

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.

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

Teacher Background

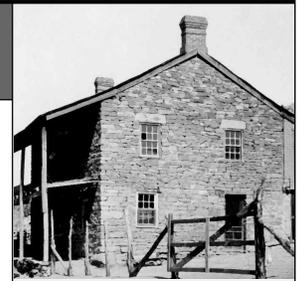
During this lesson students will be reading floor plans and a building elevation. Brief instructions on how to read these documents are included as step 3 of the Student Instruction. If you prefer, this step can also be done as a pre-lesson.

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.



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

Lesson 5 The Jacob Hamblin Family House



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?*

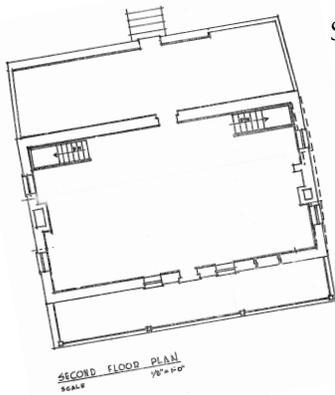


Student Activity

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.

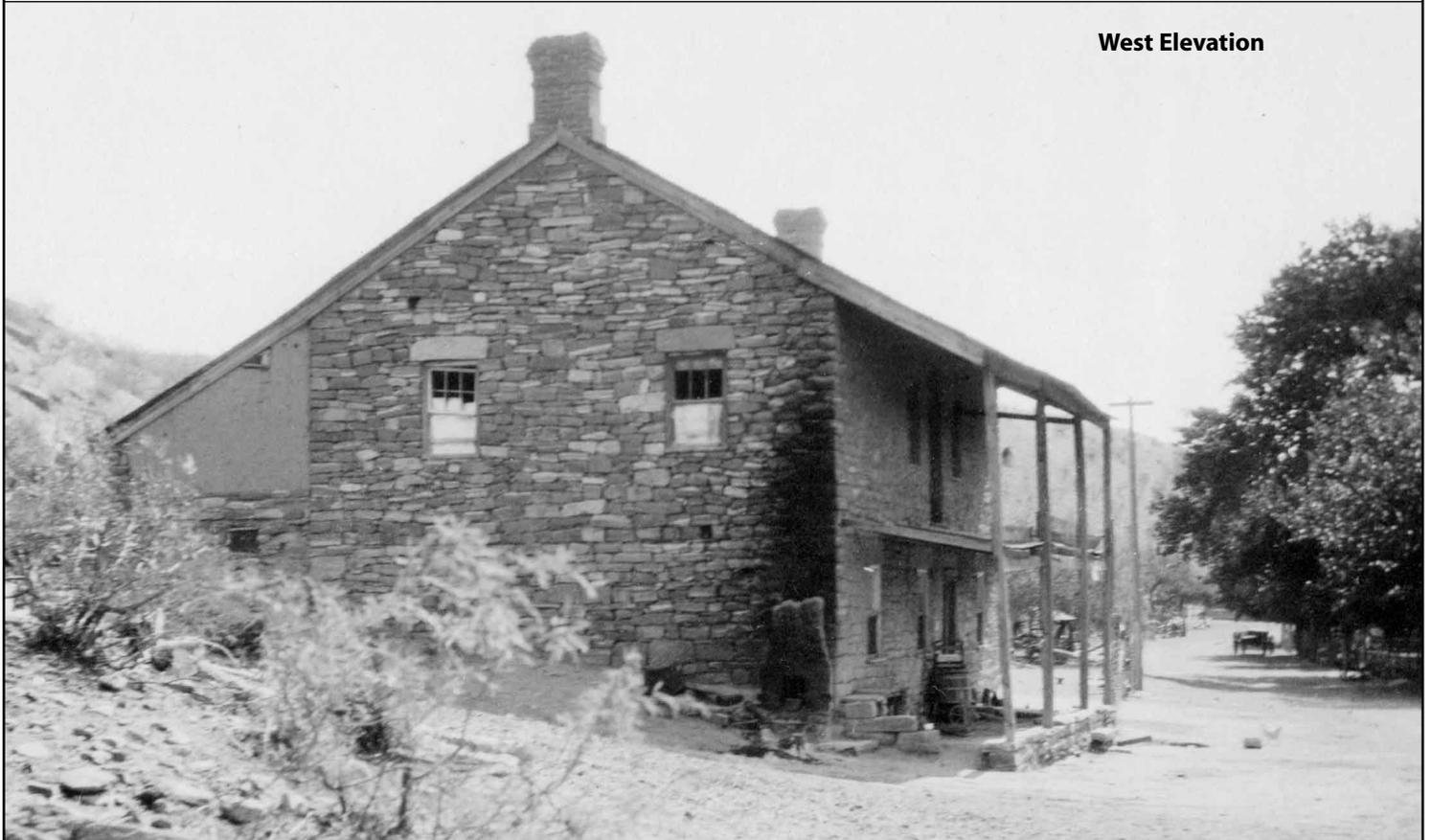
Extensions

Measuring a Building

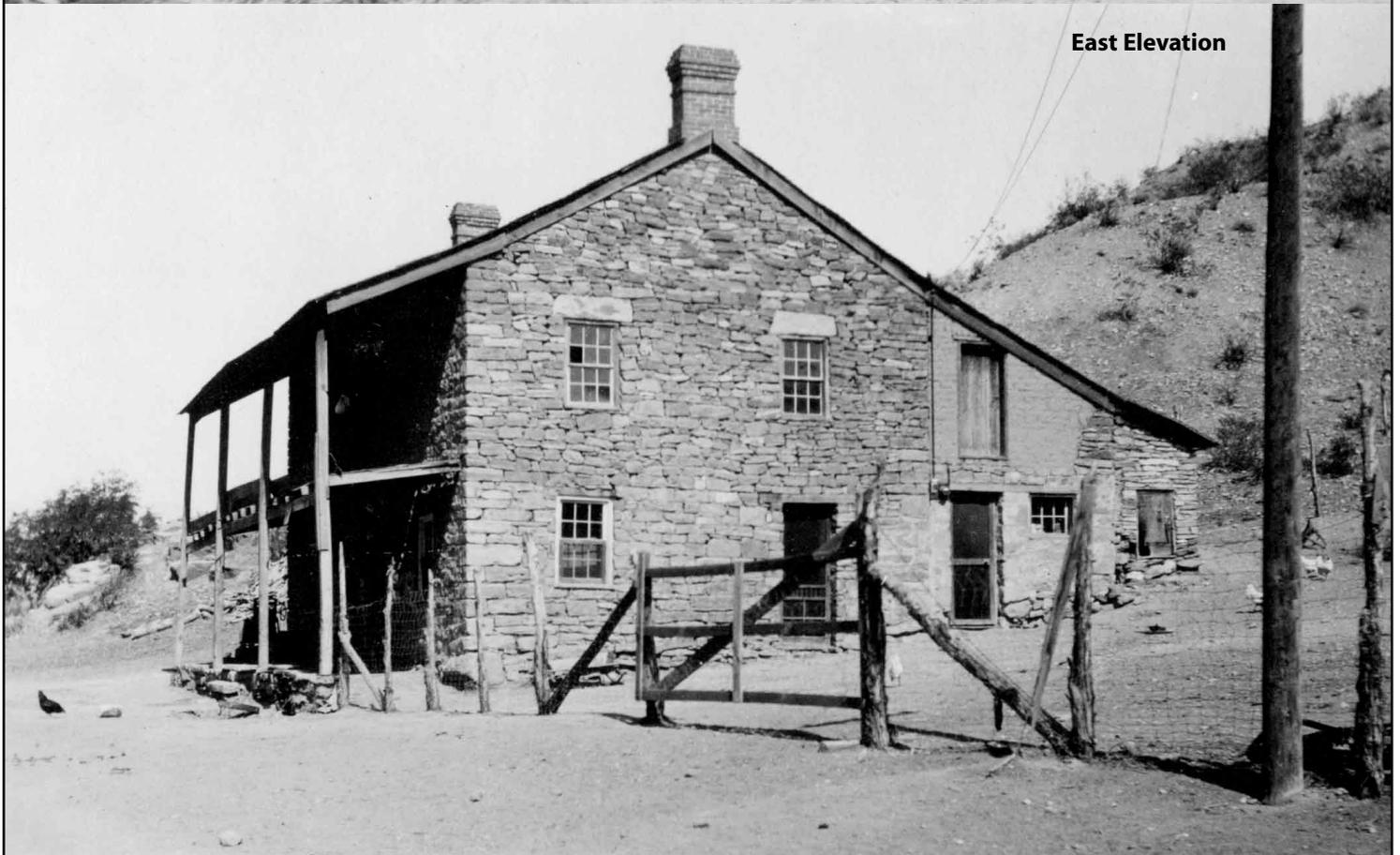


Show students how to use the scale on the floor plans to measure the Hamblin House. Students can measure the size of the rooms, the thickness of the wall, and the size of the entire house. Students may wish to measure features of their own house with a tape measure and compare them to the Hamblin House. 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.

