourage students to look for them as they travel about. When they find a Greek Revival style building, students should write down its location, name (if known), make a sketch or take a photo, and report on their findings to the class. See how many Greek Revival style buildings students can collect over the year.

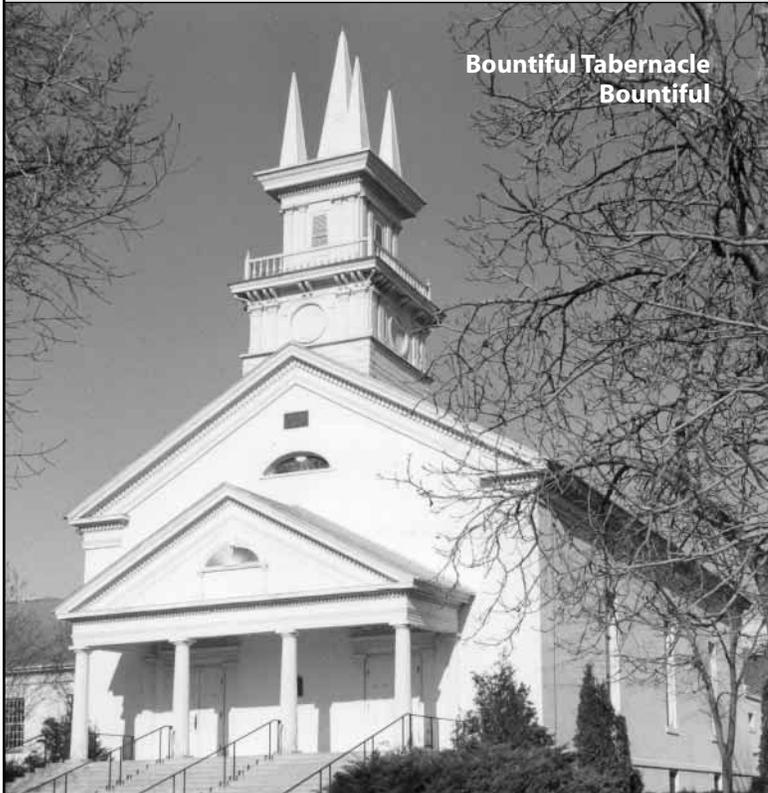
#### *Design Your Own Revival Style*

What would Log Cabin Revival, Igloo Revival, or McDonald's Revival look like? Explain that a revival style borrows features and ideas from an older style of architecture. Ask students to come up with their own revival style based on a kind of building they know, draw a building in this revival style, and explain its features. After they have finished their drawing ask students to write answers to the following questions: *What does your revival style borrow from the original-windows, doors, roof, materials, decorations? Why would people choose to build in this style? What kind of building would it be appropriate for?*

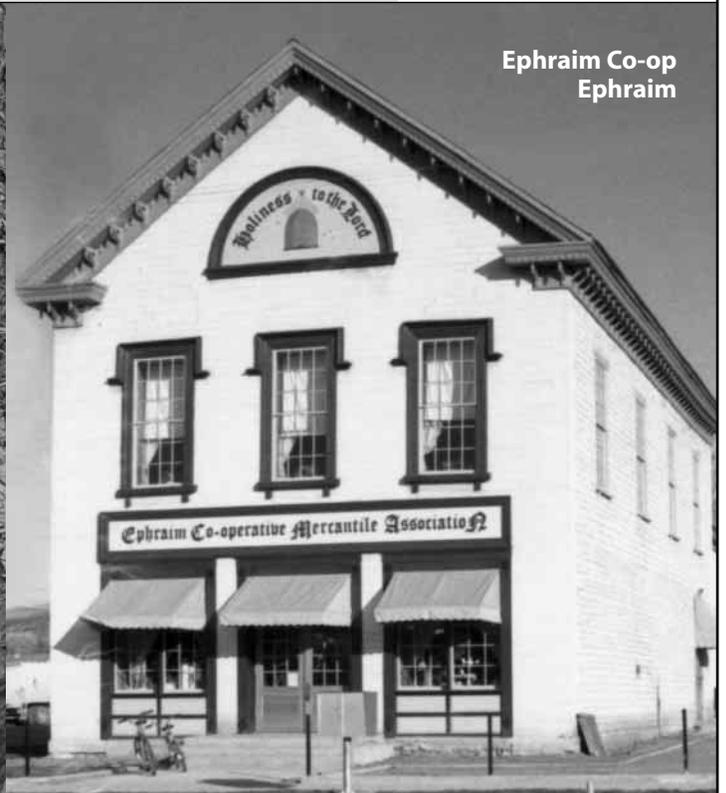








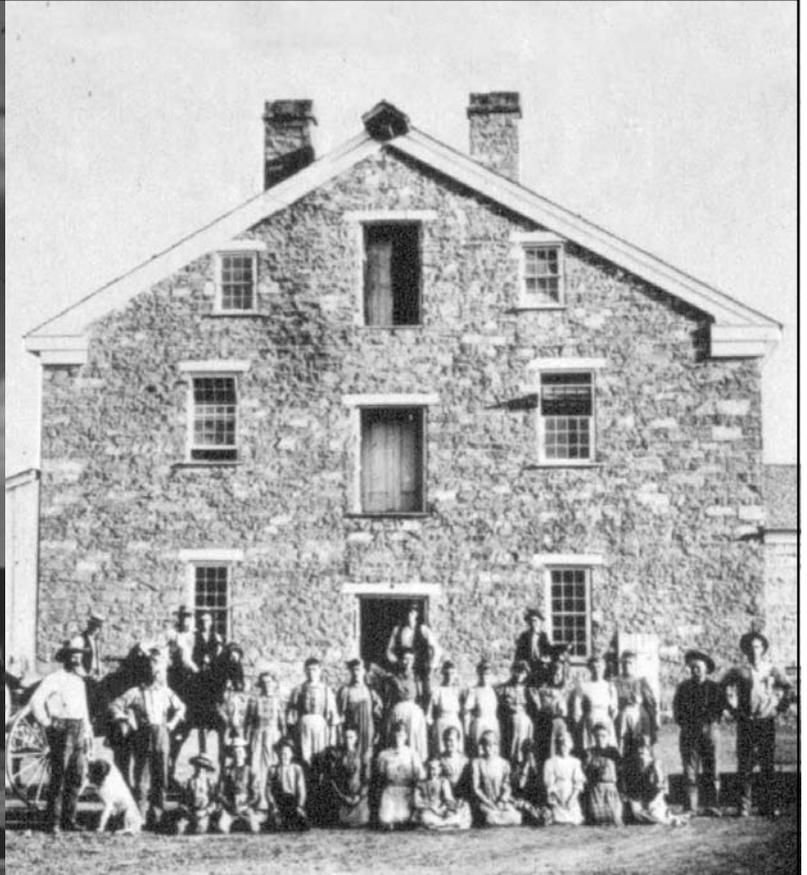
Bountiful Tabernacle  
Bountiful



Ephraim Co-op  
Ephraim



Beehive House  
Salt Lake City



(clockwise)

**Pine Valley Chapel**  
Pine Valley

**Washington  
Cotton Factory**  
Washington City

**Chase House**  
Salt Lake City



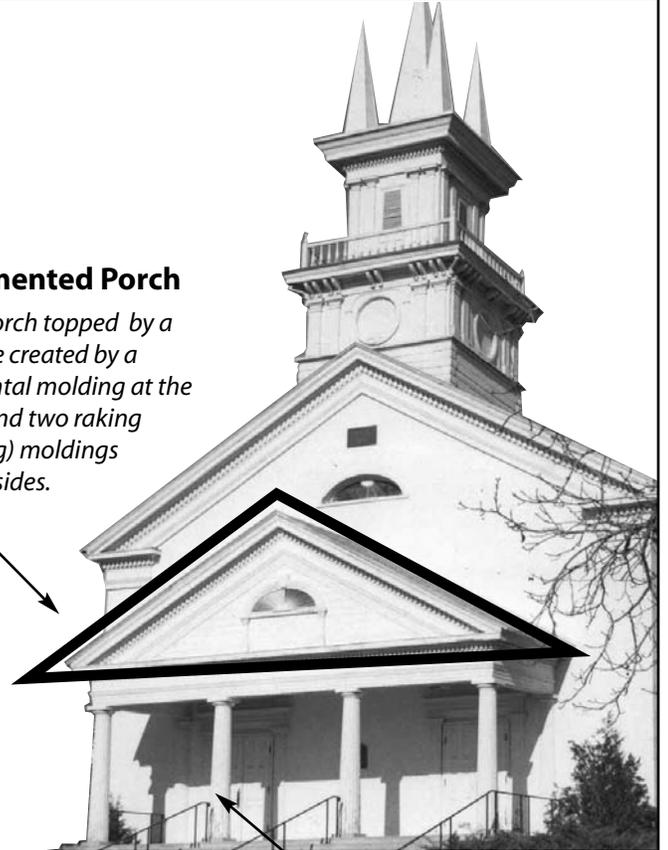


### Symmetrical or balanced facade

■ The front (facade) of the building can be divided into two halves that are mirror images of each other.

