Social Studies Big Question Unit

1. Descriptive Characteristics

Title: How did the Glensheen manor play a role in the development of Duluth?

Grade Level: 6th Grade

Estimated Time Required: 7 lessons lasting about 2 weeks

Rationale and Overview: The unit is about the Glensheen mansion and the Congdon family. The Congdons built the mansion in Duluth in 1908. Chester Congdon had become a millionaire during the mining time and decided to build the mansion. This unit brings together what was going on in the world, the United States, Minnesota, and Duluth at this time. It shows how the Glensheen manor has contributed to the development of Duluth throughout the years.

Standards:

NCSS Standards:

Culture:
- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

Time, Continuity, and Change:
- Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others

People, Places, and Environments:
- Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape
- Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
- Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world
Individual Development and Identity

• Describe personal connections to place-as associated with community, nation, and world
• Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development
• Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity

Individuals, Groups, and Institutions

• Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
• Analyze group and institutional influences on people, events, and elements of culture

Production, Distribution, and Consumption

• Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts

Global Connections

• Describe and analyze the effects of changing technologies on the global community

Minnesota Standards:

U.S. History

G. Reshaping the Nation and the Emergence of Modern America, 1877-1916

1. Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.

Minnesota History

E. Industrial Era 1865-1914

1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture).
2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.

F. Post-World War II to the Present

1. Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.
2. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.
4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.

**Historical Skills**

*C. Historical Inquiry*

4. Students will create a timeline that illustrates the relationship of their topic to other historic events.

**Geography**

*C. Physical Features and Processes*

2. Students will describe and locate major physical features in their local community and analyze their impact on the community.

4. Students will identify physical features that either hindered or promoted the industrialization of the state.

*D. Interconnections*

1. Students will identify factors that drew people to their local communities.

2. Students will analyze how the physical environment influences human activities.

1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.

2. Students will analyze how changes in transportation affected settlement of the state.

3. Students will explain the importance of site features in the establishment of Minnesota’s largest cities.

1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.

**Overall Goals:**

- The students will be able to connect the Congdon family and the development of the Glensheen mansion to events that were taking place in the world, the United States, Minnesota, and Duluth at the time.

- The students will be able to make connections between what they learned about the Congdon family and Glensheen mansion to what they see on the tour of the Glensheen manor.

**2. Specific Objectives**

- The students will explain what they already know and what to know about the Glensheen mansion.

- The students will take notes on the background information of the Glensheen mansion and how it came about.
• The students will add events to the timeline that refer to the Glensheen and Congdon family.
• The students will role-play the lives of the six Congdon children, and one nephew, so that all of the students understand the lifetime of each child.
• The students will take notes on the different aspects of each of the Congdon family members’ lives.
• The students will add dates to the timeline, which refer to events of the Congdon family members.
• The students will follow a floor plan map of each of the floors in the Glensheen mansion.
• The students will take notes on the different rooms of the mansion.
• The students will distinguish between major and minor facts they should know about each room.
• The students will come up with some major events, which happened in the world, the United States, Minnesota, or Duluth, and they will add them to the timeline.
• The students will add additional events that I will remind them of that went on between 1850 - Present.
• The students will follow the floor plan as I describe the events of the murder that happened in the Glensheen mansion.
• The students will write their own murder mystery, making reference to the Glensheen and or events that happened during the time on the classroom timeline made.
• The students will answer some major questions learned about the Glensheen in the format of “Who Wants To Be A Millionaire?”.
• The students will write down what they learned from the tour of the Glensheen and what they knew from what I had taught them before we went.

3. Inquiry or Focus Questions
• How did the Glensheen mansion come about?
• Who were the Congdons?
• What does the house consist of?
• What was going on around the world at the time of the Congdons?
• What murder mystery unfolded in the Glensheen mansion?
• “Who Wants To Be A Millionaire?”
• How does the Glensheen mansion affect Duluth?

4. List of Resources
• America’s Castles. (Video) 50 min. Copyright 1997 A&E Television Networks.
• Internet
  • Duluth and Minnesota Website -
    http://www.duluth.lib.mn.us/CRInternet/DULUTH.HTM
  • Glensheen website - http://www.d.umn.edu/glen/glenda.htm
  • Minnesota Historical Society - http://www.mnhs.org/index.htm
• Brochures and notes from Glensheen guides
• PowerPoint – Who Wants to Be a Millionaire presentation - http://www.egadideas.com/
• Role Play – Students pretend they are Congdon children
• Tour of Glensheen Mansion
• Digital camera
• Note packets on the Glensheen and Congdon family
• Floor plan sheets of the Glensheen mansion for the students

