

# PITTOCK MANSION DISCOVERY PROGRAM

## Background Information



In 1853, a penniless yet determined Henry Pittock crossed the Oregon Trail to seek his fortune in the Northwest. In 1860, Henry became the owner of *The Daily Oregonian*, and married fellow pioneer Georgiana Burton. Together, they began a long life devoted to work, community service, and family.

Henry Pittock built an empire incorporating *The Daily Oregonian*, real estate, banking, railroads, steamboats, sheep ranching, silver mining, and the pulp and paper industry. Georgiana dedicated herself to improving the lives of the community's women and children, fundraising for charities such as the Boys & Girls Aid Society, the Ladies Relief Society, and the Fruit & Flower Daycare, and both Henry and Georgiana helped to found Portland's annual Rose Festival.

In 1909, the Pittocks asked architect Edward Foulkes to design a new home to share with nine family members. Loyal to their state, they hired Oregon craftsmen and artisans, and used mostly Northwest materials to build the house.

Completed in 1914, Pittock Mansion featured new inventions such as a central vacuum system, intercoms, an elevator, and indirect lighting. The house also creatively incorporated English, French, and Turkish designs. The estate included the 16,000 square foot Mansion, a gate lodge, a three-car garage, and a greenhouse--all situated 1,000 feet above downtown Portland.

Pittock family members lived in the Mansion until 1958, when they put the estate on the market. The empty Pittock Mansion was severely damaged by the Columbus Day Storm in 1962, and threatened with destruction by land developers. Spurred by fundraising efforts of concerned citizens, the City of Portland purchased the estate for \$225,000 in 1964. After 15 months of restoration, the Mansion opened as a historic house museum.

## Theme of the Pittock Mansion Discovery Program: Change Over Time

History is about change – people and cultures adapting to each other and their environments. Pittock Mansion illustrates such change. For example, Henry (1834-1919) and Georgiana Pittock (1845-1918) both crossed the Oregon Trail, arriving in Portland when it was a new town of 1,500 people, reachable only by a long and perilous overland or sea journey. By the time the Pittocks built their new hill-top home, Portland had transformed into a booming city of about 225,000, connected safely and efficiently to the outside world through railroad and telegraph.

Student groups can use the Mansion and Pittock family history to explore such changes, as well as those that have occurred in the century since the house was built. Some of the changes that Portland has experienced are:

- Growth of population
- Impact of westward migration
- Consumption of finite resources
- Development of science and technology
- Changing rates and forms of information distribution
- Changing modes of transport for people and goods
- Changes of family lifestyle (entertainment, housekeeping)

In addition to exploring the changes that have occurred, students can learn about the roles individuals like the Pittocks played in influencing the rate and type of change through actions like volunteering, becoming politically involved, and affecting the flow of information.

# PITTOCK MANSION DISCOVERY PROGRAM

## Pre-Visit - Vocabulary

Students may not yet be familiar with the following vocabulary relating to the Pittock Mansion Discovery Program. We recommend reviewing the vocabulary prior to your visit. Vocabulary worksheets and activities have been included in this packet.



### **Vocabulary Words:**

**architect** - someone who designs buildings. “Edward Foulkes was the architect who decided what Pittock Mansion should look like and how it should be built.”

**canopy** - a tent-like cloth covering over a bed. “Lucy liked to look up at the canopy over her bed before she went to sleep at night.”

**ceramic** - a breakable type of material from which objects like china and dinner plates are made. “When Kate dropped her ceramic teacup, it broke.”

**chauffeur** - a worker who drives cars for other people. “Mrs. Pittock called for her chauffeur and asked him to drive her to downtown Portland.”

**circa** - around or about the time of. “The owners were not sure when the chair was made, but guessed it was circa 1890.”

**communicate** - to share information with other people. “Mr. Pittock hoped his newspaper, *The Oregonian*, would communicate the latest news to the people of Portland.”

**disease** - sickness. “In 1914, people thought sleeping in fresh air would prevent disease and keep them healthy.”

**dumbwaiter** - a small elevator-like box to move food or objects from one floor to another. “The maid placed Mr. Pittock’s lunch in the dumbwaiter and pressed the 3rd floor button to send it to his office.”

**groundskeeper** - a worker who takes care of the buildings and gardens. “Mr. Skene worked as the groundskeeper, tending to the vegetable garden and repairing the waterpump.”

**intercom** - a communication system within a building similar to a telephone. “Mr. Pittock used the Mansion’s intercom to call the maid to ask for lunch.”

**radiator** - a part in a heating system which is filled with steam or hot water to heat a room. “In wintertime, Kate placed her clothing on top of the radiator before she dressed to warm it up.”

**rugbeater** - a tool made of loops of wire used to clean rugs by hitting them while they are hung on a laundry line. “Great clouds of dust blew off the rug when the maid hit it with a rugbeater.”

