



HISTORIC
COLUMBIA

Robert Mills House



Teachers' Resource
Elementary School Level



HISTORIC
COLUMBIA

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HISTORIC COLUMBIA

Overview

Purpose: The purpose of this guide is to provide teachers with important information regarding their class' tour of the Robert Mills House (RM). In addition to giving logistical information about visiting Historic Columbia Foundation (HCF), it will introduce teachers to the concepts their students will learn and how RM connects to the South Carolina Standards. The guide presents teachers with background information about the property's history, and provides Pre- and Post- Visit Activities that will encourage students to think about the themes and lessons highlighted during their visit to RM.

Objectives: Students visiting the site will learn about the Robert Mills House, Columbia history, the 19th century, and Historic Columbia Foundation. One of just five National Historic Landmarks in Columbia, the Robert Mills House was built in 1823 and designed by South Carolina architect Robert Mills. Mills is famous for structures he designed around the state and nation, including the Washington Monument. Today HCF acts as a steward for this and other historic properties, maintaining RM as a museum. The tour and accompanying activities will focus on the following themes:

- Architecture
- Life in the 19th century versus the 21st century: the 1820s vs. the 2010s
- Children's roles in each room of the house

Standards: This information is based on the January 2005 South Carolina Social Studies Academic Standards.

1. The Robert Mills House tour helps students achieve the following

Standards:

- 3-4.1
 - 4-6.1
 - 5-5.1
2. The Pre- and Post-Visit Activities, designed for a 3rd grade class, help students begin to meet the following **3rd grade Standards**. More information regarding how each activity addresses standards is included in the activity

description. Depending on your classroom needs, the materials can be altered to different academic levels. For information regarding alternative learning styles and levels, please contact the Education Coordinator.

- 3-4.1
- 3-1.4
- 3-1.2
- 3-5.7

3. The Pre-and Post- Visit activities use the following **Social Studies Literacy Elements**. More information regarding how each activity uses literacy elements is included in the activity description.

- A
- D
- E
- F
- G
- H
- I
- K
- L

Visiting HCF

Hours

- Tuesday – Saturday 10 AM – 4 PM
 - (Last tour at 3 PM)
- Sunday 1 PM – 5 PM
 - (Last tour at 4 PM)
- Special arrangements can be made for school tours

School Group Admission

- House Tours
 - Single house per student -- \$3
 - One chaperone for each 10 students – FREE
 - Additional adult -- \$3
 - Two houses per student -- \$5
 - Additional adult -- \$5
- Walking Tours
 - Single tour per student -- \$3
 - One chaperone for each 10 students – FREE
 - Additional adult -- \$3
- Driving Tours
 - \$125 per busload –OR– \$3 per student

Registration

Download a field trip form online at HistoricColumbia.org or call the Education Coordinator at (803) 252-1770 ext. 36. We recommend scheduling your school visit at least one month in advance. Spring visits should be scheduled as early as possible. Your reservation should be made for the maximum number of youths and adults expected. Actual attendance will be noted upon arrival, and your visit will be charged accordingly.

Payment

You can either pay ahead of time by mailing a check, or you can pay at check-in on the day of your visit. We accept check, Visa, Mastercard, Discover, or cash.

Additional Information

- Each house museum tour takes about an hour. Length of specialty tours can vary. If you wish to visit the Museum Shop, we suggest planning for an additional half hour. Please contact the Education Coordinator to discuss any time constraints.
- One chaperone (18 years or older) per 10 students is suggested. One chaperone per five students is recommended for grades K–2.

- After registration is completed, teachers will receive written or e-mail confirmation of your tour. Please bring this confirmation with you to ensure the group rate.

Parking

Parking is free and located next to the Museum Shop. Free street parking for school and chartered buses is located on the 1600 Block of Blanding Street.

Delays and Cancellations

If you are delayed on your scheduled tour day, please notify HCF immediately at (803) 252-1770 ext. 36. If you need to cancel your tour, please provide prompt notification. In the event of a weather-related school closing, cancellations are automatic and fully refundable.

Weather

Tours are held rain or shine.

Dress

While significant portions of the tours are held inside, they may also require walking from site to site. Students should dress appropriately and wear comfortable walking shoes.

Lunch

Students may eat lunch in the Carriage House next to the Museum Shop with prior notification. Weather permitting, students may also eat lunch on the grounds of the historic homes. Public restrooms and a water fountain are available. Food and drink should be packed as there are no concession services.

General Rules

- Students are encouraged to ask questions
- Backpacks are not allowed inside house museums
- Only pencils are allowed inside house museums
- No food, drink, or gum allowed inside house museums
- Chaperones must remain with students at all times
- No photography or video is allowed inside house museums

For more information

Call the Education Coordinator, James Quint, at (803) 252-1770 ext. 36 or email him at jquint@historiccolumbia.org.

Summary of Site History



Robert Mills

The first Federal architect, Robert Mills served seven presidents from 1836 until his death in 1855. During Mills' lifetime, he designed over 160 projects. The Robert Mills House is an example of one of the few private structures the native South Carolinian designed.

The Work of Robert Mills

Robert Mills was born in Charleston, South Carolina in 1781. He was educated at Charleston College Academy (now College of Charleston) and continued his studies in architecture under several well-known American architects including Thomas Jefferson. Mills is often considered the first native-born American to become a professional architect.

His first architectural accomplishments in South Carolina were the designs of the state road running from Charleston through Columbia to the mountains and the canal system extending from the foot of the Allegheny Mountains to the Atlantic Ocean. He went on to design many structures across the state, including:

- Court houses in Walterboro, Winnsboro, Lancaster, Newberry, Greenville, York, Kingstree, Georgetown, Bennettsville, Marion, Conway, Union, Darlington, Chesterfield, Camden, Orangeburg, Anderson, and Abbeville
- Jails in Walterboro, Lancaster, Spartanburg, Union, Bennettsville, Kingstree, Conway, Marion, Edgefield, Newberry, Orangeburg, and Greenville
- Bethesda Presbyterian Church in Camden and the old St. Peter's Church in Columbia.

- The Records Office, or Fireproof Building, in Charleston
- The South Carolina State Hospital, now the Asylum Building in Columbia

As the first Federal Architect, appointed by President Andrew Jackson in 1836, Mills designed public structures, including:

- The Washington Monument
- The U. S. Treasury Building
- The U. S. Patent Office, now the Smithsonian Institution's Museum of American Art and Portrait Gallery.

The Robert Mills House: History and Construction

RM was built for Columbia merchant Ainsley Hall. An Englishman who came to Columbia circa 1800, Hall sold imported cloth, shoes, guns, saddles, and an extensive supply of table and tea china. He also speculated on the price of cotton.

Hall first built what is now called the Hampton-Preston Mansion on Blanding (then Walnut) Street in 1818 after marrying the daughter of a Lower Richland planter, Sarah Goodwyn. The Hampton-Preston Mansion is another site HCF stewards and is also available to tour.

The Halls lived in the mansion until January 1823 when Wade Hampton I rode into Columbia looking for a house. He liked the Halls' home and wanted to move in right away. When Hampton asked what price Hall would charge for the property, including its furnishings, Hall responded with the large figure of \$35,000. Hampton agreed and sent slaves and carts to move the Halls out that very night. Ainsley Hall quickly made plans to build a new house across the street asking Robert Mills, then State Architect and Engineer, to design the house.