### Pedimented Porch

■ A porch topped by a triangle created by a horizontal molding at the base and two raking (sloping) moldings on the sides.



### Column

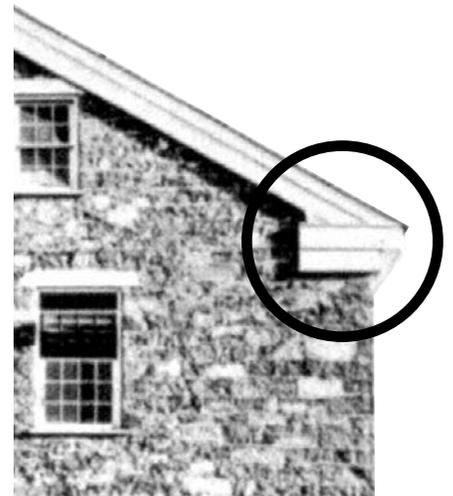
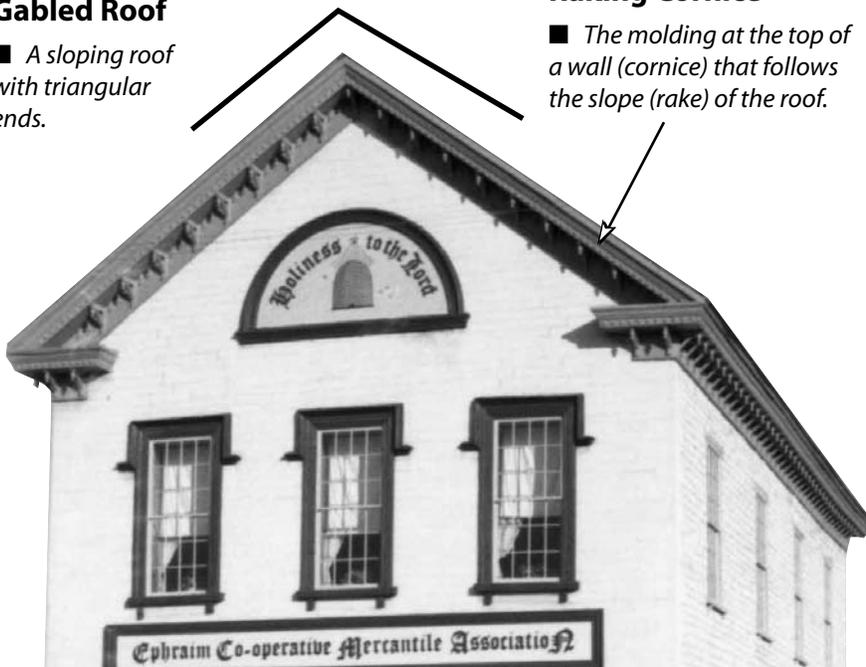
■ A thin, vertical support.

### Gabled Roof

■ A sloping roof with triangular ends.

### Raking Cornice

■ The molding at the top of a wall (cornice) that follows the slope (rake) of the roof.



### Cornice Return

■ The continuation of the molding at the top of a wall (cornice) in a different direction.

Where did Greek Revival style architecture come from? Why did settlers in Washington County decide to construct buildings in a style named after a far away country? To answer these questions we need to look back in time almost 2,500 years to Ancient Greece. At this time, the Greeks were building beautiful temples to their gods. Today people still think these temples are some of the finest buildings ever built.

The Parthenon



Greek temples were long rectangular buildings with columns all the way around them. These columns may stand for sacred groves of trees where people held religious ceremonies in earlier times. The temples had sloped, or *gabled* roofs, that formed a triangle at the front and back. This triangular space is called a *pediment* and was filled with carvings showing the deeds of gods and heroes. The ancient Greeks used white marble or limestone to build their temples. They cut the stones very carefully so they fit together perfectly without any mortar.

The ancient Greeks designed their temples to express ideas important in their society. They believed people should strive for *balance* and *symmetry* in all things. They developed mathematical formulas to determine the *proportions* of each part of a temple. Each part is balanced in relation to all the other parts.

The Greeks also strove for excellence through testing and improving ideas. They discovered that perfectly straight lines in buildings don't look perfectly straight because of optical illusions. They learned to build with slight curves to trick the eye. One of



Pediment

the most famous Greek temples, the Parthenon, appears to be built on perfectly straight lines but there are no truly straight lines in the building.

One reason the ancient Greeks could spend so much time and money building temples was that they were not building palaces for kings. The Greeks developed a system of government called democracy. In a democracy people govern themselves rather than being ruled by a king.

In the early 1800s, Americans began to borrow ideas from the architecture of Ancient Greece for their own buildings. At this time, archaeologists were rediscovering the beauty of the old Greek temples. Americans were drawn to Greek architecture for political reasons too. Ancient Greece was considered the first democracy in the world. As citizens of a new democracy, Americans looked to the ideas and values of the ancient Greeks as models.

In addition, the United States had just fought the War of 1812 with Great Britain. Because of this, Americans were not fond of anything that came from Britain. This included styles of architecture popular in colonial times that had been developed in Britain.

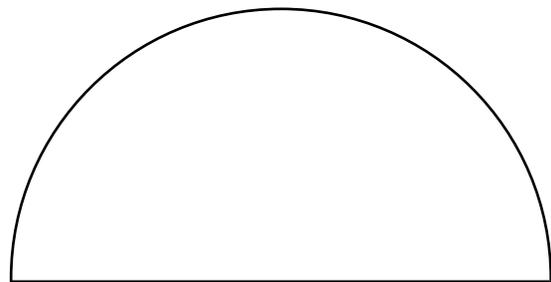
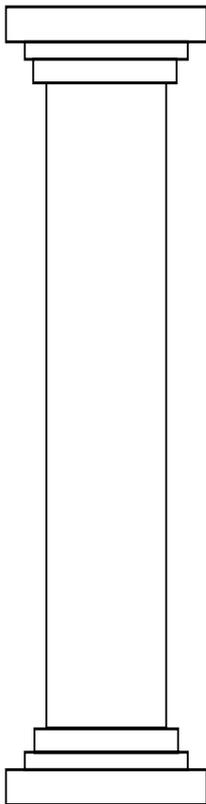
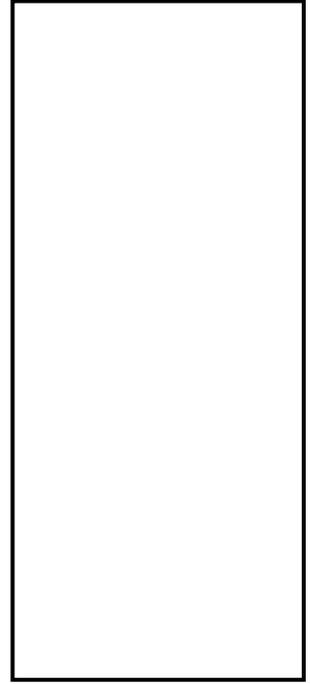
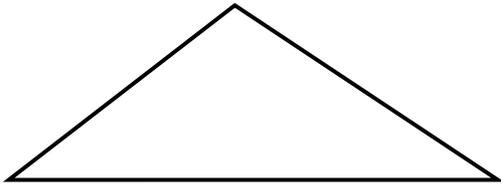
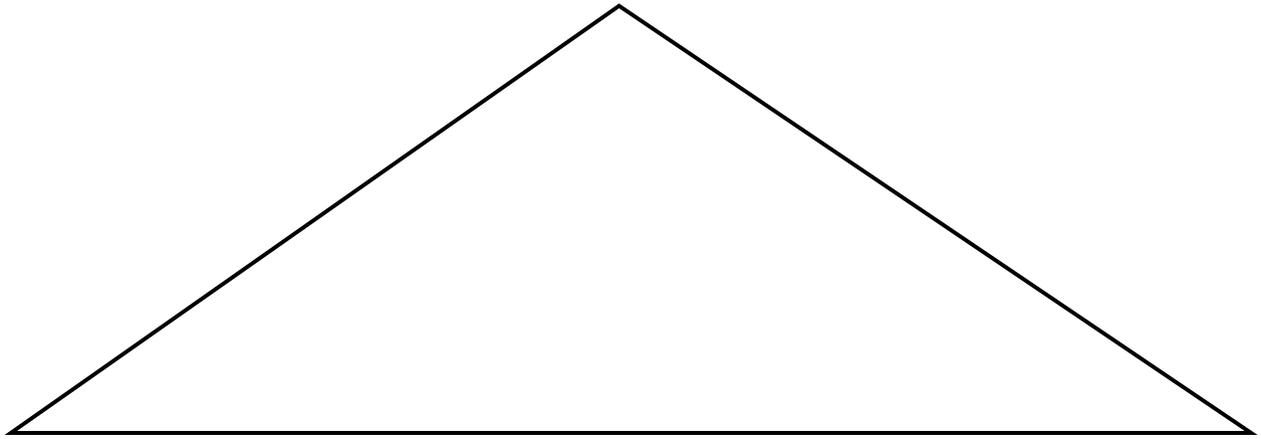
Between 1820 and 1860, Greek Revival was the most popular architectural style in the United States. Many houses, churches, banks, government buildings, and stores were built in this style. It was so popular it became known as the National Style. Americans did not build exact replicas of ancient Greek temples, but used features like columns and pediments on their buildings.

