Through a Child's Eyes:

The Stewart Family in Turbulent Times, 1913–1921

MONTANA HISTORICAL SOCIETY

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Table of Contents

*Lessons using primary sources

[1]Lessons you can do without ordering the footlocker

Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult complete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.**

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
BOOKS AND GAMES				
1 User Guide				
1 CD with PowerPoint Presentations				
1 Parcheesi game				
1 Old Maid card game				
1 Pick Up Sticks game				
Goops and How to Be Them: A Manual of Manners for Polite Infants, by Gelett Burgess (Bedford, MA, 1900)				
1 booklet "Miss Beach, Lawyer"				
1 booklet of stories from McGuffey's Graded Readers				
1 Graded Reader				

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
Helena High School Vigilante Yearbook (either 1919 or 1920)				
ARCHITECTURE				
1 pack National Register playing cards				
1 Three Dimensional Victorian Dollhouse (Santa Clara, CA, 1999)				
1 model of the Original Governor's Mansion (made of cardstock)				
National Register sign facsimile				
SOCIAL LIFE/ ENTERTAINMENT				
1 calling card tray				
8 calling cards				
1 small replica of Victrola				
1 Victrola record				
NEEDLE ARTS				
1 sewing basket with the following:				
• tomato-shaped pin cushion				
• tape measure				
• 2 darned socks				
• embroidery scissors				

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
• sock darning egg				
• scraps of fabric				
• 4 thimbles				
• 2 skeins (balls) of cotton darning thread				
• embroidery hoop				
• needle case				
• needle threader				
• 3 spools of thread				
• 1 crochet hook				
• 1 crochet project				
• 1 pair of knitting needles with project started				
• 2 cards with trim				
• dress collar				
1 tin canister with buttons 1 tin with:				
• 30 plastic needles				
• large plastic buttons				
• 20 circular plastic canvases				
REUSE, RECYCLE, REPURPOSE				
1 clothespin bag with:				
• 15 clothespins				
• 3 clothespin dolls				
1 small braided rug sample				
1 small woven rug				

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
1 rag ball (made of jean strips)				
1 sample quilt square				
1 doll quilt				
12 cloth napkins				
12 wooden napkin rings				
2 silver napkin rings				
FUEL				
2 chunks of coal				
PHOTOS				
Lesson I: 27 photos				
Lesson II: 25 photos				
Lesson III: 14 photos				
POSTERS				
2 Historical Posters				

Footlocker Use–Some Advice for Instructors

How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In the "Resources and Reference Materials" section there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. The Lessons section contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The "Resources and Reference Materials" section contains short activities and further exploration activities, as well as bibliographies.

What do I do when I receive the footlocker?

IMMEDIATELY upon receiving the footlocker, take an inventory form from the folder inside and inventory the contents in the "before use" column. Save the form for your "after use" inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Leave the completed form in the folder.

Who do I send the footlocker to?

You will be receiving a mailing label via email to use to send the footlocker on to its next destination.

What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-9553 or email kwhite@mt.gov). This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call or email us and let us know so we know it needs repairing. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.

Footlocker Evaluation Form

Evaluator's Name _____ Footlocker Name _____

School Name _____ Phone _____

Address _____ City _____ Zip Code _____

1. How did you use the material? (choose all that apply)

☐ School-wide exhibit ☐ Classroom exhibit ☐ "Hands-on" classroom discussion

☐ Supplement to curriculum ☐ Other_____

2. How would you describe the audience/viewer? (choose all that apply)

☐ Pre-school students ☐ Grade school—Grade____ ☐ High school—Grade____

☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest

☐ Other_____

2a. How many people viewed/used the footlocker?_____

3. Which of the footlocker materials were most engaging?

☐ Artifacts ☐ Documents ☐ Photographs ☐ Lessons ☐ Video

☐ Audio Cassette ☐ Books ☐ Slides ☐ Other_____

4. Which of the User Guide materials were most useful?

☐ Narratives ☐ Lessons ☐ Resource Materials ☐ Biographies/Vocabulary

☐ Other_____

5. How many class periods did you devote to using the footlocker?

☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other_____

6. What activities or materials would you like to see added to this footlocker?

_____

_____

7. Would you request this footlocker again? If not, why?

_____

_____

_____

_____

8. What subject areas do you think should be addressed in future footlockers?

_____

_____

_____

_____

_____

9. What were the least useful aspects of the footlocker/User Guide?

_____

_____

_____

_____

_____

10. Other comments.

_____

_____

_____

_____

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Footlocker Contents

1 CD with PowerPoint presentations. These PowerPoints include material for use with Lessons 1, 2A, 2B, 3, 5, and 6. The PowerPoints can also be found online here:

http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson1.pptx

http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson2A.pptx

http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson2B.pptx

http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson3.pptx

http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson5.pptx

http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson6.pptx

Photos from Lesson 1

Photographs of children at home, school, and at play show the diversity of lifestyles in Montana in the 1910s. (Lesson 1)

Photos from Lesson 2

Photographs of the mansion introduce students to Victorian era architecture. (Lesson 2)

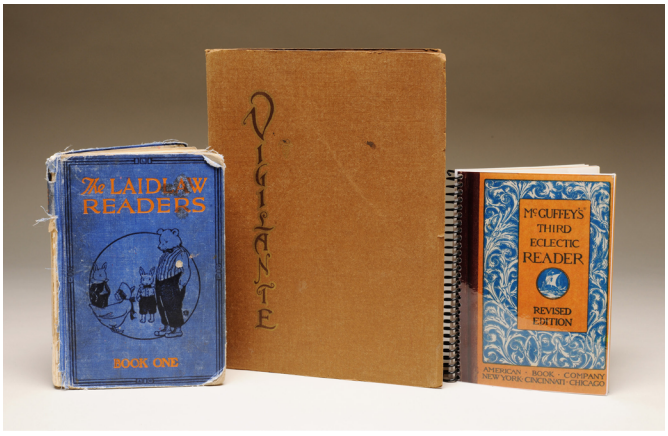
Photos from Lesson 3

Photographs of the Stewart family provide clues about life in the Governor's Mansion during the 1910s. (Lesson 3)

Parcheesi, Old Maid, pick up sticks, Victrola model, Victrola records, *Goops and How to Be Them: A Manual of Manners for Polite Infants*, and "Miss Beach, Lawyer"

Child's play and entertainment has changed over the years—but perhaps less than you think. The Stewart girls remembered playing Parcheesi and Old Maid, enjoying music on their Victrola, and reading children's books. Marjorie also spent many hours playing lawyer—"Miss Beach, Lawyer" is a legacy of that game. See Lesson 3 for a list of some of the books the girls enjoyed—you will likely be able to find titles in your library. (Lessons 3, 4, 5)

McGuffey's Graded Readers, Graded Reader, Helena High School Vigilante Yearbook (either 1919 or 1920)



Like children today, students in the 1910s used graded readers and created high school yearbooks. However, formats, styles, and contents have changed. (Lesson 6)

***Three Dimensional Victorian Dollhouse*, model of the Original Governor's Mansion (made of cardstock), Laminated National Register sign text, National Register playing cards**

Use the mansion to learn about Queen Anne/ Victorian style architecture, the importance of historic preservation, and the National Register of Historic Places, the nation's official list of those cultural resources deemed worthy of preservation. (Lesson 2)

Calling card tray, calling cards in 1 sleeve

Before telephones became commonplace, "paying calls" was an essential part of middle- and upper-class women's social life. Women who lived in mansions like the Original Governor's Mansion were well versed in the use of calling cards and calling card trays. (Lesson 4)

Sewing basket with contents, 2 button tins with contents

Every girl—and many boys—learned to sew. Most also learned to knit, crochet, and embroider. Sewing tools, like darning eggs, thimbles, embroidery hoops, crochet hooks, and knitting needles were common in homes in the 1910s. Most families also had button boxes. Many children spent hours playing with the buttons in their mothers' button box. (Lesson 7)

Knitting project, 2 WWI posters, 2 pieces of coal

During World War I, the government encouraged all Americans to support the war effort by conserving food and fuel (like coal), planting victory gardens, buying Liberty Bonds, and "knitting their bit." (Lessons 5 and 7)

Clothespins and clothespin dolls, braided rug sample, woven rugs, rag ball, quilt squares, doll quilt

Reusing and repurposing material was commonplace in the 1910s. Rags collected in rag balls became braided or woven rugs and dressmaking scraps became quilts—or outfits for clothespin dolls.

Cloth napkins and napkin rings (wooden and silver)

In the 1910s, very few things were disposable—and laundry was much harder to do. Each family member had his or her own napkin, kept in a special napkin ring. They would use the same napkin for the next meal, often for a whole week.

Historical Narrative for Educators

Through a Child's Eyes: The Stewart Family in Turbulent Times, 1913–1921

This footlocker is designed to explore two primary topics: life, childhood, and politics between 1913 and 1921 (the time period Governor Stewart was in office) and the history and architecture of a magnificent building: the Original Governor's Mansion, home to the Stewart family from 1913 to 1921.

The Life and Times of the Stewart Family in the Mansion

Studying this historic home and the Stewart family, who lived here between 1913 and 1921, offers a window into the political and social history of Montana during a transformative and turbulent time. The fact that the Stewarts had three daughters allows us a child's-eye view of the period.

At ages two, four, and six, Emily, Marjorie, and Leah Stewart moved into the twenty-room Governor's Mansion with their father, the newly elected governor of Montana, Samuel V. Stewart, their mother, Stella Stewart, and their grandparents, William and Emma Baker, (Mrs. Stewart's parents). Before 1913, the Stewarts had lived in a modest home in the mining town of Virginia City. When the family moved, everything in the girls' lives expanded: the size of their home, school, neighborhood, and community.

As the governor's children, the Stewart girls' experiences were unique; as children living in a wealthy, urban home, their lives also differed from many of Montana's children. Please view the photo collection that accompanies Lesson 1, "Where Montana Kids Live, Play, and Go to School, 1900–1920." The historic photographs of children, homes, play areas, and school settings show Montana's diversity at this time, and they provide perspective on the Stewart girls' experiences, as compared to our own contemporary experiences.

Emily, Marjorie, and Leah Stewart left a rich record of their years as children of a Montana governor. They recorded oral histories, wrote reminiscences, acted as consultants in the mansion restoration efforts, and donated personal household items to be used at the OGM, adding to the mansion's authenticity.

The Stewart daughters' reminiscences (excerpted in Lesson 3) allow us a glimpse into the past and an intimate view of the life of Montana's first family: their roles and responsibilities, habits, values, manners, recreation, foods, concerns, attitudes, and relationships. Learning about the past by means of these vital primary sources provides us with an opportunity to compare life then with life today.

In some ways, the Stewart girls' lives were very different from our own. Mrs. Stewart and her mother made most of the girls' clothes, sometimes with the help of a seamstress, and all the girls learned to sew. Without television, radio (radio would come into Montana around 1922), computers, the Internet, or video games, the girls had to find other ways to entertain themselves. Reading books, magazines, and newspapers was a main form of recreation for children and adults. *Little Lord Fauntleroy, Black Beauty,* Bible stories, *The Bobbsey Twins, The Five Little Peppers,* the *Oz books,* and *Araminta and Arabella* show up in the girls' remembrances as favorite titles.

Children's literature of the time was more than entertainment; it was also used to teach morality and manners. Among the girls' favorite books was *Goops and How to Be Them: A Manual of Manners for Polite*

Infants by Gelett Burgess, originally published in 1900. Good manners were especially important for the children of the governor, and this book offered a fun way to teach children expectations for good behavior (see Lesson 4).

The governor had a telephone at the mansion—but "calling," or "paying a call," meant stopping at someone's house in person. Mrs. Stewart designated one day a week to receive members of the general public at the mansion. When a person arrived, he or she would present a calling card with their name and contact information. The card was placed on a tray kept in the foyer for that purpose. Mrs. Stewart probably never refused to see anyone, but in other homes calling cards were sometimes used to screen visitors. Calling cards evolved into business cards, which are still in wide use (see Lesson 4).

Not everything was different. While Mrs. Stewart and Mrs. Baker (Mrs. Stewart's mother and the girls' grandmother) encouraged the girls to look and act "like ladies," Emily, Marjorie, and Leah loved to ride their bikes and roam their neighborhood playing with their friends. Dolls were important to them all; they had doll tea parties with their friends, while sipping cambric tea, and even conducted a doll wedding.

The family had meals together. Governor Stewart apparently made great pancakes on the cook's day off. Each daughter recorded memories of favorite foods, prepared by a cook or their mother, and of making fudge together when company came. Besides Mrs. Stewart's parents, the Bakers, living with them, the family had frequent visits from other family members.

On top of concerns for the difficult issues facing the state and world during this time period (see "Miss Beach, Lawyer" below), the Stewart household also worried about Leah's health. Suffering a lung ailment, Leah was taken to a warmer climate, accompanied by either her mother or grandmother, leaving Emily and Marjorie home in Helena for many long weeks at a time. Leah's health ultimately improved, but they all recall this time as a hard one.

"Miss Beach, Lawyer": Springboard to Big Issues

All three Stewart girls were surrounded by political discussions about the stormy and worrisome state of Montana and the nation throughout these years. Adults talking politics was simply part of life, and the daughters overheard and absorbed not just what their parents had to say about vital topics, but the opinions of other politically active Montanans who visited the mansion. Marjorie's response was to create the character of Miss Beach, Lawyer, which she played starting at the age of eight and continuing until she was eleven.

According to older sister Emily's adult recollection, "Dressed in a long black skirt, Marjorie, now Miss Beach, seated herself at a roll-top desk, opened a partially used ledger, and recorded her legal cases which were both lucrative and varied. Using information garnered from conversations with elders, she managed to fill many a lonesome day in this occupation." Using what she overheard or learned from talking with her father and other politically engaged adults, Marjorie invented legal cases that featured a stream of made-up people and their difficulties. Miss Beach, Lawyer, always helped them make things right, regardless of the severity of the problems.

Miss Beach, Lawyer, refers directly and indirectly to many of the monumental issues Montana families faced during Governor Stewart's two terms of office, 1913–1921. Unsurprisingly, Marjorie's writings reflected her father's position on many controversial topics, including the following:

- **Woman's Suffrage.** Governor Stewart asked the 1913 legislature to put forth a proposed amendment to the 1889 Montana Constitution, striking the word *male* from the section on voting. The legislature did put forward the amendment, and on November 3, 1914, an all-male voting population

approved equal suffrage by 53 to 47 percent. Montana joined nine other western states that had extended voting rights to non-Indian women. Montana's Indian population, male and female, had to wait to vote until after 1924, when the Indian Citizenship Act granted them all the privileges of citizenship.

Before 1914, women were allowed to run for election in county superintendent of schools races and vote in those races, as well as voted on property tax measures, if they were taxpayers. However, they were not allowed to vote in general elections. First lady Stella Baker Stewart had availed herself of the limited right before she married, by running for County Superintendent of Schools of Meagher County. She lost that election, but she retained keen political interests. Governor Stewart certainly must have found strong support for equal suffrage in his household.

- **Prohibition.** Montana passed Prohibition in 1916, an issue closely connected to equal suffrage. Before the 1914 equal suffrage vote, suffrage opponents feared that women were likely to support temperance laws. They were right. With their new right to vote, many women supported the ban on alcohol. Many mining and cowboy towns did not support Prohibition. Saloons, gambling houses, and dance halls were too important to their lifestyle and their economy, and they did not want to them shut down. Nationally, Prohibition was made the law of the United States in 1919 with the passage of the Eighteenth Amendment to the Constitution. Prohibition failed miserably; Montana repealed the state law in 1926, and Congress repealed the Eighteenth Amendment in 1933.
- **World War I.** In 1917, the United States joined the war, which started in Europe in 1914. Montanans were divided on whether or not the United States should be in this war, which caused disturbing tension across the state. German immigrants were still attached to their homeland, and many Irish people did not want to ally with England. The Industrial Workers of the World (IWW) labor union opposed the war, claiming war production would make company owners more wealthy, while costing working people their lives. In the end, almost forty thousand men from Montana served in World War I—10 percent of the state's population, and a greater percentage than any other state.
- **Wartime inflation.** During World War I, the cost of living went up. The cost of food, housing, goods, and services increased, but wages for most people stagnated, while industries demanded that workers increase production to meet the demands of the military. Increasing prices and stagnant wages contributed to labor unrest in the Butte mines and in western Montana's logging camps.
- **The Speculator Mine disaster and labor unrest.** On June 8, 1917, a fire killed 168 miners in Butte. It has been called the worst disaster in the history of hard-rock mining. The rapacious fire started when a man accidentally touched the cloth insulation of an electrical cable with his headlamp. The fire quickly spread smoke, carbon monoxide, and other poisonous gases throughout the mine. Miners trying to escape found their way blocked because the Anaconda Company had not installed the manholes—iron escape holes required by state law for just such emergencies—in the concrete bulkheads that separated mines from one another. Furious at the loss of life, mine workers organized a new union, the Metal Mine Workers' Union, because their former union, the Butte Miners' Union, was largely controlled by the Anaconda Company. The miners soon went on strike to demand safer working conditions, a raise, and an end to the "rustling card" system. Under the rustling card system, a worker had to have a company-issued card before he could be hired, which meant that anyone who raised

questions about the way the company operated could be refused work. Butte's other trade unions joined the strike, shutting down the Anaconda Copper Mining Company.

Nevertheless, the company refused to negotiate. Instead, it called union members unpatriotic, claiming that the strike would hurt the war effort. Because the company owned many newspapers in Montana, news articles told the company's side of the story and blamed the strike on outside agitators. One of those agitators, IWW leader Frank Little, was lynched on August 1, 1917. His murderers were never identified, but shortly thereafter, Governor Stewart sent military troops in to occupy Butte. With troops patrolling the streets, the strike fizzled out. People were more afraid than ever to speak out, and the miners went back to work, even though their demands were not met.

- **The 1917 Industrial Workers of the World (IWW) timber strike.** The IWW was not just active in Butte. As early as 1909, the IWW had begun working to organize timber workers struggling with harmful working conditions and unfair hiring practices. Missoula was the center of activity for hundreds of IWW members, who poured in to conduct a "Free Speech fight"—demanding that union organizers be allowed to speak on street corners about the plight of workers. At first, Missoula arrested the IWW speakers, but after their jails filled past capacity, city leaders decided to release those arrested and uphold First Amendment free speech rights. But the loggers' situation did not improve. Tired of low pay, dangerous working conditions, and terrible living conditions in the logging camps, timber workers organized an IWW union in 1917 and called for a strike in April. No trees were to be cut, until their demands were met. The strike spread from Montana to Seattle. The workers demanded higher wages, eight-hour workdays, no work on Sundays, better meals, showers, and beds with springs. The United States had just joined World War I, and the corporate owners turned public opinion against the union and the striking loggers, claiming the strike would hurt the war effort. Military soldiers were called in, and union leaders were arrested and charged with sedition. Although the strike was stifled, the government did begin to investigate the worker complaints, which led to improved living conditions.
- **The 1918 flu epidemic.** A horror of a disease, influenza spread rapidly across the world in 1918, claiming victims through January 1919. Infecting five hundred million people worldwide and killing approximately 4 percent of the world's population, the flu literally "went viral." The flu hit Montana hardest in October and November 1918. Indian reservation communities suffered especially, because most Indian Health Service doctors were away at war, and Indian boarding schools were a prime setting for children to contract the virus. The virus also spread rapidly along the railroad lines. The Montana Department of Health encouraged local officials to close schools, churches, saloons, and other places where people gathered. Many local businesses were also asked to close temporarily. Fewer than one thousand Montanans died in World War I, while five thousand Montanans died from influenza, percentage-wise, the fourth-highest state loss of life in the nation.
- **The Montana Council of Defense.** Initially appointed by Governor Stewart through executive action, the Montana Council of Defense was officially empowered in a special legislative session that met in February 1918 to do whatever was necessary, within the limits of the law, to improve agricultural and industrial production and otherwise support the war effort. This was Montana's response to President Wilson's request that each state create a council at the state level to recruit soldiers, encourage farmers to increase food production, and increase public support for

the war by boosting patriotism.

Initially concerned primarily with increasing agricultural production, the Montana Council of Defense became increasingly focused on stifling anti-war sentiment. A barrage of posters, flyers, advertisements, magazine articles, and Hollywood movies, urging everyone to support the war, fueled their zeal. These propaganda messages were all designed to connect with citizens emotionally, and the Montana Council of Defense made sure they were disseminated widely by forming smaller councils in each county. In addition, many towns formed Loyalty Committees to spread pro-war propaganda and to sell liberty bonds that helped raise money for the war.

In addition to coordinating propaganda, the Montana Council of Defense investigated people it suspected of anti-war sentiments. It outlawed unauthorized parades and public demonstrations. It made vagrancy a crime, and it prohibited the speaking of German language in public and private schools and from church pulpits. This last decree led to book burnings in Lewistown and created great hardship for the many German immigrants who did not speak English.

- **The Montana Sedition Act.** Passed by the Legislature in 1918, this act "made it illegal to say or write anything critical of the federal or state government, the military, the war, or any war programs." The law made it illegal to express opposition to the war in any way. Later in 1918, the U.S. Congress used Montana's sedition law as a model for a federal sedition law. Now considered a direct violation of First Amendment rights to free speech, both the Montana and national sedition laws ushered in a difficult and painful time of fear, hysteria, impeachments, unjust arrests and incarcerations, public ostracism, virulent anti–German American sentiment, and long-lasting bitterness. In May 2006, Governor Brian Schweitzer formally pardoned the men and women who were convicted in Montana in 1918–1919 for sedition, including forty-one who were sent to the state penitentiary in Deer Lodge.
- **Coal shortage.** A nationwide coal strike in November 1919 caused shortages and extreme hardship, since everything ran on coal and most people used coal to heat their homes. Compounding the problem were record low temperatures in November. Butte reported a low of -22° on Thanksgiving Day and -52° on December 11. Coal was rationed, streetlights were turned off, businesses that used a lot of coal (like the Butte mines, which used coal to create power to run the lifts) shut down, and shelters opened in some Montana cities to house people with no heat. During the strike, rumors circulated that the governor was hoarding coal. In response, Governor Stewart invited anyone in need to come to the mansion and inspect his stores. He said there was very little coal, but he was happy to share what he had. The strike ended on December 11, but rationing and other restrictions weren't lifted until December 19.
- **Drought.** The government encouraged farmers to expand production during World War I to help feed the army and America's European allies. Wheat and cattle prices were at a record high, so it didn't take too much convincing. Farmers borrowed money to purchase new equipment and buy more land to expand their farms. But in 1917, a ten-year drought began. Crops produced half their previous yield. In 1918, crops were worse, and 1919 even worse. Before the drought, farmers had been getting approximately 25 bushels of grain per acre. In 1919, Montana farms averaged only 2.4 bushels per acre. The severe drought, low commodity prices, and high debt levels created an unprecedented crisis. Between 1921 and 1925, half of Montana farmers lost their farms.

Lesson 5 introduces students to "Miss Beach's Law Book" and the major issues of the period. Although the original, handwritten version of "Miss Beach's Law Book" has been lost, a

typed transcript, created by Emily in 1938 to give to Marjorie for Christmas, remains extant.

The School Challenge

Just like children today, the Stewart girls attended local public schools, in their case, Central Elementary School and Helena High School. The Stewart family valued education, and both Mr. and Mrs. Stewart at one time worked as teachers. All three Stewart girls went on to high school (graduating in the late 1920s), college, and careers, which was somewhat unusual for the times.

Expectations for students were very different in the 1910s than they are today. Today's students may be surprised at the difficulty of the selected readings included in Lesson 6. When the Stewart girls attended schools, the reading textbooks (called "Readers") emphasized literature selections by mostly male, classical English and American writers. Schools focused heavily on reading, and children were expected to read well, read often, and read aloud with good articulation. Without competition from television and other electronic devices, reading was a key form of recreation for children and adults alike, so many children read a great deal.

Another factor related to the level of difficulty of elementary reading texts is that good education was still defined as taking place between grades one through eight. As the 1916 Superintendent of Public Instruction's Biennial Report stated: "In planning for the best interests of the school, it must be remembered that a first-class elementary school means a good deal more to any community than a poor high school, and no attempt should be made to finance high school work until grounds, buildings, and equipment are what they ought to be, and something in the way of music, drawing, industrial work, domestic science, and community activities have been provided for the grades." The superintendent's emphasis on quality elementary education reflected the fact that most students did not attend high school; it was common to finish school with an eighth-grade diploma.

It is easy to be nostalgic for the high standards of the 1910s. In reality, however, many students could not meet the expectations established by the rigorous curriculum. In fact, a shocking number of elementary students dropped out of school. According to the Superintendent of Public Instruction's Biennial Report, in 1919–1920, for every one hundred pupils in the first grade there were sixty-eight pupils in second grade, fifty-eight pupils in fifth grade, forty-eight pupils in seventh grade, twenty-nine pupils in ninth grade, seventeen pupils in tenth grade, and eight pupils in twelfth grade.

The report goes on to list the factors responsible for the high dropout rate: "Children enter school at various ages and make different rates of progress. Some take two or even three years to complete the work of one grade. . . . When many children repeat grades and when many others are provided with only short terms of school or attend irregularly the membership of the lowest grades becomes greatly increased. When such children spend several years in repeating lower grades they . . . pass the compulsory attendance age and drop out of school. The result is that almost one-half (48%) of pupils who enter school never reach the seventh grade."

By 1920, high schools were beginning to be more widely publicly funded and better attended, a trend that continued for three decades. In 1913, there were 34 accredited four-year high schools in Montana. By 1920, there were 116 accredited four-year high schools, and the percentages of students attending and graduating increased dramatically. Education—and how it best works for the most students—was and is an ongoing concern to the people of Montana.

Darn It! Fix It! Recycle It! Make It!

The Stewart family would find today's "throw-

away" consumer culture very foreign. Items like paper napkins and disposable diapers didn't become common until the 1950s. People washed napkins, and diapers. And because washing was time-consuming in the days before electric washers and dryers, people tried to keep laundry to a minimum. There was nothing one could do about soiled diapers—but women and girls did wear aprons to keep their dresses clean, and everyone had a napkin ring. After dinner, you placed your cloth napkin back in the napkin ring to use again at the next meal.

Mass production ultimately changed consumption patterns, but in the 1910s, it still took time and effort to make most things, so when something broke, people mended it. When they couldn't mend an item, they often repurposed it. Even wealthy Montanans in the 1910s had a limited number of outfits and toys, and they took good care of them. Most women learned to sew, knit, and darn. The Stewart girls speak in their writings and oral histories about their mother and grandmother making their clothing, using knitting socks for soldiers, and recycling older clothing into rags for rugs. Most of these practices were common at the turn of the twentieth century, but others, were adopted to support war rationing.

World War I added urgency to making items last. The goal was to make resources available for the war effort. Women of the day had keen skills in the areas of cooking, sewing, knitting, and crocheting. Women and men darned holes to make socks and other wool items last longer. Everyday items, like wood boxes, clothespins, buttons, and even handkerchiefs were recycled into toys (see Lesson 7).

Although the Stewarts were wealthy, especially in comparison to many other families, they did not seem to flaunt their status. Instead, they chose to be role models for the rest of the state, in their support for the war effort, by taking very seriously the need to not waste and to make do.

Architecture Smart: The Helena Mansion

Built in 1888, the Helena house that became known as the Original Governor's Mansion (OGM) reflects the wealth generated from mining, agriculture, railroad expansion, banking, utilities, and related industries. It was one of many large and opulently furnished homes in Montana, especially in Helena. Although Helena began with a gold strike, it did not become a ghost town like other mining towns in Montana. Instead, it became a transportation hub and a banking, mercantile, and governmental center. The town's architecture, including over fifty mansions, was a visual statement of wealth and power.

The OGM is a Victorian, and specifically Queen Anne–style, residence. It is a British custom to name architectural styles after a reigning monarch, thus the term *Victorian,* named after England's Queen Victoria (1837–1901). Many different styles fall under the "Victorian" umbrella, and Victorian-era architects and builders often borrowed styles from other eras, as well, while adding their own imaginative touches. Typically, these homes' interiors were as complex and intricate as their exteriors. In the mansion, heavy drapery, stained glass windows, ornate furniture, and bric-a-brac reflect the Victorian love of decoration. The particular Victorian architectural style of the OGM is known as *Queen Anne.* But the name is confusing, because Queen Anne Stuart ruled England, Scotland, and Ireland in the early 1700s, decades before the Queen Anne style—named for its romantic associations to this earlier era—became popular in England and in America. Elaborate Queen Anne residences are recognizable by their asymmetrical, textured exteriors, turrets, wraparound porches, balconies, stained glass, and other decorative details. The style was particularly popular in the United States between 1880 and 1900.

As is still evident in Helena and many other cities, smaller homes of that era often adopted Queen Anne/Victorian details; a drive around

older neighborhoods will reveal porches with spindles, gingerbread scallops, fish-scale shingles, and bay windows, all associated with the Queen Anne style.

The original owner of 304 N. Ewing was not a governor, although he was elected to the territorial legislature five times. He was businessman William A. Chessman, who made his fortune in mining investments and real estate, and by becoming the supplier of public water to Helena. In 1887, the firm of Hodgson, Stem, and Welter designed this grand Queen Anne home with three floors and twenty rooms for William Chessman, his wife, Penelope, and their two living children. After twelve years, the Chessmans sold the home to Peter Larson and his wife, who later sold it to G. H. Conrad.

In 1913, the Montana state legislature appropriated thirty thousand dollars to purchase the mansion and five thousand dollars for furnishings and maintenance. They needed the residence because, for the first time, Montanans had elected a governor who didn't own a home in Helena. Governor Samuel V. Stewart, his wife, Stella, his mother and father-in-law (the Bakers), and his daughters, Emily, Marjorie, and Leah, then moved into the home, occupying it until 1921. Other governors and their families followed: Joseph M. Dixon (1921–1925); John E. Erickson (1925–1933); Frank M. Cooney (1933–1935); William E. Holt (1936–1937); Roy E. Ayers (1937–1941); Samuel C. Ford (1941–1949); John M. Bonner (1949–1953); and J. Hugo Aronson (1953–1961, moved to the new governor's residence 1959).

The final governor to live at 304 N. Ewing was J. Hugo Aronson. He and his wife, Rose, and their daughter, Rika, moved from the old mansion to the new governor's mansion in 1959. The OGM began to fall into disrepair. It was left mostly vacant, except for a few rooms that were used as offices, until restoration campaigns began in 1969. Partners in the effort included the Old Governor's Mansion Restoration Committee and the city of Helena. Today, the mansion is a house museum, administered by the Montana Historical Society and open year-round for tours. A fourteen-member Original Governor's Mansion Restoration Society continues its support by organizing special events connected to the mansion and fundraising.

Lesson 2 provides an opportunity to study the mansion's architecture. And, of course, you and your class are invited to visit the mansion, if you are able to come to Helena. Interactive and engaging school tours, which emphasize many of the same topics represented in this footlocker, are free and can be scheduled by calling (406) 444-4794. (See http://mhs.mt.gov/education/Tours for more information.)

Preserving Montana History and the Original Governor' Mansion

Exploring the architecture of the Original Governor's Mansion, and the lives of the Stewart girls, offers a window into a different time. We are lucky that in 1969, the State of Montana chose to preserve the Original Governor's Mansion. Sadly, the mansion had fallen into disrepair, but with the support of the city of Helena and under the guidance of the Old Governor's Mansion Restoration Board (which became the Original Governor's Mansion Restoration Society), restoration began.

Today, the mansion is listed on the National Register of Historic Places and administered by the Montana Historical Society as a house museum. Summers are the busiest time for tours, with over six thousand visitors in 2014, although many school groups visit during the school year, especially during legislative session years. Work on the mansion is ongoing; there is always something that needs to be done when caring for an old house. The Original Governor's Mansion Restoration Society remains active in its support.

All are invited to visit the Original Governor's Mansion to learn more about Montana architecture and history.

Outline for Classroom Presentation

I. Architecture of the Original Governor's Mansion

A. Queen Anne–style Victorian mansion (Lesson 2)

1. Built in 1888
2. Style typified by complexity: asymmetry, textured exteriors, turrets, wraparound porches, balconies, stained glass, and other decorative details
3. Interior space divided into "public," "private family," and "service" spaces

B. Not everyone who lived in the 1910s lived in a mansion. (Lesson 1)

1. Montana was a diverse state.
2. Life on a homestead or ranch
3. Life on an Indian reservation
4. Life of a Butte miner and his family
5. Life for wealthy city families (like the Stewarts)

II. Life for the Stewart Girls at the Original Governor's Mansion, 1913–1921

A. Stewart Family (Lesson 3)

1. First family to live in the mansion
2. Three daughters: Emily, Marjorie, and Leah

B. Children's Games

C. School (Lesson 6)

D. Manners (Lesson 4)

E. Repairing, Recycling, Reusing, 1910s style (Lesson 7)

III. Montana during Governor Stewart's Terms in Office, 1913–1921 (Lesson 5)

A. Women's Suffrage

B. World War I

C. Council of Defense/Sedition Act

D. Speculator Mine Disaster

E. Labor Unrest

F. Coal Strike

G. Inflation

H. Flu

II. Lessons

Alignment to Montana Content and Common Core Standards

Lessons ➤	1	2	3	4	5	6	7
English Language Arts Standards » Reading: Literature » Grade 4							
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				X			
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.				X			
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).							
CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).				X		X	
CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.							
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							
CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.							
(RL.4.8 not applicable to literature)							
CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.							
CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				X		X	
English/Language Arts Standards » Reading Informational Text » Grade 4							
CCSS.ELA-Literacy.RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X		X	X	

Lessons ➤	1	2	3	4	5	6	7
CCSS.ELA-Literacy.RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.			X		X	X	
CCSS.ELA-Literacy.RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about American Indians.		X	X		X		
CCSS.ELA-Literacy.RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		X	X		X	X	
CCSS.ELA-Literacy.RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.					X		
CCSS.ELA-Literacy.RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.	X		X		X		
CCSS.ELA-Literacy.RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X	X	X		X		X
CCSS.ELA-Literacy.RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.			X				
CCSS.ELA-Literacy.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.	X	X	X		X	X	
CCSS.ELA-Literacy.RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	X		X		
English Language Arts Standards » Writing » Grade 4							
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	X	X		X			
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X		X		X	
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			X	X		X	
CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)				X			

Lessons ➤	1	2	3	4	5	6	7
CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.							
CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.						X	
CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	X	X	X	X		X	
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X	X	X	X	
CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X		X	
English Language Arts Standards » Speaking & Listening » Grade 4							
CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X		X			
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.			X	X			
CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					X		
CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				X			
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)							

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7
Montana State Standards for Social Studies							
Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.							
1.1. Apply the steps of an inquiry process …	X		X				
1.2. Assess the quality of information ….			X		X		
1.3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations …	X	X	X	X			
Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.							
2.1. Describe the purpose of government and how the powers of government are acquired, maintained and used.					X		
2.2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels ….							
2.3. Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.							
2.4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.					X		
2.5. Identify and explain the basic principles of democracy ….					X		
2.6. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations ….					X		
2.7. Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.							
Content Standard 3—Students apply geographic knowledge and skills ….							
3.1. Analyze and use various representations of the Earth … to gather and compare information about a place.					X		
3.2. Locate on a map or globe physical features … natural features … and human features … and explain their relationships within the ecosystem.	X						
3.3. Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.							
3.4. Explain how movement patterns throughout the world … lead to interdependence and/or conflict.							
3.5. Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems ….							
3.6. Describe and distinguish between the environmental effects on the earth of shortterm physical changes … and long-term physical changes ….							