As construction on the new house began, Sarah Hall temporarily moved to New York. Ainsley Hall left in August to join her, but became suddenly ill and died en-route on August 18, 1823. His body is buried in the churchyard of Columbia's First Presbyterian Church.

Hall's unexpected death and tangled legal affairs led to lawsuits regarding ownership of RM, still under construction. Sarah Hall said that after selling Hampton-Preston, Ainsley Hall had promised to deed RM to her. The executors argued that an oral agreement violated the 1677 British Statute of Frauds, which declared that certain transactions must be in writing. In the end, Sarah Hall lost the house, having never lived there.

The Home that Never Was: Other Uses of the Property

By 1828, the property had been sold and would become the Presbyterian Theological Seminary. Flanking the building, where Mills had designed outbuildings, two large 3-story dormitories were erected. In the 1880s the Seminary closed and eventually moved to Georgia.

After the Seminary closed, the Mills complex was used as dormitory space for Chicora College students until 1930. In 1938 Columbia Bible College purchased the site for use as men's dorms. When the Bible College moved to northern Columbia in 1958 it offered to sell the property for \$450,000 to any group that would preserve it.

Originally called the Ainsley Hall Foundation, Historic Columbia Foundation was chartered in 1961 to raise funds to purchase the house. With money raised from newspaper campaigns and local governments, the property was bought in 1963, eventually being preserved as a house museum depicting 19th century decorative arts and architecture with the grounds, including the flanker buildings, being restored to Mills' original plans.

Pre-Visit Activities

Purpose: The Pre-Visit activities' purpose are to introduce 3rd grade students to the Robert Mills House before visiting. These activities will link the site to the South Carolina Social Studies Standards using Social Studies Literacy Elements and help teachers prepare their students for a meaningful field trip to Historic Columbia Foundation.

Objectives: The Pre-Visit Activities encourage students to think about the themes and lessons that will be highlighted during their visit to the Robert Mills House. The activities will concentrate on reinforcing concepts students are familiar with and introducing terms and information important in the Robert Mills House tour.

1. Themes and Lessons highlighted during tour:
 - Life in the 19th century versus the 21st century: the 1820s vs. the 1910s
 - Children's roles in each room of the house
 - Architecture

2. Concepts students are familiar with:
 - Life in the 19th century versus the 21st century: the 1820s vs. the 2010s
 - Technology has changed
 - The city of Columbia has grown over time
 - Kids had different roles
 - Things that are common today were not then and vice versa
 - Children's roles in each room of the house
 - Types of roles children have today
 - Kitchen – help wash dishes, eat their food
 - Bedroom – straighten up their toys
 - Bathroom – hygiene, take care of self
 - Inside – feeding animals
 - Outside – raking the yard
 - May have understanding of differences between 21st and 19th century
 - No indoor bathrooms
 - No stoves

- No electricity – no electric lamps, computers, etc.
 - Families more often owned outside animals, even in the city
 - Architecture
 - Buildings differ in styles and materials used
 - Some modern buildings look different from buildings built in the past
 - Other modern buildings have features that look similar to buildings built in the past
 - Robert Mills' work: The Washington Monument
3. Important terms and information to introduce
- The Robert Mills House – a historical house located near downtown Columbia that was built in 1823
 - Historic Columbia Foundation – the organization that takes care of historic houses like the Robert Mills House, it is dedicated to preserving Columbia's history
 - Robert Mills - architect of the Robert Mills House and other important buildings like the Washington Monument
 - Architect – person who designs a building
 - Architecture – the style of a building
 - Ainsley Hall – a wealthy merchant who had the house built
 - Items they will find in the house
 - Chamber pot (upstairs)
 - Claw ball feet (formal dining room)
 - Hoe cakes (kitchen)
 - Plate warmer (family dining room)
 - Candle mold (pantry)
 - Specific architecture terms
 - Paladium windows
 - Pediment
 - Columns
 - Arches
 - Flemish bond
 - Fanlight

Activities: Following are descriptions of the Pre-Visit Activities for 3rd grade classes planning to visit Historic Columbia's Robert Mills House (RM). Each description includes the Social Studies Standard and Literacy Elements the activity helps to achieve, the materials needed, a detailed description of the activity, and a connection to a

corresponding Post-Visit Activity that students can do after the visit (these activities are described in detail in the Post-Visit Activity section).

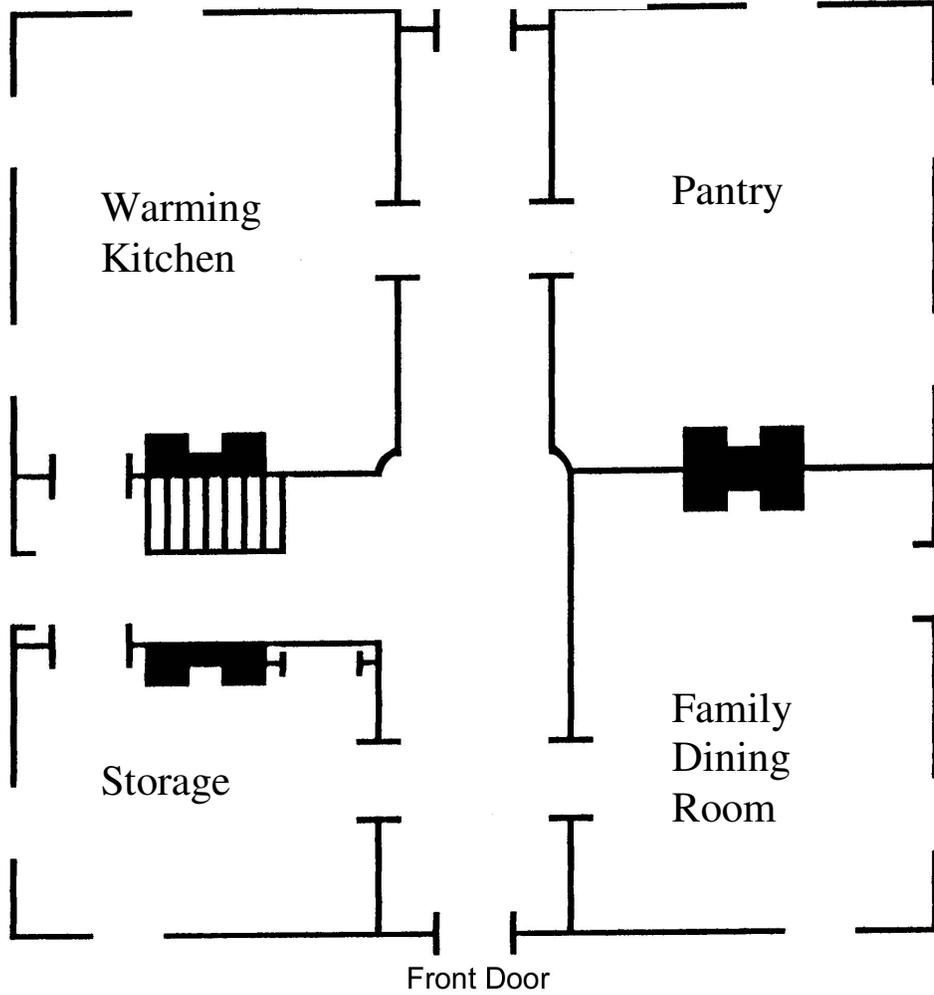
1. Room by Room: Life in the 1820s
2. Unplugged 1820s
3. Mapping Mills
4. Robert Mills Vocabulary
5. Timeline of My Life

Pre-Visit Activity 1: Room by Room: Life in the 1820s.