**sampler** - a piece of needlework made by someone to help them learn to sew. They often feature letters of the alphabet. “Lucy worked hard to make the embroidered letters on her sampler neat and easy to read.”

**stable** - a building where horses are kept. “Mr. Pittock kept his horse in a stable and would visit when he wanted to take a ride.”

**telegram** - the written message made by a telegraph operator to deliver information. “Kate received a paper telegram from a friend telling her she would be in town the next day for a visit.”

**telegraph** - a way to send messages long distances over wires using a special code. “The telegraph operator sent a message about who won the presidential election over the telegraph wires to the newspapers.”

**wringer** - a tool used to wring out extra water after washing clothes. “The maid ran the wet clothing between the rollers of the wringer, squeezing out the water.”

# PITTOCK MANSION DISCOVERY PROGRAM

## Pre-Visit Activities - Vocabulary

### **Activity 1 - The Dictionary Game**

The Dictionary Game is an activity to introduce new vocabulary words from content areas. For the game to work, all students playing the game must be completely unfamiliar with the definition of the word being used.

#### **Objectives:**

Students will:

- learn new vocabulary words related to their Pittock Mansion visit.
- practice writing in a different style (dictionary style).

#### **Materials needed:**

Blank pieces of paper - one piece per vocabulary word per student

Pencils

Vocabulary words

#### **Instructions:**

1. The game is most fun when the players get creative and humorous with their made-up definitions. The teacher first models definitions so that students can see how to do it.
2. The teacher chooses a word from the vocabulary list.
3. Each student (or group of students if teacher chooses to play in teams) will write a made-up definition for the word in question and the teacher will write the real definition. All of the definitions must be written on identical pieces of paper so that the paper doesn't become the clue.
4. All definitions are turned in to and read by the teacher. The teacher then instructs each student to vote for a definition when the teacher reads them through the second time.
5. Points are scored in two ways:
  - a. Someone votes for your definition as the real one (one point per vote).
  - b. You vote for the correct definition.
6. The winner is the student with the most points.

### **Activity 2 - Vocabulary Match Worksheet**

The Vocabulary Match Worksheet is an opportunity for students to quickly practice the Pittock Mansion vocabulary words and to demonstrate their understanding of the definitions.

#### **Objectives:**

Students will:

- practice vocabulary related to their Pittock Mansion visit.

#### **Materials needed:**

Vocabulary Match Worksheet (included in packet) - one sheet per student

Pencils

#### **Instructions:**

1. Hand each student a Vocabulary Match Worksheet, and ask them to first draw a line to match the vocabulary word to its definition.
2. Then, draw a line to the sentence in which the vocabulary word is used correctly. Alternatively, you can ask students to write their own context sentences.

# PITTOCK MANSION DISCOVERY PROGRAM

## Pre-Visit Activity - Vocabulary Match

Draw a line between each word and its correct definition.



<b><i>architect</i></b>	a breakable type of material from which objects like china and dinner plates are made
<b><i>canopy</i></b>	a tent-like cloth covering over a bed
<b><i>ceramic</i></b>	a piece of needlework made to help someone learn to embroider
<b><i>chauffeur</i></b>	a worker who drives cars for other people
<b><i>circa</i></b>	a building where horses are kept
<b><i>communicate</i></b>	someone who designs buildings
<b><i>disease</i></b>	around or about the time of
<b><i>dumbwaiter</i></b>	sickness
<b><i>groundskeeper</i></b>	to share information with other people
<b><i>intercom</i></b>	a part in a heating system which is filled with steam or hot water to heat a room
<b><i>radiator</i></b>	a small elevator-like box to move food or objects from one floor to the next
<b><i>rugbeater</i></b>	a tool made of loops of wire used to clean rugs by hitting them while they are hung on a laundry line
<b><i>sampler</i></b>	a communication system within a building similar to a telephone
<b><i>stable</i></b>	a worker who takes care of the buildings and gardens
<b><i>telegraph</i></b>	a worker who takes care of the buildings and gardens
<b><i>wringer</i></b>	a tool used to wring out extra water after washing clothes
	a way to send messages long distances over wires using a special code

# PITTOCK MANSION DISCOVERY PROGRAM

## Pre-Visit Activity - Room Detectives



The Room Detectives activity is designed to help students think about what they can learn about someone by looking carefully at the spaces in which they live, play, or work. It will help your students be more observant when visiting Pittock Mansion or other locations.

### **Objectives:**

Students will:

- observe clues in a classroom.
- infer how the classroom is used, and who is using it.
- evaluate the applicability of “reading a classroom” to other buildings.