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7
3.7. Describe major changes in a local area that have been caused by human beings ... and analyze the probable effects on the community and environment.							
Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.							
4.1. Identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.	X	X	X	X	X	X	X
4.2. Use a timeline to select, organize, and sequence information describing eras in history.	X						
4.3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.			X	X	X		
4.4. Identify significant events and people and important democratic values ... in the major eras/civilizations of Montana, American Indian, United States, and world history.			X		X		
4.5. Identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).				X			X
4.6. Recognize that people view and report historical events differently.			X		X		
4.7. Explain the history, culture, and current status of the American Indian tribes in Montana and the United States.	X						
Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.							
5.1. Identify and explain basic economic concepts							
5.2. Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.					X		X
5.3. Compare and contrast the difference between private and public goods and services.							
5.4. Analyze how various personal and cultural points of view influence economic decisions	X	X			X		X
5.5. Explain and illustrate how money is used ... by individuals and groups							
5.6. Analyze the influences of technological advancements ... on household, state, national and global economies.							X
Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.							
6.1. Compare and illustrate the ways various groups ... meet human needs and concerns ... and contribute to personal identity.						X	

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7
6.2. Explain and give examples of how human expression ... contributes to the development and transmission of culture.		X	X	X		X	X
6.3. Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.	X	X		X	X		
6.4. Compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.							
6.5. Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.							
6.6. Identify and describe the stratification of individuals within social groups	X	X	X		X		
Essential Understandings regarding Montana Indians							
EU 2 There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	X						
EU 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.					X		
Mathematical Practices Standards» Grades 3-5							
3-5.MP.6. Attend to precision.		X					X

Lesson 1: Where Montana Kids Live, Play, and Go to School, 1900–1920

Essential Understanding

Children and their families lived, played, and went to school in a variety of settings across Montana. Many factors—economics, geography, technology, ethnicity, and time period—shaped their homes, play areas, and schools.

Activity Description

Students will analyze photographs, classify visual information, and access prior knowledge to explore representative settings where Montana children lived, played, and went to school, 1900–1920. They will compare the Stewart girls' experiences with other children of the era.

Objectives

At the conclusion of the lesson, students will have:

- Collaborated productively with their groups
- Learned about children's lives in Montana, 1900–1920
- Made personal connections with Areas of Montana
- Sharpened their powers of observation
- Made inferences and drawn conclusions
- Analyzed information and used evidence to support conclusions
- Recognized that most people in 1913 did not live in mansions like the Original Governor's Mansion

I can . . . analyze a set of photographs and draw conclusions about life in Montana between 1900 and 1920.

Time

One to two 50-minute class periods

Materials

Footlocker/User Guide Materials

Photo Analysis Organizer (page 30 of User Guide)

Write Your Way In and Out Prompts (on the Lesson 1 PowerPoint)

Lesson 1 photographs (also available online in the Lesson 1 PowerPoint at http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson1.pptx or on CD to project.)

Making Comparisons Chart (page 31 of the User Guide and image 30 on the Lesson 1 PowerPoint)

Student Narrative, "Where Montana Kids Live, Play, and Go to School, 1900–1920" and "What If" (pages 114-15 of the User Guide)

Classroom Materials:

Student writing journals or materials

Pre-Lesson Preparation

- Arrange to project the image of the Stewart girls and their mother reading (Slide 2 on the Lesson 1 PowerPoint).
- Make copies of the Photo Analysis Organizer: three for each group, or one for each student, if working individually.
- Arrange to project, the Write Your Way In and Out Prompts (Slides 1 and 31 on the Lesson 1 PowerPoint)
- Sort the images into Green, Red, and Blue Sets. Notice that each photo is labeled with

a number and letter (A-1, A-2, A-3; B-1, B-2, B-3, C-1, C-2, C-3). Organize each color set alpha-numerically. (Note: The images in Subset A all show children outside of their homes. The images in Subset B all show children at school. The images in Subset C all show children engaged in activities.)

Procedure

Step 1. Write Your Way In (5 minutes)

Provide students with the following prompt: What was life like for Montana children in the years 1900–1920? Describe what you might know from stories and reading and what you imagine. What did their homes look like? What did their schools look like? Where (and what) did children play? What type of clothing did they wear? Don't stop writing for five minutes!

Ask students to take out a pencil and their writing journals, or a sheet of paper, and date it. If you have a timeline in your room, count the decades back to the year 1900 as a class, to help the students understand the years in the past they will be thinking about. Then, let them know that they will be thinking hard and writing for five minutes nonstop, as soon as you say, "Go!" You will be using a timer and they must keep on going, not lifting their pencils until the five minutes are up. If they are stuck for what to write next, encourage them to write, "I am thinking!" until they think of more to say. Remind them they can use their imaginations! Create a sense of urgency! For this exercise, they should not be concerned with their spelling, etc. They should just think and pour out their thoughts on paper. When the timer goes off at the end of five minutes, tell students to draw a line where they stopped.

Step Two. Photo Analysis and Information Gathering (30–40 minutes)

Divide students into three groups: the Red Group, the Green Group, and the Blue Group.

Hand out the Photo Analysis Organizers (either three per student, or three per group). Tell students that they will be learning more about what life was like for Montana children between 1900 and 1920 by looking at photographs. Each student will look at nine images. The images are organized into sets of three because sometimes it is easier to notice things when you have other pictures to compare.

Using the image of the Stewart girls and their mother (Lesson 1 PowerPoint slide 2), model what it means to analyze a photograph, by working as a class to complete one row of the worksheet. (Note that you won't be able to complete all the columns—let students know that not all photographs have information for every column.)

Give each group image A-1 to analyze (Red Group gets Red A-1, Green Group gets Green A-1, Blue Group gets Blue A-1). Have them spend 2–3 minutes analyzing the picture and completing the chart. Then repeat with images 2 and 3 for each group.

Have students return all of the pictures and lay them out on a table. Have students look at all 9 images. What do they notice?

Use class discussion to help students notice the similarities and differences they discovered.

Help students draw conclusions. For example: In 1900 to 1920, people lived in homes—but the type of home varied depending on where they lived (city/country), their culture (Indian/non-Indian), and how much money they had. Note that in 1900 some Indians lived in tipis, but some lived in cabins or frame houses.

Have them write down their comparisons, conclusions, and questions for the Group A images at the bottom of their chart.

Follow the same procedure with B-1, B-2, B-3, and again with C-1, C-2, C-3.

Step Three. Compare and Contrast (15–20 min.)

Project or copy onto the board the Making Comparisons chart (below and Lesson 1 PowerPoint slide 30).

Using the information the students gathered in their Photo Analysis Organizers, work as a class to list the similarities and differences they discovered between life in the period 1900–1920 and their lives today. Talk about each category: home, school, activities, and clothing. What do they notice that is different? What do they notice that is the same?

Step Four. Read to Find Out

As a class, read and discuss the first section of the Student Narrative: "Where Montana Kids Live, Play, and Go to School, 1900–1920."

Step Five. Write Your Way Out

(3 minutes)

Ask students to retrieve their "Write Your Way In" essays. Tell them they will be writing below the line they drew earlier for this next three-minute nonstop writing period.

Tell students that they are going to do another quick write, writing nonstop from the moment you say "Go!" until the timer goes off.

Provide students with the "Write Your Way Out" prompt (PowerPoint slide 31): Did you find evidence in the photos either supporting or contradicting what you wrote earlier? Tell about your findings. Be sure to use the word "support" and/or the word "contradict." (For example: "My findings supported what I wrote because . . . " and/or, "My findings contradicted what I wrote because. . .".) What did you see in the photos that was the most interesting or surprising to you? Was there a photo that made you want to go to that place? Why?

Step Six. Previewing the Rest of the Lessons

As a class, read and discuss the second section of the Student Narrative: "What If."

Photo Analysis Organizer: Lesson 1

Name_____

How many of these questions can you answer just by looking at the photos? You won't be able to complete every box for every picture, but if you look closely, you will find more than you think!

Photo letter and number	Where was the photo taken? (Urban/Rural/Reservation?) What do you see that makes you say that?	Describe any structures (buildings or tipis) that you see. What do you think they were used for? (Home/School/Other?)	What are the children doing?	Describe their clothing.

Compare the images you have analyzed. What conclusions can you draw? What questions do you have?

_____

_____

_____

_____

_____

_____

Making Comparisons: Lesson 1

All of the pictures you looked at showed children between 1900 and 1920. How are their lives similar to yours? How are they different?

Similarities	Differences
Homes	**Homes**
_____	_____
_____	_____
_____	_____
Activities	**Activities**
_____	_____
_____	_____
_____	_____
Schools	**Schools**
_____	_____
_____	_____
_____	_____
Clothes	**Clothes**
_____	_____
_____	_____
_____	_____

Lesson 2: Architecture Smart: The Helena Mansion

Essential Understanding

The way a structure looks reflects the period in which it was built, the builders' resources, and the building's function.

Activity Description

Students will learn about the architecture of the Original Governor's Mansion through writing, research, PowerPoint presentations, examining floorplans and photographs, and by creating a 3-D model of the residence.

Objectives

At the conclusion of the lesson students will have:

- Learned where the terms *Victorian* and *Queen Anne* came from and understand their usage as they relate to architecture and the Original Governor's Mansion
- Recognized and identified specific Victorian/Queen Anne architectural features in the design of the OGM
- Sharpened their power of observation
- Learned how to read floor plans
- Analyzed information and used evidence to support conclusions
- Recognized and identified purposes of rooms
- Gained awareness of spatial relationships
- Appreciated the size and complexity of the OGM

I can . . . read a floor plan and identify Victorian/Queen Anne architectural features

Time

Part A: one 50-minute class period

Part B: one 50-minute class period

Part C: two 50-minute class periods

Part D: one 20-minute class period

Materials

Footlocker/User Guide Materials

For Part A:

Student Narrative: "What If" (pages 114-15 of the User Guide, unless your students already read this at the end of Lesson 1)

Lesson 2A, "Let's Talk Architecture" PowerPoint and script. The script is available below, beginning on page 39 (also available on footlocker CD or at http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson2A.pptx.

Text sheet: "Who are Victoria and Anne, and What Do Their Houses Look Like?" (See pages 37-38 of the User Guide.)

"Architecture Smart" from the Student Narrative (pages 115-17 of the User Guide)

For Part B:

Virtual Tour: http://mhs.mt.gov/education/Tours

Interior Scavenger Hunt (pages 47-48 of the User Guide)

Interior Scavenger Hunt answer key (pages 49-50 of the User Guide)

Lesson 2B "Inside the Original Governor's Mansion" PowerPoint and script. The script is available below, beginning on page 43 (also available on CD or at http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson2B.pptx.

Text sheet: "Who are Victoria and Anne, and What Do Their Houses Look Like?" (pages 37-38 of User Guide)

Copies of the floor plans (pages 40-42 of User Guide)

Three Dimensional *Victorian Dollhouse* copies of *"The Mansion's Little Ghost"* (optional, pages 57-62 of User Guide)

For Part C:

Line Drawings of the OGM (five pages, starting on page 52 of the User Guide)

Assembly instructions (page 51 of User Guide)

Vocabulary List (pages 125-26 of User Guide)

For Part D:

National Register sign facsimile

National Register playing cards

Classroom Materials

Student writing journals or materials (all)

Colored pencils, tape, scissors (small pointed ones preferred), push pins, glue sticks (Part C)

Computers (optional, Parts D and C)

Part A: Let's Talk Architecture

Pre-Lesson Preparation

- Organize your materials and equipment to be able to project the PowerPoint Lesson 2A: "Let's Talk Architecture" either from the website or the CD.
- Review PowerPoint script.
- Make copies of "Who are Victoria and Anne, and What Do Their Houses Look Like?" and Student Narrative, "Architecture Smart"

Procedure

Introduction: Five-minute, timed, nonstop "Write Your Way In" exercise.

Project prompt (Slide 1 of Lesson 2A PowerPoint): What is a mansion? Describe a mansion. Compare a mansion to other buildings. Where does one find a mansion?

Tell students that they will be writing nonstop for five minutes as soon as you say "Go!" Ask them not to lift their pencils from the paper, but to just keep writing. If they get stuck, write, "I am thinking!" until they think of something else to say on the topic. Create a sense of urgency. When the timer goes off, have everyone stop and draw a line under their writing.

Show the Lesson 2A PowerPoint, "Let's Talk Architecture."

Pass out text sheet: "Who Are Victoria and Anne, and What Do Their Houses Look Like?"

Keep a picture of the OGM on the screen for reference as the class reads, "Who Are Victoria and Anne, and What Do Their Houses Look Like?" and students complete the exercise.

As a class, read "Architecture Smart" from the Student Narrative.

Part B: Inside the OGM

Pre-Lesson Preparation

- Organize your materials and equipment to be able to project the PowerPoint Lesson 2B: "Inside the Original Governor's Mansion" either from the website or the CD.
- Review PowerPoint script.
- Make copies of the OGM interior floor plans and Interior Scavenger Hunt.
- Set up the Three-Dimensional Victorian Dollhouse.
- Arrange for students to access the Virtual Tour through the Montana Historical Society web site: http://mhs.mt.gov/education/Tours (optional)

Procedure

Tell students, now that they have studied the mansion's *exterior* (outside), they are going to learn about the *interior* (inside).

Talk about today's homes. Note that rooms often serve more than one purpose. For example, people often cook and eat and do homework all in the same room.

Note that in Victorian houses, rooms were usually specialized: the mansion had separate rooms for eating, cooking, sleeping, sitting with family, entertaining important guests, playing, doing paperwork, etc.

Remind students that Victorian mansions usually had three kinds of spaces:

- **Public spaces.** These formal spaces were where families put on their company manners. The spaces were designed to provide a good first impression and to show off the family's wealth. These spaces included the entrance hall, parlor, and dining room.
- **Private spaces.** These spaces were where the family could relax. They included bedrooms, sitting rooms, and the children's playroom.
- **Servant spaces.** This was where the work was done to support the household. They included the kitchen and storage areas. These spaces were much less decorated than the formal public spaces. Note that we still have spaces today where work gets done—like the laundry room—even though most people don't have servants.

Look for these types of spaces in the Three Dimensional Victorian Dollhouse.

Tell students that the dollhouse is designed to represent a typical Queen Anne Victorian mansion. Now, you are going to explore a specific mansion: The Original Governor's Mansion.

Pass out the floor plans. Explain that floor plans are a type of map—the map of the inside of a building. Talk about who uses floor plans and why they are useful. Show the PowerPoint of interior photos. Have students find each room on the floor plans.

Which of the three kinds of rooms are they seeing? Encourage students to ask questions they might have about the home. You, as teacher, are not expected to be an architectural expert, but perhaps you can brainstorm with your students about how to find answers.

As time allows, pass out the Interior Scavenger Hunt. Have students explore the mansion and complete the scavenger hunt using their floor plans and the virtual tour or, if you don't have internet access, using the interior photographs included in the footlocker and in the "Inside the Original Governor's Mansion" PowerPoint.

Write Your Way Out:

Have students write nonstop for three minutes using the same procedure as above. Tell students to start writing below the lines they drew after the Write Your Way In segment.

Project prompt (last slide of Lesson 2A PowerPoint): Has your idea of what a mansion is changed? If so, how? Write what you now know about the design of the Original Governor's Mansion. If you have comments or questions, feel free to write them here!

Extension activity: Share "The Mansion's Little Ghost," from *Montana Chillers: 13 True Tales of Ghosts and Hauntings,* by Ellen Baumler (Helena, 2009). (See pp. 00–00 of the User Guide).

Part C: Building your Own Mansion

Pre-Lesson Preparation

- Make copies of the Vocabulary List and "Who Are Victoria and Anne, and What Do Their Houses Look Like?" for reference.
- Make copies of the Set of Line Drawings of the exterior of OGM and an Instruction Sheet for each student. Before printing, check your printer settings to make sure your printer does NOT rescale the drawings to "fit to page." **Note:** If you have the option of using cardstock, it will build a sturdier house, but the stiff paper is a little harder to cut out. If you use cardstock, folds are easier if they are scored first.

Procedure

Distribute Line Drawings of the Original Governor's Mansion and the Instruction Sheet. Have students color the drawings to their taste.

Ask: If they were the architect, what colors would they use to enhance the building? As they color the design, have them identify the architectural details that makes this a Queen Anne home, by referring to the Vocabulary List and Text sheet: "Who are Victoria and Anne, and What Do Their Houses Look Like?" from Part A of the lesson.

Distribute Instruction Sheet: Constructing the Mansion, and walk students through assembly.

Notes for Teachers: There are six parts to this project.

Parts 1 and 2: back and sides of house

Part 3: back roof

Part 4: front of house

Part 5: front roof

Part 6: wraparound porch

Assembling: Tabs and spaces are labeled with letters A through J and they match up to corresponding letters.

The two **roof sections** (Parts 3 and 5) attach by pulling dormers and chimneys through slots, and then pulling the front roof's tabs into the back roof's slots.

Tabs that go through slots will hold better if they are glued down inside the building.

Tip for cutting slots: Laying the page over a notebook, use pushpins to perforate along the slot, either the whole length or far enough to insert the scissor point to finish cutting. Another method is to use a ballpoint pen and draw over and over the slot line, until it wears through the paper.

Teaching tip: Helena fourth and fifth grade teacher Jodi Delaney read the Student Narrative and excerpts from the *Goops* to her students, while they colored and constructed their houses.

Part D: The National Register of Historic Places

Pre-Lesson Preparation

- Gather footlocker material (sign text and playing cards).
- Access list of Montana's National Register properties online at http://mhs.mt.gov/shpo/NationalReg/NRMap (optional).

Procedure

Show the class the laminated sign text for the Original Governor's Mansion. Tell them that the mansion is listed in the National Register of Historic Places, the official list of the nation's historic places worthy of preservation. A listing in the National Register is a very high honor, and, in Montana, when a building is listed, its owners can apply for a sign like this one. The real sign is displayed outside the mansion in Helena.

Ask students what types of buildings they think are listed in the National Register. Because you have just been studying mansions, they may think mansions are the only type of buildings listed. In fact, many types of buildings or sites are listed, including archaeological sites, homesteads, schools, forest service cabins, banks and offices, mining head frames, county courthouses, the homes of miners or railroad workers, even gas stations.

A building or site can be listed for its architecture. It can be listed because of its association with an important person. Or it can be listed because it reflects the history of the community or state in an important way. Every county in Montana has at least one site listed in the National Register.

Share the Montana's National Register playing cards with your class. Find the building or site from your county.

Extension activity: Explore more about the National Register by looking for other National Register–listed sites in your community. You can find a list of all National Register–listed

properties in Montana here: http://mhs.mt.gov/Shpo/NationalReg/NRMap. Many, but not all, of these properties have National Register signs, like the sign in the footlocker. Available sign texts are online through a link on the Montana Historical Society's website: http://mhs.mt.gov/Shpo/Signs.

Who Are Victoria and Anne, and What Do Their Houses Look Like?

The Original Governor's Mansion (OGM) in Helena, Montana, is a **Queen Anne–style** house. The Queen Anne is a particular kind of **Victorian** architecture.

The names *Queen Anne* and *Victorian* come from England, where it was a tradition to name architecture styles after the ruling king or queen. Queen Victoria ruled Great Britain from 1837 to 1901. The term *Victorian* refers to things that were popular during her reign (rule).

The term *Queen Anne* is a little more complicated. Queen Anne Stuart ruled England, Scotland, and Ireland from 1702 to 1714. During her reign, art and science flourished. She died long before designers came up with the name "Queen Anne" to describe a particular architectural style. The Victorians chose the name for its romantic connection to an earlier time when Anne was queen. Queen Anne style homes were very popular in the United States in the 1880s, 1890s, and early 1900s, perfect timing for the construction of the OGM in the late 1880s.

Characteristics of Queen Anne homes:

- One to three stories
- Asymmetrical (not even)
- Imaginative, both inside and out
- Elaborate, complicated designs
- Turrets, balconies, chimneys, stained-glass windows, and wraparound porches.
- Different rooms for every activity. Round and octagonal rooms are common.
- A mix of materials to create different exterior textures (wood, terra-cotta, shingles, brick, and stone)
- Formal entrances

Victorian mansions usually had three kinds of spaces:

- **Public spaces.** These formal spaces were where families put on their company manners. The spaces were designed to provide a good first impression and to show off the family's wealth. These spaces included the entrance hall, parlor (also known as a drawing room), and dining room.
- **Private spaces.** These spaces were where the family could relax. They included bedrooms, sitting rooms, and the children's playroom.
- **Servant spaces.** This was where the work was done. They included the kitchen and storage areas. These spaces were much less decorated than the formal public spaces.

General Characteristics

More is NEVER TOO MUCH with a Queen Anne!

Can you find any of the following Queen Anne characteristics on the mansion?

- Overall shapes are varied, but usually have a forward-facing gable . . . . . ☐ Yes ☐ No
- Steep roofs are common and have many irregular planes . . . . . ☐ Yes ☐ No
- Towers and turrets are common . . . . . ☐ Yes ☐ No
- Windows are long and narrow . . . . . ☐ Yes ☐ No
- Stained-glass windows are common . . . . . ☐ Yes ☐ No
- Brickwork is patterned. . . . . ☐ Yes ☐ No
- Mixed-texture surfaces (different materials, like shingle, brick, stone, terra-cotta to add texture) . . . . . ☐ Yes ☐ No
- Covered porches wrap from the front and side . . . . . ☐ Yes ☐ No
- Porches are decorated with spindles . . . . . ☐ Yes ☐ No
- Houses have fancy brick chimneys . . . . . ☐ Yes ☐ No

How many of these characteristics did you find? _____

Would you classify this house as a Queen Anne? . . ☐ Yes ☐ No

Lesson 2A "Let's Talk Architecture" PowerPoint Script

[Slide: Write Your Way In instructions]

[Intro/Title Slide]

[Slide] There have been many styles of houses designed and used throughout time in Montana. Montana's first peoples (Native Americans) made their homes from poles and leather or canvas. *What are these types of homes called?* Tipis. **[click]** Many trappers, miners, and homesteaders used logs and/or sod (clods of earth) to build structures to protect them from outside elements such as weather or animals.

[Slide] As cities grew around the state, some houses became more elegant. **[click]** The Original Governor's Mansion is one of those houses. Let's investigate together the parts that make this house a "Queen Anne" mansion. *Does anyone know who Queen Anne was?*

[Slide] Queen Anne ruled England, Scotland, and Ireland from 1702 to 1714. Even though she lived long before the Original Governor's Mansion was built in 1888, architects gave her name to any house that shared certain characteristics (features). Queen Anne–style homes were very popular in the United States in the 1880s, perfect timing for the construction of this mansion.

[Slide] Let's explore and see if we can find any Queen Anne characteristics on the exterior (outside) of the Governor's Mansion. Do you notice a front facing gable (roofline)? **[click]** What about a covered porch? **[click]** Notice how it wraps around the sides and has a formal entrance? **[click]** Look for the spindles (carved posts) that are decorating the railing. Can you see many different shapes and angles to the house? All of these things are common to the Queen Anne style.

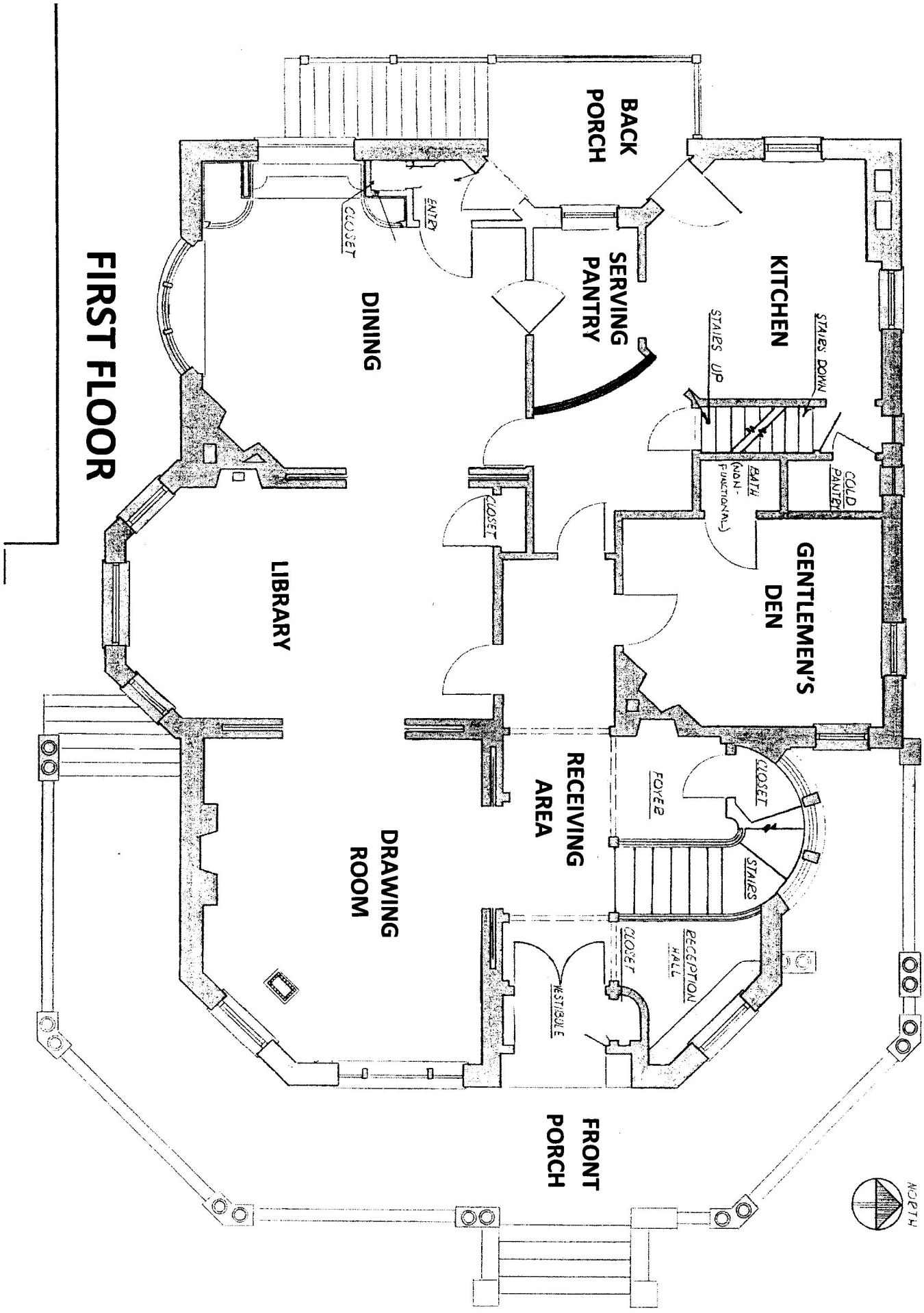
[Slide] Do you see anything looking like a small tower on one of the corners? **[click]** This is called a *turret* and resembles towers seen on castles. Queen Anne–style brickwork is often patterned. **[click]** How many of you can see the decorative pattern in this area? **[click]** The windows in Queen Anne–style homes are usually long and narrow, and oftentimes you can find them made from stained glass. Do you see any stained glass here? (Answer: No.)

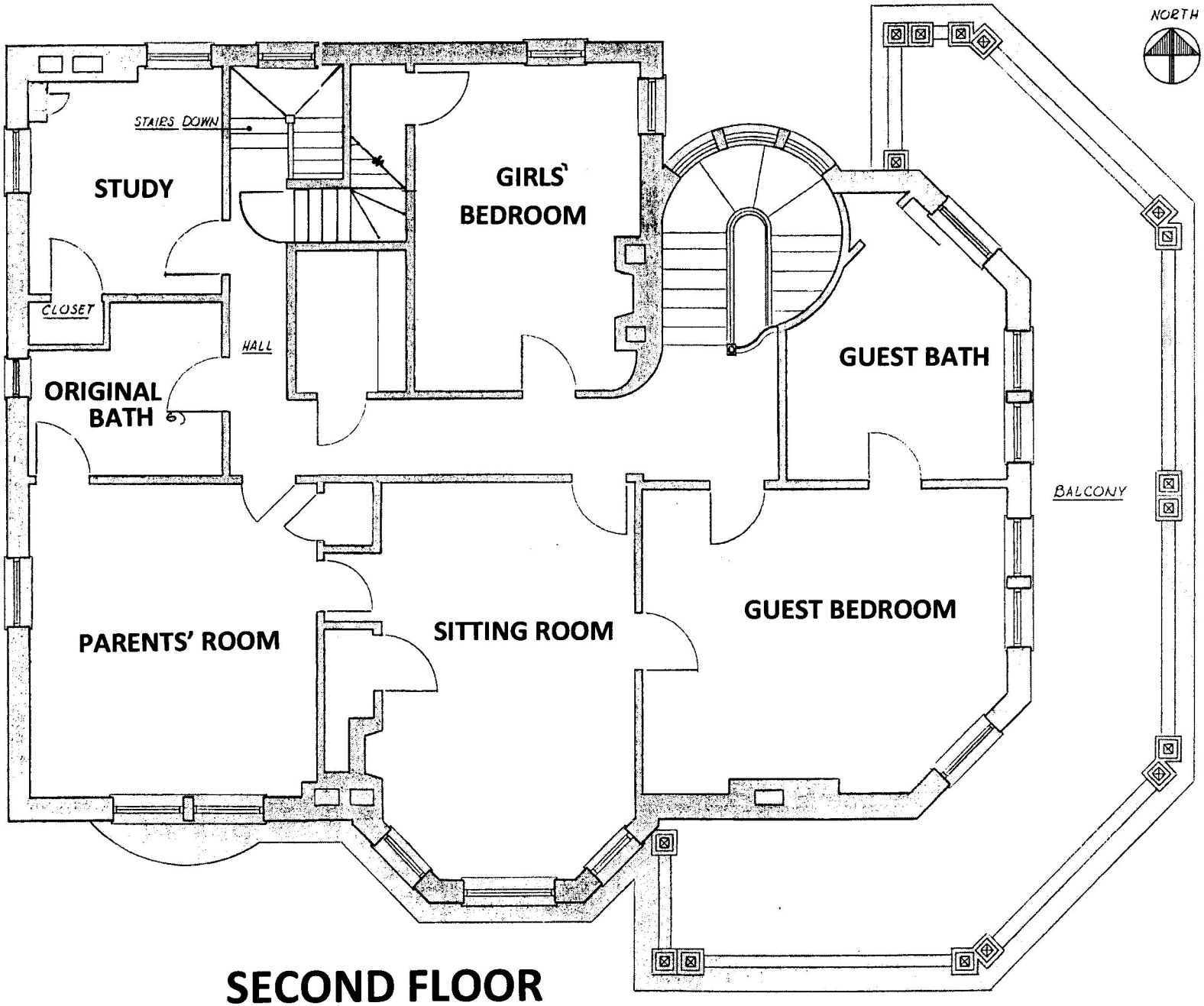
[Slide] Steep roofs with irregular planes (many different angles) are a common Queen Anne style feature. **[click]** How many different planes (angles) can you find on this roof? Fireplaces are standard to the interior, and this particular house has seven of them. If a house has a fireplace, it needs a chimney. What is the chimney for? This one has two chimneys, can you see them? **[click]**

The fancier original chimneys fell off during the 1935 earthquakes, and these plain brick ones were built to replace them. They are not as ornamental as you see on other Queen Anne–style houses, but they serve the same function.

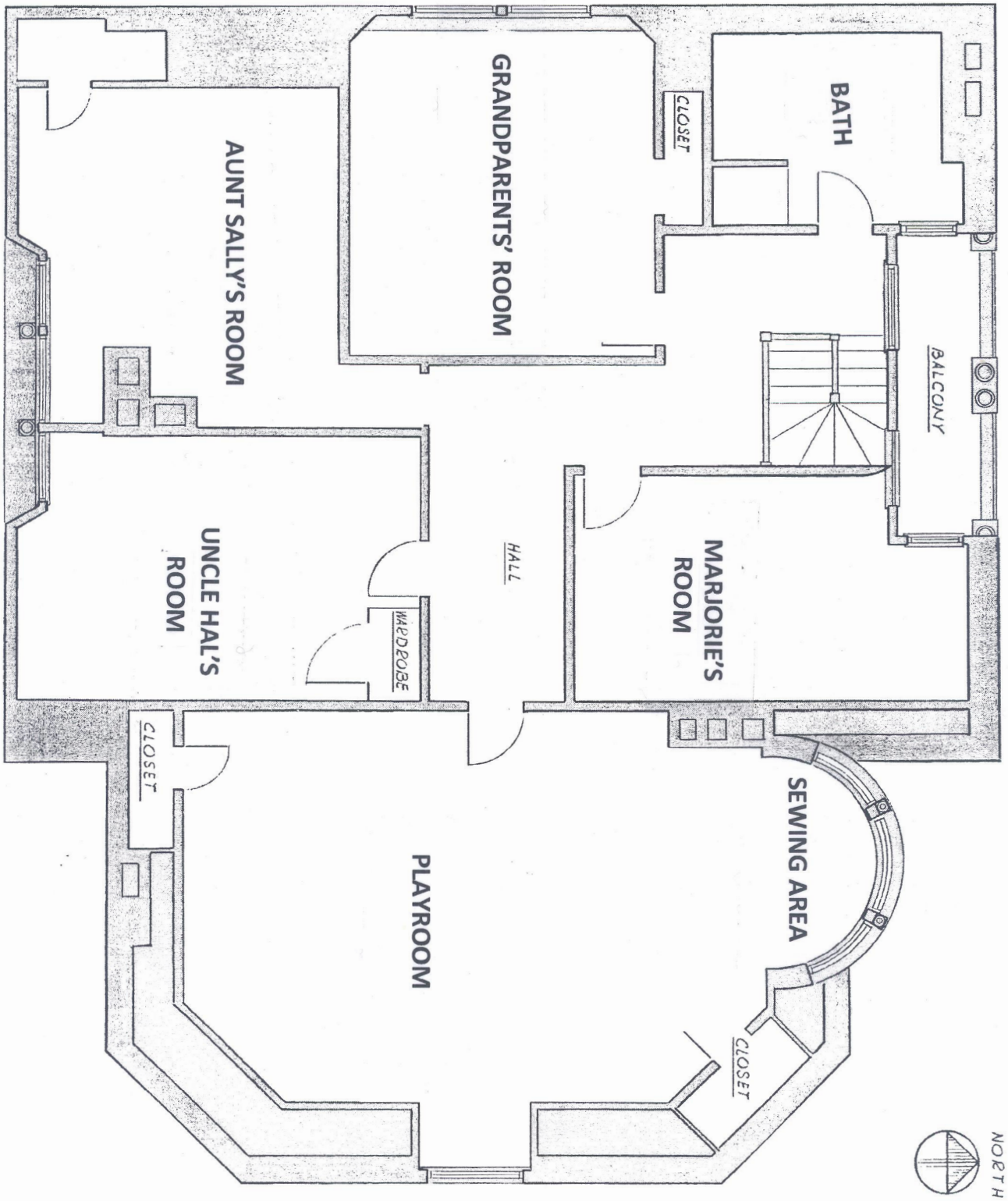
[Slide] How many different types of materials can you find that have been used on this house? Do you remember seeing any of these? **[click]** Wood? **[click]** Stone? **[click]** Bricks? **[click]** Metal? **[click]** Glass? **[click]** Terra-cotta? Does anyone know what terra-cotta is? It is a hard, waterproof ceramic clay–like material with a carved design (the same material that these planter pots are made from). It is reddish-brown in color, and is added to the outside for decoration. Queen Anne–style houses are often built with many different materials to provide interesting surfaces and textures. **[click]** Let's take a look at the mansion again to see if we can find any of these materials.