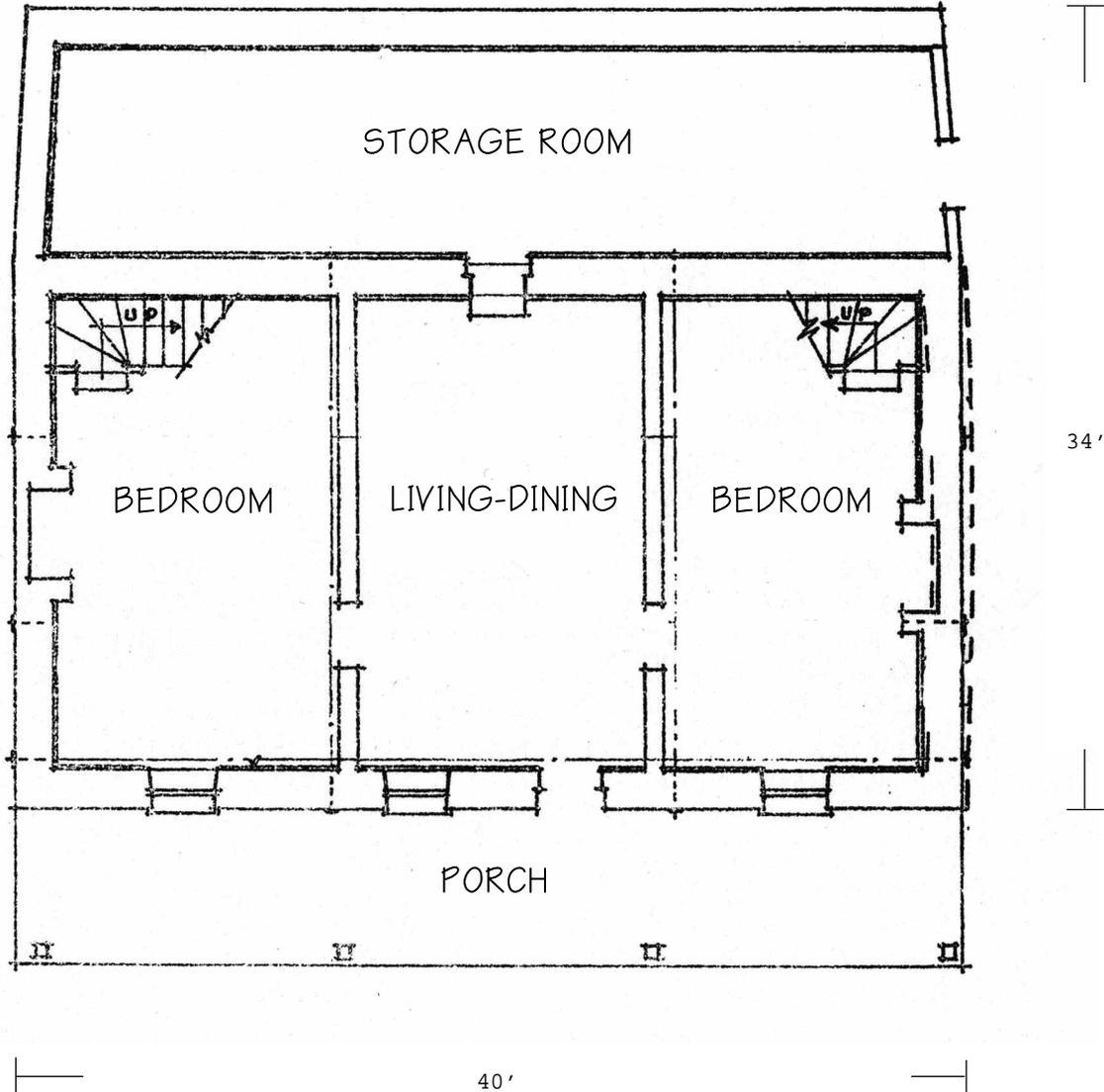
The Hamblin family had to grow or make most of the things they needed to survive. The family raised cattle and sheep, grew grain and vegetables, and had a fine fruit orchard. They did many important jobs in the house, such as weaving cloth and blankets, spinning yarn, quilting, and preparing fruit to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



