



Pittock Stories: Life in the Early 1900s

Tour Description and Curriculum Connections

Description:

In this structured, self-guided tour, students will explore Pittock Mansion through the stories of the people that lived and worked in the home, on the grounds, and in Portland during the first years of the 1900s. Built in 1914 and following a boom in the movement of people, ideas, and products, Pittock Mansion and its early community represent much of the change that was happening in Oregon and the United States at the time. In this tour, students will learn about members of the Pittock family, individuals who worked as domestic laborers to support the Mansion, and how their stories help us understand the broader contexts of social, economic, and cultural development in which Pittock Mansion was created.

This tour, alongside its pre- and post-visit activities, was created to align with specific 2nd- through 4th-grade ODE Core Standards but is adaptable to all grade levels.

Details:

- Offers students a broad understanding of Pittock Mansion and its history
- Takes students through all three buildings on Pittock Mansion's campus: the Mansion, the Gate Lodge, and the Garage.
- Tells the stories of specific, named individuals from Pittock Mansion's history, including domestic workers, artists and artisans, and family members.
- Focuses on the history of Pittock Mansion in its context of early-1900s Portland, including discussion of questions such as immigration, use of land and resources, social justice and activism, economics, and the development of the city.
- Includes Core Standards-aligned pre- and post-visit lesson plan activities to help prepare to students for the visit and to integrate what they learned into the classroom.

Tour Format:

This tour lasts about 1.5 hours. After a brief introduction, students will split into two groups, one of which will start inside the Mansion and one on the grounds and satellite

buildings on the Pittock Mansion campus. In their small chaperone groups, students will explore different stations throughout the rooms, learning about relevant historical figures and how they fit into the Pittock Mansion story. Our curriculum-aligned content will guide the students' visit and discussions. After half an hour, the groups will switch. Once both groups have experienced the entire campus, students will gather with the educator for a brief discussion and conclusion.

Related Core Standards:

Social Studies

2nd Grade: 2.C.IR.3-4; 2.G.MM.4; 2.G.HI.5; 2.E.MI.3; 2.E.IC.5; 2.E.ST.6; 2.H.CH.1; 2.H.CC.3; 2.H.CP.5-6

3rd Grade: 3.C.IR.3-5; 3.C.CE.7; 3.G.HE.6-7; 3.E.ES.1; 3.E.MI.4; 3.H.CH.1; 3.H.CC.3; 3.H.CE.4; 3.H.CP.5

4th Grade: 4.G.MM.4; 4.E.ES.1; 4.E.ES.3; 4.E.MI.4; 4.H.CE.4-5

Visual Arts

2nd Grade: VA.1.CR1.2; VA.5.PR2.2; VA.10.CO1.2

3rd Grade: VA.1.CR1.3; VA.2.CR2.3; VA.10.CO1.3; VA.4.PR1.3; VA.5.PR2.3; VA.6.PR3.3; VA.9.RE3.3; VA.11.CO2.3

4th Grade: VA.4.PR1.4; VA.5.PR2.4; VA.6.PR3.4; VA.9.RE3.4; VA.11.CO2.4

SOCIAL STUDIES CORE STANDARDS

Civics: Specific points of the tour discuss the contributions of Georgiana Pittock to community development and social change (for example, her work toward women's suffrage in Oregon) and ask students to consider how they, too, can contribute to their communities.

2nd grade

- 2.C.IR.3: Describe and analyze the many ways students can affect their local community.
- 2.C.IR.4: Explain that all people born in the United States are citizens, many people become citizens after moving to the United States from another country, and that all residents of the United States are members of the community with rights and responsibilities.

3rd grade

- 3.C.IR.3: recognize that people's identities and individuals experiences can lead to different interpretations of situations and events
- 3.C.IR.4-5: Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues; describe the responsibilities of people in their community and state
- 3.C.CE.7: Identify a local public issue and describe the ways individuals and groups can engage with decision-makers to have influence in the civic life of their communities

4th grade

- 4.C.CE.5: Describe the importance of civic participation, including the ballot initiative process, in changing Oregon's laws and Constitution.

Geography: Students will explore questions of immigration through the stories of Pittock family members and domestic workers that emigrated to Portland from other countries. The tour asks students to consider the use of land and natural resources (lumber, stone, etc.) used in the building of Pittock Mansion, the varied impacts of Henry Pittock's wealth and business ventures, and how Portland has changed since the Mansion was built in 1914. Students will also learn about funds raised by Portland City government and residents to preserve and maintain Pittock Mansion.