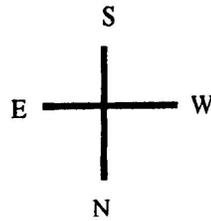
1. Standards: “Room by Room” begins to introduce standard 3-4.1 by having children think about how people lived during the 1820s. It uses Social Studies Literacy Elements A, E, and G.
2. Objective: Students are encouraged to think about how life in the 19th century differed from life in the 21st century. The activity emphasizes children’s roles in the home.
3. Materials needed: Robert Mills House Floor Plans – Basement, First Floor, Second Floor (see below).
4. Activity:
 - a. Give children a copy of the basement floor plan. Have them pick one room. Do they have a room like that in their house?
 - b. If so: *Encourage students to pick a room they recognize on 2 of the 3 floors.*
 - i. What do they do there? *Think about activities they do with their family, chores they might have, etc.* Write this in the room on the floor plan.
 - ii. Do they think children in the 1820s used the room in the same way? If not, write the differences at the bottom of the page.
 - iii. Think about their room at home. Can you name two things in their room that they do not think that room will have at RM? *Encourage students to think about technology that did not exist then – think about items that use indoor plumbing, electricity, etc.* List these on the back. Have students remember to look for these items in the room when visiting RM.
 - c. If not: *Encourage students to identify a room they don’t know on 1 of the 3 floors.*
 - i. Do they know what that room was for?
 - ii. Do other houses today have that room?
 - iii. If they don’t know, have children remember to ask the docent about the room when they visit RM. Write the question down on the page.
 - d. Repeat the activity for the first floor.
 - e. Repeat the activity for the second floor.
 - f. As a class, ask the children if they have any rooms in their house that are not in the Robert Mills House. Why do they think that Robert Mills did not include these rooms in the house when he designed it in 1823? *The bathroom will likely be a common answer; encourage students to think about technology like indoor plumbing. Where would bathrooms have been if not inside the house?*