[Slide] When we put all of these characteristics, or features, of the Original Governor's Mansion together, do you think it has enough features to make it fit the Queen Anne architectural style? What characteristics or features do you remember? Will you be able to identify a Queen Anne–style house the next time you pass by one?


FIRST FLOOR
BACK PORCH
SERVING PANTRY
KITCHEN
DINING
LIBRARY
GENTLEMEN'S DEN
RECEIVING AREA
DRAWING ROOM
FRONT PORCH
CLOSET
ENTR
STAIRS UP
STAIRS DOWN
BATH (NON-FUNCTIONAL)
COLD PANTRY
CLOSET
CLOSET
FOYER
STAIRS
CLOSET
RECEPTION HALL
VESTIBULE
NORTH



SECOND FLOOR


BATH
CLOSET
GRANDPARENTS' ROOM
AUNT SALLY'S ROOM
BALCONY
MARJORIE'S ROOM
HALL
UNCLE HAL'S ROOM
WARDROBE
CLOSET
PLAYROOM
SEWING AREA
CLOSET
NORTH

THIRD FLOOR

Lesson 2B "Inside the Governor's Mansion" PowerPoint Script

[Introductory slide] Let's explore the inside of the mansion, starting on the first floor.

[Slide] This is the Entryway/Receiving Area. Find it on your floor plan.

Do you think this is public, private, or servant space? (Answer: Public) The purpose of the entryway was to provide a good first impression. How does this room do this? Note the bench where people waited to be seen. A calling-card tray used to sit on the fireplace mantle.

[Slide] This is the Drawing Room. Find it on your floor plan.

Is this a public, private, or servant space? What do you think people did in this room? The purpose of this room, sometimes also called a parlor, was to entertain guests. Notice the piano. Making your own music was very important to families in the Victorian era. Note the ornate fireplace.

[Slide] The tiles with leaves and bird reflect the Victorians' desire to connect to nature.

[Slide] This is the Library. Find it on your floor plan.

The library was both public space and family space. Before television and computers, books were a main source of information and entertainment. Also note that Victorian houses were not as well-lit as our homes are today. The library had a reading lamp on the large table where the family would gather to read and play games.

[Slide] This is the Dining Room. Find it on your floor plan.

The dining room set was made for the room and it matches the dark oak trim. Victorian furniture was traditionally very ornate and playful. There are men holding up the dining room and side tables, and lions and griffins carved into the chairs and china cabinets.

[Slide] Stained glass decorates the buffet.

The family ate in the dining room every day. The cook's son served the food.

[Slide] What was this room used for? (Answer: Kitchen) Find it on your floor plan. Is it public, private, or servant space? Although the girls sometimes made fudge and Governor Stewart often made pancakes on the cook's night off, this room was mostly for servants. That's why it is not as decorated as the home's public and private spaces.

[Slide] In the kitchen's baking cabinet is a flour bin (the large metal container with a window so the cook could see how much flour was left). Beneath the bin was a crank used to sift the flour as it came out. Why do you think the cook needed so much flour? (Answer: Baked goods—bread, rolls, cakes, cookies, etc.—were all made from scratch.)

Next to the baking cabinet is another piece of wooden furniture. Can you guess what it is? It is a refrigerator, often called an ice box. Before electricity, the ice man would deliver large blocks of ice. The ice would go in the top part of the cabinet to keep the food cold. This model had locks because many people kept their refrigerators outside on the back porch. The locks made sure no one stole the food.

[Slide] Here's another view of the kitchen. Where do you think the door goes, and why is there a little window in the wall?

[Slide] This is the Serving Pantry. Find it on your floor plan.

Between the kitchen and the dining room was the serving pantry. When meals were being served, the door between the kitchen and the serving pantry was closed to keep diners from seeing the chaos in the kitchen. The cook would pass dishes through the little window you saw in the last slide.

Note that there is an apron draped over the chair. Women used aprons to keep their clothes clean, so they wouldn't have to do so much laundry. Washing and drying clothes was much harder than it is today.

The serving pantry also provided room for extra storage.

[Slide] This is the Gentleman's Den. Find it on your floor plan.

Victorian houses often had a place for the man of the house to retreat. The desk was Governor Joseph Kemp Toole's. Toole was Montana's first governor and a friend of the Stewart family. Victorian gentlemen typically took a short nap every day. That's why the den has a sleeping couch. What makes a sleeping couch different from a regular couch?

[Slide] Let's move to the second floor.

[Slide] This is the Guest Bedroom. Find it on your floor plan.

What do you notice about this room? The lace on the little table was to keep it from getting scratched. Many women during this time made coverings like this for their tables. The table is called a vanity. What does vanity mean? (Define). The reason this table is called a *vanity* is because this is where women would sit and brush and arrange their hair. The bed is called a *sleigh bed* because it is in the shape of a sleigh. In the corner is a standing mirror. When the family did not have a guest, the Stewart girls said they used that mirror to "check our assets and defects."

[Slide] This is the Guest Bath. Find it on your floor plan.

Built in 1888, the mansion was the third house in Helena to have an indoor toilet. Originally there was only one bathroom. As standards of comfort changed, the owners added bathrooms. By the time the Stewarts moved into the mansion it had four bathrooms. This room was originally a sewing room. The small sewing room became a very large bathroom.

[Slide] This is the Sitting Room. Find it on your floor plan.

Is this public, private, or servant space? It is very highly decorated, so you might think it was public space, but this is actually where the family relaxed. The room looks very much as it did when the Stewarts lived here. They would recognize the painted fabric decorating the walls, the light fixtures, and even the backless sofa. The Stewarts sometimes ate breakfast or afterschool snacks in this room, and Mrs. Stewart would invite her closest friends into the sitting room for tea.

When the home was first built, this was the master bedroom. But there was so much activity on the first floor, Mrs. Stewart converted this room into a sitting room for the family.

[Slide] This is the Parent's Room. Find it on your floor plan.

The furniture in this room was also originally Governor Toole's. Note the bedspread. In addition to making table runners for vanities, women also crocheted bedspreads to help keep the bedding cleaner—and to make the bedroom prettier. Looking "presentable" (neat and tidy) was important to the Victorians. That's why there are so many mirrors.

There is a door that connects the bedroom directly to the sitting room. Connecting rooms, as opposed to only being able to enter a room from the hall, is a common feature in Victorian homes.

[Slide] This is the Girls' Bedroom. Find it on your floor plan.

When the Stewarts lived here, this room had twin beds. Leah and Emily shared this room.

The framed photo on the mantel shows the Stewart girls when they lived in Virginia City and Leah was just a baby. Out of view is a sink. Before running water, people kept a pitcher of water and a wash basin in their bedrooms. (They also kept a chamber pot there.) Now we wash in the bathroom. The

bedroom sink reflects the transition between the old ways and the new.

[Slide] This bathroom was the first, and only, bathroom in the mansion when it was built in 1888. It was reportedly one of only three bathrooms in all of Helena.

[Slide] All of the fixtures have been updated, but when the Stewart girls lived here, the bathroom had a pull-chain toilet like the one shown in this 1903 picture. **[click]** Even by 1913, this type of toilet was considered old-fashioned. Because toilets like this were already rare, the neighborhood children were fascinated by it. The girls charged their friends a penny a pull to flush the toilet.

[Slide] This is the Study. Find it on your floor plan.

Is this public, private, or servant space? This study is where the girls did their homework and Marjorie spent many hours pretending to be a lawyer like her father. (You can read some of her cases in, "Miss Beach, Lawyer.")

The desk was a rolltop desk.

Look closely at the picture hanging on the back wall. How is it attached to the wall? Walls used to be made of plaster. If you nailed a hole into the plaster wall it would crack, so every room had a picture rail. People attached wire to the picture frame. They then attached the wire to special clips which they slid onto the rail. All of the pictures in the mansion hang from picture rails.

[Slide] Let's go to the third floor.

[Slide] This is the Grandparents' Room. Find it on your floor plan.

This was where Grandma and Grandpa Baker slept. In the other bedrooms, we've seen vanities where women sat and arranged their hair. In this bedroom, there is an old-fashioned men's shaving table. Governor Stewart probably shaved in the bathroom, since this was becoming more and more common. But Grandpa Baker may have been used to the older style of washing and grooming in his bedroom.

We don't actually know how this room—or most of the rooms in the mansion—were furnished. There are not very many pictures. Curators (people who work in museums) have used what they know about the period, how the family lived, and the home's history to make these rooms look as historically accurate as possible.

[Slide] This is Marjorie's Room. See the doll on the bed? Find the room on your floor plan.

Note the radiators. This was a very modern house in 1888. Not only did it have a bathroom, it also had steam heat. The boiler was in the carriage house. It heated water, and sent steam through pipes that ran underground from the carriage house into the main house, and then up to radiators on every floor.

This little room was tucked under the roof. That's why the ceiling is angled. The window is so narrow, because it is actually only half a window.

[Slide] The other half of the window is in the hallway. From the outside, those two halves look like a single large window, which matches a second window next to it. The Victorians were very concerned about appearances—it was more important to them to have the exterior of the house look good than to arrange windows according to interior room placement.

[Slide] This is Aunt Sally's Room. Find it on your floor plan.

Aunt Sally was Governor Stewart's single sister. She taught school in Butte, but she visited the family enough that she was given her own room. The girls remember her as an excellent seamstress, who made a detailed man's suit for the girls' doll, Warren.

[Slide] This is Uncle Hal's Room. Find it on your floor plan.

Uncle Hal was Governor Stewart's single brother. He worked as a lawyer. He didn't live

in Helena, but he came often—especially when the legislature was in session, so he could lobby to try to influence laws. The Chessmans, who built the home in 1888, used this room for playing cards.

Smoking was much more common in the 1910s—but only men smoked, and they did not smoke around women. The metal stand in this room is Uncle Hal's ashtray.

Notice the brass bed. This was originally one of the girl's beds. Brass beds were much less expensive than the elaborately carved wooden beds you've seen on the second floor.

[Slide] This is the Playroom. Find it on your floor plan.

This was originally a ballroom but the Stewarts turned it into a playroom. By having the playroom on the third floor, the Stewarts could keep the children happy and out of the way of political guests.

The girls often had tea parties for their dolls and played house. Can you find the doll house? It is made from six wooden orange crates. People often made toys from recycled materials.

Notice the rugs. This style of rug is called a "braided rug" or "rag rug." They were made from old clothes (there's a sample braided rug in the footlocker).

[Slide] Look for the American flag. It is sitting atop a small, homemade piano. Inside is a xylophone, which the keys' hammers hit. Victorian parents thought it was important for their children to learn to play the piano.

Notice the dress on the mannequin and the sewing machine next to it. **[click]** The sewing machine ran from "foot power." The seamstress moved a metal rack near the floor, called the treadle, up and down with her foot to make the needle rise and fall. Next to the sewing machine is its lid (it looks like a big wooden box).

Clothes were more expensive then and carefully fitted—so people took good care of them. Every girl learned to mend and sew, and some boys did too. The Stewart girls practiced sewing by making doll clothes. Mrs. Stewart was a very good seamstress and made her own outfits. By putting the sewing machine in the playroom, she could keep an eye on the children while she worked.

[Slide] Would you like to live in a house like this?

Interior Scavenger Hunt

Complete this scavenger hunt by examining photographs of the Original Governor's Mansion's interior or by exploring the mansion on a virtual tour: http://mhs.mt.gov/education/Tours.

First Floor

Entryway/Receiving Area
List three things that make this room look fancy.

_____

_____

_____

Parlor
How many birds are in the tile work of the fireplace? (Use the close-up photo or zoom in.)

_____

Library
Besides the owl statue, can you find any animal heads? (Hint: Look at the andiron by the fireplace. An andiron is a metal support that holds wood burning in a fireplace. This andiron never held burning wood because this was a coal fireplace. But it looked pretty.) What type of animal do you think is on the andiron?

_____

_____

_____

Dining Room
There are many creatures carved into the furniture in this room. How many can you find?

_____

Kitchen
Find the flour bin over the rolling pins. (Hint: It is gray metal.) Why do you think it has a crank?

_____

_____

_____

_____

Serving pantry
Find the apron draped over a chair. Describe its pattern.

_____

_____

_____

Gentleman's Den
Can you find where the governor took his daily nap? What makes this look different from a bed?

_____

_____

_____

Second Floor

Guest Room
Find the lace on the vanity. (Hint: the vanity is the little table with a mirror.) Why do you think this is called a vanity?

_____

_____

_____

_____

Parent's Room
How many mirrors are in this room?

_____

Why do you think there were so many?

_____

_____

_____

_____

_____

Sitting Room
There are more than nine things made out of metal in this room. How many can you find?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Girls' Bedroom
Can you find a framed photograph? How many children are in the picture?

_____

Can you guess who they are?

_____

_____

_____

Study
Look closely at the picture. How is it attached to the wall?

_____

_____

_____

_____

Third Floor

Grandparent's Room
Find the shaving table. (Hint: It has a mirror.) Shaving tables were more common before houses had electricity and running water. What about the table suggests that it was designed to be used before electric lights were common?

_____

_____

_____

Marjorie's Room
Find a radiator. Why does the room have such odd angles?

_____

_____

_____

Aunt Sally's Room
What do you think the bed frame was made of?

_____

Uncle Hal's Room
Find the metal stand next to the chair. Can you guess what it was used for? (Hint: If you look closely you can see a pipe.)

_____

_____

Playroom
Name a toy in here that you would like to play with.

_____

Interior Scavenger Hunt Answer Key

Complete this scavenger hunt by examining photographs of the Original Governor's Mansion's interior or by exploring the mansion on a virtual tour: http://mhs.mt.gov/education/Tours.

First Floor

Entryway/Receiving Area:

List three things that make this room look fancy. [Answer: Personal opinions]

Parlor

How many birds are in the tile work of the fireplace? (Use the close-up photo or zoom in.) [Answer: There is one bird in the center.]

Library

Besides the owl statue, can you find any animal heads? (Hint: Look at the andiron by the fireplace. An andiron is a metal support that holds wood burning in a fireplace. This andiron never held burning wood because this was a coal fireplace. But it looked pretty.) What type of animal do you think is on the andiron? [Answer: They are mythical creatures—possibly dragons.]

Dining Room

There are many creatures carved into the furniture in this room. How many can you find? [Answer: We counted at least seven in the still photo and at least twelve in the virtual tour.]

Kitchen

Find the flour bin over the rolling pins. (Hint: It is gray metal.) Why do you think it has a crank? [Answer: The container held fifty pounds of flour. The crank turns the container to pour the flour though a sifter as it comes out.]

Serving pantry

Find the apron draped over a chair. Describe its pattern. [Answer: It has polka dots.]

Gentleman's Den

Can you find where the governor took his daily nap? What makes this look different from a bed? [Answer: One end is curved so you don't need a pillow.]

Second Floor

Guest Room

Find the lace on the vanity. (Hint: the vanity is the little table with a mirror.) Why do you think this is called a vanity? [Answer: A vanity was used to attend to your appearance; if someone showed excessive interest in their looks, they might be considered "vain" or suffering from "vanity."]

Sitting Room

There are more than nine things made out of metal in this room. How many can you find? [Answer: Plantstand, chandelier, two wall sconces, fireplace andirons, radiator, six silver serving pieces, and silver napkin holders on the table.]

Parent's Room

How many mirrors are in this room? [Answer: 3] Why do you think there were so many? [Answer: Keeping your appearance tidy was very important to the Victorians, and the mirrors helped you "check your assets and defects," as the Stewart girls said. The tall dresser and mirror was for the gentleman to use.]

Girls' Bedroom

Can you find a framed photograph? [Answer: On the mantle.] How many children are in the picture? [Answer: three] Can you guess who they are? [Answer: The Stewart girls. The picture was taken when they still lived in

Virginia City, and Leah was just a baby. She was two when they moved to Helena.]

Study

Look closely at the picture. How is it attached to the wall? [Answer: It is hung by a cord, looped on a hook, inserted into the picture rail at the top of the wall.]

Third Floor

Grandparent's Room

Find the shaving table. (Hint: It has a mirror.) Shaving tables were more common before houses had electricity and running water. What about the table suggests that it was designed to be used before electric lights were common? [Answer: It is the tall piece in the corner. There are candles for the men to be able to see before electricity.]

Marjorie's Room

Find a radiator. Why does the room have such odd angles? [Answer: It is tucked directly under the roof.]

Aunt Sally's Room

What do you think the bed frame was made of? [Answer: Brass]

Uncle Hal's Room

Find the metal stand next to the chair. Can you guess what it was used for? (Hint: If you look closely you can see a pipe.) [Answer: It is an ashtray.]

Playroom

Name a toy in here that you would like to play with. [Personal opinions]

Instruction Sheet: Constructing the Mansion

Step 1: Color your mansion, using different colors to highlight the mansion's architecture.

Step 2: Cut any slots. These are easier to cut out when the paper is whole. Slots appear on parts 3, 4, and 5. Tip for cutting slots: Lay the page over a notebook and use pushpins to perforate along the slot, either the whole length or far enough to insert the scissor point to finish cutting. Another method is to use a ballpoint pen and draw over and over the slot line, until it wears through the paper.

Step 3: Cut out and assemble Section 1 (Parts 1, 2, and 3) to create the back of the house.

a. **Cut out, shape, and fold the paper** on the marked dashed lines.

b. **Put the pieces together in order** (first A, then B, then C, etc.) Follow the folds, tabs, and directions on each page. A good quality glue stick works well.

Step 4: Cut out Section 2 (Parts 4 and 5) to create the front of the house.

a. **Cut out shapes and fold paper** on the marked dashed lines.

b. **Put the pieces together in order** attaching Part 4: Front of House to Section 1.

c. **Attach the roof** by inserting tabs F and G into slots F and G. Then insert the chimney and dormer into their slots. (Note: The roof holds better if you glue the tabs inside the house after insertion.)

Step 5: Cut out and assemble Section 3 (Part 6) to create the wraparound porch. (Note: The wraparound porch is the most complex part. Here are the steps to follow (and ask for help if you need it!):

a. **Cut out shape,** including deck slits across the top (there are six of them).

b. **Make two horizontal folds** along balcony rail:

- **The first fold** is on the dotted line between the rails, this one folds DOWN, toward the bottom of the page.
- **The second fold** is on the dashed line along the deck, this one folds UP.

c. **Glue the length of railing** that you just folded up and down, putting the glue on the back of the paper. This holds the top front and inside railing together.

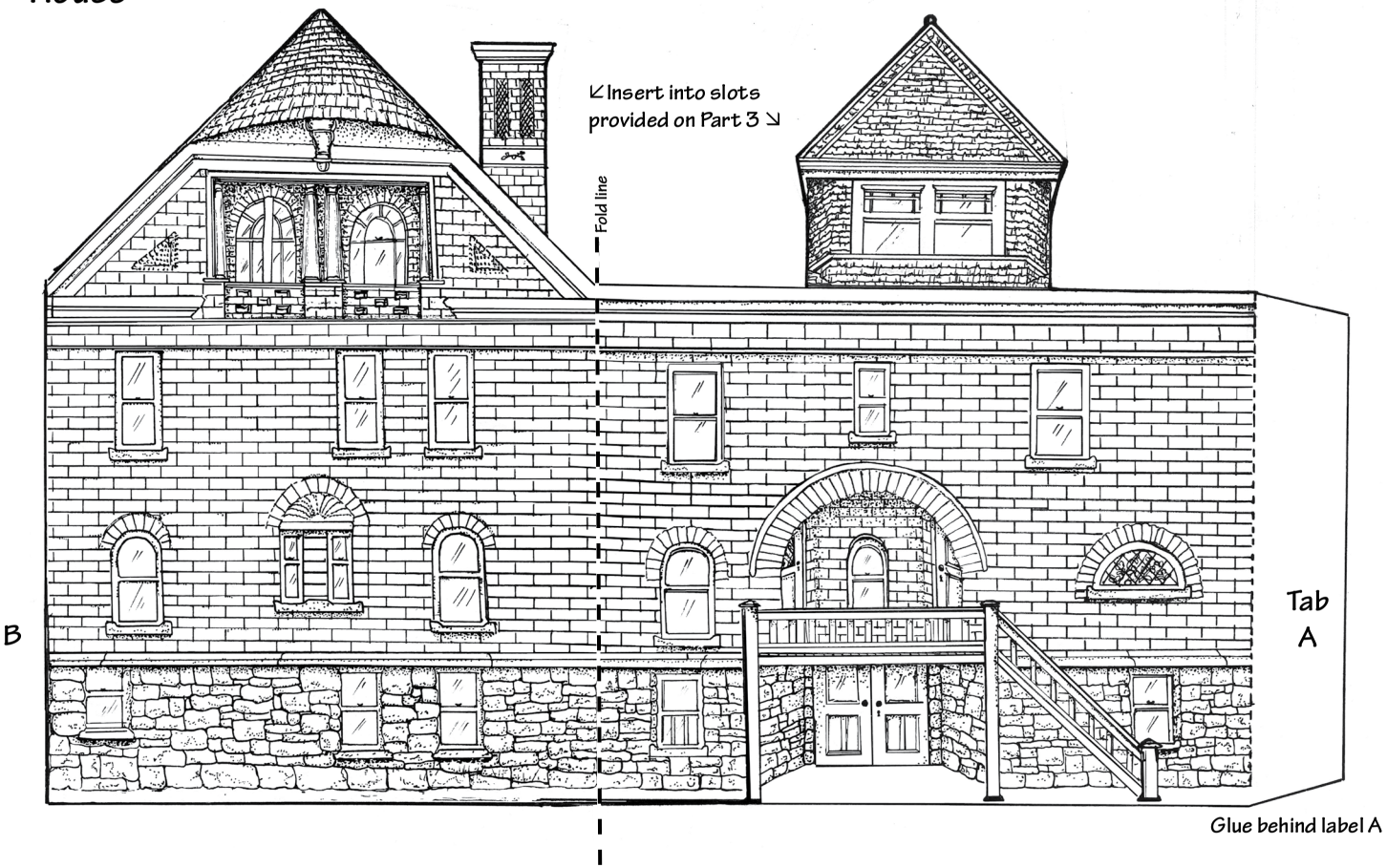
d. **Fold** the six vertical folds on dashed lines.

e. **Form the deck** by gluing the tabs under the deck as marked to "wrap" the porch around the front of the house.

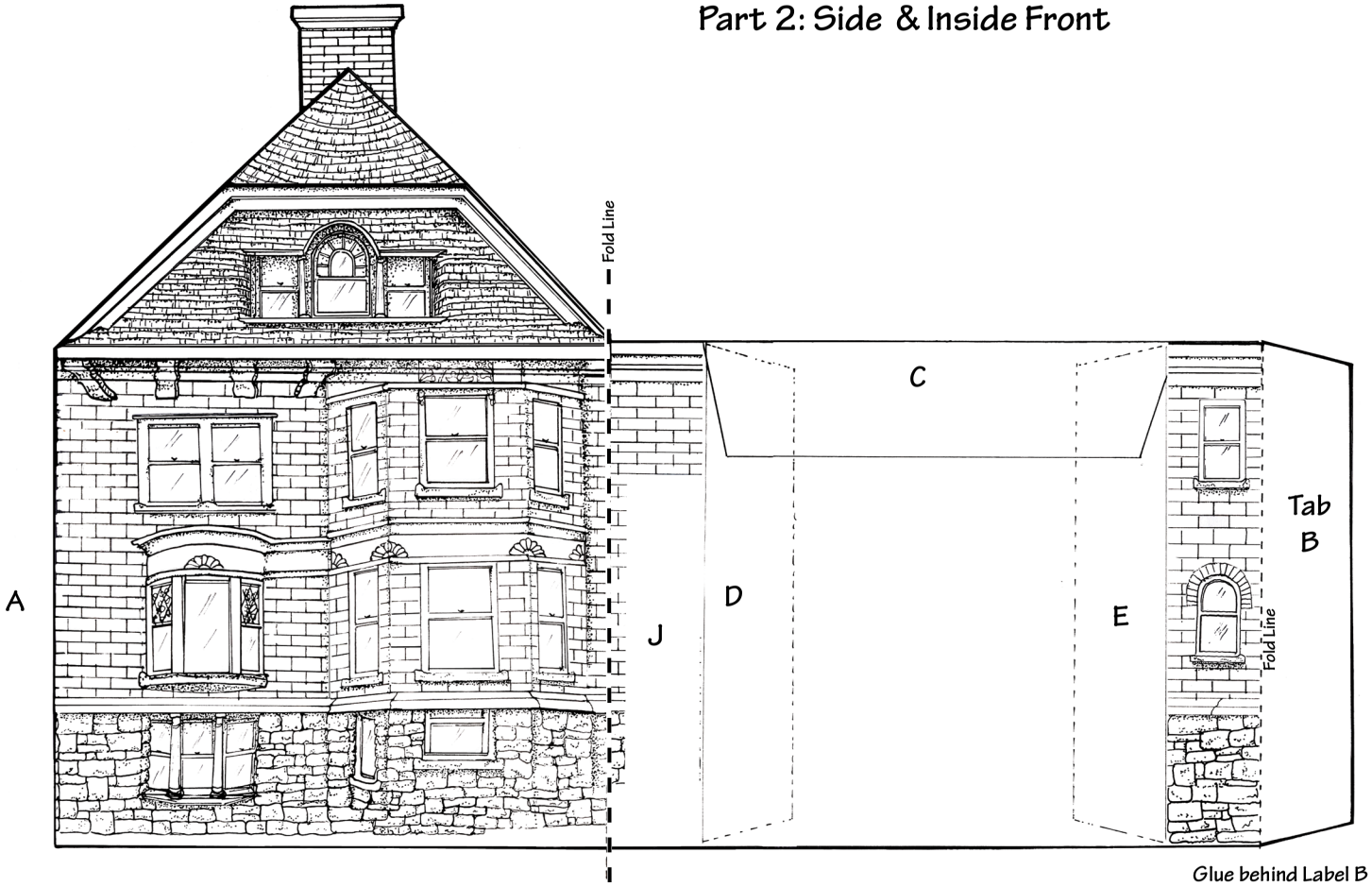
Step 6: Attach the porch to the house by inserting and then gluing the tabs in this order:

- **Insert the tab H** in the slot in the front of the house.
- Glue **the two side tabs** (I and J) onto corresponding spaces on the house.
- **Glue** the back of the turret to the front of the turret. After gluing the front to the back, the turret can be rounded slightly by bending it around a finger.

