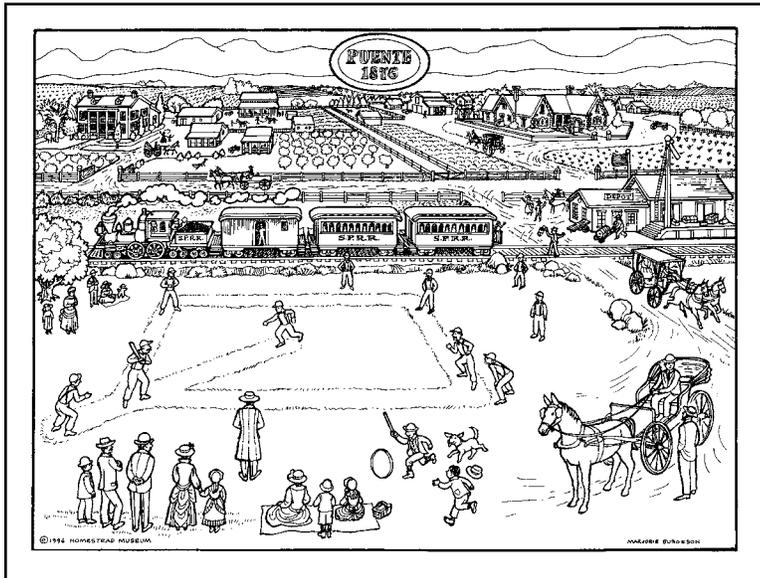


PUENTE 1876 LESSON PLAN



Background information: The Workman House (above on the right) is a unique example combining two distinct architectural periods in Los Angeles—the 1840s and 1870s. Originally built in 1842 as a three-room adobe structure, the house reflected the style and building materials of Los Angeles while it was still a Mexican pueblo. When California became part of the United States, adobe houses quickly fell into disfavor since Americans were more familiar with wood and brick structures. By the 1870s, Los Angeles’s architecture was transformed by wood, brick, and factory-produced details. In keeping up with the times, William Workman “Americanized” his house. The adobe structure was updated between 1868 and 1870 to resemble a brick and stone house disguising the adobe underneath.

Workman’s friend John Rowland built an “American” house as early as 1855. Rowland demolished his adobe house and built a brick one in its place. The two-story brick house (above on the left) is one of the oldest surviving brick structures in Southern California!

Objective:

1. To give students a visual interpretation of what houses and towns looked like in Southern California in the 1870s.

Time: 20-30 minutes.

Materials:

1. “Puente 1876” coloring sheet.
2. Crayons, colored pencils, or markers.

Directions:

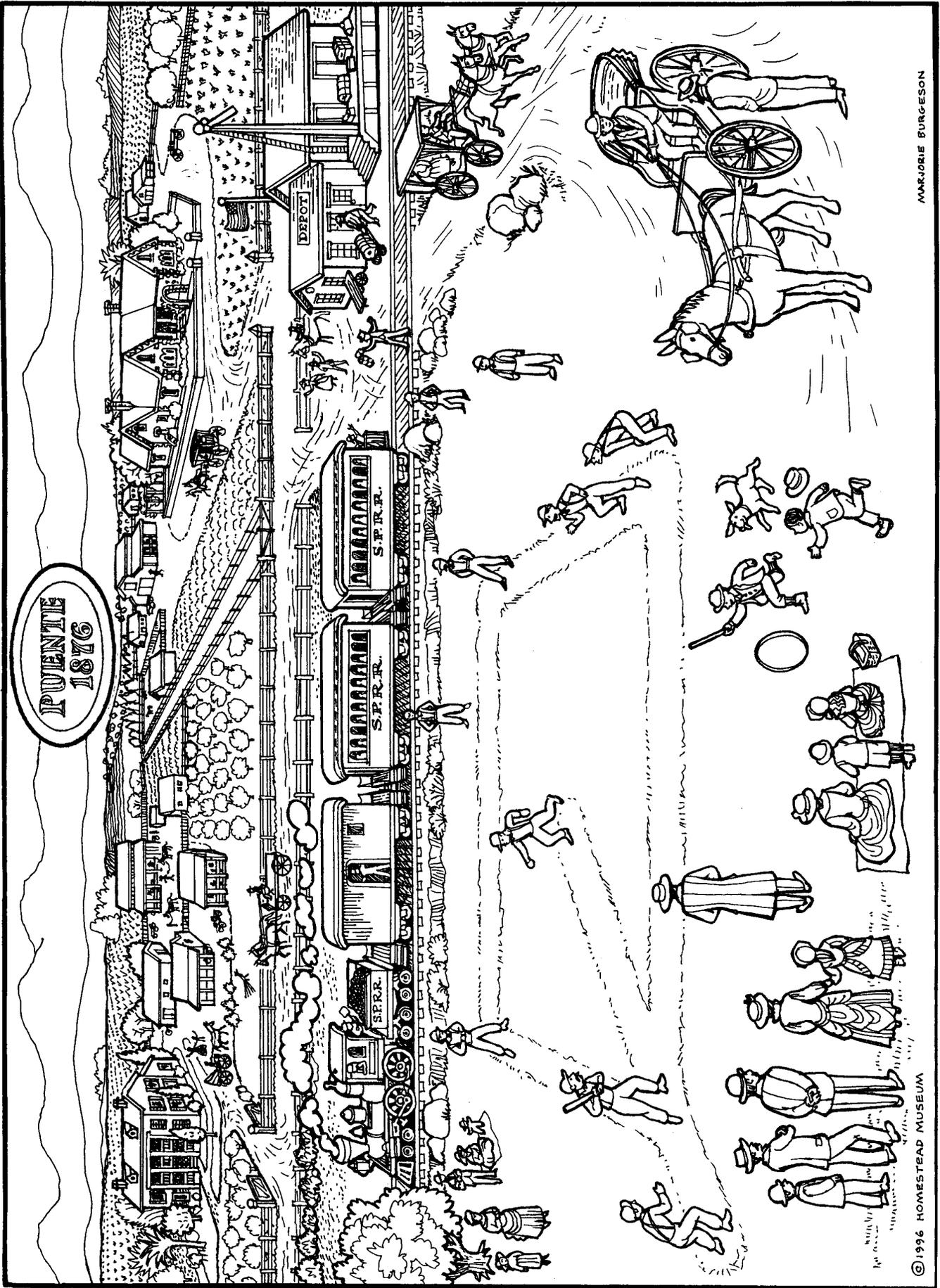
1. **Distribute** the “Puente 1876” coloring sheet.
2. **Share** the background information with students.
3. **Have** students list (either individually or as a group) what they see as different in the 1870s compared to today (e.g., different styles of homes, games, transportation, clothes) and what is the same (e.g. baseball, trains, farming). To reinforce what students just learned in their 1870s decade history, ask students what other things may be different that do not show up in the picture (e.g., the population of Los Angeles, what people did for a living).
4. Have students **color** in the picture. Explain to students that paint colors were limited and most houses were painted yellow, white, and brown unless they were made of red brick.

Additional activity:

1. **Art:** Using the medium of their choosing, have students create an image of their family or friends living in the 1870s. Have students write a label for their art piece giving it a title and explaining what they chose to represent about the 1870s and why.

Links to standards

History/Social Studies: 4.1.3, 4.1.5, 4.2.5, 4.2.6, 4.3.3, 4.3.4, 4.3.5, 4.4.2, 4.4.3, 4.4.4
Language Arts: SL.4.1a-d, SL.4.2, W.4.2a-e, W.4.4, W.4.5, W.4.7, W.4.10



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Colored by _____

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