5. Post-visit connection: See Post-Visit Activity 1.

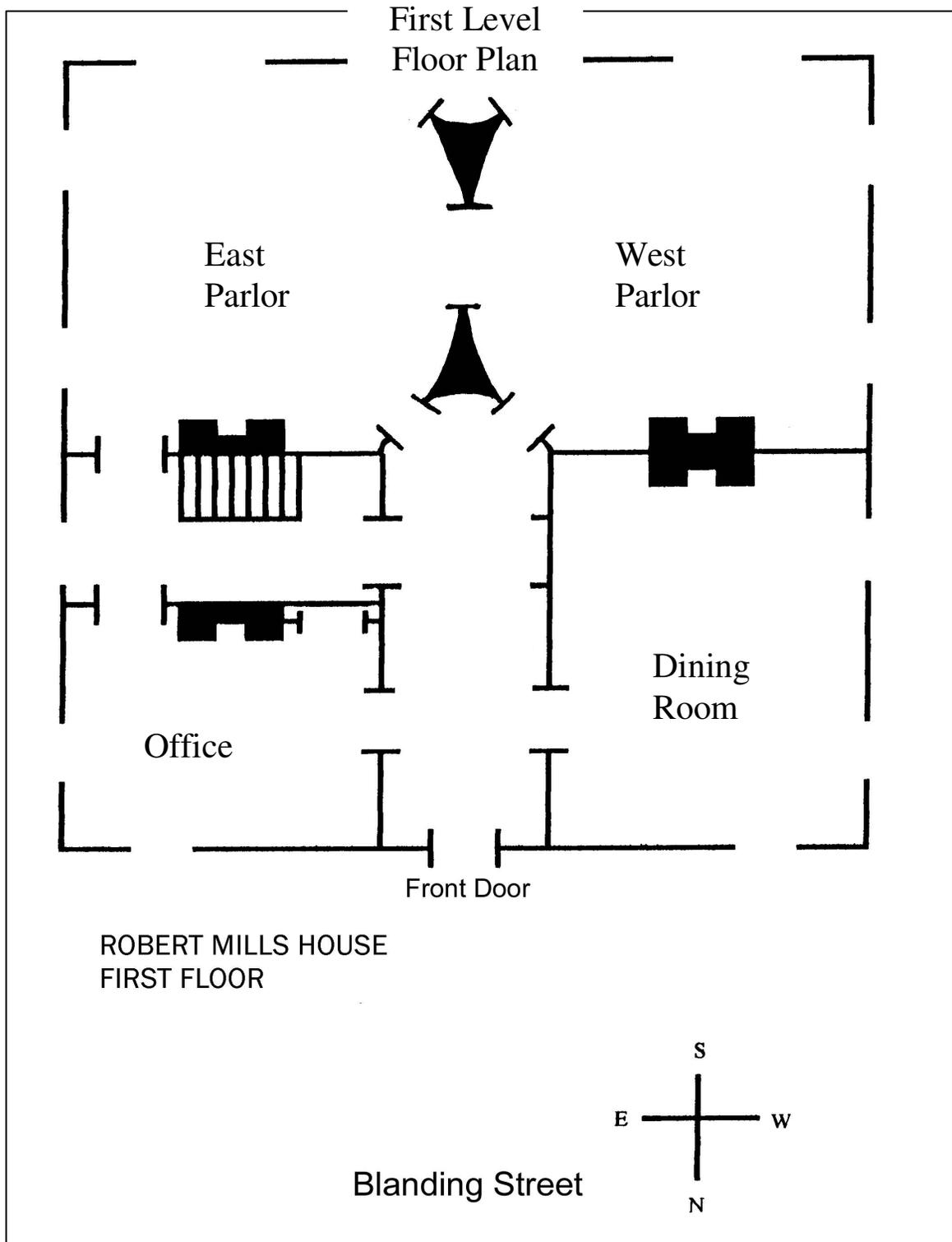
Basement Level
Floor Plan



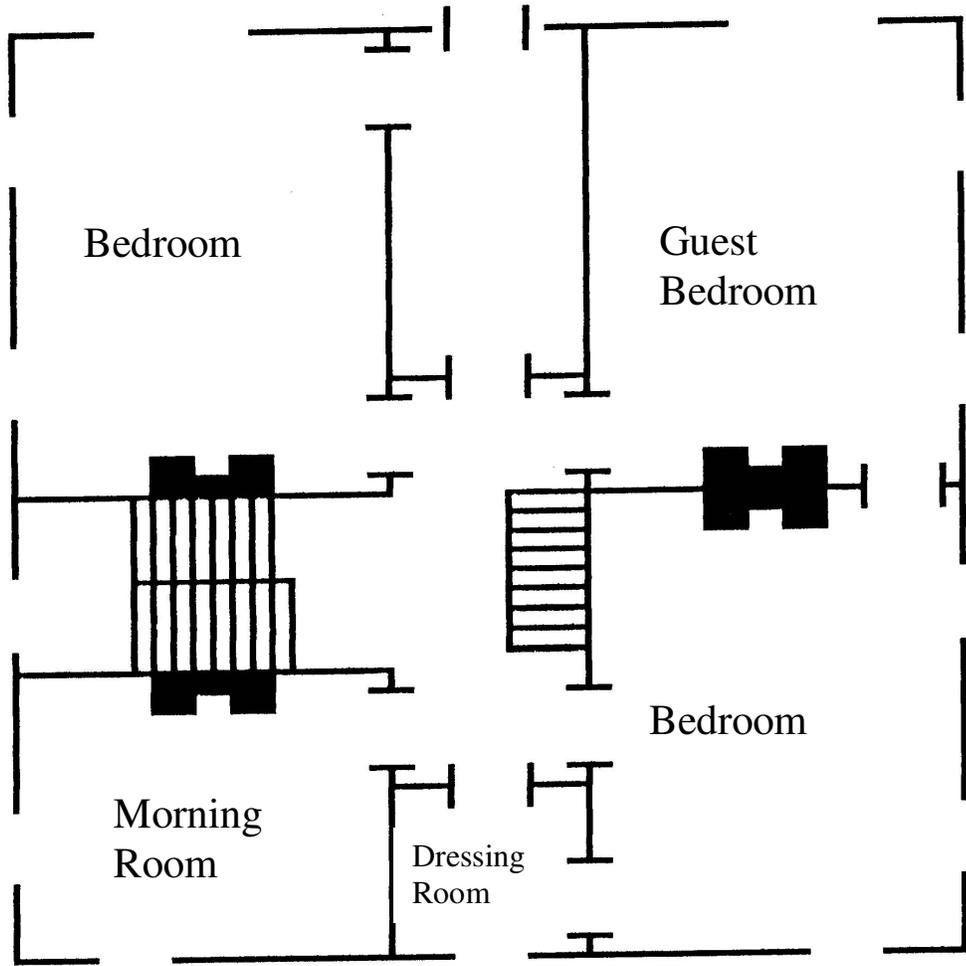
ROBERT MILLS HOUSE
BASEMENT



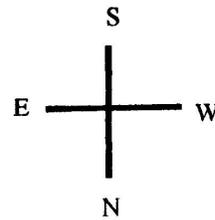
Blanding Street



Second Level
Floor Plan



ROBERT MILLS HOUSE
SECOND FLOOR



Blanding Street

Pre-Visit Activity 2: Unplugged 1820s.

1. Standards: “Unplugged 1820s” begins to introduce standard 3-4.1 by having children think about how people lived in the 1820s without the utilities we now use as a part of everyday life. It uses Social Studies Literacy Elements A and E.
2. Objective: Students are encouraged to think about differences between life in the 19th century and the 21st century, emphasizing the technological changes that have occurred in the interim.
3. Materials needed:
 - a. Option A - chart paper or Smart Board and notebook paper for individuals and groups
 - b. Option B – chart paper or Smart Board
4. Activity:
 - a. Option A: Individual, small group, whole class:
 - i. Students will be asked to imagine what it would be like to live in the 1820s when there was no electricity. They will free write for 5-10 minutes without interruption examples of activities they do daily that require electricity.
 - ii. Teacher will divide class into groups of 4 or 5 students and ask each group to choose a recorder. Students will share what they wrote, and the group will decide what information should be recorded. As a group they will begin to think about how they could accomplish similar activities without electricity.
 - iii. Teacher will lead whole class discussion. Recorders will report their groups' information about activities requiring electricity as the teacher lists it in a column on the Smart Board or chart paper. In a separate column the class will think of ways these activities could be completed without electricity. (Save list for post-visit activity) *For example, taking a bath was much different in the 1820s than today:*

Taking a Bath in the 1820s: Take a bucket outside to the well. Fill the bucket with water and bring it upstairs to the dressing room. Pour the water into the tub. Repeat six times until bathtub is full. Remember: the water will be cold. Take bath by sitting in the tub and washing yourself with lye soap. A person would take a bath once a month on average. If your family was wealthy, the bathtub was likely refilled for each person taking a bath. If not, the cleanest looking person took a bath first and the rest used the same water. If your family owned slaves, slaves would help.

- b. OPTION B - Teacher led whole class activity.
 - i. Students are asked to imagine what it would be like to live in the 1820s without electricity. What type of activities do they do today that use electricity? Teacher lists on Smart Board or chart paper these activities.

- ii. After this list is populated, have the class brainstorm ideas about how similar activities were accomplished in the 1820s. (Save list for post-visit activity) *See bath example above.*
5. Post-visit connection: See Post-Visit Activity 2.

Pre-Visit Activity 3: Mapping Mills.

1. Standards: “Mapping Mills” ties to standard 3-1.4 by having children identify the Robert Mills House on maps of Columbia from the 19th century and the 21st century. It also addresses standard 3-1.2 by having students think about why Ainsley Hall may have wanted to build his house where he did. The activity ties to standard 3-4.1 by having children think about where a wealthy merchant would have lived in Columbia compared to people of other classes. It uses Social Studies Literacy elements E, F, I, K and L.
2. Objective: Students are introduced to terms and information important in learning about the Robert Mills house, notably Ainsley Hall, the date of planning, and the location of the house. They are encouraged to think about the Robert Mills House as representative of life for wealthy Columbians in the antebellum era and to recognize that life in Columbia has changed in the last 200 years.
3. Materials needed:
 - a. Map of Columbia from 1869 (see below).
 - b. Map key (see below).
 - c. Current map of Columbia (see below).
4. Activity: *Become familiar with map and key before leading discussion.*
 - a. Tell children that Ainsley Hall was a wealthy merchant who wanted to build a house in 1823. Show them the map of Columbia from 1869 and ask them to imagine what the city would have looked like 50 years before. Would it have been bigger or smaller? Compare to a map of Columbia today. *Encourage students to think about the fact that cities grow over time.*
 - b. Show children the lot where RM is. Ask them why they think it is called Presbyterian Seminary. Explain that after Hall died the school bought the land. *Have children think about the fact that land usage changes.*
 - c. Focus on the area where RM is. How do these buildings compare to others around them? Are they close to the center of the city or the edges of it? *Lots near the Presbyterian Seminary are much bigger than others; they are further away from the city center and the market area.*
 - d. Ask children to think about people living on smaller lots. Would the people living there have the same type of life as Ainsley Hall? *People of lower classes or who are less wealthy, African Americans lived in these areas; inform students that there even may have been more people living on some of the smaller lots.*
 - e. Ask students why Ainsley Hall may have wanted to build his house there. Have students think about why people like to live where they do. *Looking at the map, they should notice that the neighborhood has other large lots. Perhaps Hall would have wanted to live close to people of similar social*

status or further away from bustle of commerce, the noise of the Railroad, the area by the jail, etc.

- f. Show children a map of Columbia today. Ask them to compare and contrast how the city has changed. Do they think Hall would want to build a house there today? Why or why not? *Think about 'suburb' idea – people living further away from the downtown area.*
 - g. Looking at the map of Columbia today, have children identify structures they may see on their trip to HCF or other Columbia landmarks. *Hampton Preston Mansion, Capital Building – consider what route you may be taking from your school.*
 - h. Compare the two maps. What types of buildings or landmarks would you have seen visiting RM in 1875 that you cannot see today? *Many of the small houses; see KEY for more specific examples.*
5. Post-visit connection: See Post-Visit Activity 3 – students will think about landmarks they see on their trip to and from Historic Columbia Foundatin.