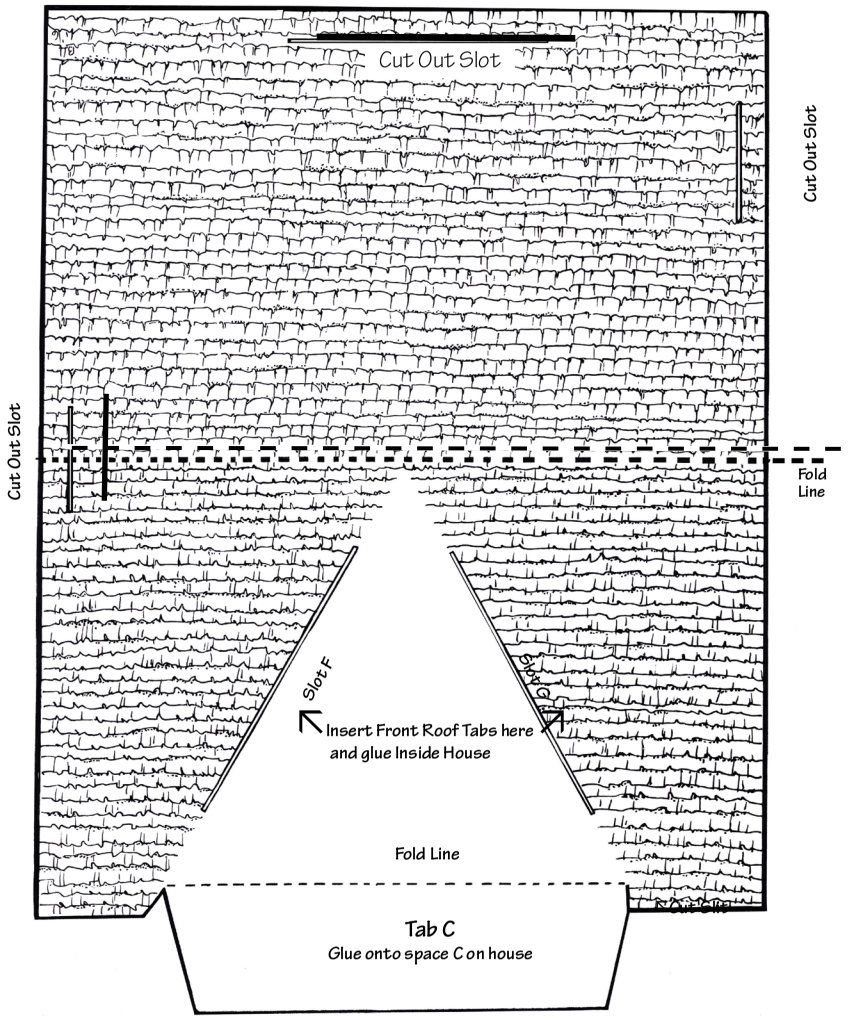
Part 1: Back of House



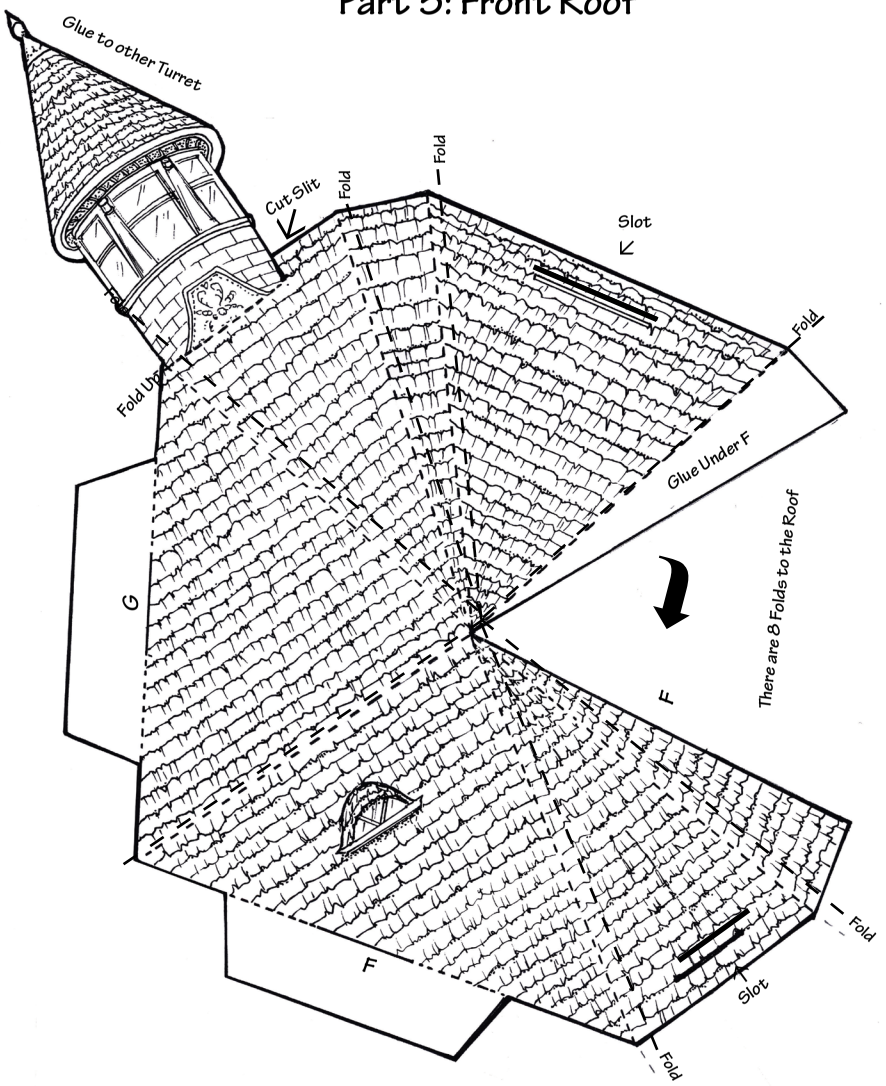
Part 2: Side & Inside Front



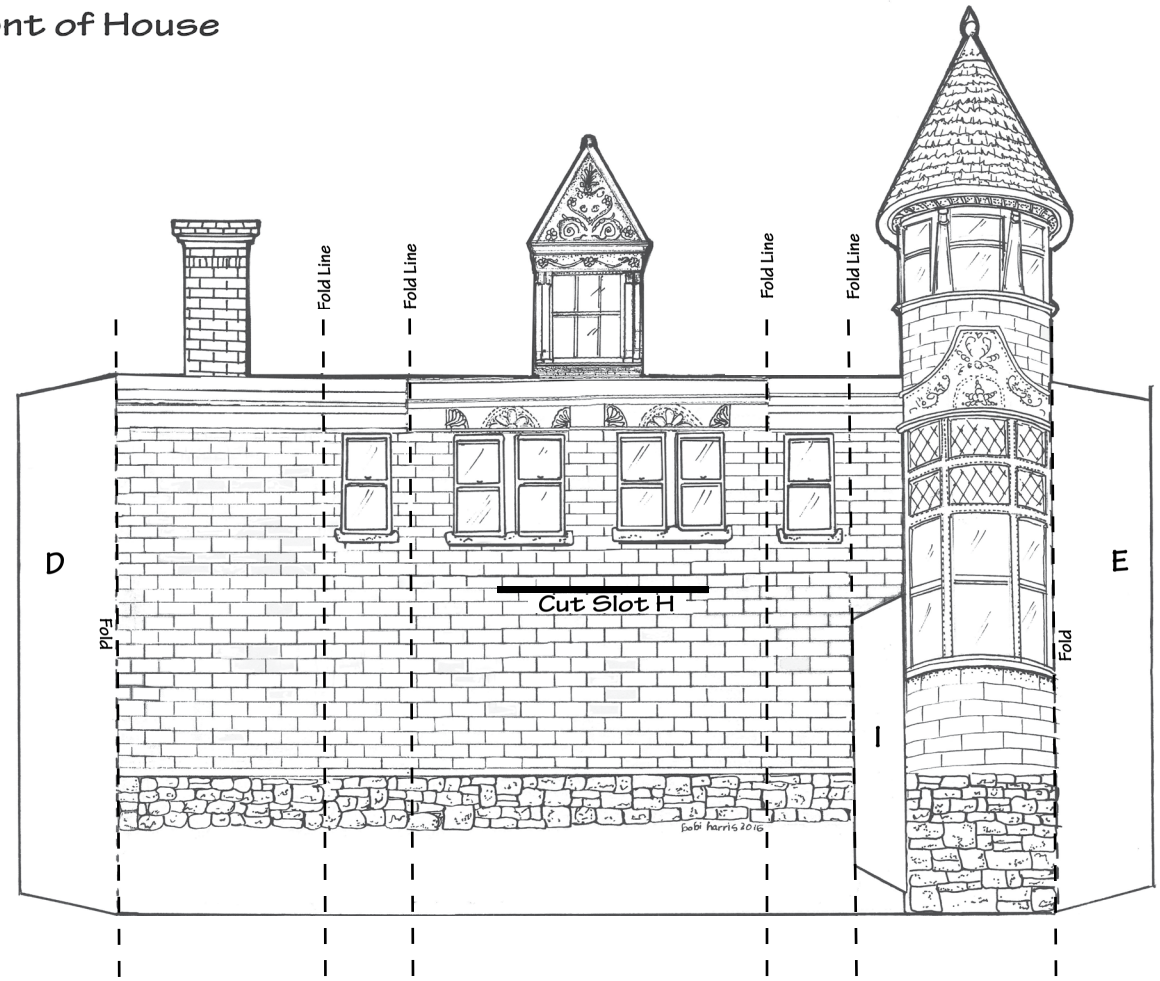
Part 3: Back Roof



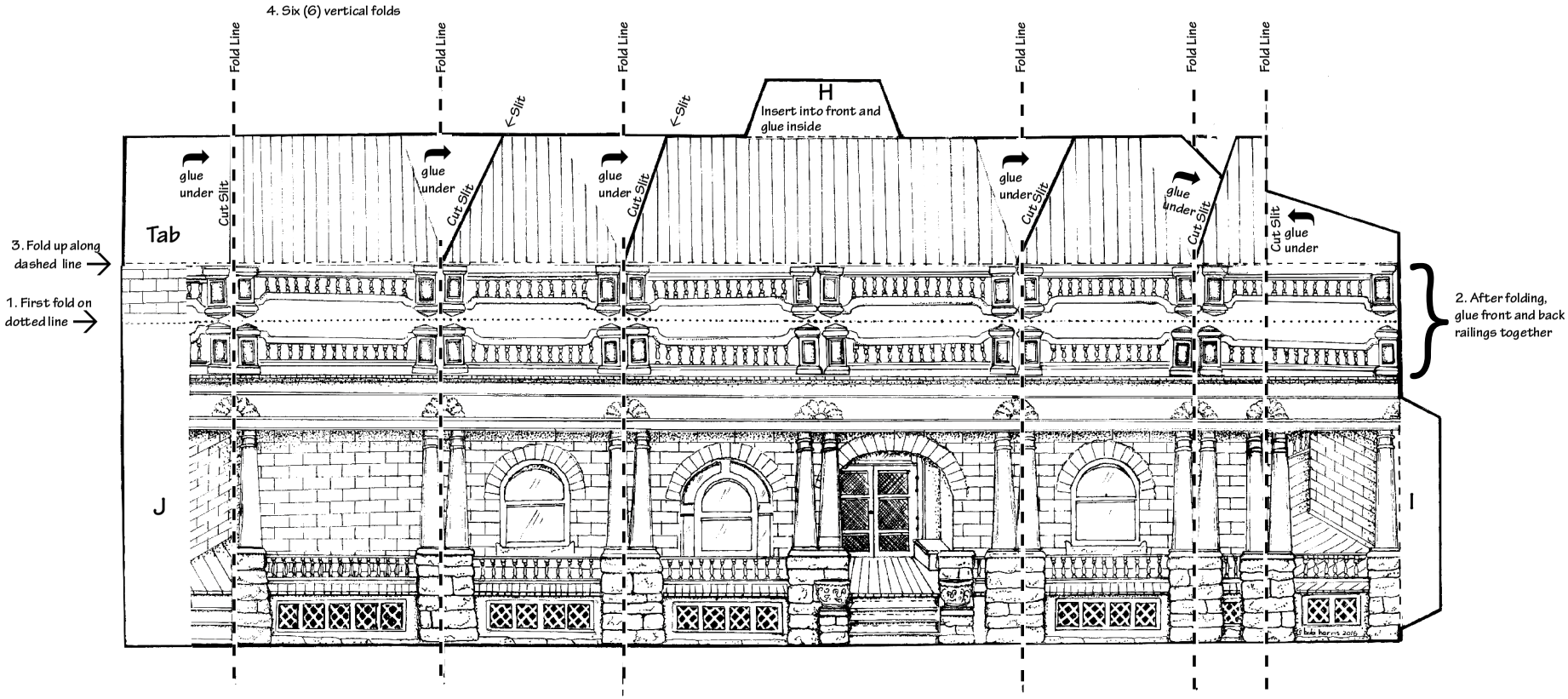
Part 5: Front Roof



Part 4: Front of House



Part 6: Wrap-Around Porch



From *Montana Chillers: 13 True Tales of Ghosts and Hauntings,* by Ellen Baumler
(Helena: Far Country Press, 2009)

THE LITTLE BLACK CAT WITH THE SLEEK COAT CREPT UP THE back stairs, along the hallway, and into the children's playroom. Looking for company, it quietly walked past the seamstress's dress form and sewing machine. The cat sniffed the dolls in the cradle, stretched on the rag rug, rubbed up against the corner of the dollhouse, and disappeared…

If walls could talk, the Original Governor's Mansion in Helena would have a lot to say. Three private families and nine governors have lived in the large brick home. Its past residents have left their stories behind. Some of them have left more than just stories.

In 1888, the Chessman family built the stylish, twenty-room home in Helena. The mansion has a grand oak staircase, many nooks and crannies, turrets, balconies, and a ballroom. The Chessmans lived in the home for about thirteen years before they sold it and moved out.

From 1913 to 1959, the mansion was home to the families of nine Montana governors. The three Stewart girls, whose father was Governor Samuel Stewart, were the first of the governors' children to move to the mansion in 1913. The girls fell in love with their new home. The nooks and crannies were perfect for games of hide-and-seek, but the ballroom on the third floor became their special playroom. The Stewart girls kept their dolls and treasures there and played with their friends. When the visiting seamstress would come to make their new clothes, she worked in the playroom. There was a dress form she used like a mannequin to fit the clothing. The Stewart girls and the other governors' children after them kept the upper floors full of laughter and mischief.

By 1959, however, the mansion's elegance had faded. A new governor's home was built across town. Dark and shuttered, the old mansion sat quiet and empty. For several years during the 1960s, a caretaker lived at the mansion. She would often answer the doorbell and find children of the former governors, all grown up, standing on the porch. She would invite them in and let them poke around in the unused rooms and listen to their stories about living in the mansion.

From these visitors, she heard two stories that startled her. Children who had lived in the mansion at different times—and who had never met—all saw the same strange things.

Many of the children who lived in the mansion remembered being terrified of something they all called the "It." The It lived in the upstairs hallway. When the grown-up children talked about this scary thing that hid on the second floor, their grown-up voices grew quiet. It seemed painful for them to talk about the incidents. But the caretaker heard the tale time and again. It was always the same.

"There was a door upstairs in the hallway," they would start out. "This door was very hard to open. But the It, who lived in the house, could always open the door without making a sound."

The camera captured an odd mist, upper right center, in this 1913 photo of the reception hall in the Original Governor's Mansion in Helena. Could this be the It?

PHOTO COURTESY OF THE MONTANA HISTORICAL SOCIETY RESEARCH CENTER.

The children would test the It by shutting the door tightly when they went to bed. In the morning, the door would always be standing open. The children shivered in their beds at night, wondering if the It was lurking in the hallway outside their doors.

Several generations of tour guides have spent time alone in the mansion in the last thirty years. Today, they sometimes find shades pulled up when they were left down. Small things might be out of place. A picture, for example, might be turned to the wall. Or a closet door that is always kept shut might be discovered wide open.

One morning recently, a newly hired guide unlocked the front door and stepped inside to find a fan running. No one had been in the mansion since he locked the door the day before. He clearly remembered turning the fan off at the end of the previous day. He went to check the third-floor fan. It was off as he had left it, but someone, or *something*, had turned the dress form in the children's room almost completely around. Could these incidents be the result of the It, still up to mischief?

The second story the caretaker heard from many of the former governors' now grown-up children was about a little cat. This little cat roamed the mansion's hallways. It was a friendly little kitty, and it always came to them, begging for attention, its long tail held high, straight up in the air. Time and again, the lucky child who had the cat's attention would bend down to scoop it up. But just as the child's hands were about to close over the sleek little body, the ghost cat would disappear.

Why would a ghostly cat appear in the mansion? Researchers found an interesting photograph in the Montana Historical

Society archives. It shows the Chessmans, who built the home, with a professional photographer taking a portrait of the family's sleek black cat!

Why do you think the little cat ghost has disappeared? Perhaps it takes a family, or someone like you, to conjure him back into the halls of the mansion. Now that you know this secret, if you visit the historic home, you might coax him out of hiding. Look sharp and open your heart. Maybe you can make friends with the mansion's smallest ghost.

The Chessman family hired a photographer to take pictures of their beloved cat outside their home, now the Original Governor's Mansion, in Helena.

PHOTO COURTESY OF THE MONTANA HISTORICAL SOCIETY RESEARCH CENTER.

Lesson 3: The Life and Times of the Stewart Family in the Mansion, 1913–1921

Essential Understandings

Reminiscences, oral histories, and photographs are valuable sources for learning about the past. All sources have a point of view. We are all living through and making history—kids included.

Activity Description

Students will examine reminiscences and photographs to learn about what life was like for Emily, Marjorie, and Leah Stewart when their father was governor and the family lived in the Governor's Mansion. They will use their research to compare and contrast life during the 1910s to life today. Students may also use this experience to write their own reminiscence.

Objectives

At the completion of this lesson, students will have:

- Conducted research using primary sources
- Practiced succinct and meaningful note-taking skills
- Collaborated productively with their groups
- Used observations to draw conclusions
- Learned about point of view
- Compared life in earlier times to life today
- Recognized the value of their own, as well as others', personal experiences

I can . . . analyze primary sources to learn about the past.

Time

Three to five 50-minute class periods

Materials

Footlocker/User Guide Materials

For Part A:

Lesson 3 photographs (also available online in the Lesson 3 PowerPoint at http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson3.pptx, or on the footlocker CD to project).

The Lifestyle Clues Note Taking Organizer (page 67 of User Guide)

For Part B:

"Mansion Memories" (pages 68–75 of User Guide)

Vocabulary List (page 127 of User Guide)

The Lifestyle Clues Note Taking Organizer (page 67 of User Guide)

Student Narrative: "Who Were the Stewarts?" (page 117–19)

Parcheesi game

Old Maid card game

Pick Up Sticks game

Goops and How to Be Them

replica Victrola

Victrola records

doll quilt

calling card tray

Classroom Materials

Six large pieces of roll or butcher paper and marker pen

Highlighters (one per student)

Videos of performer/songs mentioned by Emily available online. (**Note:** Please preview before using with students: some of the videos include images of drinking and fighting and scary creatures.)

YouTube video of Franz Schubert's "Serenade" (4+ min) https://www.youtube.com/watch?v=e8EdpurvWCM

YouTube video of Harry Lauder, Scottish singer, "Roamin' in the Gloamin'" (4+ min) https://www.youtube.com/watch?v=wazthyhwOWU

YouTube video of "The Anvil Chorus" (8+ min) https://www.youtube.com/watch?v=QZN01_pAxro

YouTube video of "Dance Macabre" (7+ minutes) https://www.youtube.com/watch?v=9CHqhsMP80E

Books from your school library: *Anne of Green Gables, Bobbsey Twins, Little Lord Fauntleroy, Black Beauty, Bible Stories, The Five Little Peppers,* and/or *Arabella and Araminta Stories*.

Part A: Photo Study

Pre-Lesson Preparation

- Label the large pieces of roll or butcher paper with the following headings: Activities, Foods, Clothing, Everything Else.
- Make photocopies (one per student) of the Note Taking Organizer and "Who Were the Stewarts?" from the Student Narrative. (Alternatively, have students draw the Note Taking Organizer on their own paper.)

Procedure

Pass out "Who Were the Stewarts?" from the Student Narrative. Review the information and then ask: How could we find out more about the Stewart girls and what life was like for them? What types of *sources* could we look at to get more information?

Note that photographs are one source of historical information. Distribute the Note Taking Organizer.

Hang the four large pieces of butcher paper. Note that they are labeled with the same headings that the students have on their Note Taking Organizers.

Project one of the photographs and model how to extract information to add to the Note Taking Organizer, writing the clues on the butcher paper.

Let students know that they won't necessarily be able to answer each question on their organizer after looking at one piece of evidence, but after looking at all the evidence (both photos and text) they should have plenty of clues—and will have a better sense of what life was like for the Stewart girls.

Have students write the notes you came up with as a group on their own individual Note Taking Organizers.

Then distribute sets of photos to groups, or project the images one at a time, and ask students to make observations on their Note Taking Organizers, while looking at and discussing the photos. Students will find lots of detail in the areas of clothing and play with this exercise. While collaborating through discussion, each student should fill in his/her own Note Taking Organizer.

Have student groups report their findings to the whole class, with the teacher or assigned scribe adding notes to the class's master lists. Students should add clues to their own Note Taking Organizers when they hear/see something they did not yet have.

Part B: Document Research

Pre-Lesson Preparation

- Make photocopies of "Mansion Memories" to accommodate groups/class organization. Using a different color for each group would make it easier to keep track of which student group was reading which reminiscence.
- Make copies of the Vocabulary List.

Procedure

Share with students that after Emily, Marjorie, and Leah Stewart became adults, they each recorded memories of their childhood experiences—what it was like to have their father be elected as Montana's governor and to live in the Governor's Mansion—in writings and oral history interviews, and in many conversations with people. Their personal stories about everyday things also revealed lots of information about what the times were like: what games they played, what books they read, how they were expected to behave, what was important to them and their parents, what foods they liked, and what activities they participated in.

Distribute copies of the Mansion Memories and Vocabulary List to students. Working in groups, have students read at least one of the Stewart girls' "Mansion Memories." All members of a group will read the same reminiscence and work together to add notes on lifestyle clues to their organizers. If students run out of room on their organizer, have them create a second organizer in their notebook or on a loose piece of paper.

Note: Depending on the size of your class and students' reading strengths, you may want to create three groups total, each reading a different reminiscence, or you may want to ask multiple groups to read one or two of the readings. Having more than one group read the same piece is fine, since different groups may find different lifestyle clues!

Point out to students that each Stewart girl's birthdate and death date is given at the top of her reminiscence (written memories). As a group, they should do the math and calculate how old each girl was while living at the mansion and keep those ages in mind while reading.

Remind them to record new words on their Note Taking Organizer (in the section labeled "Everything Else") and to use the Vocabulary Lists to find definitions. If they are unfamiliar with a word that is NOT on the list, have them ask you, or look it up in the dictionary.

After students have worked through a reading and taken notes, ask the groups to report and to share with the class their clues to lifestyles findings. As groups contribute information, the teacher (or a student volunteer) can transcribe all of the lifestyle clues onto the large pieces of paper. (Alternately, lay the butcher paper on four different tables, and have several markers. Have students silently add clues. Let them know you expect them to add at least one thing to each category. After everyone has added their clues, discuss your findings.)

Talk about the unfamiliar words students gathered, and other questions the readings raised for them.

After all the clues are gathered, discuss point of view. Why did the girls remember different things? Can you tell anything about their personalities from what they wrote? At least two of the girls wrote that they were "not snooty." Why do you think they wrote that? Can anyone imagine a story about the Stewart girls (but not by them) that accused them of being snooty? Who might have written that and why might that person have felt that way?

Note that all historical documents reflect the point of view, or perspective, of their authors. Good historians look at many different documents with many different points of view to try to understand the past.

Part C: Further Exploration

Pre-Lesson Preparation

- Gather relevant footlocker items.
- Access the YouTube videos to play with Emily's "Mansion Memories":

  Franz Schubert's "Serenade": https://www.youtube.com/watch?v=e8EdpurvWCM

  Harry Lauder: https://youtu.be/wazthyhwOWU

  The Anvil Chorus: https://www.youtube.com/watch?v=QZN01_pAxro

  Dance Macabre: https://www.youtube.com/watch?v=9CHqhsMP80E

Procedure

As time allows, provide students the opportunity to listen to the music and examine the items included in the footlocker that are mentioned in the readings (Parcheesi, Victrola records, etc.).

Part D: Reflection

Pre-Lesson Preparation

- Display the information gathered from the earlier investigations.

Procedure

Ask each student to take a minute and highlight the lifestyle clues that are similar to their own lives.

Depending on time and teacher preference, have students use the information in their Note Taking Organizers for general discussion and/or writing activities.

For class discussion:

- What do the students see as similar to their lives now and what is different? Draw a Venn diagram (two large, interlocking circles) on the board. Label one circle "1910s" and the other circle "Today." Label the diagram "Childhood."
- What did they learn about the girls' lives that they found interesting? What had they never heard of before? Compare and list the students' ideas about things in the 1910s and today. Record things that were the same in the 1910s and today in the interlocking "common" portion of the diagram.

For writing assignments, follow school writing practices and protocols to have students:

- Draw from the lifestyle clues in their Note Taking Organizers to write individual letters to the Stewart girls comparing and contrasting their contemporary lives with the Stewart girls' mansion era lives, or
- Write their own reminiscence, including details in the main lifestyle areas discussed in the lesson. Remind them that details that might seem ordinary or uninteresting to them right now will be a gold mine of information to students reading their reminiscences one hundred years from now! Suggest they write what a typical day is like, foods they eat (like and dislike), details about their activities, families, houses, games they play, and what they read, etc.

Consider making and serving cambric tea (hot water with cream and sugar) while students write and/or during the class discussion.

Lifestyle Clues Note Taking Organizer

_____

What Foods Did They Eat? _____

_____

_____

_____

What Activities Did They Do? _____

_____

_____

_____

What Type of Clothes Did They Wear? _____

_____

_____

_____

Everything Else (List New Vocabulary, Questions You Have, and Other Clues You Found Here). _____

_____

_____

_____

_____

_____

Mansion Memories

by Emily Stewart Stephens (1907–2004)

Politics

My early life was concerned, one-way or another, with politics.

In 1912, my father ran for governor of Montana. I couldn't see how he, a rather large, slow moving man, could win a race, but he did. The family moved to Helena and into an entirely different life style. From early days, I helped stuff envelopes, stamped, addressed and mailed out materials.

Later, I often went with Daddy on trips to help tack up posters, give out badges and other campaign things. Never, even when older, did I speak on behalf of my candidate. In those days, wives and children stayed in the background (much better).

All this was fun. SVS was very popular with voters and impressive looking with an exceptional memory for names and faces. At least when I was around, no opposition emerged.

After the campaign, voting took place and it was hard to wait for the official results. So, the next best thing to do was to go to the local newspaper office. *The Helena Independent,* Helena's Democratic paper, was located in an old building. It was dark, dirty, noisy, smelly and full of people on the night after the polls had closed.

People packed in, men not women, and usually only one girl, me. They smoked, talked and rushed in and out. It was high excitement when we heard from another precinct. Some results were brought in by people from their polling places. Others came by telephone and telegraph. All were coordinated and trends emerged.

About midnight one summer after the primary, Daddy and I came home to quiet. As I remember, all in the house were already in bed. Hungry, we found in the fridge strawberries and cream that we ate with relish [enjoyment] as our hearts and minds settled down.

Victrolas

Daddy always brought presents home from his trips. On one of his trips . . . he purchased a portable Victrola. This was a very new thing because most of the Victrolas, or gramophones, were very large and cumbersome and you had to have a horn to play them. But this one was without a horn so it was a very handy thing to have.

Our Victrola was in the upstairs sitting room and in the evening when we'd go to bed, someone would put on the record of Schubert's "Serenade" and we would go to sleep to music. Besides Schubert's Serenade," we had Harry Lauder records, which were one of Daddy's favorites. Harry Lauder was a Scottish singer who was very popular at the time. He had quite a lilt to his voice and it was a really good voice. He sang and talked a little on his records, always with a sense of humor. "A roamin' and a glowmin' on the bonnie banks of Clyde. Roamin' and a glowmin' with a bonnie by my side." We sang Harry Lauder songs over and over again. I think we also had John McCormick, who was an Irish tenor, but we got tired of him.

At school we had an old record player, a Victrola with a horn, and Miss Bulletin, who was my first grade teacher, a wonderful teacher, loved to play "The Anvil Chorus" (from one of Verdi's opera, a loud, bangy-bang piece), and "Dance Macabre" (a symphonic poem with "Rattle of the Bones.")

The Playroom on the Third Floor

Then you came to the ballroom, which we called the sewing room or the playroom. It was large enough to accommodate a ball and in later years, many other gatherings . . . a part of the room was used for sewing.

A sewing machine was always set up to do daily sewing. About twice a year, Miss Folly, who was a local dressmaker, came to our house for a few

days . . . to rejuvenate all of our clothes, make new ones and see that everybody had enough clothes for the next season. . . . Mother always looked just the way she should look. . . . Mother did most of the planning, and she was remarkably good at altering clothes and making do with what we had.

Then the rest of the room, most of the time, was a playroom. We all had dollhouses. . . . The houses had two rooms, a bedroom and a living room, and were open in the front. We furnished them the way we wanted. I took great pains with mine. . . . Then we each had a doll bed and a dresser. The dressers were fairly good sized. The beds were probably eighteen inches long and over a foot wide, and Grandma made all the mattresses, sheets, pillowcases, comforters and pillows for them so we really had very well furnished bedrooms for our dolls.

More about Dolls

We all had baby dolls at one time and the one I had somehow lost its wig and Mother had a wig made out of my hair for it. I had my hair long at the time and had it shortened so there was plenty of hair left over for the wig. . . . As we got older we had lady dolls. . . . There was a blond, a brunette and a red head. Somehow or other we were able to get a doll for each one of us. A man doll was also found . . . [Warren].

We all had names for our dolls, like Mrs. Ryan; I don't know why except some millionaire from Montana had been named Ryan. Marj [Marjorie] named her doll Helen M. . . .

Anyway, I made clothes for my doll and did a pretty good job. I copied some of Mother's and other people's clothes. Marj wasn't able to do much sewing of any kind. Mother made the clothes for Marj's lady doll, Helen, and Aunt Sally made the suit for Warren. Aunt Sally was a meticulous sewer and copied exactly how a man's suit was tailored. It was very beautifully done. Leah would usually wrap a coil of cloth or a handkerchief around her doll and that had to do for a dress.

One time we decided Helen and Warren should have a wedding. So we took some Lilies of the Valley, they were in bloom because it was in the springtime, and our dolls to the Capitol. On the lawn, under some of the Capitol windows, we had a wedding for Helena and Warren. Some of the people at the Capitol who saw it thought it was a funny sight.

Secret Treasures

In the downstairs sitting room of the Mansion was a desk, a very beautiful desk, made of some kind of fine wood . . . It had two sets of drawers on either side of a knee hole and a center drawer. In the back of the desk were some small drawers in a framework. Inside these drawers was a little place which was about six or eight inches wide and seemed to be completely solid. We could take out one of these drawers and there was a button in there.

When we pressed the button, the drawer on the right side came out revealing a hidden compartment, which enthralled us all. We never knew what to use it for so it was never used for anything.

The upper drawer on the left hand side was my private drawer. On the right hand side, Marj had a top drawer and Leah had the second drawer. We kept our secret treasures in these drawers. I can remember exactly what was in mine, even after all these years.

Our first presents when we moved into the Mansion were gold bracelets given to us by Mrs. McDowell, the wife of the Lieutenant Governor. We always thought it would have been better if Daddy had been Lieutenant Governor rather than Governor because he would have had more money. Mrs. McDowell, in this case, was worth a lot of money. Anyway, we put these solid gold bracelets with our names on them in our drawers. I often wish we still had the bracelets although these were foolish presents for growing children because we could not wear them for long.

I also had some little dolls in my drawer. Next door to us lived Mrs. Gamer. She was the

mother of quite a large family, which included several sons who had stores in Butte. She had two daughters; one was Aida Miles, who lived with her. Aida had a daughter named Sarah who was two years old. At her second birthday party, Barbara and I met and became fast friends. Mrs. Gamer also had another daughter, Emma, who was later studying music in Germany. For some reason, she gave me some dolls. One was a little tiny china doll no more than about an inch to an inch and a quarter high. He was dressed entirely in crocheted clothes, little blue pants and a little white blouse. Then she gave me two larger dolls that were a brother and sister who were about two and a half inches high.

I also had all my favorite coins and bags in my drawer. I added to my drawer year by year and things changed. Once we went to Yellowstone Park on a special trip so everybody could meet the Secretary of the Navy. . . . We stayed at the Old Faithful Hotel, which was quite a treat for us. I bought a little carved bear that was very popular at the time. Mine was a small one because I could not afford the bigger ones. The carver of those bears became quite a famous artist in Yellowstone and Glacier Park. So the bear was in my drawer too. I also had my bank account book in my drawer.

Memory of Emily from a Childhood Friend, Anna Marlowe

I was envious of Emily's beautiful complexion and lovely red hair. We played together and were given bicycles at the same time, so we learned to ride together. In the summer we had a favorite trip on our bicycles. . . . We would ride our bikes down Rodney St. to Helena Ave. to see my father. He would give us some money—it seems to me it may have been 10 cents—and we would take it to the National Biscuit Company factory where we were given huge paper bags full of broken cookies. Then we faced the long way back to the Governor's house. The whole distance was uphill, so we had to push our bikes all the way, clutching our bags of cookies. . . . We would have more broken cookies and milk once we reached 304 N. Ewing St.

One of my nicest mental pictures is having Cambric Tea in the big playroom on the third floor. There was a large round table the proper height for little children with small matching chairs around it. It was painted white, I think. Mrs. Stewart's mother, Mrs. Baker, served us our tea and cookies. She was a dear, dear grandmother. If no one today remembers Cambric Tea, it is hot water with cream and sugar.

Emily's Son Phil Remembers His Mom Saying . . .

Mom frequently talked about the school playground games "Red Rover," "Pom Pom Pull-away," and "Kick the Can."

And the board game "Parcheesi" was an indoor favorite. . . . a popular card game of the era . . . "Old Maid."

As for childhood books, they read every kid's book that came down the pike. Anne of Green Gables was a particular favorite of Mom's . . . and of course, there was The Bobbsey Twins.

(Information excerpted from the letters and reminiscence in the Emily Stewart Vertical File at the Original Governor's Mansion.)

Mansion Memories

by Marjorie Stewart Keeton (1909–1977)

I was almost four when my father became governor and was almost twelve when he stepped from office. A child of that age takes a great many things for granted—especially one as I was. I did look for some letter[s] but found none. Then I found an old diary which yielded nothing but weather reports, how much I practiced the piano, made fudge, went to the movies and crocheted yokes for nightgowns. I dimly remember how awful those yokes were. There was some mention of knitting too. We all knitted—boys and girls alike—hoping to save our soldiers from freezing. . . . Occasionally I mentioned playing solo [a card game] with my grandfather's friends when were short one member. I loved playing—partly because I loved cards and partly because there was one man who had two thumbs on one hand. This fascinated me so I was hardly able to say "Frog" or Hearts" or whatever one is supposed to say.

Sickness

I realize they [the Governor's Mansion years] were difficult ones for our parents. Leah . . . had a series of various illnesses—all serious which kept the family concerned and worried when they had to be doing other things. All I remember about that was that she was mighty ornery and either Emily or I would have loved to sock her one, but refrained or we would have gotten it in return. Leah had had several operations on her side for abscesses on her lungs and they looked pretty gory during the healing process. When she wanted to annoy us she would run after us showing us her incisions and we would scream and yell and run in the opposite direction. Either my mother or grandmother had to take her to a milder climate for several winters and it was lonesome without her. One winter when Emily and I were confined with the whooping cough, we would slide up and down the back stairs pretending we were on a beach in California. That was a terrible winter. It was thirty below for weeks, pipes froze all over, my dad was worried about state affairs, we barked like wolves and were difficult from being kept inside.

Playroom on the Third Floor

The mansion was a wonderful old place for children. There were all kinds of nooks and crannies. With three floors and a basement there were many places to hide and games to play. Our playroom was supposed to be on the third floor . . . This room had closets running all around and was a fascinating place. Sometimes we were frightened half out of our wits by someone hiding and surprising us. Our Christmas tree was put in the room.

Christmas

Our Christmas tree was put in this room [the third floor playroom]. There was one hole in the door and if one held her eye just so she could get a glimpse of the presents put out on Christmas Eve. We didn't trim the tree—Santa Claus did but we left an old pipe out for him to smoke. As I grew older, I had a room by myself on the third floor. Usually I wasn't too keen on going to bed up there as my grandparents and sometimes a servant came up later. On Christmas Eve I loved it and was convinced I could hear the sleigh of Santa on the roof.

Second Floor

We really lived on the second floor as the sitting room was cheerful and pleasant. We could be a family there without having someone come in suddenly.

Kitchen and Bugs

We didn't do much in the kitchen as we always had a cook. Usually they were pleasant and kind to us children but there was one named Jeanette, I believe, whom we couldn't abide and we made life miserable for her. On Sunday evenings we cooked our own supper—my mother's specialty was Welsh rarebit and my father's [was] pancakes. The worst thing about

that kitchen was the cockroach problem. They were just awful. My mother was meticulously clean and the sight of those fiendish, black cockroaches made her see red. They were with us and several other families until new plumbing was put in. When we would have company and decide to make fudge or show them the kitchen, one of us would quickly turn the light on first, the others would engage the guests in sprightly conversation so the cockroaches could get a chance to hide. Ugh!

More Bugs

I also had a siege with bedbugs in the mansion too. The whole family was disgraced. In the first place no one could imagine what malady I had. Finally I went to the school nurse. We think she suspected but hesitated telling the Governor's family that they had bedbugs in the house! Finally my mother and grandmother found one on my bed springs. The bed had been an old one in the basement. . . . We never found another one, but whenever I see some bites all in a neat little row—I know what they are.

Expectations

We had a happy life in the mansion. We loved to play outside and there were many children in the neighborhood. However, we always had to dress up which annoyed us no end. The yard at the mansion was small and there was not too much privacy. We certainly didn't think we were better than our friends. Our father was a real politician and insisted on our knowing that he had come up from the soil, had worked hard, etc. Our grandmother, mother's mother [Mrs. Baker] who lived with us was a Southern lady who impressed upon us that we had to be good, look and act like ladies as we had a position to maintain. As I remember we took a dim view of her judgment on this. We were constantly surrounded by adults, had much company and were allowed to sit and listen, if we would keep our mouths shut and not repeat what we heard. That was very hard to do at times. I know that I was extremely loquacious so the family hesitated leaving me alone with guests . . .

Too Young for Romance

It really was a shame we were so young during all this. The Sanders girls who lived in the next block were just the right age for all the soldiers who were at Fort Harrison. We used to sit on their front porch hanging on to any conversation we could hear. Several of the young soldiers were really good to us. I wrote to one all during World War I. Later he told me one letter I had written had really cheered him up. He was about "to go over the top," as they said then, when I wrote and thanked him for dying for his country. Just the right thought at the right time.

Final Reflections

Well, I seem to be a little too nostalgic—so I'll quit. We had a very happy life as children in the old mansion. We were lucky to be surrounded with love, affection, interest and excitement. I can still feel the thrill of the red headlines on *The Butte Miner* telling of some new development in the War. The two local papers were always feuding back and forth. We heard a lot of politics and to this day I'm like an old fire horse when I get a chance to hear a good discussion. Good, meaty discussions on state and world affairs were daily occurrences in our lives. I think all of us have carried this interest over into adulthood.

(Information excerpted from the letters and reminiscence in the Marjorie Stewart Vertical File at the Original Governor's Mansion.)

Mansion Memories

by Leah Stewart Brickett (1910–1999)

Second Floor: The Bathroom

As we [Stewart girls] wrote in some of our notes, people, especially children in school, wanted to see the bathroom and so we would bring them up to the house. I suppose that there weren't as many [indoor] bathrooms in town as we thought. Because we had one here we thought everybody had one.

Second Floor: The Sitting Room

The sitting room was really always a room where people congregated. My mother used it a lot when friends called on her and they would sit up there and have tea. And we had a large table in there; we used to do things like we made May baskets and put jelly beans and little ribbons and took them around the neighborhood.

Easter

We used to always be able to look out those windows [of the girls' bedroom] and see the Easter eggs being hidden under the lilacs on Easter morning. It wasn't any surprise—we knew who the rabbit was.

Punishment and Consequences

When I was a child I was out in the back yard and there was a little neighbor girl, and I said something naughty to her. I didn't really know what it meant, but anyway, my father overheard me and so he put me upstairs. It was evening and that is the only time I ever remember being in that room and I was on the bed in that room and we had lots of robins around then . . . I could hear the robins chirping and I just felt like such a sinner. . . . I didn't see this woman for maybe forty years and I met her someplace and I said, "do you remember the sinner when I was a child, what I did?" And she said, "Oh, yes, my mother never would let me play with you after that."

Governor Stewart and Women's Rights

My father . . . was very interested in women's rights and during his administration there were labor laws passed for equal pay for women and an eight hour day for women, besides some other legislation. There was really quite a bit of commotion in the legislature in those early days about the women who worked there. One year they even had decided to appoint chaperones for the working women and of course they all rebelled. It doesn't seem possible now, does it?