2nd grade

- 2.G.MM.4: Investigate the causes of regional and global migration
- 2.G.HI.5: Explain how factors such as race, culture, religion, gender, indigeneity, and socioeconomic status contribute to identity

3rd grade

- 3.G.HE.6: Describe and compare how the physical and human geography of different Oregon regions affects the attributes of local communities.
- 3.G.HE.7: Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

4th grade

- 4.G.MM.4: Compare and contrast varying patterns of exploration and settlement in the PNW over time, considering how physical features and the availability of natural resources affected exploration and settlement patterns, including the development of major urban/suburban areas, industries, and trade.

- 4.E.ES.1: Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.
- 4.E.ES.3: Describe examples of government-provided goods and services funded with taxes.
- 4.E.MI.4: explain the role of producers, consumers, producers, and labor in economic markets

Economics: Students will learn about and discuss how the Pittock family hired and paid builders, artisans, and domestic workers, as well as how the business workings and wealth of the family contributed to the development of the Portland community.

2nd grade

- 2.E.MI.3: Describe how examples of capital, human, and natural resources are related to goods and services.
- 2.E.IC.5: Give examples of choices people make about buying goods and services
- 2.E.ST.6: Explain why people specialize in producing goods and services.

3rd grade

- 3.E.ES.1: Consider the effect of individual financial decisions on personal, community, regional, and world resources
- 3.E.MI.4: Analyze the effect of government and business decision on personal and community resources

4th grade

- 4.E.ES.3: Describe examples of government-provided goods and services funded with taxes.

History: Students will explore how to use the Mansion and its objects as primary sources that teach us about the past. They will also learn about the social and community contributions of Georgiana Pittock, who started the Portland Rose Festival and helped secure the vote for women in Oregon, among other accomplishments. The tour also discusses the impact of immigration on individuals and communities, as well as some of the difficulties and challenges faced by immigrants in the early 1900s.

2nd grade

- 2.H.CH.1: use chronological time to distinguish between events that happened in the recent and distant past
- 2.H.CC.3: Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.
- 2.H.CP.5: Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community.
- 2.H.CP.6: Identify and describe community celebrations, landmarks, and symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.

3rd grade

- 3.H.CH.1: use primary and secondary sources, including conducting interviews, to research the history of the local community or region
- 3.H.CC.3: describe how individuals and groups in the local community and region have functioned as changemakers for equity, equality, and freedom against bias, discrimination, racism, and oppression.
- 3.H.CE.4: Describe how the inclusion or exclusion of individuals, social, and ethnic groups, has shaped events and development of the local community and region.
- 3.H.CP.5: Identify what individuals and families bring with them when they move to a different place.

4th grade

- 4.H.CE.4: Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time affect people of the state including traditionally underrepresented groups.

VISUAL ARTS CORE STANDARDS

Throughout the tour and in the provided post-activity, students will be asked to consider the role of museums and the art and objects within them, specifically how these historical spaces and items help us understand and learn more about the past. They will also discuss the formal elements of objects in the Mansion and be encouraged to express their opinions on them. In the post-visit art activity, students will create an artwork with an artist statement that encapsulates their experience at Pittock Mansion and what they learned.

2nd grade

- VA.1.CR1.2: share imaginative ways that art could be used to communicate a narrative, experience, or idea.
- VA.5.PR2.2: Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues (e.g. galleries, virtual, public spaces); Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contribute to communities.
- VA.10.CO1.2: Create works of art about events in home, school or community life (e.g. narrative, documentation); Discuss and describe the meaning and purpose of an artwork.

3rd grade

- VA.1.CR1.3: generate ideas for narrative or events that could be the basis of artworks using personal experiences (e.g. diagram or map places that are part of the student's everyday life; constructively use and explore materials in creating a work of art or design to communicate an idea)
- VA.2.CR2.3: individually or collaboratively construct representations, diagrams, or maps of places that are part of the students' everyday lives
- VA.10.CO1.3: create works of art based on observations of surroundings
- VA.4.PR1.3: write an artist's statement that reflects their learning
- VA.5.PR2.3: compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community; identify and explain how and where different cultures record and illustrate stories and history of life through art
- VA.6.PR3.3: explain why some artworks are preferred;
- VA.9.RE3.3: use art vocabulary to express preferences about an artwork
- VA.11.CO2.3: through observation, interpret information about time, place, and culture in which a work was created

4th grade

- VA.4.PR1.4: write an artist's statement that reflects their learning
- VA.5.PR2.4: Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community and personal experience; identify and explain how and where different cultures record and illustrate stories and history of life through art
- VA.6.PR3.4: investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork; understand how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

- VA.9.RE3.4: use art vocabulary to express preferences about an artwork; using visual evidence, apply given criteria to evaluate more than one work of art (e.g. artistic styles, genres and media, historical and cultural contexts)
- VA.11.CO2.4: Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences, and global perspectives.