The Mormon settlers who came to Utah from other places in the United States were familiar with the Greek Revival style. Many of them had lived, worked, or worshiped in Greek Revival style buildings. When they arrived in Utah, they constructed buildings like the ones they remembered from their earlier homes. Greek Revival was the most popular architectural style in Utah from 1847 through the 1890s. Many of the oldest buildings in the state were built in this style.

When settlers arrived in Washington County, they brought their memories of Greek Revival buildings with them. And that's how architecture from Ancient Greece arrived in Utah's Dixie.



Hellenic Temple



*by Dr. Douglas D. Alder*

The Old Courthouse on St. George Boulevard and First East in St. George is one of the primary historic sites in Utah's Dixie. It was built in 1865 at the same time the St. George Tabernacle, the St. George Hall, and the Cotton Factory in Washington were under construction. It was a time of grand dreams when citizens promoted the common good over their own personal benefit.

Judge James D. McCulloch was concerned that the local government had no building for its operations. There was nowhere for the city police or the county sheriff to have a desk. There was no regular courtroom or city office, nor a regular place for city council meetings.

McCulloch proposed that a bond election be held to provide funds for the building. It was questionable whether the citizens would approve such a bond that would tax them at a time they were trying to build homes as well as great civic buildings. They proved Judge McCulloch right; they voted for the bond. The building was soon built.

The main floor was designed to house government offices, including a city chief of police and a county sheriff. Jail cells were provided in the basement. Upstairs was a judge's office and a spacious courtroom. Two murals by L. Covington, one of Zion National Park and one of the Grand Canyon, decorate the back wall.

The judge's podium and the jury box are still in place. Court sessions have been relocated to new buildings, but the courtroom hosts re-enactments by Historic St. George LIVE volunteers in the summer months. Civic meetings and arts shows also utilize the courtroom today.

In the courtroom there are four large pillars. They hold up the cupola on top of the building. A stair ladder in a closet provides access to the cupola interior. Legend says that the cupola was partly intended to house a gallows. No one was ever executed there so no gallows was really constructed.



# The Jacob Hamblin Family House

## A Pioneer House for a Pioneer Lifestyle

### Lesson Objectives

Students will:

Analyze a photo, floor plans, and an elevation drawing of the Jacob Hamblin House to draw inferences about the lifestyle of the Hamblin Family.

Compare their conclusions to those of an historian.

Create a story that reflects the connections between the Hamblin Family's lifestyle and their house.

### Teacher Background

During this lesson students will be reading floor plans and a building elevation. Brief instructions on how to read these documents are included as step 3 of the Student Instruction. If you prefer, this step can also be done as a pre-lesson.

### Setting the Stage

**1. Explain:** Houses tell us about the way people live their daily lives. For example my house has a kitchen with appliances for preparing food. This is a clue that cooking meals is one of the things that happens at my house.

**2. Ask students:** What do you think we could learn about a family by looking at their house? Think of the rooms in your own house and what they tell about your family. As a class, brainstorm a list of things you might learn by looking at a family's house. The list might include: size of the family, income, cultural background, style preferences, important activities that take place in the house, etc.

**3. Tell students:** Houses built a long time ago tell us how people in the past lived. Historians study old houses to learn about people's lives, especially people who did not write about their lives. Today you are going to be historians examining a historic house.

### Tour Info

**Address:** West of Santa Clara on Jacob Hamblin Drive off US 91

**Tours offered:** daily, 9 am-5 pm throughout the year

**To schedule a tour call:** Church of Jesus Christ of Latter-day Saints Visitors Center at (435) 673-5181



### Duration

Two 45-minute periods

### Instructional Materials

*Jacob Hamblin House* photo (one overhead and one copy per group of 3-4 students)

*Jacob Hamblin Family* (one copy per group of 3-4 students)

*First Floor Plan* (one copy per group of 3-4 students)

*Second Floor Plan* (one copy per group of 3-4 students)

*West Elevation* (one copy per group of 3-4 students)

*Mystery History Project* (one copy per student)

*Historian's Responses* (one overhead)

### Core Curriculum Objectives

#### 4th Grade

Social Studies  
6040-0202

Language Arts  
4040-0601

#### 7th Grade

Social Studies  
6100-0101  
6100-0203

Language Arts  
4070-1105  
4070-1106



### Student Instruction

1. Divide students into teams of three or four. Show overhead of *Jacob Hamblin House* photo. Distribute one copy of the photo, *Jacob Hamblin Family*, *First Floor Plan*, *Second Floor Plan*, and *West Elevation* to each group. Distribute one copy of the *Mystery History Project* to each student.
2. **Explain:** *This house was built in 1863 for the Jacob Hamblin family when the Mormon settlement of Washington County was just beginning. Your job today is to learn as much as you can about how the Hamblin family lived by looking at documents about their house. Work with your team to find clues in these documents and draw conclusions about the Hamblin family's lifestyle to answer the questions on the Mystery History Project sheet.*
3. **Note: This step can be done as a pre-lesson.** Briefly explain to students how to read the floor plans and the elevation drawing. A floor plan is a map of a house. It shows what a level in the house would look like from the top if you cut through the walls midway between the floor and the ceiling. Help students find the doors, windows, and staircases on the floor plans. An elevation is a drawing of one side of a building. Help students understand the location of the west elevation relative to the front (south) elevation.
4. Allow teams to work on their *Mystery History Project* for at least 30 minutes. Provide guidance as needed.
5. Go through each of the questions on the *Mystery History Project* sheet and ask groups to share their ideas. The goal is to create a complete picture of how the Hamblin family lived. Encourage teams to share ideas that have not yet been brought up by others. Record student ideas on the board.
6. Show overhead of *Historian's Responses*. Explain that these responses shouldn't be viewed as the only right answers, but as an example of the work of a person with expertise in this area. **Ask students:** *What did the historian notice that we did not? What did we notice that the historian did not? Do you agree with the historian's interpretation of the documents? Why or why not? What questions do you have that remain unanswered?*

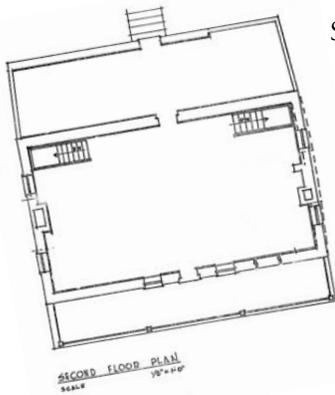


### Student Activity

Ask students to imagine they are children in the Hamblin family. Assign students to write a diary entry about a day in their life. The diary entry should focus on the activities taking place in the house. It could also include a description of things they like or dislike about their house. Have students draw a picture that includes some part of the house to illustrate their diary entry. Students can compile their diary entries in a Hamblin House book to share with other classes studying Utah history.