The Carriage House

We weren't allowed much in the carriage house . . . I suppose there were too many ways to get hurt. [It] was the family garage and I do remember the chickens, though, that were down just around the corner . . . they built a little pen there. They had white Leghorns and some Plymouth Rocks, I guess. One of those I got all shined up with the help of Theodore Johnson, who was the houseboy. We oiled the feathers and manicured the toenails and took this chicken down to the old gymnasium and got a blue ribbon for it. We used to throw salt on the robins' tails and all those things.

The Dolls Birthday Party

We invited several little friends to bring their dolls. And the dolls exchanged presents. For example, things we made or a little sweater that somebody in the family had knit for another doll. . . . Simple little things. And then we probably had Cambric tea and cake and ice cream. . . . Cambric tea is really not tea. It is just hot water with cream and sugar in it. We liked it.

Leah's Birthday

My birthday was the twentieth of December. We always had white fruitcake on my birthday. . . . That was my favorite. . . . It is like a dark fruitcake. . . . It had candied fruit and nuts in it. It is white because you don't use brown sugar or anything dark in it.

Christmas Traditions and Gifts

We always got up [Christmas morning] and had breakfast together about 8 o'clock. The whole family had to come down for breakfast. We didn't have a particularly special breakfast except we always had grapefruit I remember. Because we didn't want to eat too much—dinner was early afternoon, like 2 o'clock. . . . When everybody was finished we went upstairs to open the presents. Our tree did have candles on it at that time, but we never lit the candles. . . . We were afraid of fire.

It was a real private, personal family celebration.

Since it was wartime, maybe some of the time at Christmas we may have used something like graham flour used for the hot rolls at dinner instead of white flour. It wasn't rationed, but people were cautioned to be careful of white flour. I remember we would have dark breads a lot. And then what we had for dinner. Well . . . I should say that the cook who did the turkey best was Mother Morris. She was part of our extended family. Mother Morris was a black woman from the Helena community. And she had been a slave at one time. She was quite elderly, and she was plump. She wore a bandana around her head all the time. And she was very good at cooking turkey. After she had stuffed the turkey, and trussed it and so forth, she always poured boiling hot water over it. And I've done that ever since because it plumps the turkey up. And you can just see it expand. And then you use butter, or whatever you're going to baste it with over the turkey . . . it makes a very tender turkey or bird.

The stuffing was always bread stuffing which you know had celery and onions. . . . We had giblet gravy and then . . . you see, in those days, there weren't frozen foods and weren't many vegetables that people ate all winter . . . we had creamed onions that were stuffed with ground walnuts and cracker crumbs, or bread crumbs . . . and then you poured a cream sauce over them and they were baked in the oven. That was always for Christmas and we always had escalloped oysters. And instead of a salad we had celery, watermelon pickles, pickled peaches, olives and cranberry sauce.

Besides the doll beds and baby doll things we got, we usually got some books for Christmas. My sister said she got *Little Lord Fauntleroy.* And we got *Black Beauty* and *Bible Stories,* and a book called *The Goops*. There were little line drawings of children. They had sort of big heads. And they were doing something wrong like they wouldn't brush their teeth, and they wouldn't look up and down the street. And it said, "Don't be a Goop." We loved that book. We also had things like *The Five Little Peppers* [and] *Arabella and Araminta.* They were two prim little sisters.

Then we got things like games. Pick Up Sticks, Casino, Old Maid playing cards, Parcheesi, dominos. And our Uncle Hal one Christmas gave us sleds. We each got a sled. They were called Flexible Flyers. I was the youngest, but I got the biggest sled.

Another Special Food

It was a bombé . . . macaroon bombé and was made in a melon-shaped mold. It was lined with vanilla ice cream about an inch thick. And that was softened first, you know, first and then spread in there and then the center was spread with a mixture of crumbled macaroons, chopped maraschino cherries, slivered almonds and whipped cream sweetened to taste and I suppose we would have had a little red coloring in it to make it a pretty pink if it was too wishy-washy looking. And then that was put back in the freezer and frozen and after you had taken it out of the mold onto a serving platter then it was served at the table sliced down—wonderful.

And for Snacking

We had some bowls in the library and a silver compote in the dining room that we would pass around . . . we had dried raisins, the kind that used to come with stems, and we had cracked nuts and nutcrackers. That was at the end of the meal. Either right after the meal or when you got back in the living room . . . library.

Illness

I was ill for a long time. About three or four years. So my sister tells me . . . I had to be carried to the upstairs . . . I had surgery three times, but it was a long, long trial. I started having this trouble [lung infection] when I was about four years old. So I didn't start school until I was seven. I started school in Florida. My grandmother took me down there for the winter because the climate was better. . . . I spent a couple of winters in California during that time.

Grandparents

And my grandmother and grandfather came to live with us when I was about one or two years old. And they always lived with us, which I [think] is great. So many people don't know their grandparents.

A Family Tradition

As far as family traditions are concerned, about the only thing I know is that on the first of every month they say, "rabbit," before they say anything else. And we've always done that, and that's an English tradition. And the English used to say, "hares, hares." But you must say "rabbit" [or "hares"] before you say good morning . . . and that gives you good luck all month. It works, it is very good.

Mrs. Stewart's Day to Entertain and Calling Cards

[Mother—Mrs. Stewart—had an appointed day during the week when she entertained people.] Most everybody in those days did. . . . Anybody who wanted to could call on her. . . . This is the day the public would come. If you wanted to go, you went . . . when they had the day, and you left your calling card.

I think Mother usually opened . . . [the door]. Yes [those who came to call had a little card and placed it on a calling card plate kept on the mantel in the hall]. Sometimes tea was served.

Some Thoughts about Governor Stewart

He had a wonderful sense of liking most everybody, being open about it. We used to go to the Capitol a lot when were children. We loved to go visit there. A friend of my parents told me . . . that I said, "Have you seen Daddy's statehouse?" I thought we owned it. That was the most exciting thing probably to us was having that big building. We realized that our father was governor, but we weren't snooty children. [He] walked to work quite often.

(Excerpted from Leah Brickett Stewart Interview, November 2, 1990, conducted by Jennifer Jeffries Thompson, OH 1666, and Leah Stewart Brickett Interview, January 6, 1983, conducted by Mary Hoffschwelle and Carla Cronholm, OH1669, Montana Historical Society Research Center.)

Lesson 3: The Stewart Family PowerPoint Photo Identification

Slide 1: *Photo on left:* Mrs. S. V. Stewart (date unknown). *Photo on right:* S. V. Stewart, as a young man, used in the "Madisonian," October 13, 1904 (Candidate for County Attorney)

Slide 2: S. V. and Stella Baker Stewart, home in Virginia City, MT, 1906–1907

Slide 3: S. V. Stewart, Marjorie, and Emily, Virginia City, 1909

Slide 4: S. V. Stewart, circa 1913

Slide 5: Emily, Leah, and Marjorie Stewart, circa 1911

Slide 6: Emily, Leah, and Marjorie Stewart in yard at 304 N. Ewing (date unknown)

Slide 7: *Photo on left:* Mrs. S. V. Stewart and family *(left to right):* Marjorie, Mrs. Stewart, Emily, Leah (date unknown). *Photo on right:* Mrs. S. V. Stewart and family (left to right): Leah, Mrs. Stewart, Emily, Marjorie, circa 1914

Slide 8: Leah, Emily, and Marjorie, with their mother, Stella Baker Stewart (photo for Helena paper, 1916)

Slide 9: *Photo on left:* Leah Stewart as bride in Tom Thumb Wedding, taken on the steps of the OGM, circa 1913–1914. *Photo on right:* Marjorie Stewart (date unknown)

Slide 10: Graham and Leah Stewart, probably at Elks Parade, circa 1913–1914

Slide 11: *Photo on left (left to right):* Marjorie, Governor Stewart, and Emily, circa 1915 *Photo on right:* Marjorie Stewart in car, circa 1915

Slide 12: S. V. Stewart at desk (date unknown)

Lesson 4: Manners

Essential Understandings

In all eras, all places, and all cultures there are established expectations of behavior and standards for how people treat one another.

Activity Description

Students will discuss what it means to have good manners today and will learn about what the Stewart girls were taught about manners by listening to poems from one of the girls' favorite books, *Goops and How to Be Them: A Manual for Manners for Polite Infants.* Students will learn about calling cards and create their own. They will compare manners and communication technology today with those of the Stewarts' era.

Objectives

At the conclusion of these lessons students will have:

- gained a more global understanding and awareness of the concept of manners
- listened to 1900-era children's poetry
- learned the purpose of past use of calling cards, the connection to Mrs. Stewart's etiquette practices at the OGM

I can . . . compare manners today with manners one hundred years ago.

Time

Part A: 30 minutes

Part B: 20–30 minutes

Materials

Footlocker/User Guide Materials

For Part A:

Goops and How to Be Them (book)

For Part B:

Calling card templates (pages 80–81)

Calling card tray

Business cards

Historic calling cards

Classroom Materials

Student writing materials

Part A: *Goops and How to Be Them*

Pre-Lesson Preparation

- Review the *Goops*. **(Note:** The introductory poem talks about "a race void of beauty and of grace." If you don't want to delve into turn-of-the–twentieth century racial attitudes, you may wish either to skip that poem and explain the premise of the book yourself or to start on line 6—substituting the words "the Goops" for "They.")

Procedure

Have students "Write Their Way In" using the prompt, "What does it mean to have good manners?" (Ask students to take out a pencil and their writing journals or a sheet of paper. Let them know that they will be thinking hard and writing for three minutes non-stop, as soon as you say, "Go!" You will be using a timer and they must keep on going, not lifting their pencils until the three minutes are up. If they are stuck for what to write next, encourage them to write, "I am thinking!" until they think of more to say. Create a sense of urgency! For this exercise, they should not be concerned with their spelling, etc. They should just think and pour out their thoughts on paper. When

the timer goes off at the end of three minutes, students should draw a line where they stopped.)

Conduct a general class discussion on the topic of manners:

When does the word come up? Who uses the word? Why? What if we did not have standards of manners? Are there rules of *etiquette* (manners) that are unnecessary? What is the best way to teach manners? What does not work when teaching manners?

Note that not everyone has the same ideas about what it means to have "good manners." Ask students for any examples of different ideas about good manners they can think of—grandparents' manners, manners they noticed in a story, manners of relatives in a different state or country, manners of a different culture.

Provide students with the following statement:

Manners may vary from country to country, state to state, decade to decade, but the goal is behavior based on respect. How do we feel when we are respected compared to how we feel at those times we are not respected?

Tell your students that to learn more about manners and expectations in the 1900s, when the Stewart girls were young, you are going to read some poems from one of the Stewart girls' favorite books, the *Goops*. Tell your students that Leah remembers one of her sisters getting this book for Christmas and that all the girls loved this book.

Read some of the poems aloud. You may want to choose poems that relate to the topics your students brought up during discussion.

Ask how, or whether, they think manners have changed since the 1910s, when the Stewart girls lived in the governor's mansion. Ask why manners might have been a particularly important topic for the Stewart girls to learn about as the governor's children.

Extension activities:

Ask students to individually list five to eight manners or rules for behavior that they each feel are important in today's world to create a contemporary manners guide. Have each student create a poster, using his/her list and decorating it as time and resources allow. Display the posters in a Contemporary Manners Guide exhibit.

Alternately, have your students each write up a list of rules for "How to Be a Goop" (in other words, how to have bad manners today). Encourage them to be as silly as they like and, perhaps, write a poem modeled on the poetry in the *Goops*. Again, have each student create a poster, using his/her list or poem, and decorating it as time and resources allow. Display the posters in a Don't Be a Goop! exhibit.

Part B: Calling Cards

Pre-lesson Preparation

- Photocopy the calling card templates.
- Review information provided below about calling cards.

Procedure

Share the historic calling cards from the footlocker, as well as samples of contemporary business cards that you've gathered. Can students guess what they were used for? Can they tell which ones are from the 1900s and which ones are from today? (What's their evidence?)

Share the following background information with students:

> Beginning in the 1860s, calling cards, or visiting cards, became common. Before telephones were common, it was hard to make plans, so people would simply stop over at their friends' houses. If their friends were not home, or were busy, people left their calling card to show they had stopped by—and as an invitation to "return the call."

Typically women had a day each week that they stayed home to receive visitors. That day was often printed on their cards. Other women, and sometimes men, would stop by at the accepted time, usually between 3:00 p.m. and 5:00 p.m., to "call." If a servant answered the door, they would give their card to the servant. Otherwise, they would leave their card in the card tray on their way out. There was strict etiquette around paying calls, including rules about who should pay the first call and how long to stay (no less than ten and no more than thirty minutes). Etiquette books, like *The Ladies' Book of Etiquette,* and *Manual of Politeness,* by Florence Hartley, published in 1860; *Social Usage and Etiquette,* by Eleanor Bassett Clapp, published in 1910; and *Etiquette in Society, in Business, in Politics and at Home,* by Emily Post, published in 1922, all talk about calling card etiquette. (All three books have been digitized and can be found through an Internet search.)

We know that calling cards were used in Helena in the 1910s and 1920s, because Leah Stewart Brickett talked about them in her "Mansion Memories":

> *[Mother (Mrs. Stewart) had an appointed day during the week when she entertained people.] Most everybody in those days did. . . . Anybody who wanted to could call on her. . . . This is the day the public would come. If you wanted to go, you went . . . when they had the day, and you left your calling card.*
>
> *I think Mother usually opened . . . [the door]. Those who came to call had a little card and placed it on a calling card plate kept on the mantel in the hall. Sometimes tea was served.*

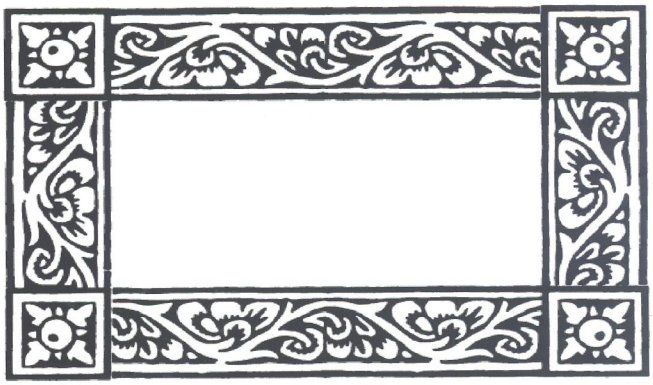
Ask Students:

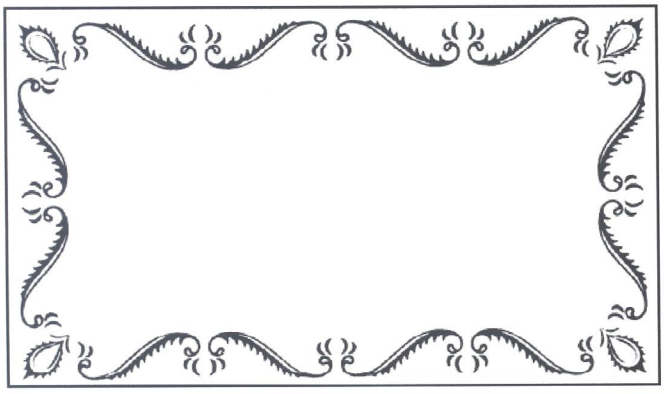
- What technologies have replaced calling cards?
- With those technologies in place, why do we still use business cards?

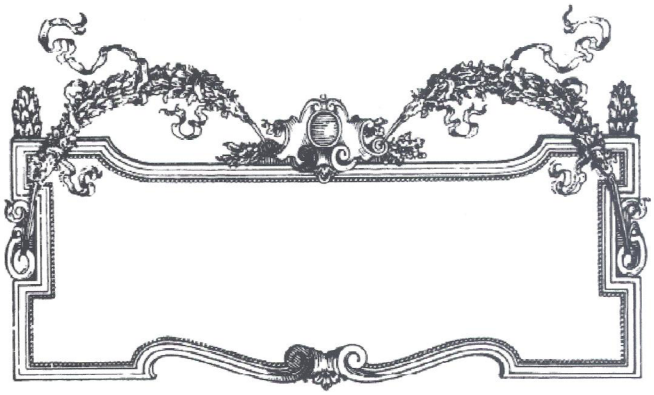
Have students create their own calling cards from the templates. Have them "call on the teacher" and place their calling card in the tray on your desk.

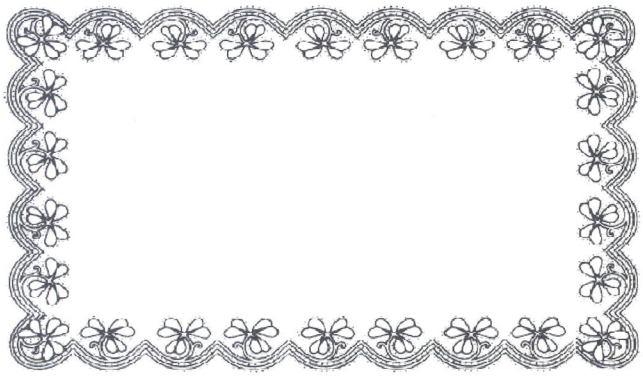
Extension activity: Bring your class to the Original Governor's Mansion for a tour. Have them bring their calling cards, so they can pay a call.

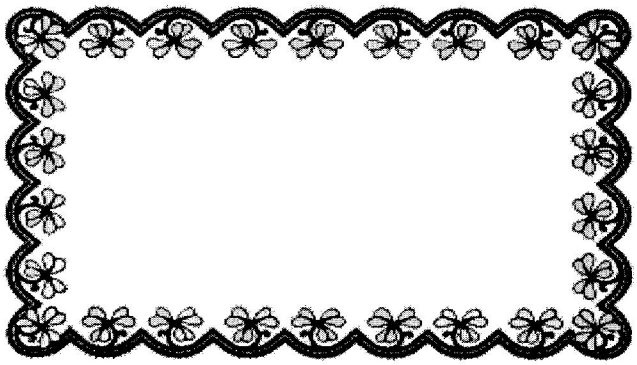
Calling Card Templates

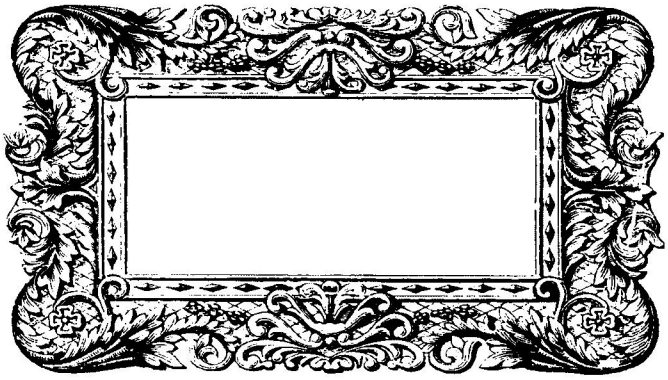


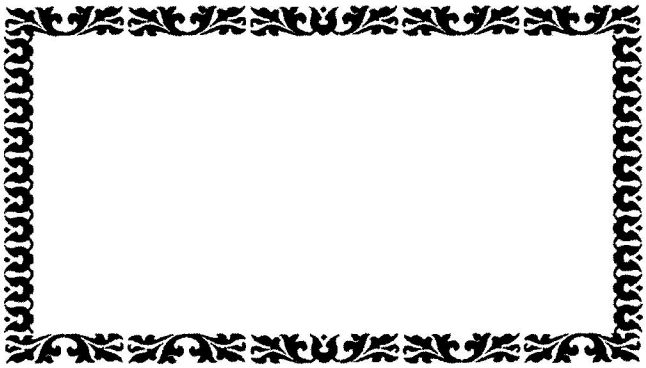


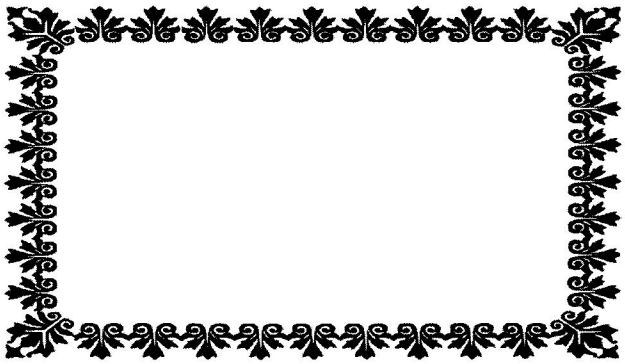


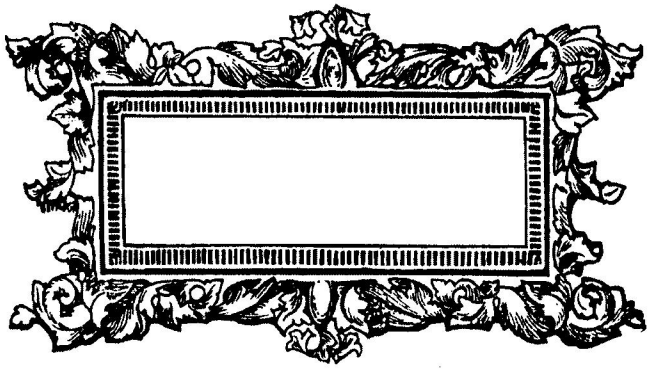


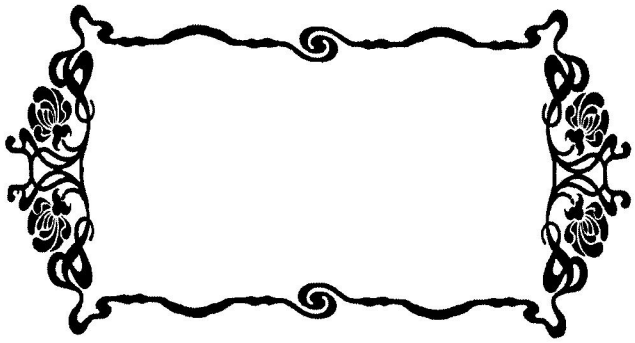


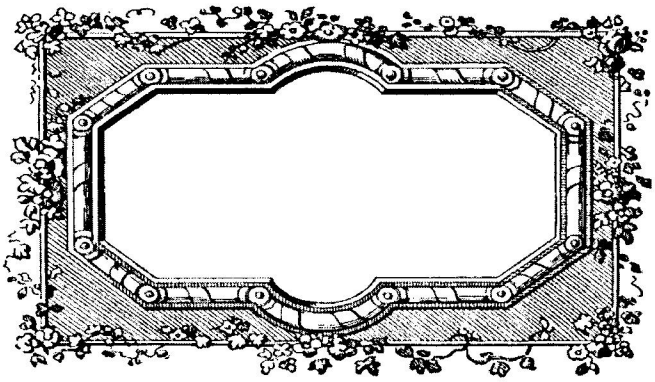


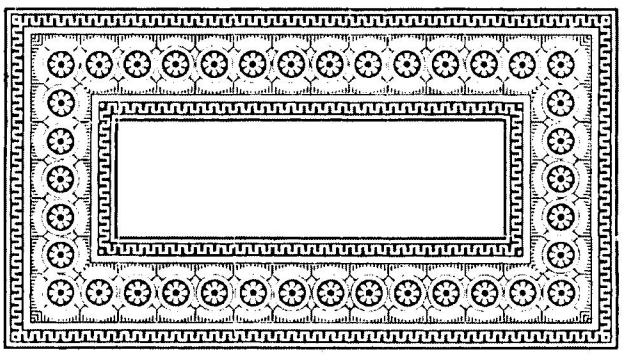












Lesson 5: "Miss Beach's Law Book": Springboard to Big Issues

Essential Understandings

Governor Stewart (1913–1921) served during turbulent times. Big political issues and social issues affect everyone.

Activity Description

Students will learn about major political issues during Governor Stewart's term, including woman's suffrage, World War I, and the Spanish flu epidemic, through primary and secondary sources. They will act out scenarios created from letters written by Marjorie Stewart as a child, when she was pretending to be a lawyer.

Objectives

At the conclusion of these lessons students will have:

- Learned about major state, national, and international issues, 1913–1921
- Gained awareness of how these issues altered people's lives
- Learned terminology and vocabulary related to the times
- Practiced map reading skills
- Collaborated productively with their groups
- Practiced editing/revision skills
- Practiced speaking and listening skills

I can . . . explain some of the major issues that Montanans dealt with during the years 1913–1921.

Time

Part A: 30–50 minutes

Part B: Two 50-minute sessions

Materials

Footlocker/User Guide Materials

For Part A:

Ballot master (page 86 of User Guide)

Lesson 5 PowerPoint (Maps showing when women in various states received the right to vote. Available online at http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson5.pptx, or on the footlocker CD).

For Part B:

Excerpts from "Miss Beach's Law Book" (pages 87–97 of User Guide)

Student Narrative: "Montana Politics, 1913–1921" (pages 119–21)

Coal samples

"Miss Beach's Law Book" (optional)

Classroom Materials

Student writing materials: pencil and paper

Part A: Women's Suffrage

Pre-Lesson Preparation

- Prepare to project online sites and PowerPoint listed above.
- Make copies of ballots for the boys only.

Procedure

Inform the class that today they are going to talk about voting. If you have a real issue your class can vote on, put it forward. If not, ask the students: If the opportunity arose for them to have a say in the school schedule, how would they vote on the issue of a longer school day and a longer summer break?

Conduct a mock voting session, voting on either a real classroom issue or the following:

"The school district should conduct longer school days, adding one hour to each day, thereby lengthening summer break by two weeks."

PROVIDE BALLOTS ONLY TO THE BOYS. Avoid answering challenges or questions at this point. Simply state that the boys are the ones who are deciding this issue; the girls do not have an official say.

Collect the ballots, and ask a couple of students to tally the results on the board for all to see. Discuss the outcome.

Ask:

- If students were able to have a say in the length of the school day and summer break, who would be impacted by this vote?
- Who would be impacted but did not have a say?
- How does it feel to exclude others from decision-making?
- How does it feel to be excluded from decision-making?
- Beyond feelings, in a democracy, who should have the right to have a voice in decision-making?

After a few minutes, suggest to the class that what they are experiencing is the very heart of what was going on in Montana, and the rest of the United States, before women were granted the right to vote, equal to men.

Write the word suffrage on the board. Define it (the right to vote).

Open PowerPoint. Have students guess in what states, or how many, women could vote in 1913, the year Governor Stewart was elected. Show PowerPoint slide 2 (map of suffrage states in 1913). Discuss.

Tell students that Governor Stewart supported women's suffrage and that it passed in Montana during his term.

Project the 1914 Montana Suffrage Vote Map (connect to the map through PowerPoint slide 3). Examine your county's results and any others of interest. (Note: There are more counties now than in 1914.)

Return to the PowerPoint. Look at the map that shows the states that passed woman's suffrage before the national amendment. Ask: What do they notice about this map?

Show the final slide (Woman's suffrage after 1920.) Explain that women could vote in every state in the United States after 1920 after the 19th Amendment was ratified on August 18, 1920. (To add an amendment to the U.S. Constitution, two-thirds of the House and Senate have to approve it. Then it must be sent to the states. Three-fourths of the states must affirm the proposed amendment.)

Part B: Miss Beach's Law Book

Pre-Lesson Preparation

- Read the Educator Narrative section for this lesson for summaries of the issues and review Case 13 in "Miss Beach's Law Book."
- Make photocopies:
  - Excerpts from "Miss Beach's Law Book" (one case for each student).
  - "Montana Politics, 1913–1921" from the Historical Narrative for Students

Procedure

Step 1. Tell the students that, because the Stewart girls were growing up in the Governor's Mansion, they overheard a lot of political discussions. Let them know that Marjorie, particularly, was interested in politics.

Because Marjorie was interested in politics, one of her favorite games was to pretend to be a lawyer named "Miss Beach." Marjorie spent many hours writing "Miss Beach's Law Book." The book contains correspondence between "Miss Beach" and her clients, including the bills Marjorie sent at the conclusion of each legal case.

The period during which Marjorie's father was governor (1913–1921) was one of the most turbulent times in the history of Montana, the nation, and the world. Many of the cases and characters Marjorie imagined reflected the real world situations and issues she overheard her parents talking about.

Show the students the copy of "Miss Beach's Law Book" from the footlocker. Let them know that the original law book was lost—what we have is a copy of a later typed version made by one of Marjorie's sisters. Let students know that they are going to get to explore Miss Beach's law book. But first, they need some context.

Step 2. Hand out copies of "Montana Politics, 1913–1921" from the Historical Narrative for Students. Tell students that you are going to read the narrative out loud, while they follow along. Let them know that you expect them all to chime in with the next word or phrase in the sentence every time you pause.

Pause before an important word or phrase every sentence or two, so students can read those words. Ideally, the words you have them read will be the new content vocabulary. The first time these vocabulary words appear, read them aloud, so students can hear how to pronounce them. The next time the word appears, have the students read that word.

With your students, list on the board some of the "Big Issues" discussed. Let them know that these were some of the topics Marjorie addressed in her imaginary law cases.

Step 3. Ask students to imagine that Marjorie has invited them to the mansion for a playdate with her and her sisters and their friends. During their playdate, they decide to look through Marjorie's "Law Book" and to act out some of her cases.

Divide students into groups of three and assign each group one case (reprinted below). Tell them that they are going to be acting out their cases—but first they need to help make them easier to read. Marjorie spelled words as she thought they needed to be spelled and she was not very precise with her use of punctuation. Have students read their case and help Marjorie by proofreading and revising it.

Then have students determine how Marjorie might have acted the case out with her sisters and friends. Have each group prepare a short (2–3 minute) skit from their case. Tell students that they may add information to Marjorie's writing, including information they learned from "Montana Politics, 1913–1921," to make the story clearer. Let them know that since they do not have much time to prepare, no one expects them to memorize their parts—reading from revised letters is fine. Do remind them that even though they are reading, they are still performing. (This is called Reader's Theater.) They need make sure their audience can hear and should feel free to use movement and expressive voices to convey the story. Be dramatic!

Challenge each group to look for issues or problems within the cases that might have been connected to real issues that Marjorie might have heard her parents talking about—but assure them that it is okay if they can't find a "big issue." Not all big issues are obvious.

Have each group perform their skit for the class.

Step 4. Discuss Miss Beach's cases as a class. What did they notice about the cases they read? (The clients' silly names? The amount Miss Beach was paid? The compliments she got?)

Note that earning $50 in 1915 is equivalent to earning about $7000 in 2015. Discuss why Miss Beach charged what she did for her work.

Discuss point of view. Marjorie (and therefore Miss Beach) strongly supported her father, Governor Stewart, and his opinions. Look at Case 13 (Coal Strike Case) as a class. How does this case reflect Marjorie's point of view? (Remember, Governor Stewart is a Democrat.)

Ask students to report on the cases they read. Have students share any connections they see between the cases they read and the big issues described in the student narratives. Look back at the list the class made on the board earlier of big issues. Star the ones evident in "Miss Beach's Law Book" and add any new ones you've discovered.

Ask students: If they were going to play lawyer today—like Marjorie did—what big issues in the news today would they write about? Create a second list on the board. Compare their list of big issues with the issues that Marjorie was concerned about in the 1910s. What has changed? What has remained the same?

Extension Activities: The complete text of "Miss Beach's Law Book" is included in the footlocker so students can read additional cases.

Have each student take on the character of Miss Beach and write up one modern case.

The school district should conduct longer school days, adding one hour to each day, thereby lengthening summer break by two weeks.

☐ **FOR** ☐ **AGAINST**

The school district should conduct longer school days, adding one hour to each day, thereby lengthening summer break by two weeks.

☐ **FOR** ☐ **AGAINST**

The school district should conduct longer school days, adding one hour to each day, thereby lengthening summer break by two weeks.

☐ **FOR** ☐ **AGAINST**

The school district should conduct longer school days, adding one hour to each day, thereby lengthening summer break by two weeks.

☐ **FOR** ☐ **AGAINST**

My Dear Miss Beach:

I am having to big a bill in every thing potatos beans and every thing you can think of. This has been going on for three or four months. I did not know they were charging me more till another person came in and wanted the same amount of potatoes and they charged me 25 cents more in every thing even larger prices than that. Will you tell me what to do about it.

Your Truly

Mrs. Ochean

P.S. His name is vocan, I thought you would like to know his name.

MISS BEACH LAWYER

My Dear Mrs Ocean

I will send you a not to the market or gorchery which is right. You give it to them, you can read it before you give it to him or she if you want to. If they do not give you the same prices write to me again. It is very bad for any body to do that. They should be put in jail. I am glad you cam here in time so I can fix the matter as I think so.

Yours Truly, Miss Beach, LAWYER.

. . . . . Case is continued.

MISS BEACH LAWYER

My Dear Mr. Vecan:

Your friend Mrs. Ocean wrote to me. She said you were charging her more then other people she said she could not afourd to pay things the way prices were any way to have some one charge her more than other people. If you don't charge less you are going to be reported to the judge. You tell Mrs. Ocean that you won't charge so much she will write to me and tell me.

Yours Truly

Miss Beach LAWYER

My Dear Miss Beach

They are not paying me more then other people now. Thank you so much. Send me the Bill

Yours Truly

Mrs Ocean

Case 9. School Case

Miss Beach:

Here in Great Falls it is time for school to let out two or three head men want it to last a month longer. I am one of the head men too. Now when the flu was on they had to months vacation. When they started to school again they went a half hour more every day which was two and a half hours a week. I mean what extra time. They made up all they lost and more for that matter. Now it is time to get out. They have gone to school nine months. It is rainy and it will be cool all this month. The children and teachers are wanting to get out. It is no reason I think when it is a bad month to let them stay longer. They have done all there work for there grade. The teachers and children are worn out and want a rest. Will you tell me what is best to do in this case.

Yours Truly.

Mr. Jumping

P.S. The mothers want their children to get out too a lawyers word is the only thing.

MISS BEACH LAWYER

Mr. Jumping:

I will do my best I can about it. I thought the matter over last night and my best thought was to have a vote. From the age of twenty one up. If you get more votes to let them stay in school why let them stay in one more month if you get more votes to let them out let them out right away. I thought of several other ways but this way was most best for each side write me after the voting contest and tell me did you think that was right.

Yours truly

Miss Beach LAWYER

Miss Beach:

Your plan worked fine and school is out if there is every any more things that have to be done I will get you. Please send me the bill.

Yours Truly

Mr. Jumping

MISS BEACH LAWYER

Mr. Jumping:

I am very glad you thought my plan was fine and I am very glad the Great Falls teachers and children got out. The bill right here wit the letter.

Yours Truly, Miss Beach

Bill

Miss Beach	DOLLARS	$55
Mr. Jumping	cents	00

Case 13. Coal Strike

Dear Miss Beach, LAWYER

Here in Butte, the coal strike is something terrible. We could get some clack, wood, and coal if the major would listen to us. But he will not see anybody except strikers and I. W. Ws. He is a strong republican and will only listen to mean people unless you can threat to kill him or something on that order.