NATIONAL HOTEL



Robt. Joyner, Proprietor
COLUMBIA, S.C.

MAP OF The City of Columbia, S.C.

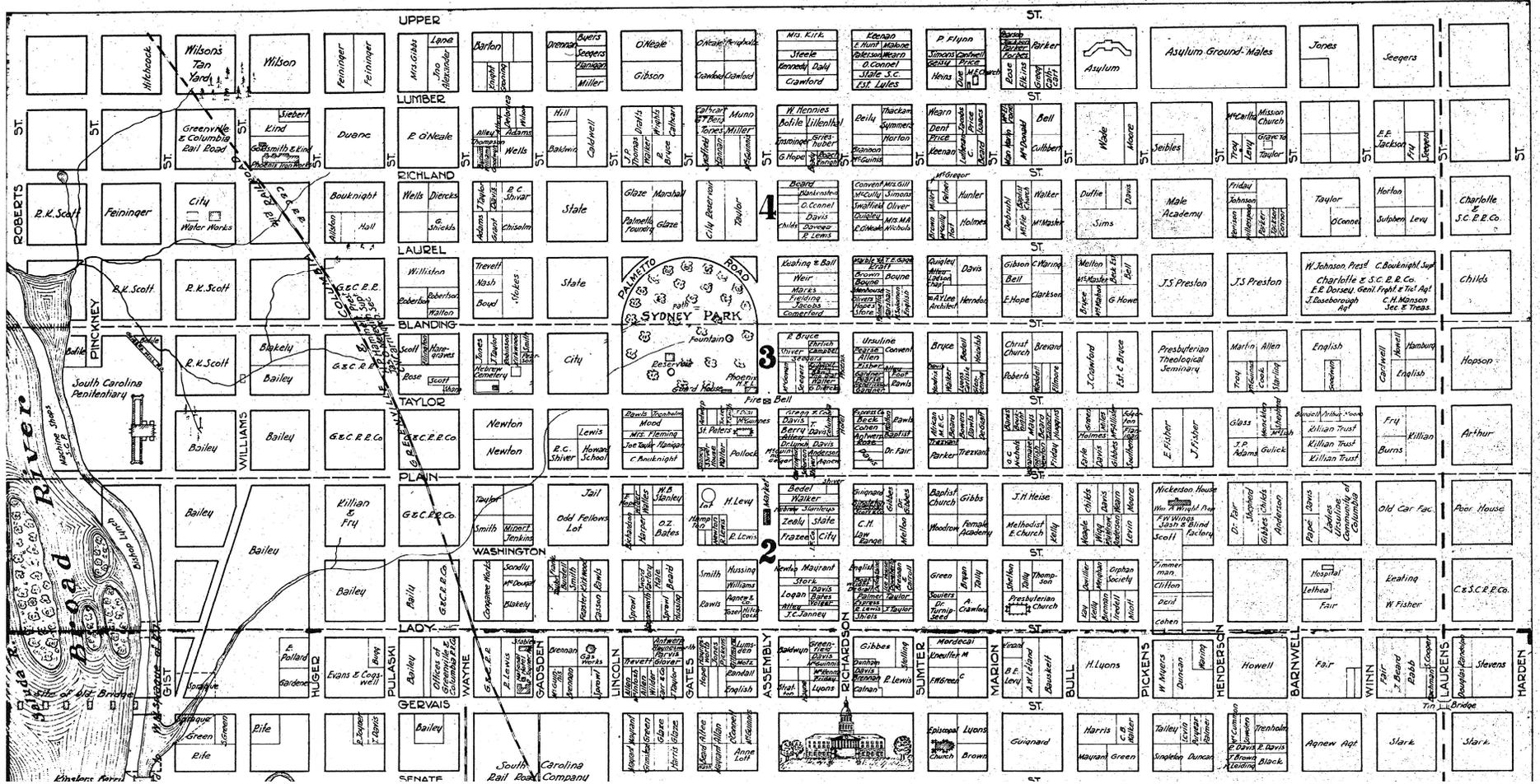
BY ALEX. Y. LEE ARCHTCT-CIVIL ENGR.

1869

E. & G. D. HOPE
DEALER IN
Provisions, Wines,
& Liquors
Groceries.



MAIN ST.
COLUMBIA, S.C.



1869 Map of Columbia, SC KEY, part I

Important things to note:

- Each plot of land is designated by either its owner or its function.
- The “Presbyterian Theological Seminary” at the SE corner of Blanding and Henderson is the Robert Mills House and grounds.
- The neighborhood surrounding the Seminary, where larger plots could be seen, was where wealthier people lived.
- Along Main St. (Richardson Street on the map) there were mostly businesses.
- The area around Richland and Marion streets, where there are smaller plots of land, was an African American neighborhood.
- The Arsenal Hill neighborhood – the area around Richland and Gadsden, was an area where middle-class white people lived before the Civil War. After the war, when this map was made, wealthier African Americans began to live there.
- The areas closest to the railroad line just east of the river and the land along Gervais were undesirable to live in – many of the bigger plots were probably warehouses or rental housing and the smaller plots were businesses or poor residential areas.
- The neighborhood by the Jail – at Plain and Lincoln – was an African American neighborhood.
- Harden and Elmwood (Upper Street on the map) were the natural endings of the map, though it does extend somewhat west and south.