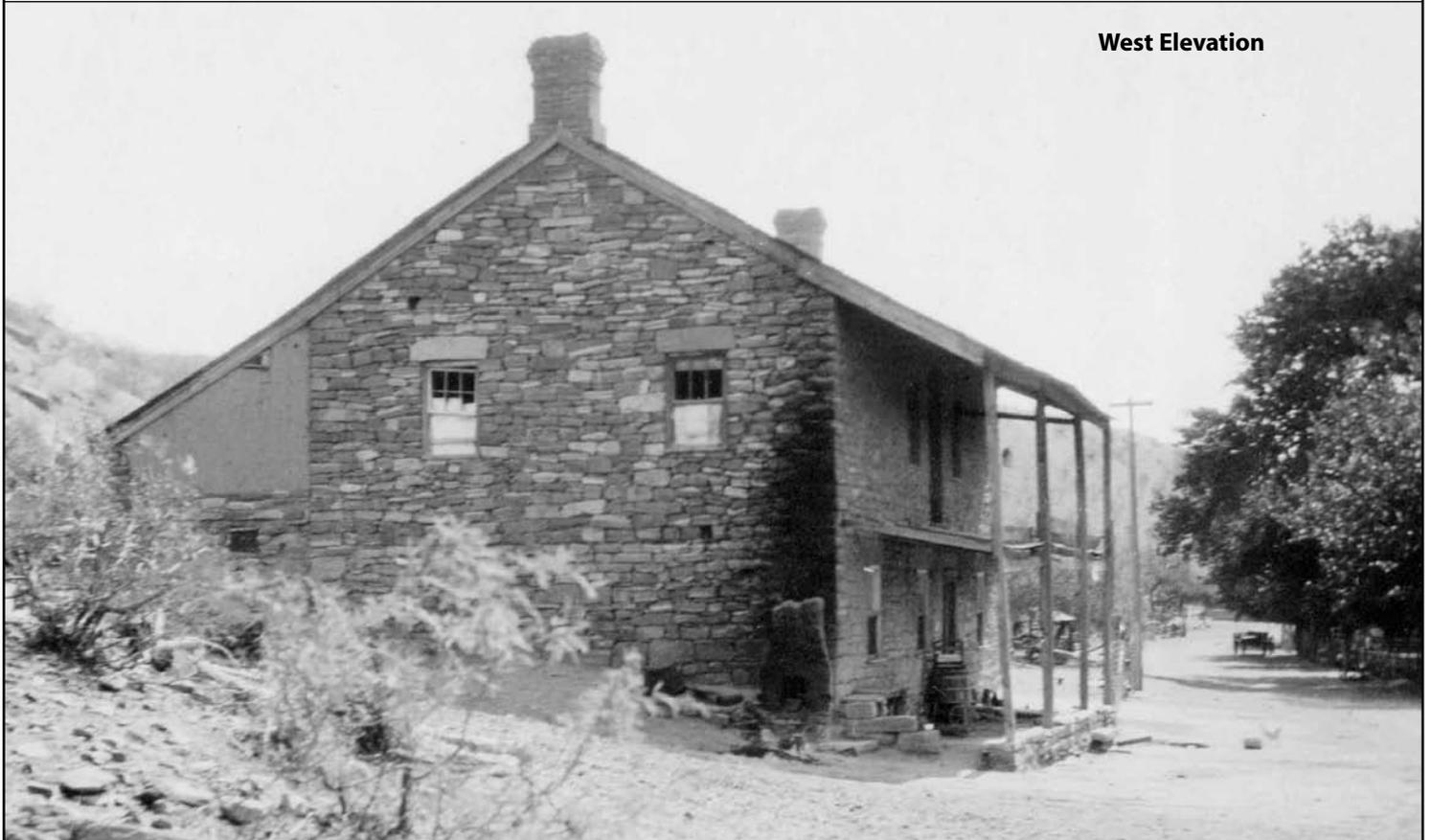
### Extensions

#### *Measuring a Building*

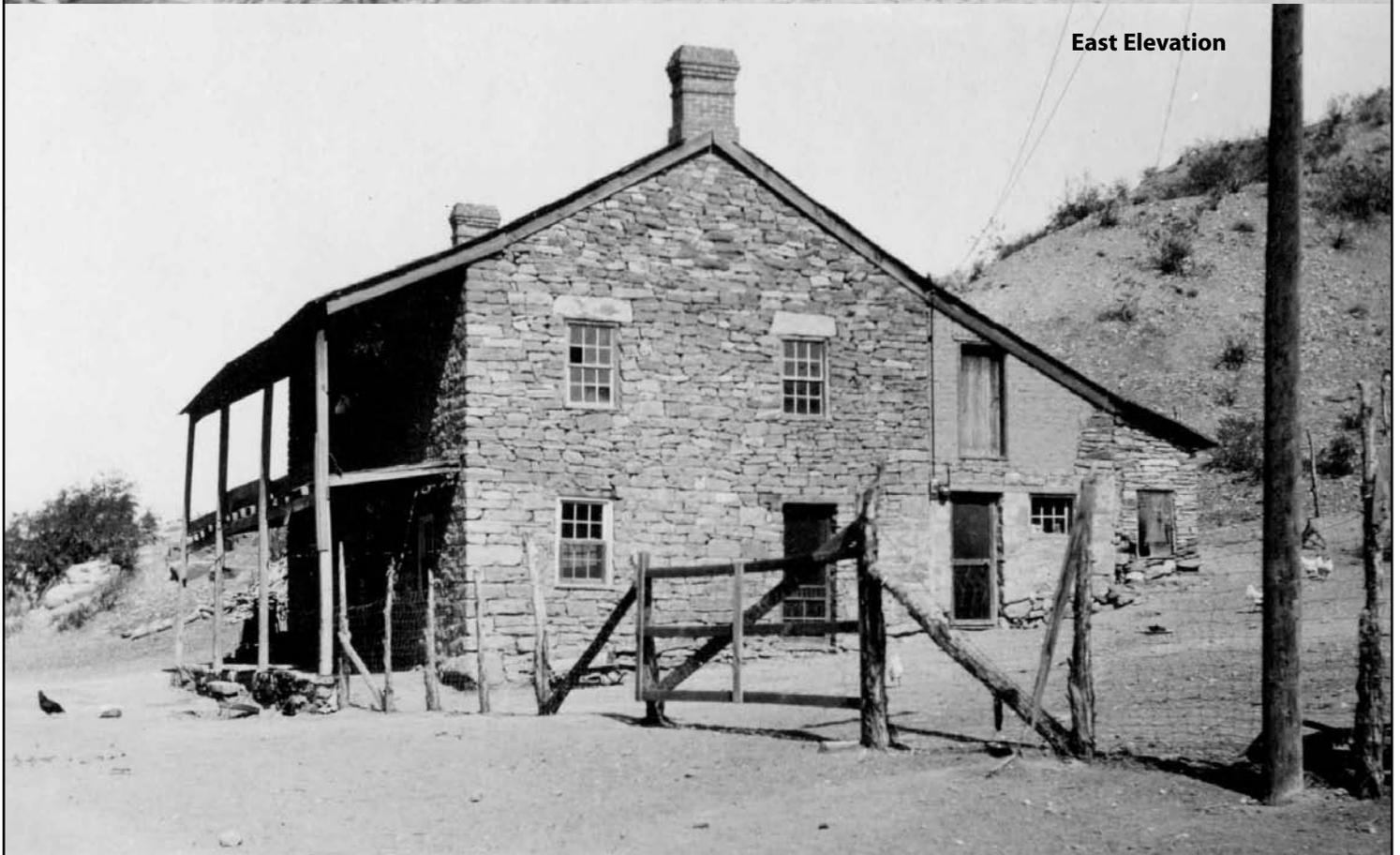


Show students how to use the scale on the floor plans to measure the Hamblin House. Students can measure the size of the rooms, the thickness of the wall, and the size of the entire house. Students may wish to measure features of their own house with a tape measure and compare them to the Hamblin House. Students can also get a sense of the size of the Hamblin House by measuring one of the rooms on the floor plan and then using a tape measure to measure out the dimensions of the room on the classroom floor or outside.