### **Materials needed:**

Room Detectives Activity Sheet - 1 copy per student

Pencils for students

Access to a classroom unfamiliar to your students

### **Student Instruction:**

Ask students:

- *If I walked into your bedroom, what would I learn about you?*
- *Would I know what your interests are?*
- *Would I know if you share your room?*
- *What clues would tell me this?*

### **Student Activity:**

1. Take your students to a classroom with which they are not familiar. You can use your own classroom if another is not available, but an unfamiliar classroom will work best. Prior to the activity, ask the teacher in the unfamiliar classroom to provide answers to the questions on the Room Detectives Activity Sheet for comparison with students’ answers after they complete the activity.
2. Assign each student a partner. Tell students: *Pretend that you are detectives who have never seen this classroom. Your job is to discover all you can about the people who use the room by examining what the room looks like, how it is arranged, and what is found there.*
3. Pass out the Room Detectives Activity Sheet. Read the instructions and do the example as a class.
4. Direct teams to complete the activity sheet. Remind them not to touch or move anything in the classroom, just look. Monitor each team to make sure they understand what clues to look for and how to draw conclusions from the clues.
5. As a class, go through each question on the activity sheet sharing clues and conclusions. If students completed the sheet in another classroom, compare student conclusions with the actual answers provided by the teacher. Students should be able to see that many of their conclusions are correct.
6. Ask students: *Do you think that every building has rooms that can be figured out? What are some things that buildings can tell us about the people who live or work in them?* (Lifestyle, working conditions, values, style preferences, pastimes, etc.)

# Room Detectives Activity Sheet

Solve the mystery of this classroom! Look around the room for clues that tell about the people who use this room every day. Use the clues to draw conclusions. See the example below.

**Example:**

How old are the people who use this room?

**Clues:**

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

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

---

## 1. How many people use this room?

**Clues:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

So we think that \_\_\_\_\_ people use this room.

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

**Clues:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

So we think that \_\_\_\_\_

\_\_\_\_\_ happens in this room.

### 3. What subjects are taught in this room?

Clues:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

So we think that \_\_\_\_\_  
\_\_\_\_\_ are taught in this room.

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

### 5. What is the teacher like?

Clues: Can you tell anything about the teacher by examining how the room is decorated, what is on view on the main desk, or special objects belonging to the teacher? What is important to them?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The teacher likes \_\_\_\_\_  
\_\_\_\_\_. The teacher feels that \_\_\_\_\_  
\_\_\_\_\_ is important.



# PITTOCK MANSION DISCOVERY PROGRAM

## Post-Visit Activity - Changing Times Worksheet



The Changing Times Worksheet encourages students to reflect on their visit to Pittock Mansion and to assess what has changed or remained the same between pioneer times (1860), when the Mansion was built (1914), and today.

### **Objectives:**

Students will:

- Compare and contrast what life was like in Portland in 1860, 1914, and today.