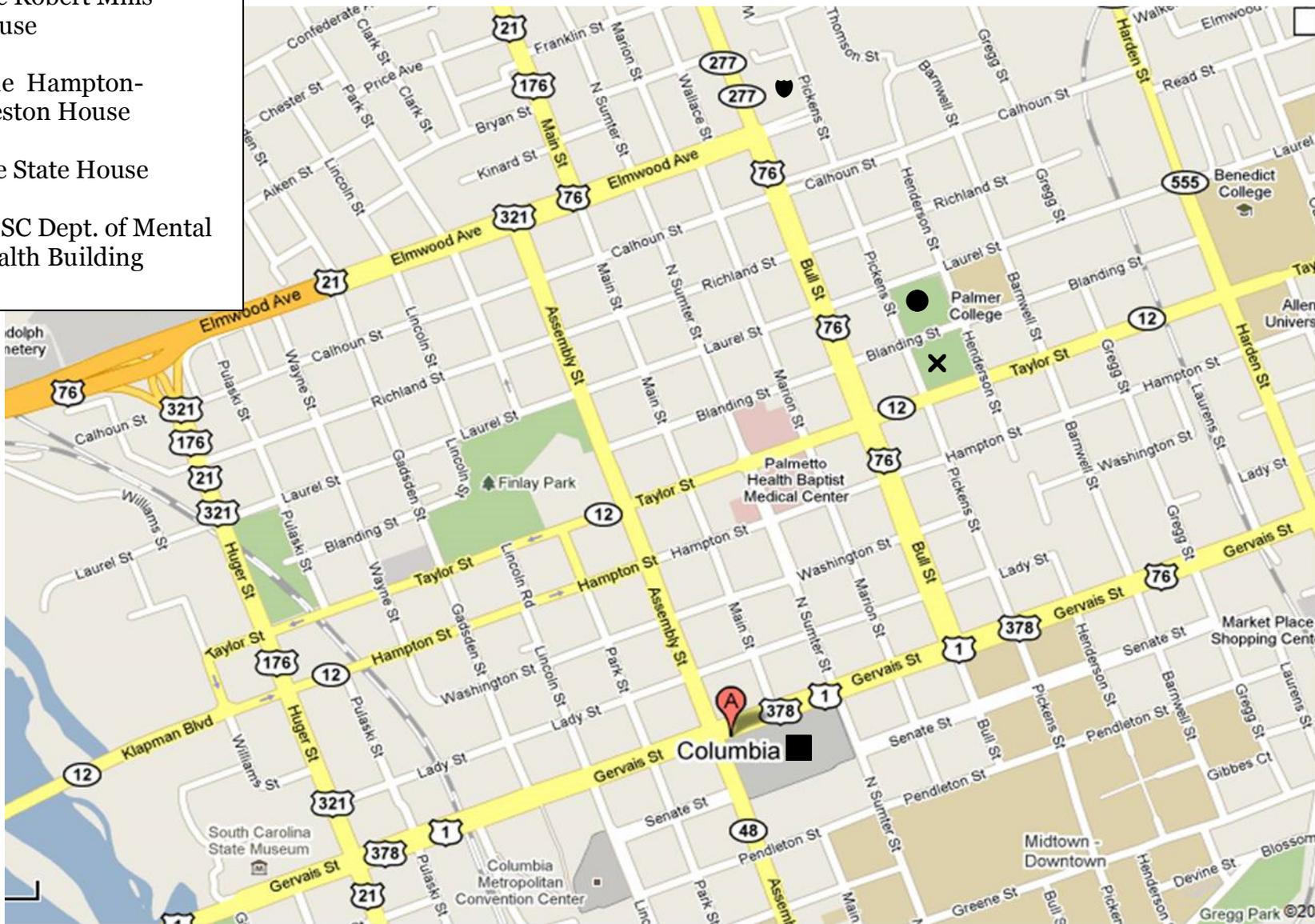
1869 Map of Columbia, SC KEY, part II

<u>1869 Map</u>	<u>Current Name/Place</u>
<u>Streets running East to West</u>	
Upper Street	Elmwood Avenue
Lumber Steet	Calhoun Street
Plain Street	Hampton Street
<u>Streets running North to South</u>	
Roberts Street	<i>Nonexistent</i>
Gates Street	Park Street
Richardson Street	Main Street
Winn Street	Gregg Street
<u>Landmarks</u>	
Sidney Park	Finlay Park
South Carolina Rail Road Company	Part of the Vista
Presbyterian Theological Seminary	The Robert Mills House
J.J. Preston, across Blanding from Seminary	The Hampton-Preston Mansion
South Carolina Penitentiary	<i>Nonexistant</i>
Asylum (also designed by Robert Mills)	S.C. Department of Mental Health
Man (NE corner of Richland and Blanding Streets)	Mann-Simons Cottage

Key

- ✕ The Robert Mills House
- The Hampton-Preston House
- The State House
- ♥ The SC Dept. of Mental Health Building

Current Map of Columbia, SC



Pre-Visit Activity 4: Robert Mills Vocabulary

1. Standards: “Robert Mills Vocabulary” begins to tie into standard 3-4.1 because it teaches terms that describe life at RM in the 1800s. This activity is particularly focused on “Knowledge” from Bloom’s Taxonomy.
2. Objective: Students are introduced to terms that both are important in understanding the history of RM and will be used during the tour.
3. Materials needed:
 - a. Vocabulary worksheet and key (see below).
 - b. List of defined terms (provided at the beginning of the Pre-Visit Activities).
4. Activity:
 - a. Children will be given the worksheet and taught as a group about the different terms provided by HCF.
 - b. Either during or after the lesson, students will fill in each blank. *This can be done as a class or individually.*
5. Post-visit Connection: Post-visit connection: See Post-Visit Activity 4.

Name: _____

Robert Mills Vocabulary

**The Robert Mills House Hoecakes Historic Columbia Foundation
Architecture Architect Ainsley Hall Claw ball feet Chamber pot**

Directions: Define the words above by matching them to the definitions.

1. _____ was a merchant. He had a store in downtown Columbia and sold things like flour, books, and fabric.
2. A popular type of food in the 1820s were _____, a type of biscuit.
3. The house Ainsley Hall built in 1823 is now named for its architect. It is called _____.
4. The Robert Mills House is taken care of by _____. This group takes care of seven historic buildings in Columbia.
5. It was popular in the 1820s for furniture to have feet on the bottom. You can see examples of _____ when visiting the Robert Mills house.
6. People living in the 1820s did not have indoor plumbing so they had to use a _____ instead of a toilet!
7. Robert Mills was a famous South Carolina _____. He designed the Robert Mills House, the Washington Monument, and other buildings.
8. Buildings are built in different styles. The Robert Mills House's windows, doors, columns, arches, and bricks are part of its _____.

Robert Mills Vocabulary

**The Robert Mills House Hoecakes Historic Columbia Foundation
Architecture Architect Ainsley Hall Claw ball feet Chamber pot**

Directions: Define the words above by matching them to the definitions.

1. Ainsley Hall was a merchant. He had a store in downtown Columbia and sold things like flour, books, and fabric.
2. A popular type of food in the 1820s were hoecakes, a type of biscuit.
3. The house Ainsley Hall built in 1823 is now named for its architect. It is called The Robert Mills House.
4. The Robert Mills House is taken care of by Historic Columbia Foundation. This group takes care of seven historic buildings in Columbia.
5. It was popular in the 1820s for furniture to have feet on the bottom. You can see examples of claw ball feet when visiting the Robert Mills house.
6. People living in the 1820s did not have indoor plumbing so they had to use a chamber pot instead of a toilet!
7. Robert Mills was a famous South Carolina architect. He designed the Robert Mills House, the Washington Monument, and other buildings.
8. Buildings are built in different styles. The Robert Mills House's windows, doors, columns, arches, and bricks are part of its architecture.

Pre-Visit Activity 5: Timeline of Your Life.

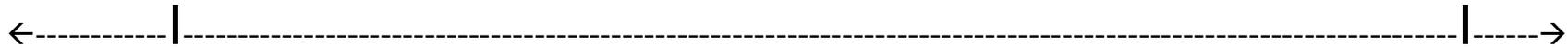
1. Standards: “Timeline of Your Life” uses Social Studies Literacy Elements D and H. It connects to Post-Visit Activity 6 which helps to teach Social Studies Standard 3.4-1 and 3.5-7.
2. Objective: Students will learn about timelines, an important way to learn and illustrate history. They help historians learn what happened when so that they can understand cause and effect. At the end of this lesson, students will be able to better understand the chronological progression of history, time, and dates.
3. Materials needed:
 - a. My Life Timeline worksheet (see below).
 - b. Separate sheet of paper.
 - c. Markers or other coloring tool.
4. Activity:
 - a. On a separate piece of paper, have children write down 5 events in their lives, beginning with their birth and ending with the 3rd grade. *They will need to identify 3 other events such as having a brother or sister, beginning school, adopting a pet, receiving a favorite gift, etc.* Have them put the events in the order they occurred. If they can identify the year, have them write that down.
 - b. Pass out the My Life Timeline worksheet. Have the students place the 3 other events on the timeline and fill in the correct years if they know them.
 - c. Encourage the students to illustrate some or all of the events.
5. Post-visit Connection: See Post-Visit Activity 5.