West Elevation



East Elevation



Jacob Hamblin was a missionary to the Piute Indians in southern Utah for the Church of Jesus Christ of Latter-day Saints. He was also a well-known explorer. When the Jacob Hamblin Family House was built in Santa Clara in 1863, Jacob Hamblin had two wives, Rachel Judd and Priscilla Leavitt. Rachel Judd died suddenly in 1865 and Jacob Hamblin married a new wife, Louisa Bonelli. In 1863, the family also included eight Hamblin children and possibly some local Indian children. Several more children were born while the family lived in Santa Clara.

When it was built, the Hamblin House was the largest, sturdiest home in Washington County. Before 1863, the Hamblin family lived for several years in the cramped rock fort at Santa Clara.

After the fort was washed away in a terrible flood in 1862, Jacob Hamblin hired some builders from “Irontown” near Cedar City to construct a new home for his family. The family was excited that this new house offered room to entertain church leaders from Salt Lake City as well as hold community gatherings, like meetings, church services, and dances.

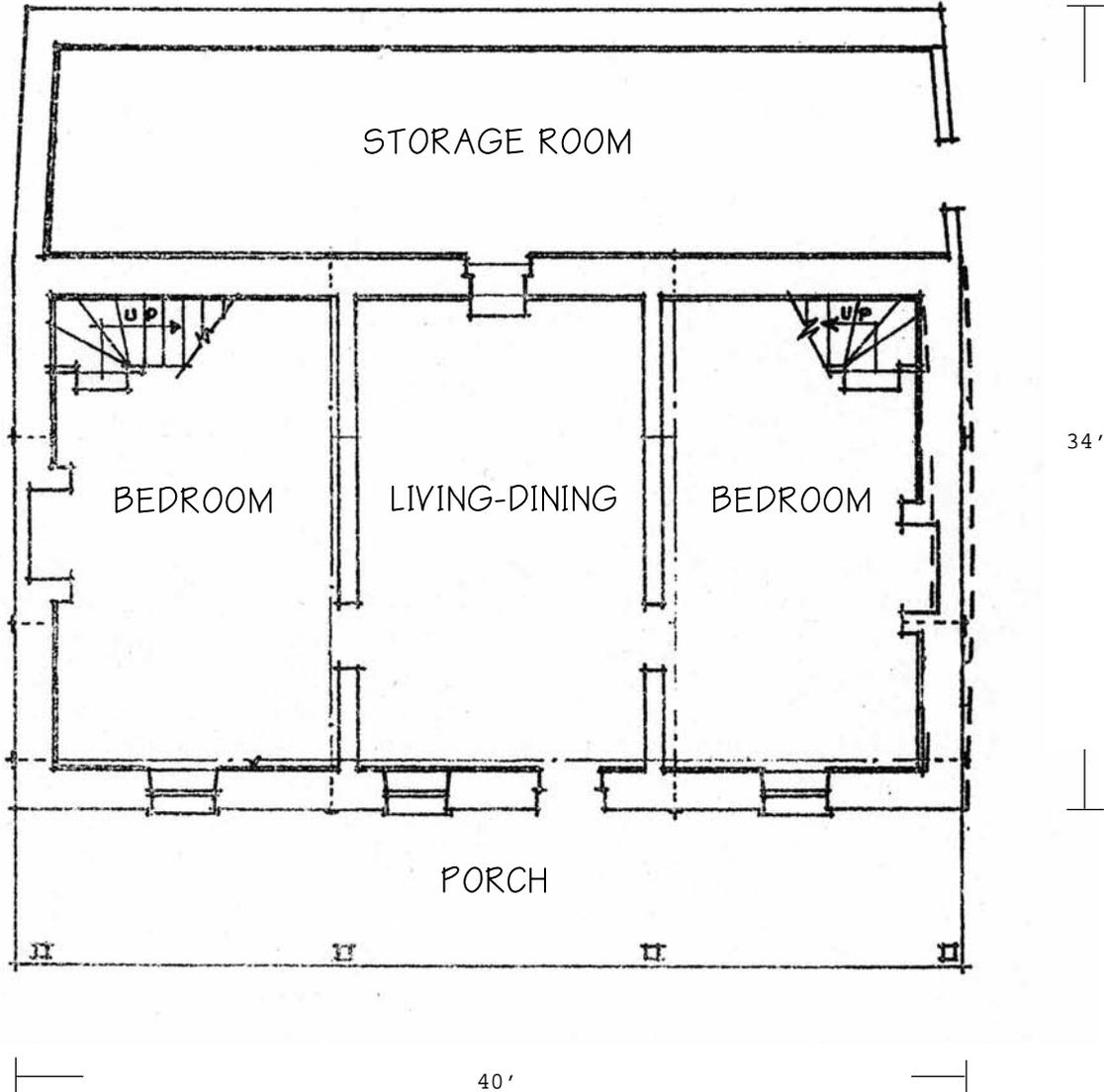
The Hamblin family had to grow or make most of the things they needed to survive. The family raised cattle and sheep, grew grain and vegetables, and had a fine fruit orchard. They did many important jobs in the house, such as weaving cloth and blankets, spinning yarn, quilting, and preparing fruit to be dried.

Jacob Hamblin was away on explorations or meeting with different Indian tribes much of the time the Hamblin family lived in Santa Clara. Thus the women and children in the Hamblin family worked hard to support themselves. Despite all their important chores, the children still found time for fun. One of their favorite activities was staging plays wearing masks they made themselves.

The Hamblin family lived in this house for seven years. In 1869, church leaders asked Jacob Hamblin to help start a new community in Kanab. That fall, he sold the house and the family moved into the Kanab fort. The family, especially Priscilla Leavitt, was sad to leave the Santa Clara home.



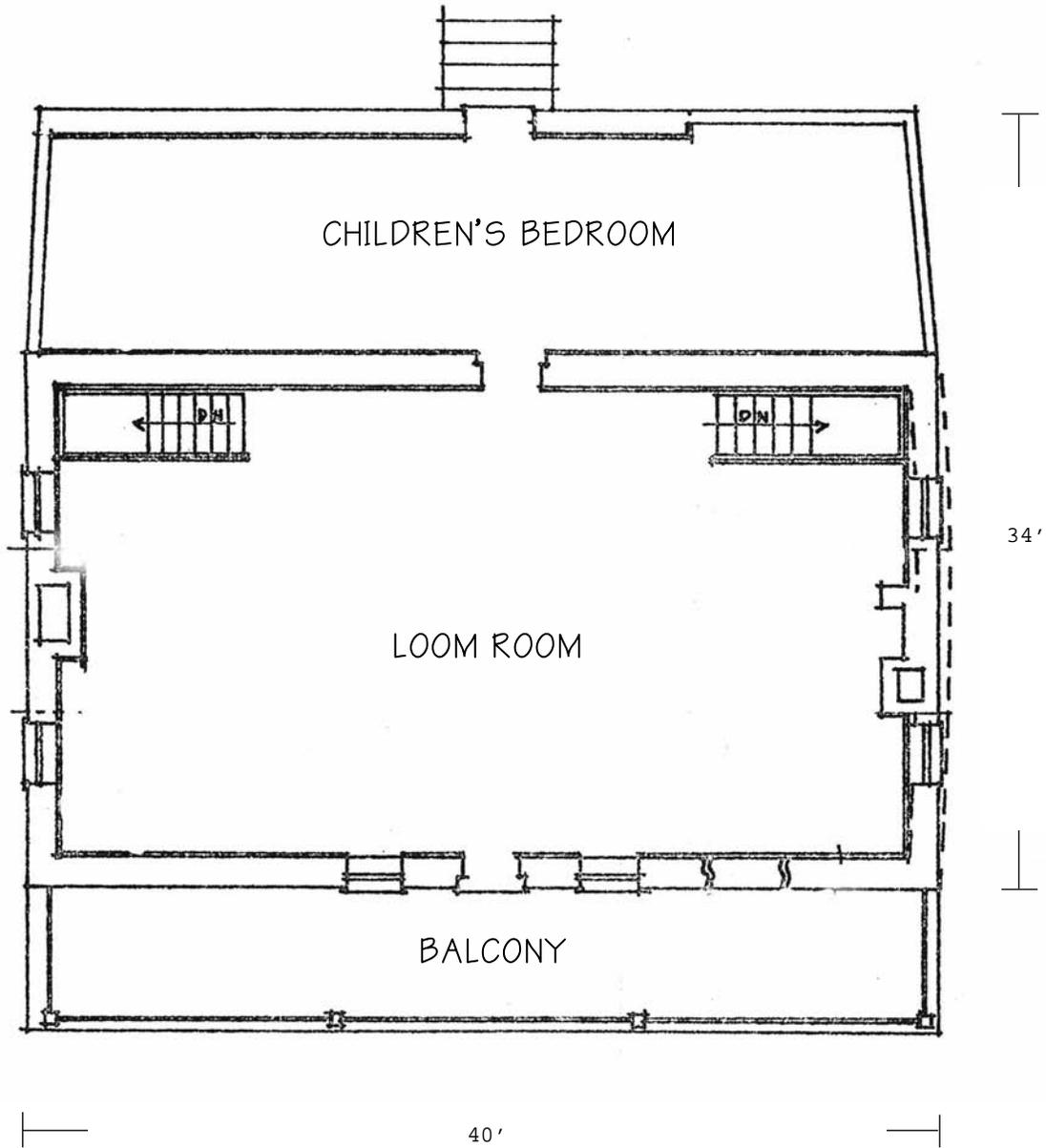
Jacob Hamblin helped the famous explorer John Wesley Powell gather information about Indians in the southwest. This photo shows Hamblin and Powell meeting with a group of Piute Indians near the Grand Canyon. Powell is seated closest to the camera and Hamblin is to his right.