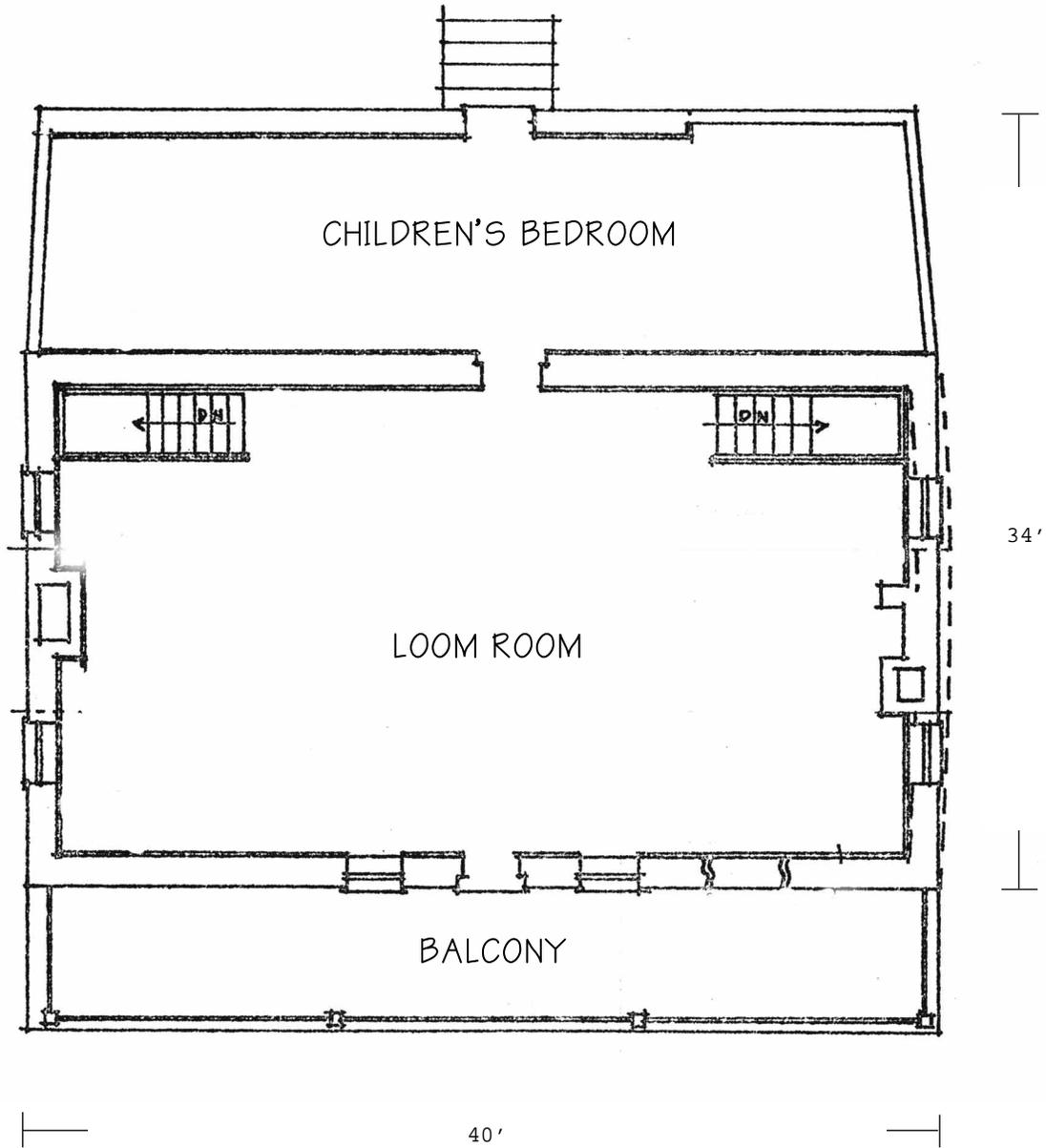
Jacob Hamblin helped the famous explorer John Wesley Powell gather information about Indians in the southwest. This photo shows Hamblin and Powell meeting with a group of Piute Indians near the Grand Canyon. Powell is seated closest to the camera and Hamblin is to his right.