Please answer soon.

Yours Truly

Mr. R. B. Reeves, Judge.

My Dear Mr. R. B. Reeves:

The only thing I can think of that would do any good was to get some of your best trusted people in jail and you and the police go after him and say "If you don't tend to the affairs of this city and help put these strikers back to work the governor said to put you in jail for a life time. I talked it over with the Gov. last night. Will you please do this or have some all of the chain gang and take a lot of police the Gov. and I decided that this was the best policy that could be done.

Answer and tell me if all is all right.

Yours Truly

Miss Beach, LAWYER

My Dear Miss Beach, LAWYER

I did as you said and the gov. thought best just took the police. And it scared the old major almost to death when I told him that that's what you and the Gov. decided on, please send me the bill.

Yours Truly

Mr. R. B. Reeves

B I L L

Pay end of month

PAY TO Miss Beach LAWYER	DOLLARS	$60
Mr. R. B. Reeves	CENTS	0000

BANK OF CORPORATION, Helena, Montana -

My Dear Miss Beach:

On account of this coal shortage the schools have given much of their coal to the poor people that have no coal at all. Our head men don't know whether to close the schools or not. The schools can get a car load of coal, a lot of slack and wood. Would you advise me or us please and send the bill to me.

Mr. C. F. Vanhook

Drectior

MISS BEACH LAWYER

My Dear Mr. C. F. VanHook

My idea of thinking is that if you CAN get the coal, slack, and wood for you to get it you see in some of the homes of children it is very cold and it would be good to put them in school to keep them warm.

Yours Truly

Miss Beach, LAWYER

P.S. your bill will be $50.00 please.

B I L L

PAY TO Miss Beach LAWYER	DOLLARS	$50
Mr. C. F. VanHook	CENTS	0000

Case 18. In jail for not going to War.

Dear Miss Beach:

My brother is in jail for not going to war. He looks very young for his age. He is 42 and is not strong enough to go to war. I wish you would get him out of jail. I do not care how big the bill is just so I get him out of jail. The judge id not mean to be bad I think he will let him out. Give me a slip of papper of how old he is and how he is not abel to go. Answer as soon as possible.

Yours truly

Mr. J. H. Uhl.

Dear Mr. Uhl:

If you say your brother is not abel to go to war the matter can be fixed. I will send you the slip of papper with this letter. I will write a note to the judge.

Yours Truly

Miss Beach, Lawyer

Give this papper I will give you to the judge.

MISS BEACH LAWYER

Dear Judge:

Mr. J. H. Uhl wrote to me he said his brother is 42. He said his brother was willen to fight if he was able. That he was tested and could not go on account of his health. I will give you a slip of papper. Mr. J. H. Uhl will go to court in the morning with the papper.

Miss Beach LAWYER

Dear Miss Beach:

The judge let my brother out of jail. Everything is all right now. Thank you very much. Send me the bill.

Yours Truly,

Mr. J. H. Uhl.

Case 19. Doctor Case

Dear Miss Beach:

In this town the influeanza is very bad. My son as you know is in the army a doctor. We only have two doctors and we need one very bad. Will you write to the Major now that the war is over to send him home.

Yours truly

Mr. Freeman

MISS BEACH LAWYER

Dear Mr. Freeman:

I wrote to the Major he said he was going to leave that same day any way. Look for him in about 2 weeks. I am glad I could do something for you.

Yours Truly,

Miss Beach LAWYER

Dear Miss Beach:

My son came home. I was very glad you wrote to the Major. My son said you were the best lawyer in the whole world he said several people spoke of you. Will you send me the bill. Right away.

Yours Truly,

Mr. Freeman

My Dear Miss Beach:

I am in trouble and I hope you will or can get me back to rights. The water is low here as it is in every other place. We can not sprinkle the yards and gardens. When they have those fountains at every block that I figured out could water 123 big lawns 350 big gardens in a day. That is a awfull waist and The major won't listen to me twenty nine other men know about it and are helping me. What shall I do Miss Beach. Will you write soon and tell me.

Loving

Your Loving Friend

Mr. Lovelike

Signature

MISS BEACH LAWYER

Mr. Lovelike

That is a very bad waste as some thing must be done about it right away. I must ask the Govenor first and then I will tell him all about it. I will ask the Gov. may I have permission to tell the major all about it. I think they will have to listen or he will be pput in jail for not tending to his bisness. I will write again when I ask the Govenor.

Yours Truly

Miss Beach

LAWYER

MISS BEACH LAWYER

Mr. Lovelike

I asked the Governors permishon and he said it was alright for me to do it and to do any thing else like that if I wished so I will right I mean write to the major and tell him so.

Yours Truly

Miss Beach LAWYER

MISS BEACH LAWYER

Major of Butte

I got a letter from Mr. Lovelike telling me about the fountains on each corner of the street and that you would not listen to what he said and that the water would water 350 big lawns and 127 big gardens. So I asked the Governor about it and he said it was terrible waste of water and I had permishion to tell you that you had to stop the water or get put off your job, or get put in jail. You must listen to people in your city for they cannot do any thing without asking you.

Yours Truly

Miss Beach LAWYER

MAJOR OF BUTTE

Miss Beach

I got your letter and I stoped the fountains right away I am glad you wrote and told me to. I am sorry I did not listen to him and do it before. But all is well thank goodness and I thank you over and over again.

Yours Truly

Major of Butte

MR. LOVELIKE

Miss Beach

The major of Butte stoped the fountains and invited me to dinner and everything. He said he was sorry he did not listen to me and I forgave him. Will you please send me the bill. Thank you for helping me out.

Yours Truly

Mr. Lovelike.

B I L L

Pay end of month

PAY TO Miss Beach LAWYER	DOLLARS	$45
Mr. Lovelike	CENTS	0000

My Dear Miss Beach—

This is the case of the high cost of living. I do wish that you my friend could do something about this. You might think it very funny of me to write you. But I just think of me to go clear to Washington D.C. for a thing like this. So I have written to you to ask you if you would please write to Wilson and tell him how this matter stands. I am a man that is the leader of "helping the poor". I can't give up all my money and let my family starve to. So I have written to you so we all can be supplied. So the poor will not have to starve. Please don't think I am crazy but I mean it for I am in depp erenst while I am writing this letter.

Your's most cordialy

Mr. Flamefire

GREAT HELPER

SIGNED BY THE

POOR AS A GREAT

H E L P E R

MISS BEACH, LAWYER

Mr. Flamefire

I will do the best I can do about this matter. Anybody that had any sense would know that you are not crazy. I will do as you asked me as soon as I have a chance. As you know now these are very busy times. The Stephens case is on and I have been asked by Lester Lobel to be there lawyer. But now I must go back to your matter. I will try my best to help the poor people and write to the president.

Yours Truly

Miss Beach

LAWYER

MISS BEACH, LAWYER

Dear President Wilson:

I now know you think it is very folish for me to write to you. But I received a letter from Spokane the leader of the poor their. He remarked that the poor were starving and that he could not give up all his money because then his family would starve. He wants something to be done about the "high cost of living" and asked me to write to you. Now president, this is of my own makeup the fowling. Not only in Spokane but all over the world. Can't you if you please let the people vote against the "high cost of living," but first let the congress vote and see if they think it right for such a question to go through. If it is wrong only rember that I did not start the thing. But I think Mr. Flamefire is right (that is his name) don't you? Will you please read this letter and send a answer.

One of your most lawful person in the U.S.

Miss Beach

LAWYER

P.S. You have probly heard of me before for as you see I am said as one of the best lawyers here.

U.S. OFFICE AMERICA PRESIDENT

My Dear Miss Beach—

Yes I have heard of you and everybody has I think. I think this case that you have bought up to the U.S. is a very serious thinkg. The "high cost of living" certainly is a very bad thing that has happened into this country. It not only leaves people starving but it does not by any means increases our trade with forgin countries. It is being lessend all the time. The congress have voted all ready though I decided

I would see how it went through before beginning to answer your letter. Nobody knows about this thing for it is a "secret" Don't tell Mr. Flamefire anything but let him be surprised. I thank you for being the first to write to me about this matter. The voting is going to pull off March 8, 1920. I think it is going to come through but don't say anything about it to anyone.

Yours cordialy

President Wilson

PRESIDENT OF U.S.

MISS BEACH LAWYER

President Wilson

I thank you so much for helping me and Mr. Flamefire out it is so importent matter and you know it to. I just knew the bill would pass if you would try it. Just think only the poor voted against it. I thank you over and over again.

Yours cordialy

Miss Beach.

U.S. OFFICE AMERICA PRESIDENT

My Dear Miss Beach—

It was nothing to me. And we were losing our trade very fast now it is coming back. And our dear old prices again.

Yours Truly

President Wilson

PRESIDENT OF U.S.

My Dear Miss Beach—

I was so surprised that I couldn't hardly stand up when I was down town to see the sighn. As soon as I saw it I knew that he had excepted I read what and how it happened. Please send me the bill. I know it is going to be big but it is worth it by far.

Yours Truly

Mr. Flamefire

GREAT HELPER

SIGNED BY THE

POOR AS A GREAT HELPER

MISS BEACH LAWYER

Mr. Flamefire—

I am very glad you are pleased. It was not a bother but a good thing to this country to me. The bill will be $100. I know you will fall down dead but I looked in the law book and found the cost. The bill will be in this letter.

Yours cordialy

Miss Beach

LAWYER

B I L L

Pay end of month

PAY TO		
Miss Beach LAWYER	DOLLARS	$100
Owes		
Mr. Flamefire	CENTS	00

BUTTE

My Dear Miss Beach—

We are in trouble again and I think it would be right for me to write to you as I am the leader of our Club. The plumber and carpenter strike is terrible over here and I do not know what and how the people can get along. There is one house that the pipes have broken and it is flooding the house. Please answer or do something about this idemately.

Yours Truly

Mr. De-Con-Vertive

MISS BEACH LAWYER

Mr. De-Con-Vertive

Well! we will probly have to scare the plumbers and carpenters out. By one reason is converting with the major and ask him if he will consent to having you scare them to work by, in making the stores make them pay cash and by and by they will get out of cash and will not like to take all the money from the Bank. I will write to the major and I will write to you what he says,

Yours cordialy

Miss Beach

LAWYER

Mr. DeVertive Major—

Will you please consent of letting Mr. De-Con-Vertive scare the plumbers and carpenters back to work by making them pay cash? He told me of a case that the pipes broke and it was flooding the house. I would be delighted if you will consent. And it will be better for all of your town.

Yous Truly

Miss Beach

LAWYER

Miss Beach—

I will gladly consent to such a thing as I know there is much trouble about the carpenters and plumbers. And I will let them have police to make the plumbers and carpenters do what you suggest.

Your Friend

Mr. De-Vertive

MAJOR

MISS BEACH LAWYER

Mr. De-Con-Vertive

I wrote to Mr. De-Vertive and he said he would gladly to it and let you have police besides. I think in about a week you will have them scared out.

Yours Truly

Miss Beach

LAWYER

Miss Beach—

Your plan is egenlt and it only took them two days to go back to work. Thank you ever so much for tending to so much attention. The people here know too that Miss Beach LAWYER got the plumbers to go back to work.

Send the Bill please

Yours cordialy

Mr. De-Con-Vertive

- -

B I L L

Bank of Corporation
Pay to
Miss Beach LAWYER DOLLARS $100

By
Mr. De-Con-Vertive

- -

Lesson 6: School Days

Essential Understandings

Part A: Expectations for elementary students were different a hundred years ago than they are today. Very few people attended high school or college. Most people ended their formal education after eighth grade.

Part B: Like today, people in the past liked to receive recognition for their accomplishments and express their individuality.

Activity Description

Part A: Working in groups, students will read two to three vintage early 1900s reading lessons and will complete a School Challenge Reading Lesson Assessment Sheet. After discussion, they will write a response to the activity, comparing and contrasting the lessons from the past with lessons of today.

Part B: Students will view a Helena High School yearbook from 1919 or 1920, paying special attention to the Seniors' pages, which list students' activities and chosen quotes. As time permits, students will select quotes to assemble with their own photos to create either a classroom exhibit or a classroom yearbook.

Objectives

At the conclusion of the lesson students will have:

- Collaborated productively with their groups
- Recognized similarities and differences between grade level reading selections a hundred years ago and now
- Gained understanding and awareness of educational challenges students faced long ago, as well as now
- Learned that in the 1910s and 1920s, successfully graduating from eighth grade was frequently considered a well-rounded education, but that high school was increasing in importance
- Gained awareness of some history and general trends in education in Montana
- Learned how students celebrated their individuality in high school yearbooks a hundred years ago

I can . . . learn about what life was like for students one hundred years ago through primary sources.

Time

Two 50-minute lessons

Materials

Footlocker/User Guide Materials

For Part A:

Selections from the Third, Fourth, Fifth, and Sixth McGuffey's Eclectic Readers (in footlocker and available to download here: http://mhs.mt.gov/education/docs/footlocker/OGM/McGuffey.pdf. Full texts are also available online through archive.org. (Search McGuffey's Eclectic Reader Revised Edition.)

The School Challenge Reading Lesson Assessment Sheet (page 101)

Student Narrative: "The School Challenge" (pages 121–22)

For Part B:

Lesson 6 PowerPoint (pages from Helena High yearbooks, 1927–1929, when the Stewart girls were in high school, available online at http://mhs.mt.gov/education/docs/footlocker/OGM/Lesson6.pptx, or on the footlocker CD)

Helena High School yearbook (either 1919 or 1920)

Classroom Materials

IPads or computers with internet access—one for every two–three students (recommended)

Student writing journals or materials

Part A: School Challenge

Pre-Lesson Preparation

- Make photocopies of vintage reading selections for each group (if not using iPads or computers).
- Make photocopies of the School Challenge Reading Lesson Assessment Sheet (one per student).
- Review "The School Challenge," in the Historical Narrative for Educators (pages 18–19).

Procedure

Show students the readers from the footlocker. What does eclectic mean? How are they similar to reading textbooks today?

If you have access to the technology, have students access a grade appropriate *McGuffey Reader* from archives.org. Let them look at the table of contents to choose pieces to read. Have students complete the assessment sheet. As time allows, have them try different grade levels.

If you do not have access to technology, hand out the photocopied selections to the groups and ask students to read them and see how they might compare with the reading they do now. Have each individual complete a School Challenge Reading Lesson Assessment Sheet. Ask students to report on their findings and comment on the reading.

As a class or individually, read through the Student Narrative section on "The School Challenge," which will provide some context for the selections, as well as information on the history of education in Montana. (**Note:** Students should take The School Challenge and try the vintage reading selections before reading through the Student Narrative section for this lesson. It is important that they experience the selections without any preconceived ideas.)

Hold a class discussion. Why were dropout rates so high? How have our schools changed to help students graduate?

Extension: Following your school writing practices and protocols, ask students for a writing response comparing and contrasting what they know about education, especially reading, then and now.

Part B: Yearbook Exploration

Pre-Lesson Preparation

- Prepare to project the PowerPoint of the Helena High yearbook pages

Procedure

Ask students if they have seen high school yearbooks. (It would be fun for them if you brought yours in for them to see!) Allow students to view the yearbook from the footlocker. Remind them that although many students concluded their education with an eighth grade graduation, Emily, Marjorie, and Leah Stewart did attend and graduate from high school, 1925–1928.

Project the Helena High School yearbook scans that show pages featuring the Stewart girls. Ask students what they notice about the Seniors page (listing of activities and the quotes). Take time to read through the quotes, letting them know that selecting a quote from literature, a famous person, or song to accompany one's senior photo was, and still is in some schools, a way of making an individual statement about who the person was and what he/she valued. Some seniors choose humorous quotes instead of serious ones.

As time allows, access one or two quotations sites online:

Kids World Fun—Quote: http://www.kidsworldfun.com/quotes-for-kids.php

Inspire My Kids: Quotes http://www.inspiremykids.com/topics/quote-format/

Ask students to select a quote they like and that is meaningful to them. Alternately, have them bring in quotations of their own from favorite books or songs. Post each student's favorite quote with his/her photo for a class display or work with them to create a class yearbook featuring their photographs, chosen quotations, and list of favorite activities.

Lesson 6A: The School Challenge Reading Lesson Assessment Sheet

Names _____

Title _____

Grade Level _____

What is this reading selection about? _____

_____

_____

Hard? Easy? In between? _____

Unfamiliar words (up to three) _____

_____

How are these reading selections similar to what you usually read in school?

_____

_____

_____

How are they different? _____

_____

_____

_____

What did you like about them? What did you not like? _____

_____

_____

Lesson 7: Darn It! Fix It! Recycle It! Make It!

Essential Understandings

Today, many people are quick to throw things away. In the past, very few things were designed to be disposable—and when things broke, people tried to fix them or find a way to reuse them instead of throwing them away.

During World War I, patriotism increased people's commitment to "reducing, reusing, and recycling."

Activity Description

Students will examine sample objects used to reduce, reuse, and recycle. They will learn how to perform a common task, such as sewing on a button, darning a hole, braiding a rag rug, creating a clothespin doll, or making a doll or teddy bear quilt out of scraps.

Objectives

At the conclusion of the lesson, students will:

- Recognize the patience, time, and skill it takes to mend or make objects
- Realize success in accomplishing a simple repair
- Realize the artistic, as well as practical, nature of using scraps to create something useful, such as a quilt or rug
- Recognize how World War I encouraged people to change their everyday behaviors
- Compare today's consumption patterns with those of the 1910s

I can . . . mend or create something new by sewing or recycling.

Time

Varied (depending on how many hands-on activities you choose to do).

Materials

Footlocker/User Guide Materials

Sewing basket containing: two darned socks, darning thread, and darning egg, fabric scraps, tomato pincushion, needle case with 7 needles, scissors, spools of thread, measuring tape, thimbles, tin of buttons, embroidery hoop, needle threader, cards of trim, crochet hook, crochet thread and project, knitting needles with knitting, dress collar.

Button box (with sewing needles, buttons, plastic screens, button on a string)

Rag rugs and cloth strip ball

Photocopies of templates for quilt blocks, buttons, and shirts if you plan on doing these activities (pages 107–13)

World War I posters

Napkin rings and napkins

Clothespins and clothespin dolls

Quilt block and quilt

Student Narrative: "Darn It! Fix It! Recycle It! Make It!" (pages 122–23)

Activity Instruction Sheets, optional (pages 105–6)

Classroom Materials

Depending on which crafts you choose to do: yarn, scissors, colored paper, clothespins, felt, pompoms, pipe cleaners, fabric scraps, a sock with a hole.

Pre-Lesson Preparation

Review all of the activity instruction to select the ones you want to share with your class.

Gather footlocker material for the presentation.

Teaching Note: If you need additional support or instruction, try YouTube! YouTube has many useful "how-to" videos that demonstrate darning, knitting, making clothespin dolls, and other simple crafts.

Procedure

Talk with students about their consumption patterns. We throw out a lot of things today. In the lunchroom, students use paper napkins and plastic silverware. When they are done eating, they throw them out. What other things do students only use once? Why?

Although many of us take this behavior for granted, it is relatively new. When the Stewarts lived in the mansion, plastic silverware had not even been invented. And everyone used cloth napkins—even on picnics.

Napkins

Pass around the napkin rings. Ask students to guess what they are. Let them know that laundry was hard to do before electric washers and dryers, so people tried to do as little laundry as possible. To keep their clothes clean while cooking, cooks wore aprons. And everyone reused their napkin. Each family member had his or her own napkin ring. After eating, everyone put their napkin back into their special napkin ring to reuse for the next meal.

Clothespins

Pass around the clothespins and ask students to guess what they are. Before people had electric dryers, you had to hang your clothes up to dry with clothespins.

Demonstrate how a clothespin worked—and then tell students that since everyone had clothespins, a new toy was only as far as the clothespin bags. Using their imagination, children or parents added fabric scraps, pompoms, cotton balls, felt, pipe cleaners, paint, or paper to turn a clothespin into a doll, a toy soldier, or an animal. Share the sample clothespin dolls with your class. (If you wish, search YouTube for an instructional video on making clothespin dolls.)

Socks

Pass around the darning egg. Ask students if they can guess what it is. Explain that a hundred years ago, people did not throw their socks out if they got holes in them. They fixed them (called darning). Almost every woman, and many men, learned how to darn. To fix a sock, people would put it over the darning egg so they could easily see the hole. (See below for instructions on how to darn a sock, and demonstrate using the socks in the footlocker, or search YouTube for a short instructional video.)

Quilts

Note that clothing used to be very expensive, so most people had only a few outfits. Let students know that many people made their own clothes—including Mrs. Stewart. After cutting out the pieces for the garments, there would be scraps of fabric left over. The Stewart girls learned to sew by using these to make clothes for their dolls. They also used them to make quilts.

Show the sample quilt. Then show the quilt block to see the parts that make up the quilt (the top, backing, and the batting). Talk about how a quilt is made. The goal is a beautiful, warm blanket. (See below for instructions on how to make a quilt, and a quilt block design activity.)

Rugs

Pass around the rag rugs. Ask students what they think they are made of? (The denim ball in the footlocker shows how the strips were prepared prior to braiding or weaving the rugs.)

Let students know that when clothes wore out, they were recycled. People removed any buttons, snaps, and trim to be resewn into new garments. Then the fabric parts of the clothing were torn or cut into strips. Other parts were

cut into pieces for cleaning rags, because back then, people used rags instead of paper towels.

The fabric strips could become a rug. There were several ways you could do this: If you owned a loom, you could weave these strips into a rug. Many people simply braided the strips together, and then sewed the braids around and around into a rag rug. Look again at the samples. Which one is woven and which one is braided? (Optional: Watch a YouTube video on how to braid a rug.)

Buttons

Ask students how their clothes and shoes are fastened. What's more common in your class: zippers, snaps, Velcro, laces, or buttons?

Let students know that zippers and snaps did not become common until the 1930s, and Velcro wasn't patented until 1961. When the Stewart girls were young, most clothes, and even shoes, had buttons, although some people also used laces.

One problem with buttons is that they fall off. Has anyone ever lost a button? What did they do? Did a parent sew it back on? Did they wear the piece of clothing anyway?

Ask them to think about the fact that the Stewarts made most of their own clothes. Would you rather sew a whole new shirt or sew back on a button? (See below for button sewing activities.)

Children also used to play with buttons. (Look at the great variety of buttons in the sewing kit.) Children would collect and trade them, string them to make button charms, and use them to make toys. Pass around the button on a string. Let students see if they can make it spin. (Search "button string toy" on YouTube to see one in action.)

World War I

Pass around the World War I propaganda posters and talk about them. Why would World War I make reusing and repairing things even more important than they had been before?

[Answer: During World War I the government wanted to make sure to have enough food and supplies for the troops. The government encouraged everyone—adults and children, rich and poor—to support the war effort by eating less (especially wheat and meat); by fixing things instead of throwing them away, and by generally making do. According to Marjorie Stewart, everyone knit, "boys and girls alike—hoping to save our soldiers from freezing" by making gloves, hats, scarves, and socks. (If you know how to knit or crochet, consider teaching your students.)]

Ask students: How do they reuse and recycle today? Why do they do so? Does anyone in their family make things by hand?

As a class or individually, have students read "Darn It! Fix It! Recycle It! Make It!" from the Student Narrative.

Darning

Years ago, no one just tossed their socks in the garbage, because a hole was worn in it. They would repair their holey socks by "darning." Darning was a special way to sew up the hole and prolong the life of socks. Often your socks were hand knitted by your mother or made of silk. It would be costly to buy new socks just because of a little hole, and untidy to wear socks with holes in them.

You darned a sock with the help of an egg-shaped or round device. Most of these darning "eggs" were made of wood, but some were glass, and sometimes people even used a light bulb! You needed something with a rounded shape, so your repair would be comfortable and fit the roundness of your foot or toe.

How?

To begin darning a sock, place the darner inside the worn sock, placing the hole against the curve of the darner. Thread a darning needle (one that was usually extra-long and thick) with matching thread or yarn to match your sock, and follow these three steps:

1. Sew a circle around the hole.
2. Sew back and forth in one direction until the hole is filled in.
3. Weave back and forth, under and over the first set of threads, to actually weave a new patch of fabric.

Sewing on Buttons

Have you ever lost a button? They have a way of coming off! Everyone needs to know how to put them back on!

Activity 1: Sewing Plastic Buttons

Pre-lesson Preparation

Procure yarn or string and gather other materials from the footlocker.

Procedure

1. Give each student a piece of plastic grid, a needle, and a button.
2. Have students thread their needles with a piece of string or yarn about 36 inches long. Tie the two ends together with a simple knot.
3. Sew the button onto the plastic grid, going in an out through the button about four times. Have students cut the yarn off when they are finished. (Tell students that when you are actually sewing a button on, you would tie the thread off with a knot before cutting).

Note: Please remove buttons from the practice plastic grids before replacing the parts in the footlocker.

Activity 2: Sewing Paper Buttons

Pre-lesson Preparation

Copy paper buttons and shirt onto cardstock (one set per student.) Procure yarn or thread.

Procedure

Have students cut out shirt and buttons. Use a hole punch to make holes in the buttons. (Note: If you used a variety of colored cardstock, have students trade buttons for other colors to sew on their shirts. Trading buttons with your friends was common when the Stewart girls were young.)

Hand out yarn and needles. Have students sew their buttons onto the cardstock shirts.

Quilting

Quilts are thick blankets that can keep you warm on a cold night. One hundred years ago, many homes were not heated through the night. Quilts were very important to have!

Quilts could be inexpensive to make, since they could be made from recycled materials.

To make a quilt, you need to sew three layers together:

1. **The Quilt Top.** Mrs. Stewart and Grandma Baker sewed their own dresses, and twice a year a seamstress, Miss Pauley,

came to help them sew clothes for the girls. After cutting out the pieces for the garments, there would be scraps of fabric left over. Sometimes the girls would practice sewing by making theses scraps into doll clothes. Other scraps were cut up into squares and triangles and arranged to sew into a quilt block. Many quilt blocks could be sewn together to make a large quilt top. Tell/ask students: This top was not very warm yet!/Would this top be very warm?

2. **The Backing.** The back of the quilt was usually a plain piece of fabric the same size as the quilt top. Chicken feed, sugar, and flour used to come in large cloth sacks. When they were empty, the sacks could be opened up at the seams into a large piece of free cloth. Some mothers sewed their children's underwear from these sacks, made aprons and dresses, or used them for the backs of quilts.

3. **The Inside Filler.** Something needs to go between the quilt top and the backing to make the quilt warm and thick. Sometimes cotton or wool was combed into a sheet called batting. If you didn't have wool or cotton, you could recycle an old worn blanket. Some people were so poor, they even used old newspapers!

   Assembling the three layers: The quilter makes a "sandwich" of the three parts of the quilt: the quilt top, then the filler in the middle, and the backing on the bottom. To keep these three layers together, the quilter uses a needle and thread to sew through all the layers. This can take a long time. Sometimes people would have a special party called a Quilting Bee to help finish the quilting layers together for a friend.

If you don't quilt the layers together, the filling could fall apart and bunch up. So quilting was very important to make the new quilt last and keep you warm.

Activity 3: Designing a Quilt Block

Pre-lesson Preparation

Photocopy the "print fabric" pages onto an assortment of colored paper, enough for at least two sheets per student to make quilt pieces.

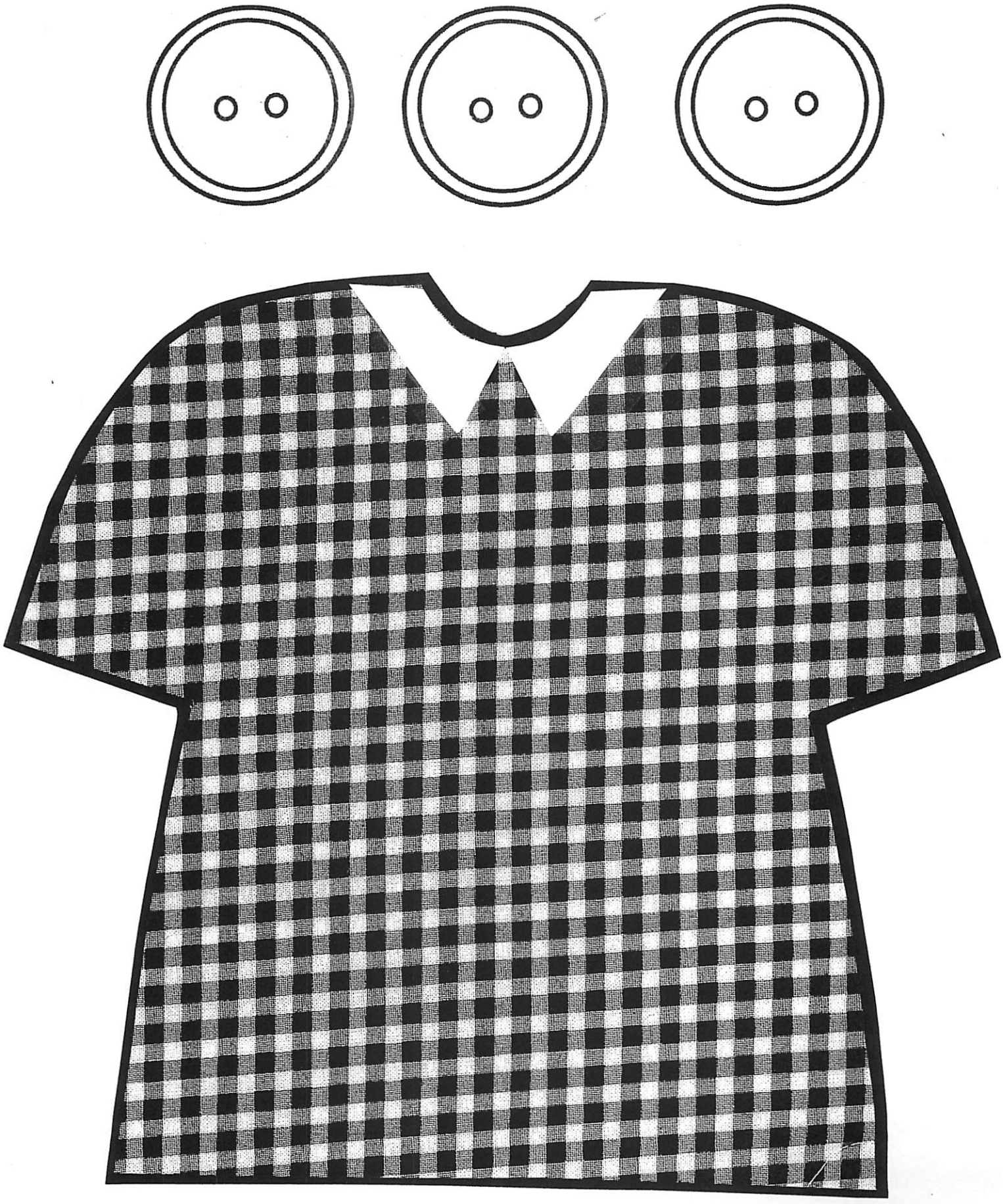
Photocopy the plain "muslin fabric" page (with outlines) onto white paper. (Note: you can provide students with solid colored "fabric" by printing outlines onto colored paper.)

Photocopy the page with the Quilt Block onto plain white paper, one per student, or additional copies if more than one block per student will be designed. Cardstock is preferable.