Name: _____

My Life Timeline

Event: I was born

3rd grade



Year: 20__

20__

Post-Visit Activities

Purpose: The Post-Visit activities purpose is to reinforce the lessons 3rd grade students learned at the Robert Mills House while visiting. These activities will link the site to the South Carolina Social Studies Standards using Social Studies Literacy Elements and help teachers and their students make the field trip to Historic Columbia Foundation a meaningful experiences.

Objectives: The Post-Visit Activities encourage students to think about the themes and lessons that were highlighted during their visit to the Robert Mills House through activities that extend the lessons learned in the Pre-Visit activities. The Post-Visit activities will reinforce terms and information important in the Robert Mills House tour and connect them to concepts students were familiar with before visiting.

Activities: Following are descriptions of the following Post-Visit Activities for 3rd grade classes planning to visit Historic Columbia's Robert Mills House (RM). Each description includes the Social Studies Standard and Literacy Elements the activity helps to achieve, the materials needed, a detailed description of the activity, and a connection to a corresponding Post-Visit Activity that students can do after the visit (these activities are described in detail in the accompanying Post-Visit Activity document).

1. What was in that Room?: Life in the 1820s
2. Plugging in the 1820s
3. Putting Mills on the Map
4. Robert Mills Puzzles
5. Timeline of the Robert Mills House

Post-Visit Activity 1: What was in that Room?: Life in the 1820s.

1. Standards: “What was in that Room?” continues to introduce standard 3-4.1 by having children think about how people lived during the 1820s based on their visit to RM. It uses Social Studies Literacy Elements A, E, G, and H.
2. Objective: Students are encouraged to think about how life in the 19th century differed from life in the 21st century, drawing on their experience visiting RM.
3. Materials needed:
 - a. Robert Mills House Floor Plans used in the Pre-Visit Activity.
 - b. Additional copy of the Floor Plan for students to draw on (see Pre-Visit Activity 1).
4. Activity:
 - a. Using the floor plans filled out before the visit, children will be asked to amend their lists and also think about similarities. Ask children if there is anything they want to add to their differences. Did they answer their questions? For the rooms they identified differences, ask if they were right. Can they name two things that were in the room at RM AND at their house? If time, repeat the activity for another room on the floor using the information they learned while visiting RM.
 - b. Using a new floor plan, have children pick their favorite room at RM and create a diagram of what the room looked like. Once they are done, have them circle items they also have a home and put a square around those they do not.
5. Pre-Visit Connection: See Pre-Visit Activity 1.

Post-Visit Activity 2: Connecting to the 1820s.

1. Standards: “Plugging in the 1820s” continues to introduce standard 3-4.1 by having children draw on their visit to RM to think about how people lived in the 1820s without the utilities we now use as a part of everyday life. It uses Social Studies Literacy Elements A, E, G, and H.
2. Objective: Students are encouraged to think about the technological differences between life in the 19th century and the 21st century, based on their experience visiting RM.
3. Materials needed
 - a. Lists saved from Pre-Visit Activity 2.
 - b. Separate piece of paper for each child.
 - c. Markers or other coloring tool.
4. Activity:
 - a. Using saved lists, continue similar activity adding information learned on tour. What other technologies did people not have in the 1820s? What types of things were in RM that solved the problem of having no electricity?
 - b. Have children draw a line down the middle of their paper. On one side write 2010’s and on the other side 1820’s. Ask children to imagine an item they use today and to draw a picture of it under 2010’s. Then, remembering their visit, have them draw a picture of an item that would accomplish a similar task in the 1820s. *For instance, if they think about cooking food they may draw a microwave under 2010’s and a plate warmer under 1820’s.*
5. Pre-Visit Connection: See Pre-Visit Activity 2.

Post-Visit Activity 3: Putting Mills on the Map.

1. Standards: “Putting Mills on the Map” ties to standard 3-1.4 by having children identify Columbia landmarks on 19th century and 21st century maps. It uses Social Studies Literacy elements E, F,G, H, I, and L.
2. Objectives: Students learn how to identify areas on maps as well as understand that geography changes over time. They also will be encouraged to pay attention to their surroundings while traveling to and from Historic Columbia Foundation. They will also create map keys.
3. Materials:
 - a. 19th century and 21st century maps (see Pre-Visit Activity 3).
 - b. Copy of current map that covers area between your school and Historic Columbia Foundation for each child to draw on. *maps.google.com is one place to get such a map – use your school as a starting destination and Historic Columbia Foundation as the ending destination. You could also choose to zoom in on sections of this map.*
4. Activity:
 - a. Have children think about landmarks they saw on their trip to and from RM. What did they see that they would draw on a map of Columbia today? Ask them to identify their 2 or 3 of their favorite landmarks. *Did you pass a freeway sign for places like the Zoo, a park, or another city? Did you see the State House or a river? Was there anything they recognize on their way here, perhaps even a favorite restaurant?*
 - b. Can they identify where these items are on a map of Columbia today? Are they on the 1865 map? Why or why not?
 - c. Have students create their own map key indicating where these items are on their copies of a current map.
5. Pre-Visit Connection: See Pre-Visit Activity 3.

Post-Visit Activity 4: Robert Mills Puzzles.

1. Standards: “Robert Mills Puzzles” begins to tie into standard 3-4.1 because it reinforces terms that describe life at RM in the 1800s and the building’s architecture. This activity is particularly focused on “Knowledge” from Bloom’s Taxonomy.
2. Objective: Students are asked to recall terms that are important in understanding the history and architecture of RM and that were used during the tour.
3. Materials needed:
 - a. Robert Mills Vocabulary Puzzles: Wordsearch and Crossword (see below).
 - b. Crossword Key (see below).
4. Activity:
 - a. Have students complete the Robert Mills Wordsearch.
 - b. Have students complete the Robert Mills Crossword. They can use the Wordsearch, Pre-Visit Vocabulary Activity, and the information from the tour to identify terms correctly.
5. Pre-Visit Connection: See Pre-Visit Activity 4.