FIRST FLOOR PLAN

SCALE 1/8" = 1'0"

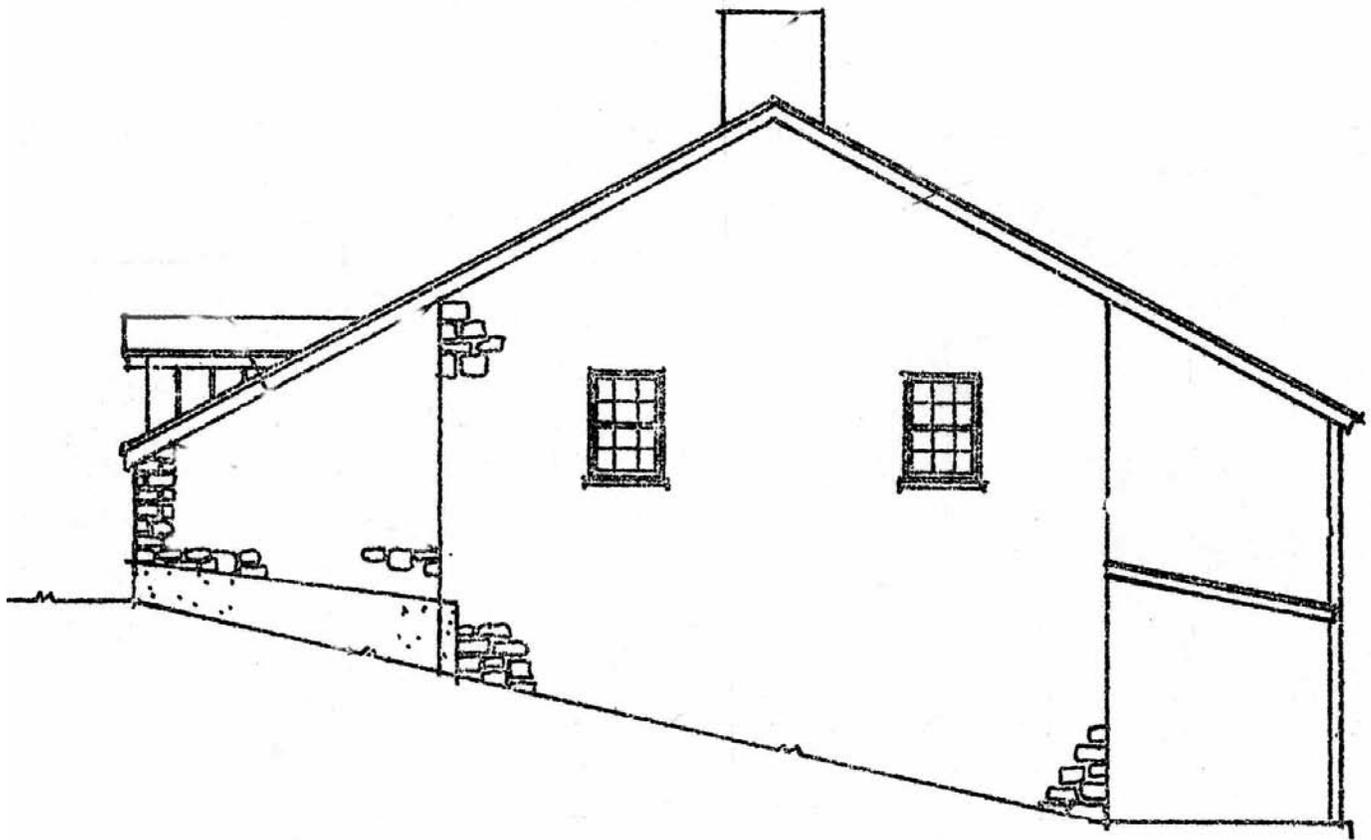
Based on drawing by  
GEO. CANNON YOUNG, F.A.I.A. ARCHITECT



SECOND FLOOR PLAN

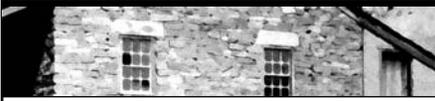
SCALE 1/8" = 1'0"

Based on drawing by  
GEO. CANNON YOUNG, F.A.I.A. ARCHITECT



WEST ELEVATION

Based on drawing by  
GEO. CANNON YOUNG, F.A.I.A. ARCHITECT



Read the *Jacob Hamblin Family* sheet carefully. Before historians begin studying a building, they try to find as much as they can about it. They study books, diaries, newspapers, and any other materials that have helpful background information. The *Jacob Hamblin Family* sheet will help you find clues and draw conclusions about the Hamblin family's life. You may want to read it again as your team works on this project.

Next, look at each of the documents and questions listed below. With your team, answer the questions on a separate piece of paper.

### **Jacob Hamblin Family House Photo**

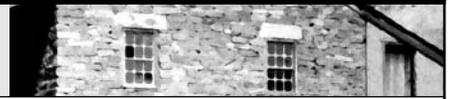
Look carefully at the Jacob Hamblin Family House photo.

1. What materials do you think were used to build this house?
2. Where do you think the builders got these materials?
3. What other materials might have been available at this time in Washington County?
4. Why do you think the builders chose the materials they did?

### **First and Second Floor Plans**

Carefully examine the First and Second Floor Plans.

1. Look at the names of the rooms in the Hamblin Family House.
  - A. Make a list of the rooms in your houses that are not in the Hamblin House.
  - B. What are some of the things in our houses today that the Hamblin family did not have in their house?
  - C. Do you think not having these things made their lives different than yours? How?
2. Even though the Hamblin House doesn't have a separate kitchen, the family did cook in the house.
  - A. Look at the First Floor plan and the Jacob Hamblin Family House photo. Can you find the places where they cooked?
  - B. What would it be like to cook there?
3. Examine the bedrooms in the Hamblin House.
  - A. Compare and contrast the Hamblin's bedrooms with the bedrooms in your houses.
  - B. What do the bedrooms tell you about how the Hamblin family lived?



4. The women and children in the Hamblin family did many important jobs in the house. They spun yarn, wove cloth and blankets, quilted, and prepared fruit from the orchard to be dried. Looking at the floor plan, where do you think they did these jobs? Give two reasons to support your answer.

### West Elevation

Carefully examine the west elevation drawing.

1. Find the front porch in this drawing. Look at the second story floor of the porch. It was built with a slant on purpose. Why do you think it was built this way? (*Hint: The porch faces south and gets a lot of sun. The Hamblin family grew fruit.*)
2. On the elevation drawing you can see that the Hamblin House is built into the side of a hill. Look at the elevation and the floor plans to see what part of the house is underground.
  - A. How was this part of the house used?
  - B. Why do think it was used this way?
3. Look at the elevation and the floor plans to find the back door to the house. Originally this door led right into the Loom Room. The Children's Bedroom was added later. Why do you think the Hamblin family wanted a direct entrance from the outside to the Loom Room?