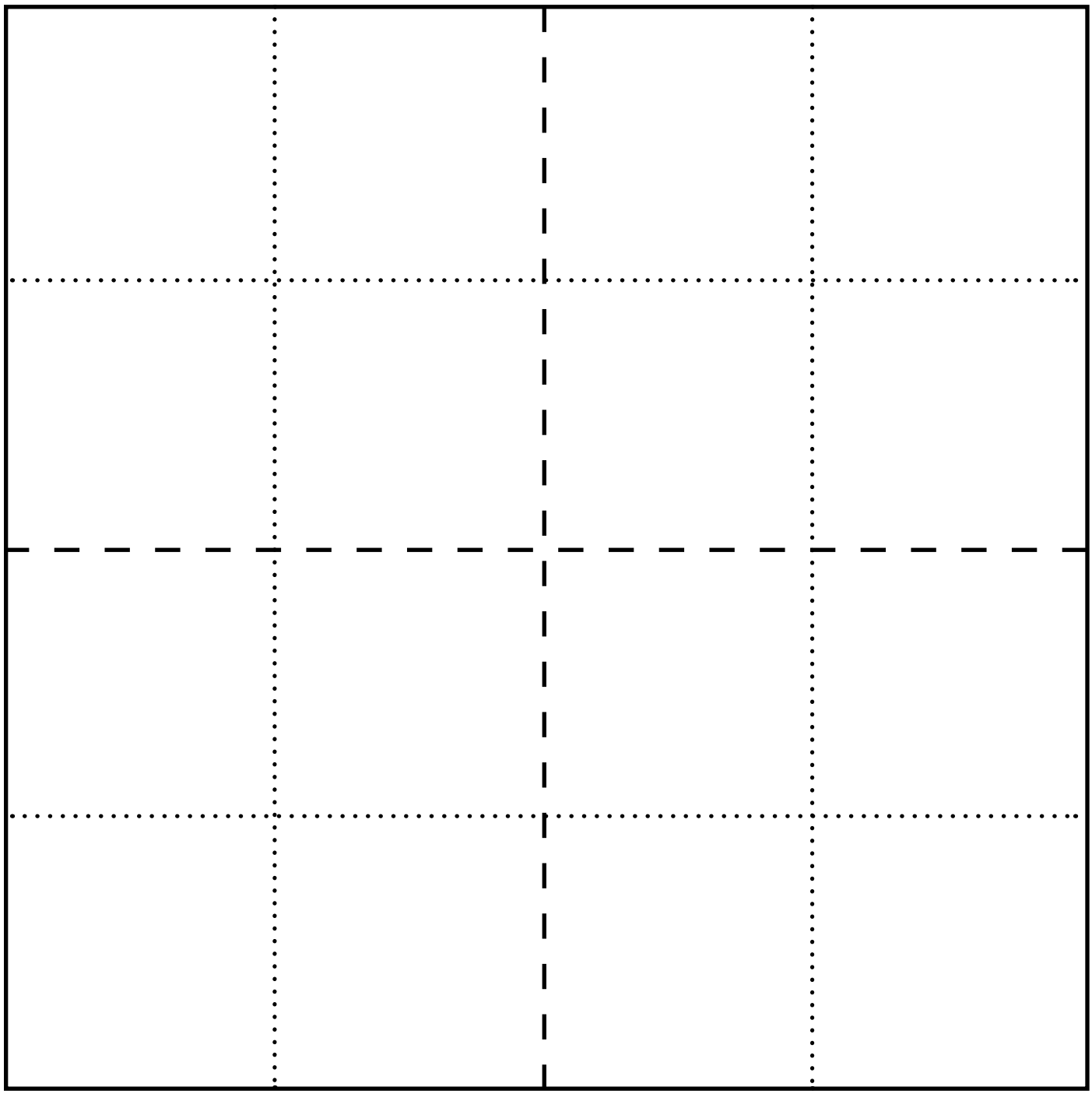
Procedure

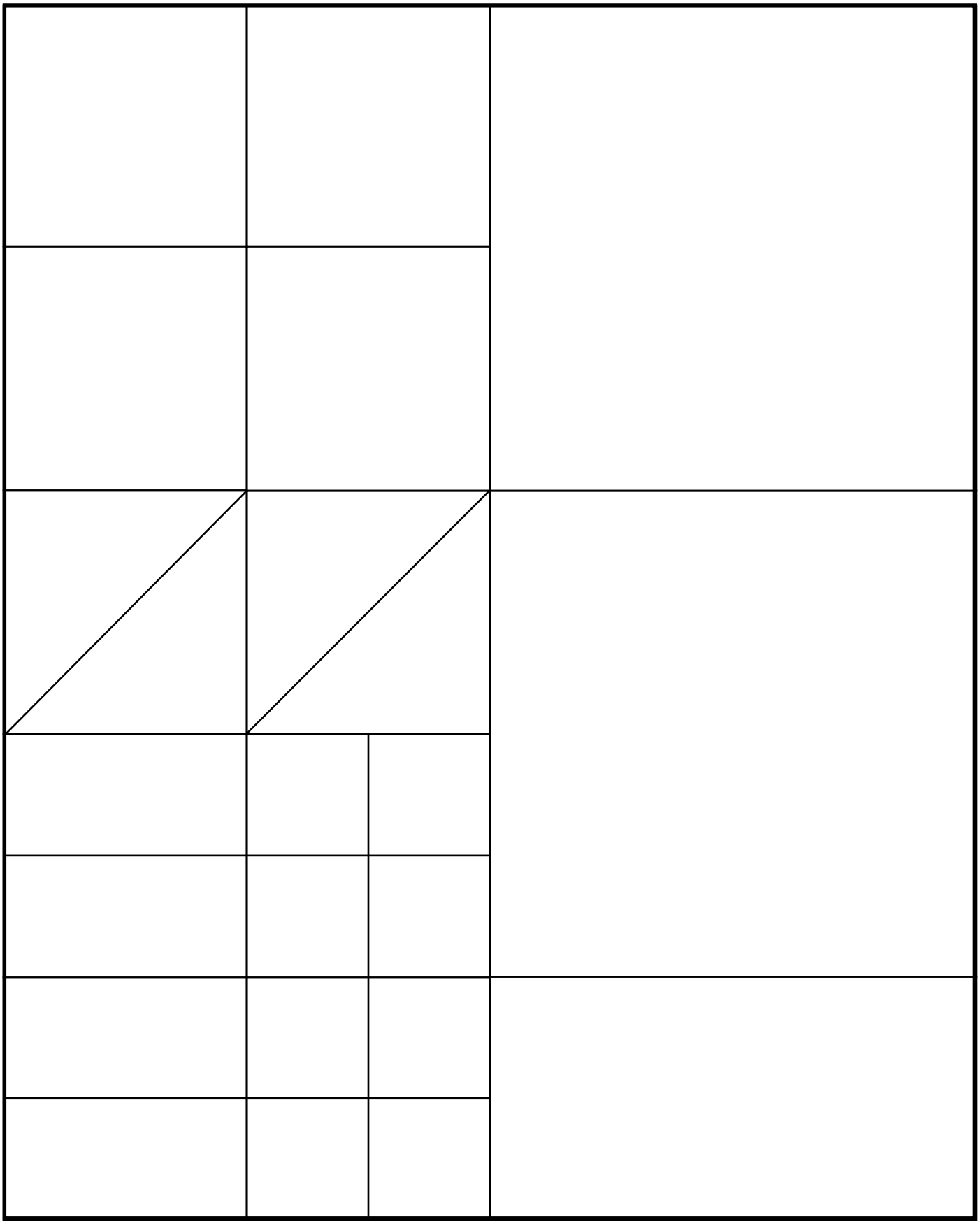
1. Give each student one copy of the Quilt Block two of the colored fabric pages, and one page of "muslin".
2. Have students cut the fabric pages following the lines. Many quilters were limited in their fabric selections, and so they exchanged fabric with other quilters to get a variety of prints. Have students exchange their "fabric" pieces with other students.
3. On the plain white paper Quilt Block, have students arrange their fabric pieces within the "block" in the design of their choosing. When satisfied, they should glue or paste these pieces down. (In true quilt making, the fabric pieces would have been sewn together to form a block.)
4. Cut these blocks on the outside lines. Quilt blocks can then be assembled into a quilt top. Students' paper blocks can be tacked on a bulletin board, wall, or large sheet of paper to make a classroom paper quilt. The "seams" can be taped together to make it portable.

Often quilters would make blocks to donate for a quilt top, either to help a friend in need of a quilt, or for fundraisers. Both the Red Cross and the women's suffrage movement auctioned many donated quilts to raise money.

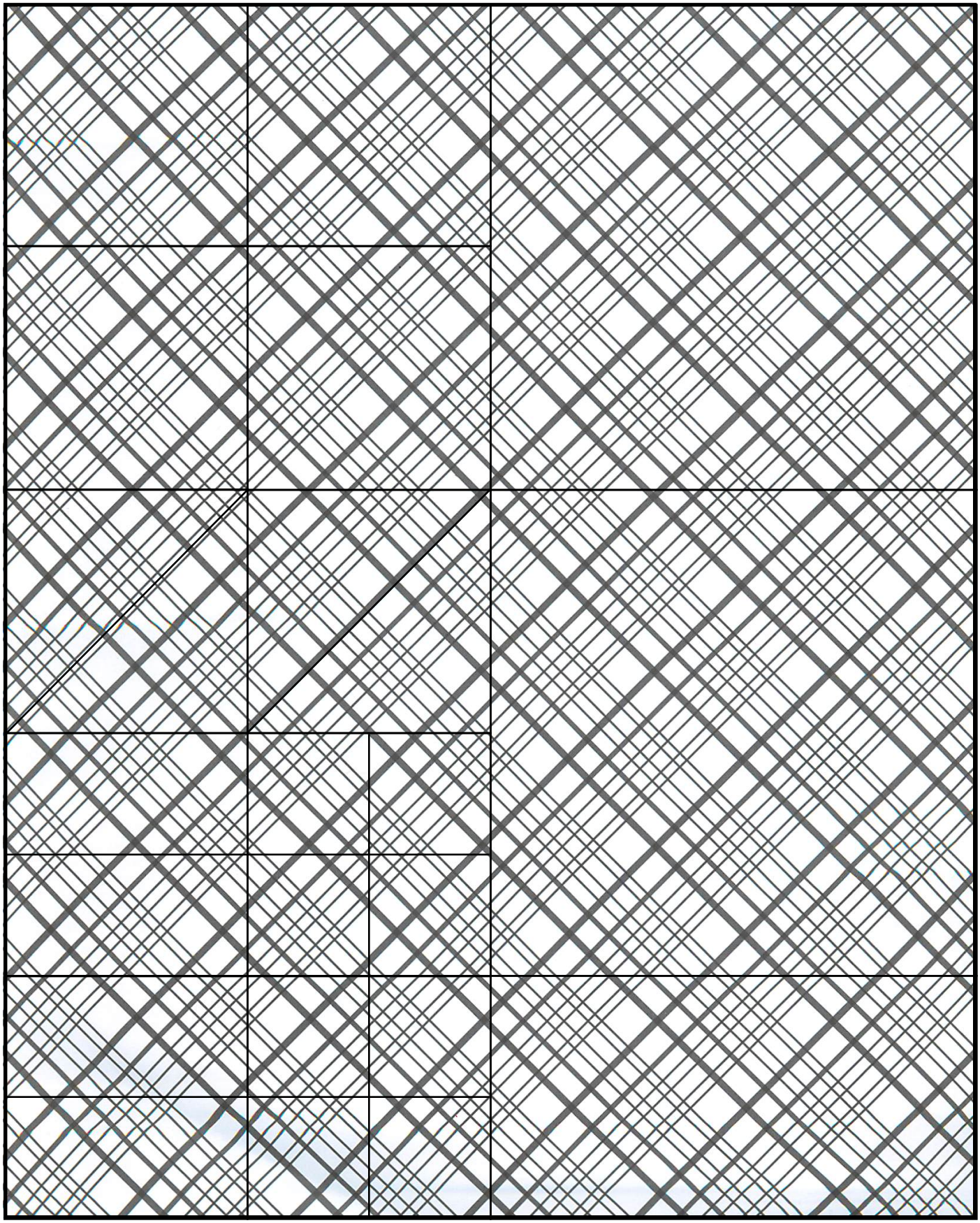


Quilt Block

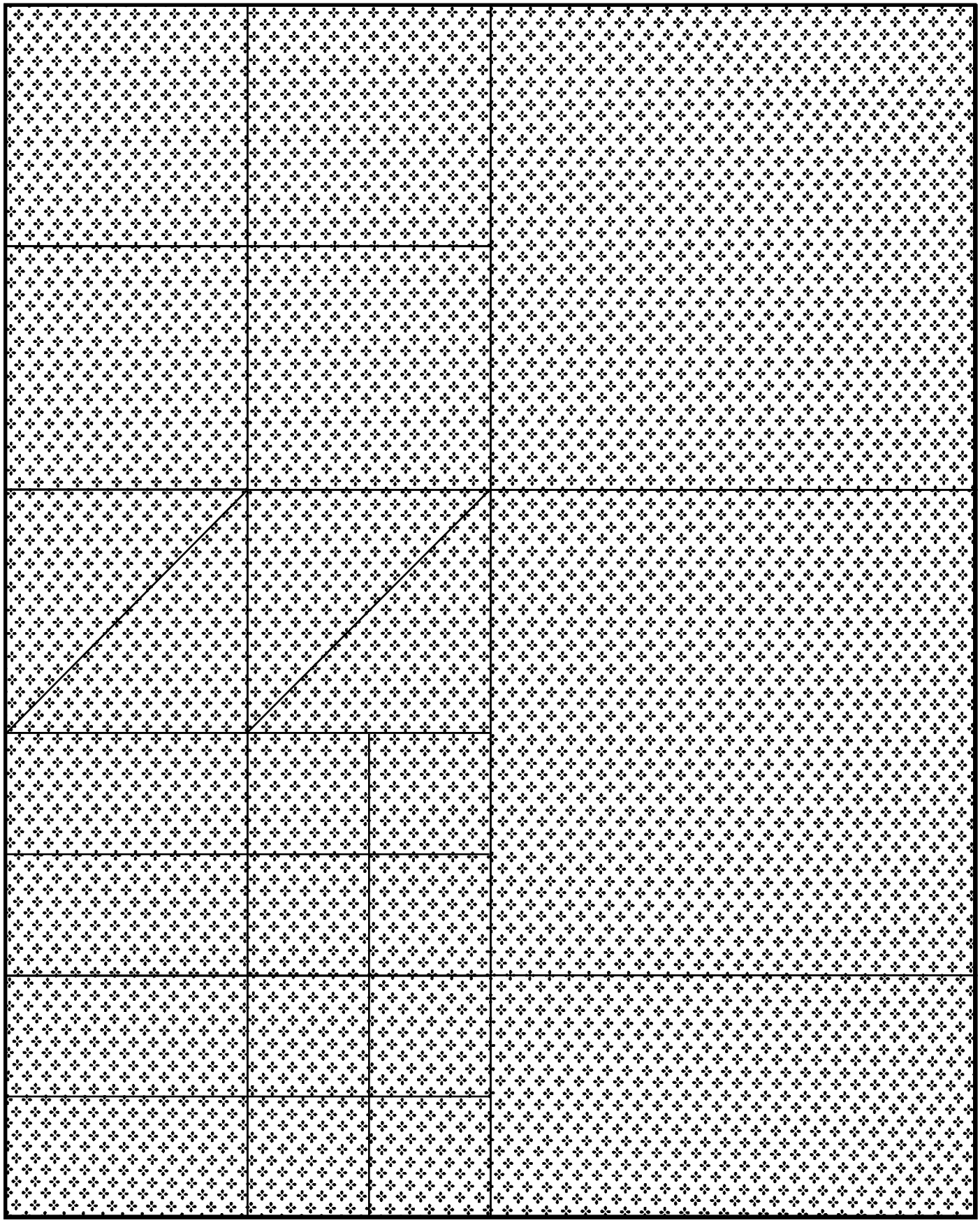




Paper Fabric: Print

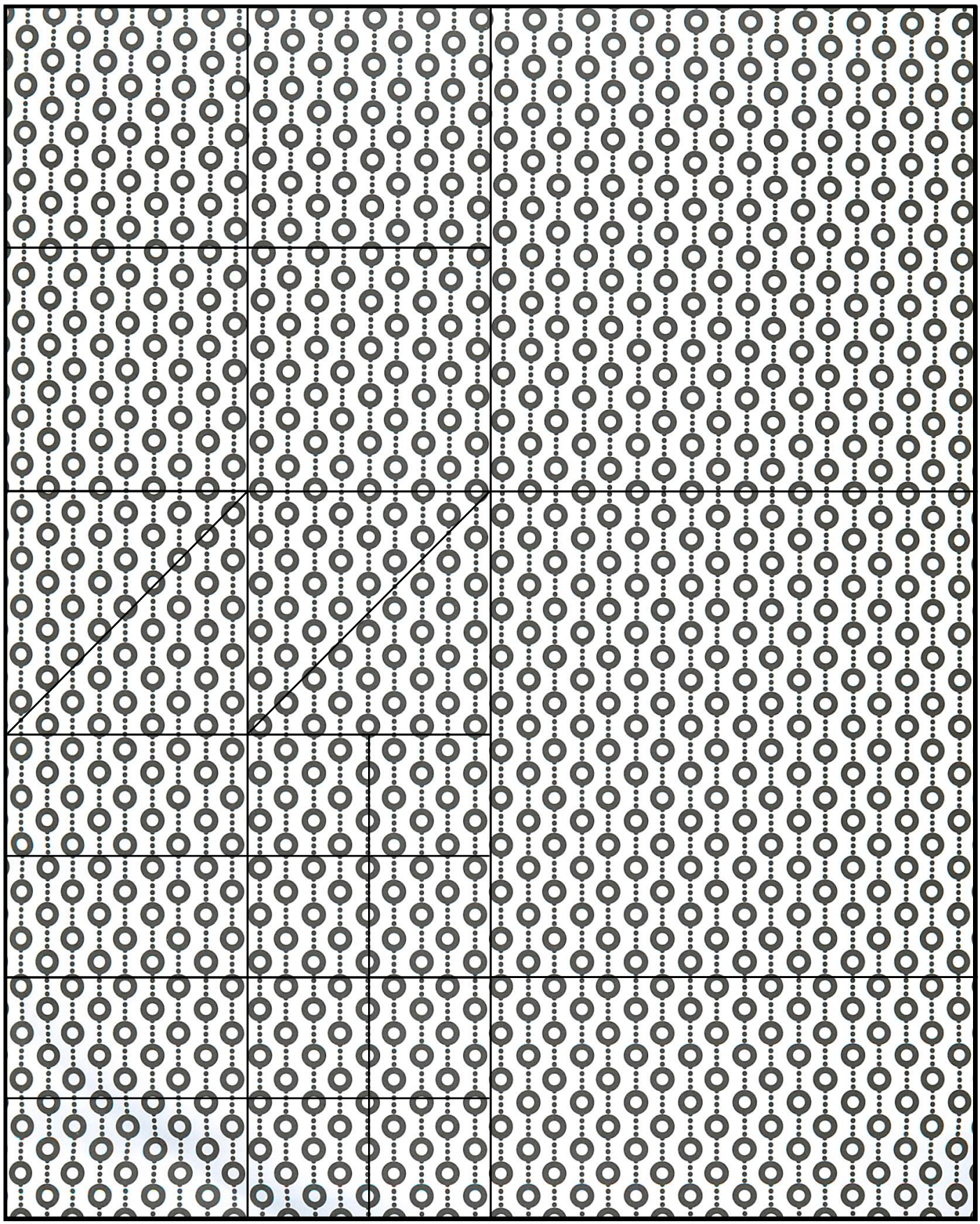


Paper Fabric: Print



Paper Fabric: Print

Paper Fabric: Print



Student Narratives

Through a Child's Eyes: The Stewart Family in Turbulent Times, 1913–1921

Where Montana Kids Live, Play, and Go to School, 1900–1920

Between 1900 and 1920, Montana's population was growing. The state had cities and towns of all sizes. According to the 1920 federal census (official count), 41,611 people lived in Butte and 262 people lived in Winifred. Many people also lived in the country, in small Native American communities, and on homesteads or ranches. Many homes were built from wood, stone, and brick. Some people lived in tents, or tipis of canvas or animal hides.

Look at the pictures. Which homes and areas seem the most like where you live now? Which are very different? Do any of the pictures show mansions? What does a mansion look like to you? What makes a mansion, a mansion? Are all *mansions* old? Consult a dictionary. Draw one!

In the 1900s, most Montanans did not live in mansions. In fact, most Montana towns did not have any mansions at all. But Montana's biggest cities did have mansions. Helena even had a "mansion district," where many of the richest people in the city lived. Of course, Helena also had small houses, apartments, log cabins, and even tipis. There is one thing that all of these places had in common: families lived in them and children grew up there. They were all homes.

Blackfeet camp (date unknown). MHS Photo Archives, ST001.327

Backyard of 1100 block on East Broadway, Butte, circa 1910. MHS Photo Archives. lot 8, box 1 F4.02

What Ifs?

What if your mom or dad ran for governor of the State of Montana and won? You would

Hoverson Home in Ollie, Montana, May 9, 1927. MHS Photo Archives, PAc 99-2.5

have to leave your familiar home and neighborhood to move to Helena. In Helena, you would live in the house specifically chosen for the governor and the governor's family. This house is known as the Governor's Mansion. There is no other place like it in the entire state. You and your family would live there while your parent served as governor.

How do you think your life might change? Would you like living in a mansion? Would you like your new school? Would it be hard to make friends? Would your parents, teachers, and other people have different expectations of you because you were the governor's child? Would you have to be perfectly behaved at all times and earn high grades? Would people want to take your picture? Would you receive special presents? Would your life be very exciting? Would you be able to listen in on high-level political discussions and meet famous people?

Samuel V. Stewart was elected as Governor of Montana twice, first in 1912 and again in 1916. Years later his oldest daughter, Emily, wrote, "In 1912, my father ran for Governor of Montana. I couldn't see [as a child] how he, a rather large, slow moving man, could win a race, but he did. The family moved to Helena and shifted into an entirely different life style."

The Stewart family included three daughters: Emily, Marjorie, and Leah. Emily was six, Marjorie was four, and Leah was two when their father became governor. Their lives changed dramatically. The family left their one-story house in the small mining town of Virginia City to go with their father and mother to Helena. They moved into the large and very special residence now known as the Original Governor's Mansion.

As adults, all three Stewart girls wrote and talked about what it was like to live in the Governor's Mansion. They are key primary sources (firsthand accounts). Because they experienced life during this period, their stories offer a peek into their world. We can use their stories to learn about what life was like for the Stewarts and to compare their lives and our own.

> Before 1913, all of Montana's governors had their own homes in Helena. When Governor Stewart was elected from Virginia City, he and his family needed to move to Helena, so the legislature bought this home especially for the governor and his family. (Mrs. Stewart even helped pick out the house.) From 1913 until 1959, the official governor's residence was at 304 North Ewing. In the 1959, the state built a new governor's mansion, closer to the capitol, at 2 North Carson Street. This is where governors and their families live today.

Architecture Smart: The Helena Mansion

Compare the size of the Stewart's one-story home in Virginia City to their new home: a four-story mansion with twenty rooms! The mansion had two inside staircases, one in the front of the house and one in the back. Consider the possibilities for playing running and hiding games from floor to floor. Would you be scared to go to sleep alone on the third floor when your parents were entertaining company downstairs?

This grand home was designed in 1887 by the firm of Hodgson, Stem, and Welter for businessman William A. Chessman, his wife, Penelope, and two children. The Chessmans were very rich. Mr. Chessman owned mines, land, and houses. He was also president of the water company that brought water into Helena homes.

The Chessman home is a Queen Anne–style Victorian mansion. The names *Queen Anne* and *Victorian* come from Great Britain, where it was usual to name architecture styles after the king or queen. The word Victorian comes from Queen Victoria, the British queen from 1837 to 1901, and refers to architectural styles popular while she was the queen. The Queen Anne style is a particular type of

Victorian style. It is named for Queen Anne Stuart, who ruled England, Scotland, and Ireland from 1702 to 1714, over a hundred years before Queen Victoria. Queen Anne died long before architects started using the term *Queen Anne* to describe a particular style popular between 1880 and 1910. Architects chose the name for its romantic connection to an earlier time.

Queen Anne Victorian homes overflowed with imagination, both inside and out. They had fancy, complicated designs. Queen Anne–style homes often had turrets, balconies, chimneys, stained-glass windows, and wraparound porches. Often they also had very fancy furniture. Queen Anne–style homes were very popular in the United States in the 1880s, 1890s, and into the early 1900s. The Chessman Mansion, which became the Original Governor's Mansion, is one of many Queen Anne–style homes still standing in Helena. You can find Queen Anne–style homes in other Montana cities, as well.

Samuel V., Marjorie, and Emily Stewart, in front of their home in Virginia City, Montana, 1906–1907. MHS Photo Archives, Pac 2014-15.1

The Chessman family lived in the mansion for two years. Other owners included Peter Larson and his wife, Margaret, and G. H. Conrad.

Built in 1888, this house served as the Governor's Mansion from 1913 until 1959. It is a fine example of a Victorian Queen Anne style home. MHS Photo Archives, BD 2013-090954

Finally, in 1913, Mr. Conrad sold the home to the state of Montana for thirty thousand dollars, so it could become the governor's official home. The state legislature set aside another five thousand dollars for furniture and upkeep. Governor Samuel V. Stewart and his family lived in the house from 1913 to 1921, the first of nine governors' families to do so.

In 1935, a huge earthquake damaged many buildings in Helena, including the mansion. The mansion, and many other Queen Anne–style homes in Helena, lost their beautiful, tall, brick chimneys.

Governor Hugo Aronson's family (wife, Rose, and daughter Rika) was the last family to live in

Today governors live in this mansion, designed by architect Chandler C. Cohagen of Billings. The house curves to a point with a deck on the north end. It is meant to look like the bow of the "ship of state." MHS Photo Archive, PAc 86-15 62118F

the Original Governor's Mansion. In 1959, they moved to the new Governor's Mansion at 2 North Carson Street in Helena. That house remains the home for Montana's governors and their families to this day.

When the Stewarts lived at the Mansion, the first floor was considered public space. The governor held meetings there, and Mrs. Stewart entertained there. The parlor, kitchen, and dining room were on the first floor. The second and third floors were the private spaces for the family. On the second floor were bedrooms, bathrooms, and sitting rooms. The amazing third floor had a ballroom—but because the Stewart family had three young children, they made the ballroom into a playroom. Laundry was washed in the basement. Also in the basement was a coal-fired furnace that heated water for the steam heat piped to radiators on every floor. Sometimes people who worked at the mansion also lived in the basement.

What Was Mansion Life Like for the Stewart girls?

Emily, Marjorie, and Leah told many stories about their lives in the mansion in the 1910s. They wrote about ordinary things, like food, what they did for fun, their favorite books, and family activities. They also wrote about what was special about growing up as the governor's children. They talked about their parents' expectations, how their family supported the homefront efforts during World War I, and their family relationships. Because they recorded their memories, we have information about the mansion that we would not know otherwise. For example, did you know there were bugs in the mansion? When the girls had friends over to the mansion to cook fudge, one of the sisters would turn on the lights in the kitchen while the others "engage[d] the guests in sprightly conversation so the cockroaches could get a chance to hide." Reading their oral histories and reminiscences (written memories) gives us an opportunity to learn more about what life was like in earlier times, what has changed, and what has remained the same.

Who were the Stewarts?

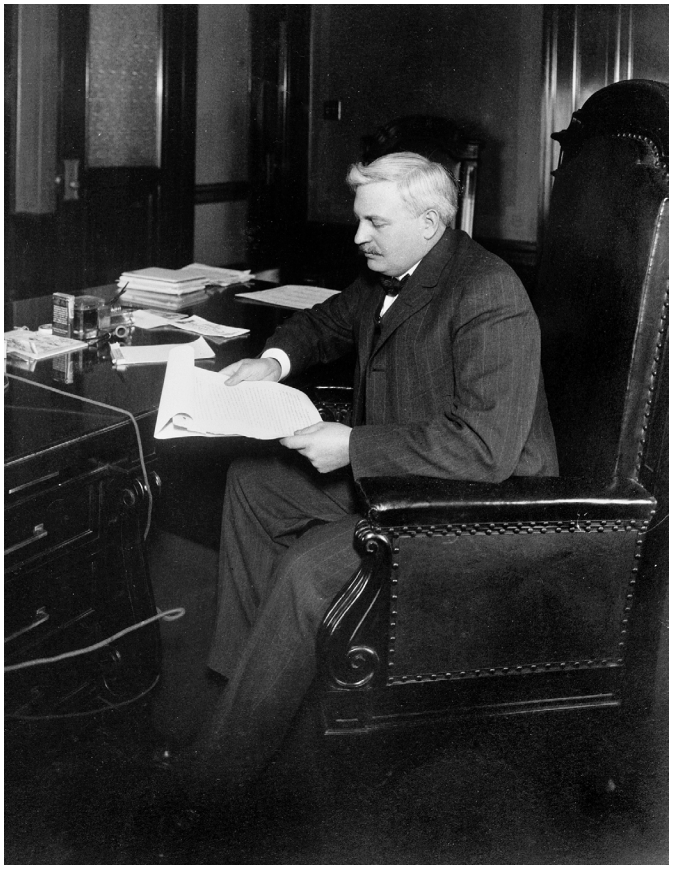
Samuel V. Stewart (1872-1939)

Samuel Stewart was born on a farm in Ohio and went to school in Kansas. After studying to become a teacher, he decided to explore the United States. Stewart found a job that would let him travel and went to work for a railway selling newspapers, chewing gum, and peanuts. He returned to Kansas, where he taught in a country school to save money to go to law school. After graduating from the University of Kansas Law School, he moved to Montana.

In 1898, Stewart opened a law office in Virginia City, Montana. He married Stella Dyer Baker on April 27, 1905. The couple had three daughters: Emily, Marjorie, and Leah.

Samuel Stewart was active in Democratic Party politics. He was elected governor in 1913 and again in 1917. Later, he was elected to the Montana Supreme Court. He died in 1939.

Stewart was governor during difficult times. Not everyone agreed with his views. He believed that people who spoke out against World War I should be arrested. He also made it illegal to teach the German language in school (because the United States was at war



Governor Samuel V. Stewart (1872–1939) Governor Stewart at his desk. Montana Historical Society Photo Archives, Pac 87-98 SV Stewart (date unknown)

with Germany). Today, many people disagree with these actions.

At the same time, many people admire other things about him. For example, Governor Stewart believed that women should have the right to vote. Women's suffrage (right to vote) was passed during his term. He also worked hard to help those in need. For that reason, Stewart Homes in Helena is named after him. Stewart Homes offers apartments for people who do not have very much money.

Stella Dyer Baker Stewart (1876–1958)

Born in Missouri, Stella Baker Stewart moved with her parents to White Sulphur Springs, Montana, in 1889. Her family moved back to Missouri a few years later.

Stella Baker became a teacher. She moved back to Montana in in 1900 and taught school in Virginia City and White Sulphur Springs. While teaching in White Sulphur Springs, she ran as a Democratic candidate for the office of county superintendent of schools of Meagher County. (Even though women could not vote in general elections, women were allowed to vote in school elections and to run for school-related offices.) She lost in a close election.

In 1905, Stella Baker and Samuel Stewart married. They had three children: Emily, Marjorie, and Leah. When Samuel was elected as governor, Stella asked her parents, William and Emma Baker, to come live in the Governor's Mansion and help take care of the children. She knew she would be very busy as Montana's First Lady.

Stella Baker Stewart is remembered for her commitment to her family. She is also

Left to right: Leah, Mrs. Stewart, Emily, and Marjorie, circa 1914. Montana Historical Society Photo Archives, #945-122

remembered for her strong belief in women's education and her support of women's right to vote.

Emily Stewart (1907–2004)

Emily Stewart was born in Virginia City, Montana, in 1907. She was the oldest of three girls and moved with her parents to Helena when her father became governor. Emily graduated from Helena High School in 1926 and from the University of Washington.

In her high school yearbook, Emily was remembered as, "a rebellious spirit who did not suffer fools well." During the 1920s, she taught English, typing, and shorthand in Idaho, Montana, and California. She married Phillip H. Stephens, and they had one son, Phil.

Marjorie Stewart (1909–1977)

Marjorie was the second oldest child in the Stewart family. She was born in 1909 and graduated Helena High School in 1927. In high school, she edited the school paper. Marjorie attended college and became an English and Latin teacher. She taught in Helena, Great Falls, and Bozeman. She married Roland G. Keeton, a surgeon in Bozeman, and the couple had three children: Jane, Kitty, and Stewart.

Marjorie was active in city politics and was elected to the Bozeman school board. In 1978, Bozeman created the Worthy Student Scholarship Fund in her honor.

Leah Stewart (1910–1999)

Born in 1910, Leah was the Stewarts' youngest child. She was very sick as a young child. For three winters, her mother or grandmother took her to Florida or California, because they thought the warm weather would help her lungs.

Leah graduated from Helena High School in 1928 and the University of Montana in 1932 with a degree in journalism. She worked as a secretary to Montana's U.S. Senator John E. Erickson in Washington, D.C. She later worked for the Department of Justice and the National Archives in Washington, D.C. During World War II, she worked as an analyst for the Intelligence Division.

Leah was also a poet. After she and her husband retired in Helena in 1966, Leah shared many stories about her family and their lives at the mansion. She was active in efforts to preserve the mansion as a historic house museum.

Montana Politics, 1913–1921

The Stewart girls all remember their family engaging in lively political discussions growing up. Even though women could not vote when Governor Stewart first ran for office, politics were not just for men in the Stewart household! In fact, Governor Stewart believed in women's suffrage (right to vote) and Montana women gained the vote in 1914, while Stewart was governor.

Women's suffrage was not the only important issue facing Montana while Stewart was governor. World War I (1914–1918) dominated the news. After the United States joined the war in 1917, Montana sent a higher percentage of soldiers, money, and resources to World War I than any other state.

Thousands of Montanans joined the military and went to fight in Europe. Over 1,500 died in service and another 2,400 were wounded. Back home, people worked harder, produced more,

War Garden in Helena, 1918. When the government asked citizens to grow food so that more commercially produced food could go to feed soldiers, Montanans responded. Montana Historical Society Photo Archives, PAc 2005-4 A1 p10

and lived on less. Families knitted socks to send to soldiers overseas. They did without meat and bread, on "meatless Mondays" and "wheatless Wednesdays," to make sure the soldiers would have enough wheat and meat to eat.

After the United States joined the war in 1917, Governor Stewart created the Montana Council of Defense. The council asked people to support the war effort. It recruited soldiers and encouraged farmers to raise more food, so soldiers would have enough to eat. The council also enforced the Sedition Act. The Sedition Act passed the legislature with Governor Stewart's support. It made it illegal to criticize (say bad things) about the war or the government. The council also supported a law that made it illegal to speak German in schools or churches, because the United States was fighting against Germany.

Other problems came with the war. High prices and low pay during the war made it hard for people to feed their families. That is one of the reasons workers tried to organize unions. Miners in Butte and loggers in northwestern Montana formed unions and went on strike (protesting by refusing to work) for better pay and working conditions.

Not everyone supported the workers. The owners of the mining and timber companies did not want to pay their workers more. They argued that the workers were unpatriotic (did not love their country), because the military needed both copper and lumber to win the war. Governor Stewart supported the owners. He sent Montana National Guard troops to help the companies end the strikes.

After the war was over, there was another big strike. The coal miners had kept working through the war, but once the war was over, they stopped working. They wanted higher pay and safer working conditions (coal mining is very dangerous). Almost all Montanans used coal to heat their homes, and a national coal miners' strike led to a shortage of coal across the state.

Governor Samuel V. Stewart sent National Guard troops to Butte several times between 1914 and 1921 in response to labor unrest. This photo shows a Montana National Guard machine gun crew in Butte, September 1, 1914. Photo by King, Montana Historical Society Photo Archives, 958-184

The flu was another big problem during Governor Stewart's time in office. In 1918, the deadly influenza (flu) virus spread rapidly across the United States. Over twenty thousand Montanans took sick and over five thousand died. The year of the flu epidemic, schools were closed for two months.

A final problem during Governor Stewart's second term (time in office) was drought (dry weather). Farmers in Montana need rain to grow crops, but there was not enough rain in 1917. There was even less rain the next year, 1918, and 1919 was even drier. Many Montanans lost their farms because so little would grow.

The Stewart girls knew more than most children about these topics, because they overheard their parents and visitors to the mansion talking about them.

Marjorie Stewart was especially interested in the big issues she heard her parents talking about. She wanted to be a lawyer when she grew up, just like her father and uncles. So from ages eight to eleven, Marjorie often played lawyer. She would put on a long black skirt, sit at a rolltop desk, and write to imaginary clients. Many of Marjorie's cases came straight out of the news: high prices at

the grocery store, workers on strike, and influenza (flu), for example.

The School Challenge

How do Montana children learn what they need to know to become successful adults? The answer to that question depends on where and when these children lived.

In the 1700s, Montana's Indian people taught their children by having them work, watch, and listen to the adults in their tribes. Although they did not attend school, Indian children studied biology, geology (study of rocks), astronomy (study of the stars), economics (study of managing money and resources), religion, and history. By working with and watching grownups, Indian children learned how to make clothes and tepees and tools. They learned how to tan hides, how to hunt, and how to cook. They learned where plants grew that they could use for food. They learned how to work with horses. They learned how to treat wounds and heal illnesses. They learned how to trade. Indian children also learned by listening to stories. Stories were an important way of teaching history, religion, and ethics (how to behave).

By the 1910s, Montana had changed. By the time the Stewart girls lived in the governor's mansion, many Indian children in Montana

Girls' physical education class, St. Paul's Mission School, Fort Belknap Reservation, circa 1900. Montana Historical Society Photo Archives, PAc 2006-26.28

School Room in Marsh, Montana, 1914. Evelyn Cameron, photographer, Montana Historical Society Photo Archives, PAc 90-87.G063-003

went to boarding schools (a school you live at) far away from their families. At these schools, boys were taught carpentry (how to build things from wood) and how to farm. Girls learned how to cook, wash clothes, and sew. Students also learned to speak English, to read and write, and to do math.