### **Materials needed:**

Changing Times Worksheet - one sheet per student  
Pencils

### **Instructions:**

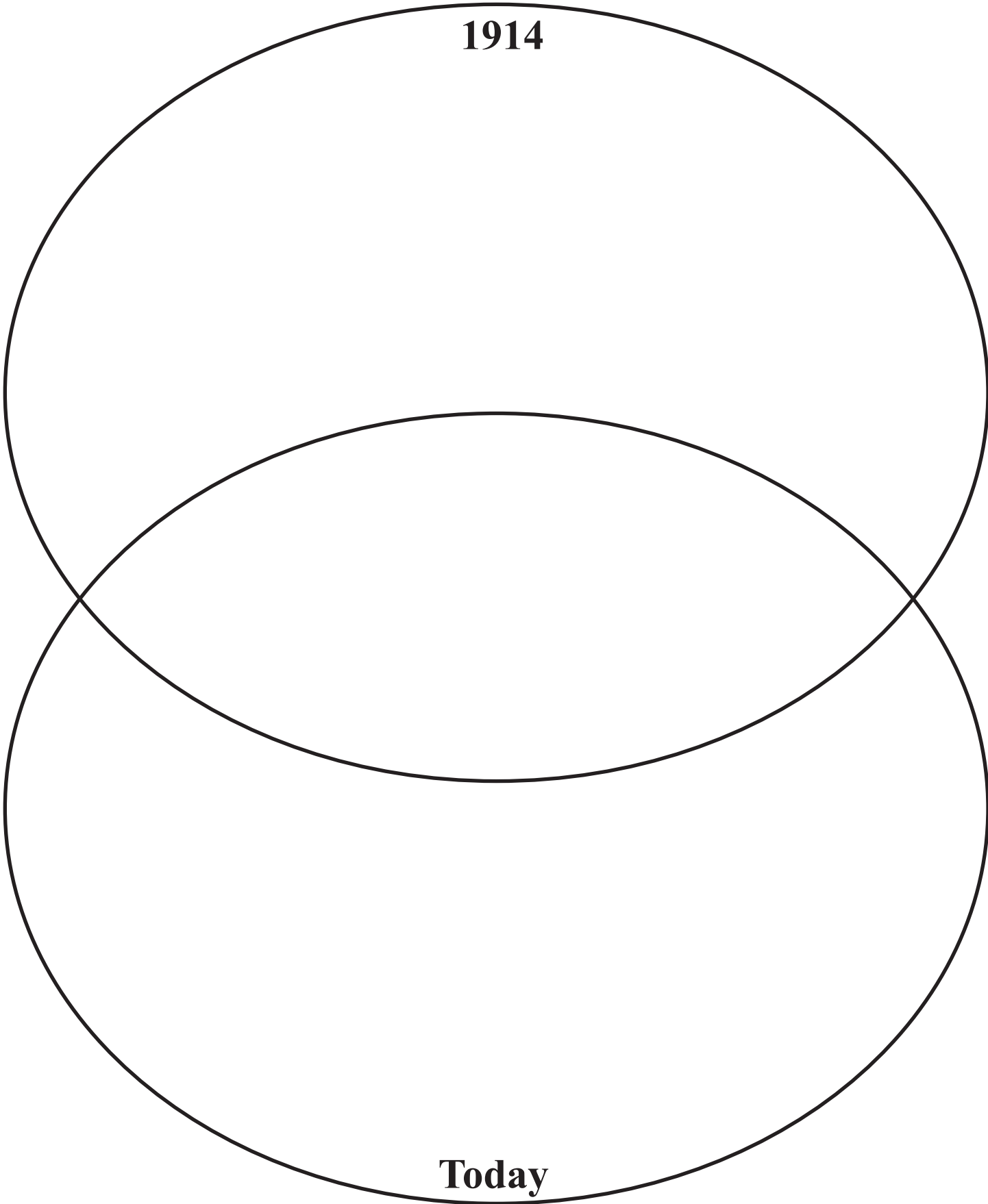
1. Discuss the students' visit to Pittock Mansion. Begin by asking them what highlights they remember. Then lead the discussion to towards what things have changed since the Pittocks built the Mansion in 1914. Topics might include transportation, communication, things people did for fun, and how people took care of their homes.
2. Hand out a Changing Times Worksheet to each student. Direct them to look at the side labelled "1914" and "Today."
3. Instruct students to write items in the "1914" circle that were unique to 1914, that are no longer common today. For instance, "Women usually wore long dresses." Then instruct students to write items in the "Today" circle that did not exist or happen in 1914, for example, "people use computers." If something fits in both time periods, instruct students to write the item in the space shared by both circles.
4. After working on the circles, share and discuss the results with the class.
5. If desired, complete the same exercise using the other part of the worksheet labelled "1860" and "1914."
6. The exercise can also be completed as a group using overhead projector.



# ***Changing Times Worksheet***

**1914**

**Today**





**1860**

**1914**

# PITTOCK MANSION DISCOVERY PROGRAM

## Post-Visit Activities - Other Options



### **Activity 1 - Produce Your Own Newspaper**

Henry Pittock built his fortune by turning *The Oregonian* into the leading newspaper in the state. Have students write their own news articles relating to their school, lives, and classroom, employing the “who, what, where, why and when” principle of news writing. Students can then lay out and print copies of their paper. As newspapers are currently in decline, facing competition from television and online news sources, you can discuss with students how they and their families get the latest news, and what are the advantages and disadvantages of a hard-copy paper versus an online paper or the evening newscast.

### **Activity 2 - Invent Your Own Time-Saving Device**

The Pittocks included all the latest inventions and labor-saving devices in their 1914 home: central heat, thermostats, central vacuum, electric lights, and intercoms. Ask students to think of a time- or labor-saving device they would like in their own lives. Have them write a paragraph describing the need the invention fills, and then illustrate their invention. Have students present their inventions to the class, or display them on a bulletin board.

### **Activity 3 - Design Your Own Room**

The Pittocks turned to architect Edward Foulkes to design their mansion, incorporating specialized rooms such as the Library, Music Room, Social Room, and Sleeping Porches. Begin by reviewing the types of rooms students saw at Pittock Mansion. Do all houses have this many rooms, or this many rooms just for special purposes? Ask students to draw their own dream room. What special features and spaces does it include? How much might a room like that cost? Point out that most people cannot afford their dream room or dream home. Next ask them to pick out what types of rooms are most essential: bathroom, kitchen, a sleeping area.

### **Activity 4 - Helping Your Neighbors**

Georgiana Pittock was very active in Portland charities, helping her neighbors to live better lives. She raised money to provide daycare for children, and safe, warm housing for women and children. Ask students to evaluate what needs exist in their neighborhoods. How might they help with those needs. Have them research what organizations exist to help, what these organizations do, and how do these organizations rely on individuals like ourselves to help out (giving time or money).