### Reflection

1. Did you notice anything else in the Hamblin House that told you about the Hamblin family's lifestyle? If so, what?
2. Given what you know about the Hamblin family's pioneer lifestyle, was the Hamblin House well-designed to meet the family's needs? Give two reasons to support your answer.
3. What questions do you have about the Hamblin House?
  - A. What would you need to answer them?



This is how Roger Roper, an architectural historian at the Utah State Historic Preservation Office, answered the *Mystery History Project* questions. *How do his answers compare to yours?*

## **Jacob Hamblin Family House Photo**

1. Stone, adobe (at the rear?), wood on the front porch, wood and glass windows, and brick chimneys.
2. Most materials were found in the area: stone and wood. Most of the wood had to be cut into boards at a sawmill. The wood window frames may have been made locally or brought in from a larger city. The glass was not made locally, but would have been brought in. The adobe was probably made in the local area, maybe on site.
3. Adobe bricks were the most common building material. Adobe is made mostly of mud that is shaped into bricks and dried in the sun. Harder bricks were made of a special type of dirt/clay and baked in an oven-like kiln. Baked bricks were probably not made in this area until at least the 1870s.
4. They used these materials because they were easier and cheaper to get than building materials brought in from other parts of Utah or other states.

## **First and Second Floor Plans**

1. **A.** Bathroom, kitchen, furnace room, closet, hall, family room, garage.  
**B.** Running water, toilets, bathtubs/showers, air conditioning, heat from something other than a fireplace, closets for clothes, refrigerator, electricity, washer/dryer, TV etc.  
**C.** It seems like their lives would have been harder. They would have had to do more work just to have some simple conveniences. For example, to take a bath they would have had to haul many buckets full of water then build a fire to heat the water. We just have to turn on a tap to get hot water.
2. **A.** They would have had to cook at the fireplaces that are in each bedroom.  
**B.** You would have to start a fire and keep it going, bend over the pots on the fire rather than cooking like we are used to at stove-top height. It was probably kind of smoky and hot, especially in the summer.



3. **A.** The two front bedrooms are different because they have a fireplace and a stairway. They are also different because they don't have closets. The two front bedrooms are similar in size to our bedrooms, and they have a window. The children's bedroom doesn't have any closets or windows.  
**B.** It looks like all the children slept in one room at the back of the house on the second floor. There were at least eight children in the house, so it was probably crowded. Having the kids all sleep together is a different arrangement than if they were grouped together by each mother. This may have meant that they all got along with each other pretty well. The two front bedrooms are exactly the same, possibly as a way to keep the two wives happy. If one had a bigger or better room then the other wife would feel cheated and unhappy.
4. The Loom Room is probably where they spun yarn, made blankets, etc. It is a large work room that would have had enough space to spread out a quilt or to have spinning wheels set up. The front porches (both up and down) may have been used to prepare fruit to be dried. It can be a messy job, so it probably wasn't done in the nicer rooms in the house. Fruit comes on in the summer, so they could have sat in the shade of the porches and prepared the fruit.

### West Elevation

1. It was built at just the right slant to dry fruit. The slant helps get more sun on the fruit to dry it correctly. But if the porch is slanted too much then the fruit would slide off onto the ground.
2. **A.** It was used for storing food and perhaps other household items.  
**B.** Rooms that are partially underground stay cooler, so this room would have been like the family's refrigerator (though not nearly as cold). In the winter this room would stay warmer than the outside, even though it was not heated (no fireplace). It could be used to store fruits, vegetables and other foods, protecting them from the frost outside but not letting them get so warm that they would rot.
3. One reason is that the stairways are so narrow and tight that it would have been hard to carry looms, spinning wheels, and other items up and down. Another reason for the outside stairs is privacy. Making quilts, spinning yarn, and such work was often done by several women who worked together both for companionship and to get more done. Because of the outside door, neighbor women could come over and join in the work without having to go through the family's bedrooms, where there might be sleeping children, etc.



The large upstairs room was probably also used for dances, meetings, community gatherings, and perhaps even children's plays. Again, it made more sense to have a door directly into this room so people wouldn't have to go through the bedrooms and climb the small stairways.

### Reflection

1. Though the house had two wives, there is only one living-dining room. This suggests that they spent time together at meals and other times. They probably got along together fairly well in order to share this one room between their two fairly large families.
2. The house seems to have met their needs pretty well. It provided spaces for the family work activities, like sewing, quilting, fruit drying, food storage, etc. It also had rooms that helped the family get along together. The two wives each had a private room, which they would have enjoyed, but they also had to learn to get along with each other in the rooms that were shared (living-dining room, loom room, etc.) The house also had space for the family and the community to gather for fun and for meetings. These were important activities in pioneer life.
3. Who lived in it after the Hamblins? What changes were made by the new family?

# A Gift From the Past

## Lesson Objectives

Students will:

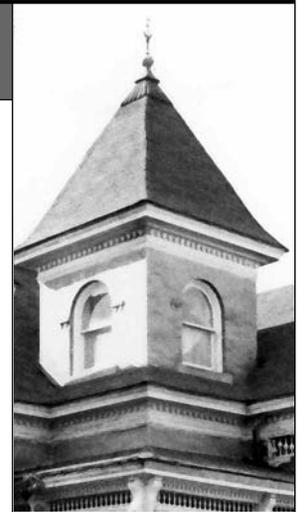
- Examine their feelings about the loss of a cultural artifact.
- Discuss citizens' responsibility to be good stewards of our resources.
- Identify and research gifts to their community.
- Develop a campaign to raise awareness of the importance of gifts to their community.

## Teacher Background

This lesson uses the destruction of an alleged family heirloom to elicit student reaction to the loss of an unique cultural artifact. For your “heirloom,” choose an item that looks old and will break easily when dropped or knocked over. You may want to make a trip to the thrift store to find it. We leave it to you to develop the story surrounding your “heirloom.” The more actual details of your family history you weave into the story, the more heartfelt and believable your delivery will be. Emphasize how the “heirloom” connects you to people in the past. (e.g., My great-grandmother used this cup. She died before I was born, but this cup is something we share. It connects our lives.) The lesson contains two Student Activity options from which you can choose.

## Setting the Stage

- 1. Tell students:** *Since we have been studying the history of Washington County, I want to share something special from my family history with you. Take out your heirloom and tell its story. Be sure to mention that it is a “gift from the past.”*
- 2.** Inadvertently break the heirloom during the course of your story.
- 3.** Ask students to share their feelings about the loss of the heirloom. After discussion, reveal that the item was not really a family heirloom. Ask students if they have family heirlooms that connect them to their past.
- 4. Ask students:** *If this really had been an heirloom, would its loss matter to people outside my family? What might we have learned about life long ago from this “heirloom?”*



### Duration

Two to four  
45-minute periods

### Supplies

An expendable china cup  
or other fragile object  
clipboards  
camera, optional

### Core Curriculum Objectives

#### 4th Grade

Social Studies  
6040-0401  
6040-0402

#### 7th Grade

Social Studies  
6100-0303  
6100-0503



### Student Instruction

1. Explain that the historic building(s) you have been studying is a gift from people who lived in the past. **Ask students:** *How does this building connect us to Utah's past? How does it make Washington County a better place to live? What is important about the building to you?*

2. Write the word “stewardship” on the board. **Explain:** *There is a word for the idea that we have a responsibility to care for things and pass them on to future generations. That word is “stewardship.”*

3. Ask students to think of other “gifts” we have a responsibility to care for and list them on the board. (e.g. rain forests, wild animals, water, works of art.) As a class, discuss the following questions: *What will be the consequences if we are not wise stewards of these gifts? Can these resources be replaced?*

4. Write the following questions on the board:

1. Do we have a responsibility to take care of gifts from the past? Why or why not?

2. Is it important to show respect for people in the past by taking care of things they created?

3. Do we have a responsibility to future generations to take care of gifts from the past?

Divide students into groups of four or five to discuss these questions. Explain that there are no right answers to the questions. In fact, people often debate questions like these. Tell students they will need to report back to the class the opinion or opinions of their group. After allowing at least five minutes for discussion, reconvene the class and ask groups to share their opinions.