Life at boarding school was often very hard. Students could not see their families. They could not wear their own clothes, and they were punished for speaking their own languages. They had to do many chores in addition to their school work. They had very little time to play, and the teachers were usually very strict.

Non-Indian children also went to school—but they usually went to day school. They would go to school during the day but spend evenings with their families, just as most students do today. These day schools were almost all elementary schools. At the end of eighth grade, the school would hold a graduation ceremony. Very few students went to high school.

Children who lived in the country usually went to very small schools. These schools often only had one teacher, who taught all the grades and all the students in one room. In 2014, Montana still had seventy-five one-room schools.

Big towns like Butte, Billings, Missoula, and Helena built much larger schools. The Stewart girls went to Central Elementary School in Helena. In elementary school, they studied reading, penmanship, arithmetic, history, geography, spelling, health, and physiology (biology).

Kindergarten class at Central School in Helena, circa 1914. Photograph by S. J. Culbertson, Montana Historical Society Photo Archives, PAc 79-48.9

Most students stopped going to school after graduating from eighth grade. Because of this, students were expected to work very hard in elementary school, since they would not have a chance to learn more in high school.

The schoolwork was very difficult, and not everyone could keep up. And many children had to miss school so they could work, especially during harvest. This made it even harder for them to learn. It took many students two or three years to finish one grade, and once they were old enough, many students dropped out of school. In 1919, 48 percent of Montana students left school before the seventh grade. That means almost half of Montana's students did not finish elementary school.

Even though most Montanans stopped going to school after eighth grade, high schools were becoming more common. In 1913, Montana only had 34 four-year high schools. By 1920, there were 116 high schools; today there are 166.

Today, Leah, Marjorie, and Emily's education doesn't seem that special. After all, most Montana students graduate from high school and about 60 percent go to college. But the girls were unusual for their time. Not only did they finish elementary school, they all graduated from high school. They also all went to college. Emily went to the University of Washington and became a teacher. She taught English, typing, and shorthand (a way to take notes quickly). Marjorie became a teacher too. She taught English and Latin. Leah graduated from the University of Montana with a degree in journalism. She worked for the government in Washington, D.C.

Education was very important to the Stewart family.

Darn It! Fix It! Recycle It! Make It!

Have you heard the slogan, "Reduce, reuse, recycle?" This saying encourages everyone to use less, to reuse things instead of throwing them out, and to recycle things instead of putting them in the dump. The slogan became popular in the 1970s, when people began to organize to protect the environment. But when the Stewart girls were young, "reduce, reuse, recycle" was a way of life.

There were several reasons that the Stewarts, and everyone they knew, reduced, reused, and recycled. The first reason was patriotism (love of country). World War I raged between 1914 and 1918. During the war, the government encouraged everyone to save resources (useful things) for the soldiers on the front lines. For example, posters urged everyone to **reduce** the amount of wheat they ate and the amount of coal they used.

Another reason was technology. Plastic forks and paper napkins did not exist. Instead, everyone **reused** cloth napkins and metal silverware—even on picnics. Instead of buying outfits at the store, most women sewed their

own clothes and knit their own socks. This took a lot of time, so people darned socks and repaired torn clothing instead of making new ones.

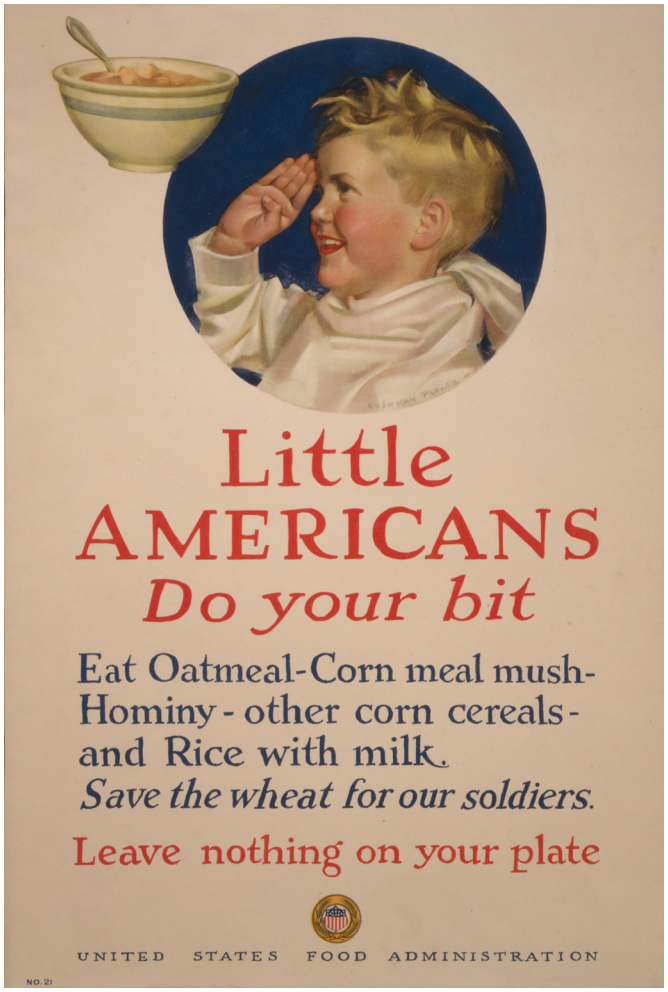
Money was another reason people reduced, reused, and recycled. To save money, people **recycled**, by making rugs from rags and quilts from leftover cloth scraps. They turned old clothespins, boxes, and buttons into toys. Yet even the Stewarts, who had plenty of money, did these things. Recycling was simply part of the culture (way people behave).

The Stewarts probably never heard anyone say, "Reduce, Reuse, and Recycle," but like almost everyone else in the 1910s, it was a motto they lived by.

Montana History and the Original Governor's Mansion

Exploring the architecture of the Original Governor's Mansion, and the lives of the Stewart girls, offers a window into a different time. We are lucky that the State of Montana chose to preserve the Original Governor's Mansion. Once home to the Stewart girls, it is now a museum.

People from all over Montana, the United States, and the world have visited the mansion to learn what life was like in Montana in the 1910s and to appreciate the house's beautiful architecture, furniture, and decorations. If you visit Helena, we hope you will travel back in time with a visit to the mansion. And when you come, bring your calling card!



Littlest Americans, by Cushman Parker, United States Food Administration, Library of Congress, http://lccn.loc.gov/2002712335

Amazing Montanans

Elsie Jones, First Cook
1912–2008

Elsie Jones grew up in East Helena. She learned to cook as a young girl. When she was nine years old, she started to work in the kitchen of a boarding house (in the old days, instead of renting an apartment, single people usually rented a room in a large house). The boarding house fed everyone breakfast and dinner.

Later, Elsie became the official cook at the governor's mansion. She cooked for eight different governors. She was one of many people who worked as part of the governors' personal staff.

Why did the governor need a staff? The governor's mansion was more than a home. It was also a place to conduct state business. For that reason, the house always had to be clean and meals had to be on time and delicious. Over the years, many people worked (and sometimes lived) at the mansion and supported the governor and his family. They cooked, cleaned, washed clothes, gardened, and cared for the governors' children.

Elsie Jones started working at the mansion in 1949. The first governor she worked for was John M. Bonner, who served from 1949 to 1953. Governor Bonner's wife, Josephine, was used to doing her own cooking and cleaning. It took Josephine and Elsie some time to learn to work together.

Elsie had to work hard to learn how to make elegant meals in the mansion's kitchen. Even though the public spaces in the mansion were very elegant, the kitchen was small and old-fashioned. Nevertheless, Elsie soon figured out how to make a turkey dinner for 175 people and how to prepare beautiful treats for tea parties. For this work, Elsie earned two

Elsie Jones. Photo from First Ladies' Cookbook, compiled and edited by Betty L. Babcock (Helena, 1996)

hundred dollars a month.

During Governor Aronson's term, the state built a new governor's mansion, east of the capitol. Elsie loved the new kitchen. She spent the rest of her career cooking at the new mansion. She lived at the mansion, too, in a small apartment attached to the main house.

Even though she was hired as a cook, she often helped care for the governors' children. Rika Aronson, daughter of Governor Aronson, loved Elsie: "She's always been our best friend including my mom and dad. She raised me. When my folks were in the mansion they were

always gone, so it was always she and I. . . . I remember the little pantry off the kitchen where she kept all of her cookies, and the good stuff. That's where I spent most of my time sneaking down the back stairway to get into the kitchen."

When Elsie was forty-three, Governor Aronson insisted she buy a car and learn to drive. She bought a 1955 Chevy, turquoise and white, four-door, Bel Air. After one driving lesson, Gov. Aronson told her to, "Get in that car and drive. It's the only way you'll learn!" And, so she did. With her new car, she took Rika on picnics and carnivals and taught her to fish.

Tom Judge, whose father served as governor from 1973 to 1981, remembered Elsie as "feisty and strong-willed." He said she pretended to be strict, but "underneath her crusty exterior she had a big heart, and she was a soft touch for her renowned chocolate chip cookies."

Elsie loved to cook and she loved it when people enjoyed the meals she prepared. She became close to many of the governors and their families. When she retired, Governor Stan Stephens declared December 17, 1992, Elsie Jones Day. It was a fitting honor for a woman who spent forty-four years cooking for the Montana governors, their families, and their guests.

(Information taken from *Elsie, Forty-Four Years at the Mansion with Eight Montana Governors* by Kay Hardin-Hansen [Helena, 1995])

Amazing Montanans

Emily Stewart (1907–2004)
Marjorie Stewart (1909–1977)
Leah Stewart (1910–1999)

Emily, Marjorie, and Leah Stewart lived in the Original Governor's Mansion from 1913 to 1921 with their mom and dad, Governor Samuel V. and Stella Baker Stewart.

The Stewart girls tried to live normal lives; they liked their dolls, riding their bikes, and playing games with friends. They also liked to make fudge when company came and to play hide and seek in the mansion!

Both good and bad things came with being a governor's daughter. The Stewart girls met many powerful and important people. Sometimes they received special presents. They were allowed to listen in on grownups' discussions if they kept their mouths shut! They liked those parts. They did NOT like having to use their very best manners all the time or having to "look like ladies." They also did not like getting in trouble when they misbehaved.

Emily, Marjorie, and Leah had to share their parents with the entire rest of the state, while their father was governor. The girls were ages two, four, and six when Governor Stewart began his first term (time in office). They were ages ten, twelve, and fourteen when he left office. Throughout that time, Montana faced some of very difficult issues: World War I, the flu epidemic, and a fire in a Butte mine that killed 168 miners. There were strikes (organized protests where workers refused to work). Seventy-nine people were put in jail for sedition (speech or actions that encourage rebellion against the government.) The state decided that German could no longer be taught in schools or spoken in church. Food and other goods became more expensive, but wages (what workers were paid) remained low.

Governor Stewart had to deal with all of these problems. Some people supported his decisions, but others did not. That meant the girls saw many news articles about their father—and not all of them were nice.

Governor Stewart spent long days at work, but his daughters said he was still a great father. Their mother spent more time with them, although she had official duties too. Luckily for the girls, their grandparents (their mother's parents) lived with the family in the mansion, so they always had family to help them even when their parents were busy.

The Stewarts expected Emily, Marjorie, and Leah to study hard and do well in school. All three girls graduated from high school, and they all attended college. (Most Montana children left school after eighth grade at this time, so getting a college degree was rare.)

Marjorie wrote this about her time in the governor's mansion: "We had a very happy life as children in the old mansion. We were lucky to be surrounded with love, affection, interest and excitement. We heard a lot of politics and to this day I'm like an old fire horse when I get a chance to hear a good discussion. Good, meaty discussions on state and world affairs were daily occurrences in our lives. I think all of us have carried this interest over into adulthood."

All three Stewart girls had great memories of growing up. And they would want everyone to come to Helena and visit the Original Governor's Mansion, their childhood home!

Clockwise: Emily, Leah, and Marjorie Stewart, circa 1911. Photograph by Jansrud, Helena, Montana. Montana Historical Society Photo Archives, PAc 80-87.17

Vocabulary Lists

Lesson 1:

Census. An official count or survey of a population

Primary source. Original historical material. Photographs, letters, diaries, and oral histories are all types of primary sources.

Lesson 2:

Architect. Someone who designs buildings

Architecture. The art of designing and constructing buildings

Asymmetrical. Having parts or aspects that are not equal or balanced

Floor plan. "Map" of the inside of a house

Gable. A part of a building's outside wall that is shaped like a triangle. Two sections of the roof meet to form the gable.

Interior. Inside

Legislature. Group elected to make laws

Mansion. Large fancy house

Parlor. Room to meet with guests

Preservation. Keeping something in good condition; protecting a place or a building so that it will last into the future

Romantic. Emotional

Queen Anne. Queen of England, Scotland, and Ireland from 1702 to 1714

Spindle. A piece of wood thicker in the middle than on the ends, often found on porches (named for the rod used in spinning).

Turret. Top of a tower

Victorian. The style named for Queen Victoria, who ruled Great Britain from 1837 to 1901.

Lesson 3:

Abide. Accept

Abscesses. Swollen areas filled with pus

Alter. Change

Appointed. Chosen

Bombé. Type of frozen dessert

Chaperone. Someone who watches over people to make sure they behave

Commotion. Noisy excitement

Complexion. Skin color and texture

Compote. Fruit in syrup (silver compote: a bowl-shaped dessert dish)

Congregate. Gather

Crochet. To make clothes, hats, blankets, etc., of yarn, using a special hooked tool

Democrat/Democratic. When capitalized, the name of one of the two major political parties in the United States (the other is the Republican Party)

Envious. Jealous

Gory. Bloody

Incision. Cut made by a doctor

Loquacious. Talkative

Malady. Sickness

Meticulous. Very careful

Nooks and crannies. Small spaces

Nostalgic. Longing for the past

Opposition. People or group who disagrees

Ornery. Grumpy, easily annoyed

Polls. Place where people vote

Precinct. A part of a town or city (a division used for voting)

Primary. First (A political primary is an election held before the main election to choose who is going to run for office to represent a political party.)

Rarebit. Melted cheese on toast

Rejuvenate. Restore, make younger

Siege. Ongoing attack

Sprightly. Lively

Victrola (Gramophone). Record player used to play music

Yoke. Part of a shirt or dress

Lesson 4:

Calling card. A card left by visitors

Etiquette. Rules of good manners

Lesson 5:

Drought. Very dry weather

Epidemic. Fast-spreading disease

Suffrage. Right to vote

Strikes. Organized protests where workers refused to work

Telegram. A message sent by telegraph

IV. Resources and Reference Materials

Additional Resources

Books for Students

Baumler, Ellen. *Montana Chillers: 13 True Tales of Ghosts and Hauntings* (Helena, 2009).

Holmes, Krys. *Montana: Stories of the Land* [especially chapters 15 and 16] (Helena, 2008).

Larson, Kirby. *Hattie Big Sky* (New York, 2008).

Marx, Trish. *Jeannette Rankin: First Lady of Congress* [picture book] (New York, 2006).

Levine, Beth Seidel. *When Christmas Comes Again: The World War I Diary of Simone Spencer, New York City to the Western Front*, 1917. Dear America Series (New York, 2002).

Articles and Books for Upper Grades and Educators

Aiken, Will. "A Little Journey to the Home of Sam V. Stewart, the Democratic Governor of Montana," The Helena Independent. September 24, 1916.

Baumler, Ellen. *"Governor's Mansion: The Original Governor's Mansion State House, Family Home." Distinctly Montana* 4: 4 (Spring 2006): 108–15.

Blumenson, John J. G. *Identifying American Architecture: A Pictorial Guide to Styles and Terms*, 1600–1945 (Nashville, 1977).

Holmes, Krys. *Montana: Stories of the Land* [especially chapters 15 and 16] (Helena, 2008).

McAlester, Virginia and Lee. A Field Guide to American Houses (New York, 1997).

Miller, Robert E. *Montana's Original Governor's Mansion* (Helena, 1978).

Near, Susan R. "Restoring History at the Original Governor's Mansion," *Montana The Magazine of Western History* 58: 1 (Spring, 2008): 68-70, 100.

Useful Websites

ArchKIDecture. www.archkidecture.org

A fun website from the Evanston Public Library in Evanston, Illinois. Pages on Architecture Words, Wacky Stories, Build It Yourself, About Structures, Become an Architect, About Materials.

Library of Congress: Children's Lives at the Turn of the Twentieth Century. http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/

This web page provides links to historic photos of children across the United States, brief historical background for teachers about children's lives during the early twentieth century, primary source analysis tools, and teaching suggestions.

***Montana: Stories of the Land* Companion Website and Online Teacher's Guide.** https://mhs.mt.gov/education/index4

Find additional resources for teaching with historic places (chapter 14) and on the Progressive Era (chapter 15) and World War I (chapter 16).

Original Governor's Mansion Tours. http://mhs.mt.gov/education/ogmtours

Schedule a tour of the mansion for your class—or follow the listed link for an online "virtual tour" of this amazing house museum.

"Suffrage: The Montana Story," on Women's History Matters. http://montanawomenshistory.org/suffrage/

Discover additional information and primary sources relating to Montana's suffrage story. (Montana women won the right to vote during Governor Stewart's time in office, and the governor was a strong supporter of women's suffrage.)

Teaching with Historic Places from the National Park Service and the National Trust for Historic Preservation. https://www.nps.gov/articles/teaching-with-historic-places.htm

Created by interpreters, preservationists, and educators, these lessons use historic sites to explore American history. Contains more than one hundred lessons, available free of charge on the Web and ready for immediate classroom use.

Tools for Working with Historic Photographs

Historic photographs are powerful primary sources, and there are many tools and techniques to help your students learn to analyze photographs.

Visual Thinking Strategies (VTS). Developed first as a way to engage students in analyzing fine art, this technique uses "open-ended questioning and student-centered facilitation techniques, including strategies for listening and paraphrasing, to create student-driven and engaging group discussion environments." It also engages "students in discourse . . . with an emphasis on providing evidence while considering and building off the contributions and perspectives of their peers." https://web.archive.org/web/20161112050255/http://www.vtshome.org/what-is-vts/professional-development Lesson 1A and Lesson 5 both feature teachers using this technique to help students analyze and discuss an image. Learn more about VTS, and watch experienced teachers use the technique with different age groups, from kindergarten to adults, at http://vtshome.org/.

Crop It. Rhonda Bondie describes this "four-step hands-on learning routine" in an article she wrote for Teachinghistory.org at: http://teachinghistory.org/teaching-materials/teaching-guides/25697. In this routine, "teachers pose questions and students use paper cropping tools to deeply explore a visual primary source." A template for making the Crop It tool is on page 132.

Primary Source Thinking Triangle Activity. http://primarysourcenexus.org/2012/04/connecting-common-core-primary-source-thinking-triangle-activity/ The Barat Education Foundation created this tool, which "requires students to use higher-level thinking skills as they interact with a primary source image. The thinking triangle also gives students practice in the visual equivalent of Common Core State Standards (CCSS) reading anchor standard 2." A copy of their handout is on page 133.

The National Archives created a special **Photograph Analysis Worksheet,** which we modified for lower grades. A copy of that worksheet is on page 141. The National Archives Document Analysis Worksheets (including the one used with photographs) can be found on their website: http://www.archives.gov/education/lessons/worksheets/.

In conjunction with other tools (like the Crop It tool or the Photograph Analysis Worksheet), Billings teacher Ruth Ferris has students **use transparency overlays with crosshairs** when analyzing photographs. This both introduces the idea of quadrants (reinforcing the math curriculum) while helping students identify elements of composition. (For example, students will often find the most important figure or interesting item in a photograph is near the center of the crosshairs.) Sometimes Ferris has students cover all but one quadrant with white paper, so they can focus on one part of the photograph at a time. You can find six overlays with crosshairs beginning on page 134.

You can print out additional copies of the images included in this footlocker from the PowerPoint files included on the enclosed CD and posted online (see individual lesson plans for links.)

Crop It tool: https://teachinghistory.org/teaching-materials/teaching-guides/25697

Thinking Triangle Worksheet:

http://primarysourcenexus.org/wp-content/uploads/2012/04/Thinking_Triangle.pdf

Cut on dotted lines
To create two *Crop It* tools.
Each learner will need two L
shaped *Crop It* tools

Primary Source Activity: Thinking Triangle [1]

Follow the directions below to record thoughts about the image using the thinking triangle.

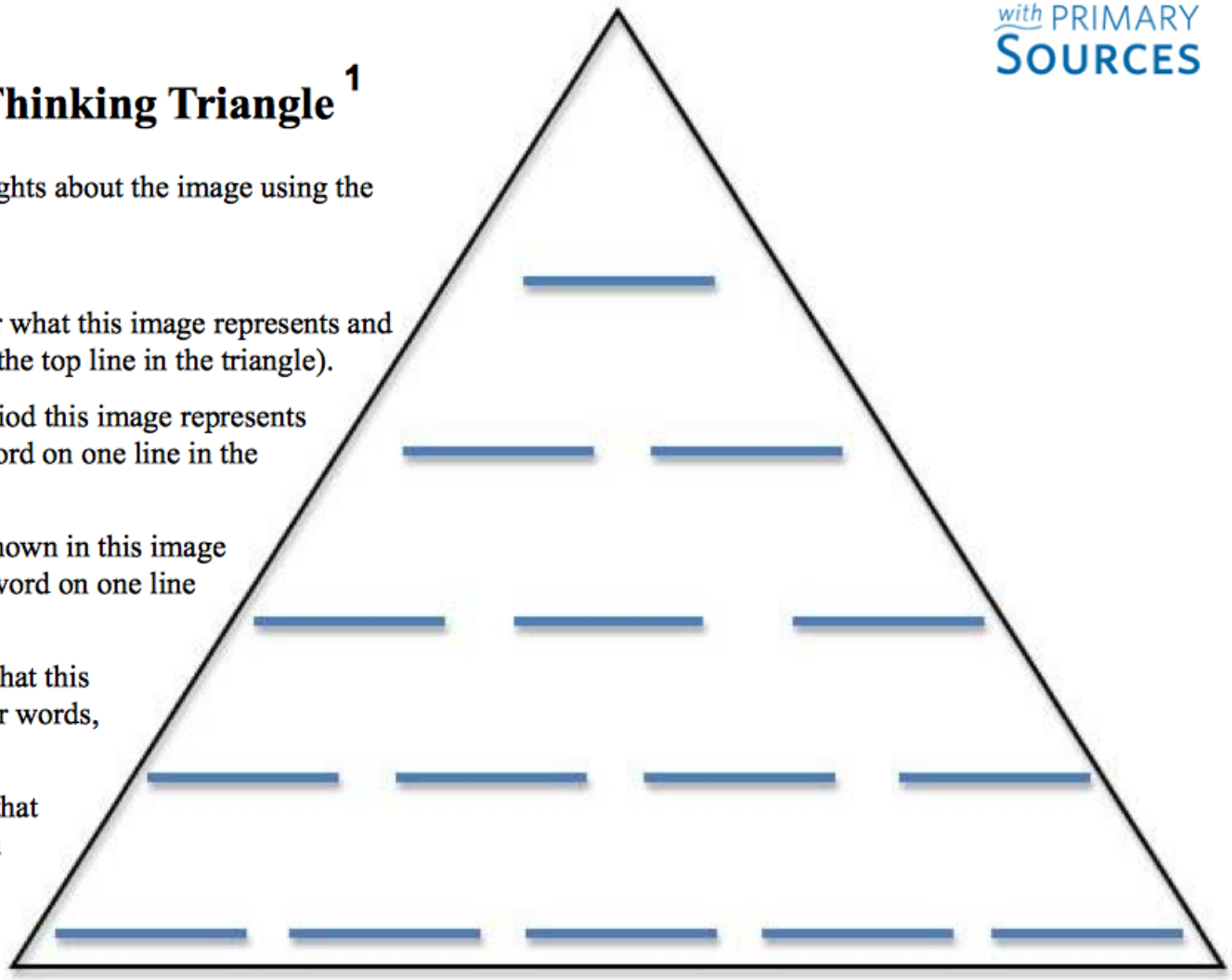
Row 1 (Who/What?): Think about who or what this image represents and describe it in one word (write the word on the top line in the triangle).

Row 2 (When?): Think about the time period this image represents and describe it in two words (write each word on one line in the second row).

Row 3 (Where?): Think about the place shown in this image and describe it in three words (write each word on one line in the third row).

Row 4 (How?): Think of a How question that this image answers and write the *answer* in four words, one word on each line in the fourth row.

Row 5 (Why?): Think of a Why question that this image answers and write the *answer* in five words, one word on each line in the fifth row.



[1] Adapted from the Thinking Triangle activity found in Kingore, Bertie. *Teaching without Nonsense*: Activities to Encourage High-Level Responses. Professional Associates, 1999.

Distributed through the TPS-Barat Library of Congress Teaching with Primary Sources Program | 847-574-2465
Find additional materials and resources at http://Barat-TPS.org and http://PrimarySourceNexus.org.

Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills to help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, for example, research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.

MONTANA HISTORICAL SOCIETY

See the examples below for insight into using these worksheets.

Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small "secrets" that we can find in it include the shadow of the photographer, the rough fence in the background, the belt on the woman's skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse; is it hard? Was it a hot day? Why are you using an English-style riding saddle?

MONTANA HISTORICAL SOCIETY

MONTANA HISTORICAL SOCIETY

Documents

This document is part of the Montana Historical Society's archival collection. Reading the document can give us a lot of information: It is an oath pledging to catch thieves. It was signed by 23 men in December 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tells us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tells us about life in Montana in the 1860s are that there were lots of thieves in Virginia City, and that traditional law enforcement was not enough, so citizens took to vigilance to clean up their community.

Maps

This map is part of the map collection of the Library of Congress. The following information can be gathered from observing the map: The subject of the map is the northwestern region of the United States—west of the Mississippi River. The map is dated 1810 and was drawn by William Clark. Three things are important about this map: It shows that there is no all-water route to the Pacific Ocean, it documents the Rocky Mountains, and it shows the many tributaries of the Missouri River. Close study may find other important things.

LIBRARY OF CONGRESS

How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

Artifact: An object produced or shaped by human workmanship of archaeological or historical interest.

1. What materials were used to make this artifact?

☐ Bone	☐ Wood	☐ Glass	☐ Cotton
☐ Pottery	☐ Stone	☐ Paper	☐ Plastic
☐ Metal	☐ Leather	☐ Cardboard	☐ Other_____

2. Describe how it looks and feels:

Shape _____ Weight_____

Color _____ Movable Parts _____

Texture _____ Anything written, printed, or stamped on it

Size _____ _____

Draw and color pictures of the object from the top, bottom, and side views.

Top	Bottom	Side

3. Uses of the artifact.

A. How was this artifact used? _____

B. Who might have used it? _____

C. When might it have been used? _____

D. Can you name a similar item used today? _____

4. Sketch the object you listed in question 3.D.

5. Classroom Discussion

A. What does the artifact tell us about the technology of the time in which it was made and used?

_____

_____

B. What does the artifact tell us about the life and times of the people who made and used it?

_____

_____

How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

Document: A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

1. Type of document:

☐ Newspaper ☐ Journal ☐ Press Release ☐ Diary

☐ Letter ☐ Map ☐ Advertisement ☐ Census Record

☐ Patent ☐ Telegram ☐ Other_____

2. Which of the following is on the document:

☐ Letterhead ☐ Typed Letters ☐ Stamps

☐ Handwriting ☐ Seal ☐ Other _____

3. Date or dates of document:_____

4. Author or creator:_____

5. Who was supposed to read the document? _____

_____

6. List two things the author said that you think are important:

1. _____

2. _____

7. List two things this document tells you about life in Montana at the time it was written:

1. _____

2. _____

8. Write a question to the author that is left unanswered by the document:

_____

_____

How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

Photograph: An image recorded by a camera and reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

   What secrets do you see?_____

   _____

   _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

   People _____

   _____

   Objects_____

   _____

   Activities _____

   _____

3. **What questions would you like to ask of one of the people in the photograph?**

   _____

   _____

4. **Where could you find the answers to your questions?**

   _____

   _____

How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

Map: A representation of a region on the Earth or stars.

1. What is the subject of the map?

☐ River ☐ Stars/Sky ☐ Mountains
☐ Prairie ☐ Town ☐ Other _____

2. Which of the following items is on the map?

☐ Compass ☐ Scale ☐ Name of mapmaker
☐ Date ☐ Key ☐ Other _____
☐ Notes ☐ Title

3. Date of map: _____

4. Mapmaker: _____

5. Where was the map made? _____

6. List three things on this map that you think are important: _____

_____

_____

_____

7. Why do you think this map was drawn? _____

_____

8. Write a question to the mapmaker that is left unanswered by the map.

_____

More Montana Historical Society Resources

Hands-on History Footlockers

The Montana Historical Society's Footlocker program offers thematic "traveling trunks" focused on a wide variety of topics. Each footlocker is filled with reproductions of clothing, tools, everyday objects, maps, photographs, and documents. User Guides with lesson plans and standards alignment accompany each footlocker.

Availability and Cost: Footlockers are available to Montana educators for two weeks at a time. Schools pay a $25 rental fee, while the Montana Historical Society covers the cost of shipping to the next venue. In an effort to provide equitable access, reservations are limited to four per year per teacher.

For more information and to order a footlocker, visit http://mhs.mt.gov/education/HandsonHistory.

Available Titles

Cavalry and Infantry: The U.S. Military on the Montana Frontier—Illustrates the function of the U.S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

Coming to Montana: Immigrants from Around the World—Showcases the culture, countries, traditions, and foodways of Montana's immigrants through reproduction clothing, toys, and activities.

Discover Lewis and Clark—Traces the Corps' journey through Montana and their encounters with American Indians. Includes bison hide, trade goods, books, and more!

East Meets West: The Chinese Experience in Montana—Explores the lives of the Chinese who came to Montana, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

From Traps to Caps: The Montana Fur Trade—Gives students a glimpse at how fur traders lived and made their living along the creeks and valleys of Montana, 1810-1860.

Gold, Silver, and Coal Oh My!: Mining Montana's Wealth—Chronicles the discoveries that drew people to Montana in the late19th century and how the mining industry developed and declined.

The Home Fires: Montana and World War II—Describes aspects of everyday life in Montana during the 1941-1945 war years. Illustrates little-known government projects such as the Fort Missoula Alien Detention Center and Civilian Public Service Camps.

Inside and Outside the Home: Homesteading in Montana 1900-1920—Focuses on the thousands of people who came to Montana's plains in the early 20th century in hope of make a living through dry-land farming.

Land of Many Stories: The People and Histories of Glacier National Park—Focuses on the commemoration of the centennial anniversary of Glacier National Park. It is thematically tied to the MHS' exhibit The Land of Many Stories: The People and Histories of Glacier National Park. It examines the human experience in the area now known as Glacier National Park, from pre-contact to the recent past, focusing on human-environmental interaction.

Montana Indian Stories Lit Kit—Immerses students in storytelling and the oral tradition with seven class sets of Montana Indian stories collected for the Indian Reading Series (1972) and reprinted by the Montana Historical Society Press. The lit kit includes animal puppets and User Guide. NOTE: Out of respect for the storytelling customs of many Montana Indian people, this kit will be made available for use in the winter months (November through March.)

Montana Place Names Mini Footlocker—Consists of ten copies of the book, Montana Place Names: from Alzada to Zortman, and the lesson plan "Mapping Montana, A to Z." Teachers will need to order classroom sets of Montana maps separately from Travel Montana or by calling 406-841-2870.

Montana State Symbols—Provides students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state's symbols and their meanings.

Montana's First Peoples: Essential Understandings—Explores the Seven Essential Understandings Regarding Montana Indians. Includes pre-contact and contact-era trade items, a parfleche, drum, elk tooth dress, horse model, ration coupon bag, boarding school outfits, beaver pelt and bison hide, maps, illustrations, tribal flags, and more.

Oral History in the Classroom Mini Footlocker—Includes eight Sony IC Audio Recorders, batteries and chargers, useful reference material, and detailed lesson plans for creating a classroom-based oral history project.

Prehistoric Life in Montana—Exposes Montana prehistory (10,000-12,000 years ago) and archaeology through a study of the Pictograph Cave site in eastern Montana.

Stones and Bones—Uncovers the earliest evidence of Montana's human history through a study of casts and reproduction stone and bone tools, including replica artifacts from the Anzick collection found in Wilsall, Montana.

Through a Child's Eyes: The Stewart Family in Turbulent Times, 1913-1921—Investigates life and politics, 1913-1921, as well as the history and architecture of a magnificent building.

To Learn a New Way—Through a child's voice, as much as possible, this footlocker explores the late 1800's and early 1900's time in which Montana Indians were moved to reservations, experienced allotment and boarding schools - all of which resulted in dramatic changes in their lands, languages, and way of life.

Tools of the Trade: Montana Industry and Technology—Surveys the evolution of tools and technology in Montana from late 1700s to the present.

Woolies and Whinnies: The Sheep and Cattle Industry in Montana—Reveals the fascinating stories of cattle, horse, and sheep ranching in Montana, 1870 to 1920.

Other Resources From the Montana Historical Society

In addition to the hands-on history footlockers, the Montana Historical Society offers a large number of online resources and lesson plans for grades K-12 at http://mhs.mt.gov/education/index7. Resources include:

Montana: A History of Our Home Designed for grades fourth through sixth, this comprehensive curriculum includes a student textbook and hands-on, interactive lesson plans. It contains six distinct, interdisciplinary units that focus on Montana geography, government, and history from 12,500 years ago to the present.

Montana: Stories of the Land Designed for grades 7-12, this comprehensive Montana history curriculum covers over twelve thousand years of Montana history with a student textbook and a companion website with links to lesson plans, worksheets, tests, and primary source activities.

Civics and Geography Lesson Plans Looking for a lesson that explains the electoral process, provides an example of how laws affect individuals' lives, or introduces your students to Montana geography while improving their map reading skills? Find it here.

Indian Education for All Lesson Plans From examining early trade routes to analyzing primary sources relating to the Marias Massacre, these lesson plans will help your students grasp the Essential Understandings Regarding Montana Indians while learning more about specific Montana history topics.

Integrating Art and History Lesson Plans Material on Charlie Russell, Montana's Cowboy Artist; Plains Indian pictographic art; and Plateau Indian beaded bags provide a beautiful way to approach Montana history.

Teaching with Primary Sources Lesson Plans The Montana Historical Society has created a number of lesson plans that provide students an opportunity to analyze primary source material, including artwork, photographs, letters, diary entries, and historic newspapers.

Teaching with Biographies Resources and Lesson Plans Find links to online biographies as well as lesson plans that guide students to investigate remarkable Montanans.

Women's History Resources and Lesson Plans Discover an abundance of material on Montana's women's history, including fascinating stories, intriguing photographs, and detailed lesson plans.