FIRST FLOOR PLAN

SCALE 1/8" = 1'0"

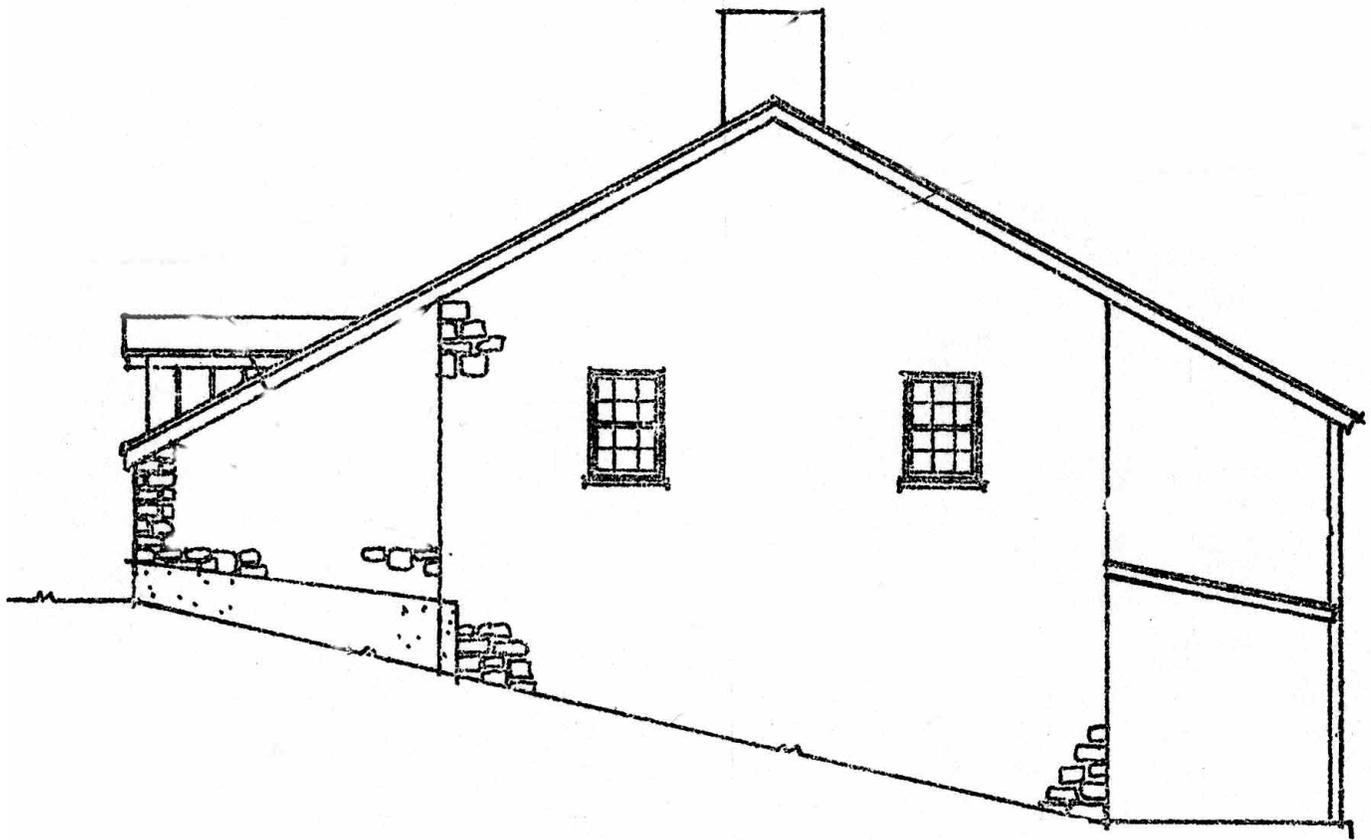
Based on drawing by
GEO. CANNON YOUNG, F.A.I.A. ARCHITECT



SECOND FLOOR PLAN

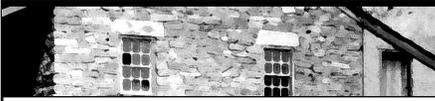
SCALE 1/8" = 1'0"

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

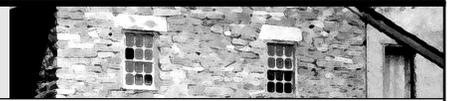
Look carefully at the Jacob Hamblin Family House photo.

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?