### Student Activity Option 1

1. Prepare students for a walking tour of the neighborhood around your school to identify places that might be considered gifts to the community. Remind students to notice parks, open spaces, historic buildings, interesting new buildings, public art, beautiful trees, etc. On the walk, students will work in teams of two and bring clipboards, paper, pencils, and a camera, if possible. Assign them to record the name, location, and a brief description of each place they identify and photograph it if possible.

2. After returning to the classroom, ask students to share the places they identified and why they might be considered gifts. Compile a master list of the all the places identified by the class. Post students’ photos and descriptions on a bulletin board.

**Student Activity Option 2**

1. Complete Student Activity Option 1.
2. Allow teams to select one place to research. Assign each team to create a visual image of their place (photo or drawings) and write text for a plaque that could be posted at their location to help others understand why it is a gift to the community. As a class, brainstorm a list of things that would be interesting to know about a place. The list might include: Who created this place? Why did they create it? How old is it? How do other people feel about it today? Students should answer as many of these questions as they can. Students may wish to go to the library and consult relatives and neighbors while researching their place.
3. Student will use their visual image and plaque text to increase awareness and respect for the gifts to the community they have researched. For example, students can create a “Gifts from the Past” walking tour guide of the neighborhood to share with their families. Alternatively, students can make a bulletin board display for the hallway with slogans about the importance of gifts from the past. If possible, ask the class to select one or two interesting places that are not well known in the community. Assign students to write letters to the mayor or planning commission about actually placing a marker at these sites to enhance public recognition of their significance.

**Extensions***Stewardship in Your Community*

As a class, explore how the concept of stewardship applies to resources in your community. Are there groups that work to promote stewardship? Find out what actions each citizen can take to be a wise steward.

*Raising Awareness of Respect*

Take students on a walk around the school interior, school campus, and/or the surrounding neighborhood. Students list any signs of disrespect or neglect they see. Look for graffiti, broken trees, damaged property, etc. After returning to the classroom, ask students to discuss how the examples of disrespectful behavior they saw impact the community. Assign students to design a public awareness campaign aimed at improving respect for public and private property in the community. Students will write and perform a speech, newscast, or radio talk show dealing with the issue. Students will also design a billboard promoting respect for “Gifts from the Past” or “Gifts to the Future.”



*Read about Stewardship*

Read one of these books about the importance of stewardship:

Eve Bunting, *Someday a Tree*

Susan Vizurraga, *Our Old House*

Janice Shefelman, *Victoria House*

Lisa Campbell Ernst, *Squirrel Park*

Marcus Pfister, *Milo and the Magical Stones*

Kristine L. Franklin, *When the Monkeys Came Back*

George Ancona, *Riverkeeper*

Agra Carment Deedy, *Agatha's Feather Bed*

## Social Studies

### 6040-0101 Recognize the sequence of change in Utah over time.

Building St. George  
 St. George Opera House: Reading History in a Building  
 St. George Tabernacle: The Building that Built a Community

### 6040-0102 Trace the development of the state of Utah.

St. George Opera House: Reading History in a Building  
 St. George Tabernacle: The Building that Built a Community

### 6040-0202 Trace the development of Utah's culture.

Building St. George  
 St. George Opera House: Reading History in a Building  
 The Jacob Hamblin Family House: A Pioneer House for a Pioneer Lifestyle  
 Washington County Courthouse: From Ancient Greece to Utah's Dixie  
 St. George Tabernacle: The Building that Built a Community

### 6040-0401 Demonstrate cultural understanding.

A Gift From the Past

### 6040-0402 Demonstrate basic citizenship skills.

Building St. George  
 A Gift From the Past

## Language Arts

### 4040-0101 Make connections between personal experience and print.

Building St. George  
 Washington County Courthouse: From Ancient Greece to Utah's Dixie  
 St. George Tabernacle: The Building that Built a Community

### 4040-0202 Develop an interpretation of text.

Building St. George  
 Washington County Courthouse: From Ancient Greece to Utah's Dixie  
 St. George Tabernacle: The Building that Built a Community

### 4040-0302 Continue to develop a reading vocabulary (i.e. pronounce and understand new words).

Building St. George  
 Washington County Courthouse: From Ancient Greece to Utah's Dixie  
 St. George Tabernacle: The Building that Built a Community

### 4040-0601 Write in a variety of formats for different purposes.

St. George Opera House: Reading History in a Building  
 The Jacob Hamblin Family House: A Pioneer House for a Pioneer Lifestyle  
 St. George Tabernacle: The Building that Built a Community

### 4040-0705 Publish selected pieces.

St. George Opera House: Reading History in a Building

### 4040-0902 Use oral language to present information.

St. George Opera House: Reading History in a Building

## Visual Arts

### 1040-0201 Analyze and reflect on works of art by their elements and principles.

Washington County Courthouse: From Ancient Greece to Utah's Dixie

### 1040-0202 Create works of art using the elements and principles.

Washington County Courthouse: From Ancient Greece to Utah's Dixie

### 1040-0302 Discuss, evaluate and choose symbols, ideas, subject matter, meanings, and purposes for works of art.

St. George Tabernacle: The Building that Built a Community

### 1040-0401 Compare the arts of different cultures to explore their similarities and diversities.

Washington County Courthouse: From Ancient Greece to Utah's Dixie  
 St. George Tabernacle: The Building that Built a Community

### 1040-0402 Connect various kinds of art with particular cultures, times, or places.

Washington County Courthouse: From Ancient Greece to Utah's Dixie

## Social Studies

**6100-0101 Investigate the relationship between physical geography and Utah's settlement, land use, and economy.**

Building St. George  
The Jacob Hamblin Family House: A Pioneer House for a Pioneer Lifestyle  
St. George Tabernacle: The Building that Built a Community

**6100-0203 Describe the significance of pioneers in Utah history.**

Building St. George  
St. George Opera House: Reading History in a Building  
The Jacob Hamblin Family House: A Pioneer House for a Pioneer Lifestyle  
Washington County Courthouse: From Ancient Greece to Utah's Dixie  
St. George Tabernacle: The Building that Built a Community

**6100-0303 Assess the rights and responsibilities of citizenship.**

A Gift From the Past

**6100-0402 Investigate the past and present role of agriculture in Utah.**

St. George Opera House: Reading History in a Building  
Building St. George

**6100-0503 Assess the diverse cultural and recreational opportunities available in Utah.**

St. George Opera House: Reading History in a Building  
Washington County Courthouse: From Ancient Greece to Utah's Dixie  
St. George Tabernacle: The Building that Built a Community  
A Gift From the Past

## Language Arts

**4070-0201 Make text-to-text, text-to-self, and text-to-world connections.**

Building St. George  
Washington County Courthouse: From Ancient Greece to Utah's Dixie  
St. George Tabernacle: The Building that Built a Community

**4070-0203 Build vocabulary by using a variety of strategies.**

Building St. George  
Washington County Courthouse: From Ancient Greece to Utah's Dixie  
St. George Tabernacle: The Building that Built a Community

**4070-0301 Summarize and/or synthesize important information from text.**

Building St. George  
Washington County Courthouse: From Ancient Greece to Utah's Dixie  
St. George Tabernacle: The Building that Built a Community

**4070-1005 Participate in post-writing strategies to make writing public.**

St. George Opera House: Reading History in a Building

**4070-1105 Write for a variety of purposes, in various rhetorical modes and genres.**

St. George Opera House: Reading History in a Building  
The Jacob Hamblin Family House: A Pioneer House for a Pioneer Lifestyle

**4070-1106 Use writing to learn.**

St. George Opera House: Reading History in a Building  
The Jacob Hamblin Family House: A Pioneer House for a Pioneer Lifestyle

**4070-1302 Demonstrate speaking competency in informational situations.**

St. George Opera House: Reading History in a Building

## Visual Arts

**1100-0102 Create works of art that show the use of the art elements and principles.**

Washington County Courthouse: From Ancient Greece to Utah's Dixie

**1100-2501 Align works of art according to history, geography, and personal experience.**

Washington County Courthouse: From Ancient Greece to Utah's Dixie

**1100-0301 Create content in works of art.**

St. George Tabernacle: The Building that Built a Community