Name: _____

Robert Mills Wordsearch

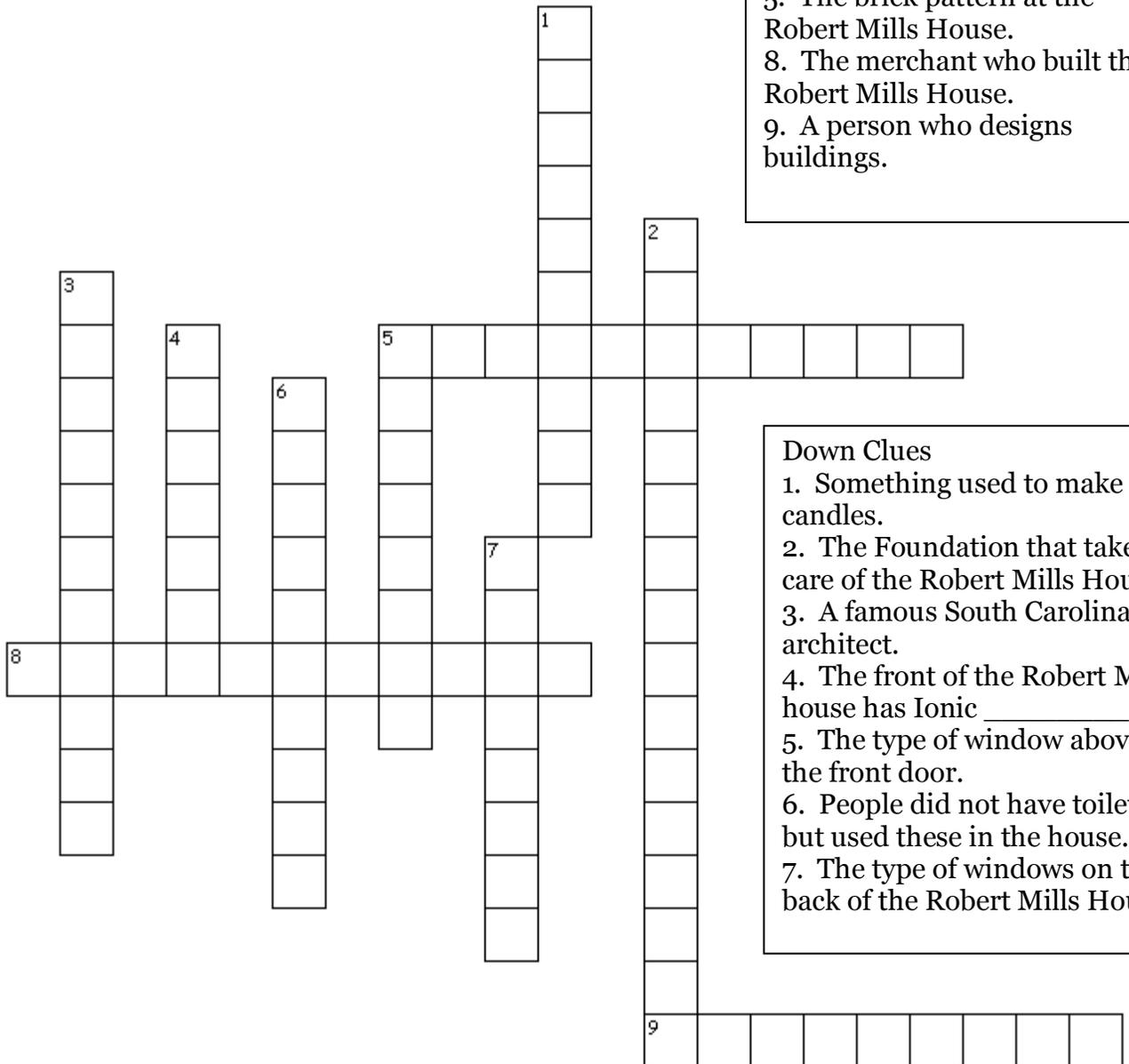
S D H O E C A K E S A A W I P
L L N S I T D S V R R I F A L
L O Q N U E S H C C D A L T L
I M T M Q K H H H N N A R O A
M E M U N H E I O L D C D P H
T L X L K S T B I I I E X R Y
R D K O K E H G U S C M Q E E
E N F C C S H M K Q H C I B L
B A A T I T W O E T C S V M S
O C U M M I A S T O R P V A N
R R E K N T N E M I D E P H I
E L K D T C E T I H C R A C A
F V O T E E F L L A B W A L C
E W R E M R A W E T A L P O M
S D S L N I S J H O P Z R S G

AINSLEY HALL
ARCHITECT
CANDLEMOLD
CLAW BALL FEET
FANLIGHT
HOECAKES
PEDIMENT
ROBERT MILLS

ARCHES
ARCHITECTURE
CHAMBER POT
COLUMNS
FLEMISH BOND
PALADIUM WINDOWS
PLATE WARMER

Name _____

Robert Mills Crossword



Across Clues

- 5. The brick pattern at the Robert Mills House.
- 8. The merchant who built the Robert Mills House.
- 9. A person who designs buildings.

Down Clues

- 1. Something used to make candles.
- 2. The Foundation that takes care of the Robert Mills House.
- 3. A famous South Carolina architect.
- 4. The front of the Robert Mills house has Ionic _____.
- 5. The type of window above the front door.
- 6. People did not have toilets but used these in the house.
- 7. The type of windows on the back of the Robert Mills House.

Robert Mills Crossword Key

Across Clues

5. The brick pattern at the Robert Mills House. – FLEMISH BOND
8. The merchant who built the Robert Mills House. – AINSLEY HALL
9. A person who designs buildings. - ARCHITECT

Down Clues

1. Something used to make candles. – CANDLE MOLD
2. The Foundation that takes care of the Robert Mills House. – HISTORIC COLUMBIA
3. A famous South Carolina architect. – ROBERT MILLS
4. The front of the Robert Mills house has Ionic _____. - COLUMNS
5. The type of window above the front door. - FANLIGHT
6. People did not have toilets but used these in the house. - CHAMBERPOTS
7. The type of windows on the back of the Robert Mills House. - PALADIUM

Post-Visit Activity 5: Timeline of the Robert Mills House.

1. Standards: “Timeline of the Robert Mills House” introduces Social Studies Standard 3.4-1 and 3-5.7 by teaching about the history of the Robert Mills House in the 19th and 20th centuries. It uses Social Studies Literacy Elements D and H.
2. Objective: Students will learn about timelines, an important way to learn and illustrate history. At the end of this lesson, students will be able to better understand the chronological progression of history, time, and dates. In addition, they will learn about the history of the Robert Mills House and be able to put information from the tour’s historical narrative into chronological order.
3. Materials needed:
 - a. Robert Mills House Timeline worksheet (below).
 - b. Pen or pencil.
4. Activity: Pass out the Timeline worksheet and have children put the events and years in the right place on the timeline.
5. Pre-Visit Connection: See Pre-Visit Activity 5.

Additional Resources for Teachers

Information about Historic Columbia, its resources, and Columbia's history can be found at our website: <http://historiccolumbia.org/>

Kid-friendly site about South Carolina: SC ETV's website. <http://www.knowitall.org/>

“Build Your Own House” activity at Monticello's website teaches kids about architecture during this period: <http://classroom.monticello.org/kids/activities/activity/127/Build-Your-Own-House/>

A good site about life in the 1840's: <http://www.connerprairie.org/>

Other relevant readings:

Bryan, John M., editor. Robert Mills, Architect. (Washington, D.C.: The American Institute of Architects Press), 1989.

Gallagher, H. M. Pierce. Robert Mills: Architect of the Washington Monument 1781-1855. (New York: Columbia University Press), 1935.

Historic Columbia Foundation. Be It Remembered. (State Printing Company: Columbia, SC), 1974.

Lamotte, Louis C. Colored Light: A Historical Study of the Influence of Columbia Theological Seminary 1818-1936. (Presbyterian Committee of Publication: Richmond, VA), 1937.

Lipscomb, Terry W. “Ainsley Hall, Merchant and Plantation Owner.” South Carolina Historical Magazine, March, 1998.

Marsh, Blanche. Robert Mills Architect in South Carolina. (R. L. Bryan Company: Columbia, SC), 1970.