5. **Student Assessment Plan**

Not every one of my lessons will be assessed. I don’t feel that the students need to do something for every lesson I teach. Some of the assessments will just be class discussions and participation. Here are the assessments I will do:

• To pre-assess the students, I will make a KWL chart for them at the beginning of the unit. They will fill in the K and W parts, what they know and what they want to learn, so we can figure out what to learn about from there.
• Throughout the unit I will have a timeline that wraps around part of the classroom. The students will add to this each day we learn about a new event happening during the time frame of 1850 – Present. With my guidance, the students will be responsible for adding to this.
• Most of my assessment will come through class discussions. At the beginning of each day we will review what we have learned so far in the unit. The students will contribute to this so that I will make sure they understand everything.
• The students will be responsible to take notes on the different people and rooms we go over. This will be part of their grade and will help them to keep things organized and remember it for the tour of the Glensheen mansion.
• The students will also write their own murder mystery by relating it to the rooms in the Glensheen and/or other events that we had talked about and put up on the timeline. They need to back up their story with evidence and tell how it all fits into the story. Since it is taking up their English time, they will also need to work on the beginning, middle, end parts of a story, along with using adverbs and adjectives to describe the story.
• I will assess them by playing “Who Wants To Be A Millionaire?” The questions will relate to what we learned throughout the unit and will be placed in PowerPoint of “Who Wants To Be a Millionaire?”. It will be a fun way to see what kind of things the students got from the lessons. The students will get candy by earning money for the answers they get right. I will have two different kinds of candy for two separate money categories, earning over $1,000,000 and earning less than $1,000,000.
• I will also have a discussion at the end of the unit with the students on how they think the Glensheen has affected the development of Duluth (tourism, jobs, etc).
• At the end of the unit (and after we go on the tour of the Glensheen mansion), I will have the students write a few new things that they learned on the tour that they didn’t know before and a few things they connected to the tour that they knew from the previous lessons.

6. **Lesson Plans**

**Lesson 1: How did the Glensheen mansion come about?**

- 1 day
- Objectives:
  - The students will explain what they already know and what to know about the Glensheen mansion.
  - The students will take notes on the background information of the Glensheen mansion and how it came about.
  - The students will add events to the timeline that refer to the Glensheen and Congdon family.
- Introduction of Unit: Ask the students what they already know about the Glensheen mansion and what they want to know about it. Write it down on a poster board. Let them know that for the next two weeks we will be learning about the Glensheen mansion and how it has affected the development of Duluth.
- Procedure: Give background information about Chester and Clara Congdon and the Glensheen mansion. (The notes are in the bright yellow highlighter in the guide notes). Talk about the life of Chester and Clara, when they were born, how they met, when they came to Duluth, and how the Glensheen came about. Talk about the basic layout of the Glensheen mansion grounds and house. Introduce the timeline, which includes dates from 1850 until now. Throughout the unit we will be adding dates to the timeline. When you are done telling about the history of Chester and Clara and the mansion then add some of the dates to the timeline. Have the students review these dates and bring them up themselves. It will be a good way to review the information you just taught them.

**Lesson 2: Who were the Congdons?**

- 2 days
- Objectives:
  - The students will role-play the lives of the six Congdon children, and one nephew, so that all of the students understand the lifetime of each child.
  - The students will take notes on the different aspects of each of the Congdon family members’ lives.
  - The students will add dates to the timeline, which refer to events of the Congdon family members.
• Procedure: Review what you went over yesterday about Clara and Chester Congdon and the Glensheen mansion. Introduce the family and tell how they had six children (now I know that they had seven, Johnny died at age 2). They also let Clara’s nephew live in the house because both of his parents died. (The notes on the family are in yellow marker). To review, on the second day, have a student represent each one of the children that lived in the Glensheen mansion. (There are posters that have the information of each child’s life). Have the students act like they are the children talking about the story of their lives. These can be used as reference to notes if the students don’t remember all of the facts, or need to write some notes down. There are a lot of dates given here so have the students review them by telling the date and the significance of the date they will be writing on the timeline.

Lesson 3: What does the house consist of?
• 3-4 days
• Objectives:
  • The students will follow a floor plan map of each of the floors in the Glensheen mansion.
  • The students will take notes on the different rooms of the mansion.
  • The students will distinguish between major and minor facts they should know about each room.
• Procedure: Each day will represent a different level of the house, from the ground floor to the third floor. There are individual sheets with each floor plan for the students to have and follow along. There is no sheet for the third floor though. The students should be given the ground floor plan on the first day of the lesson, the first floor plan on the second day of the lesson, and the second floor plan on the third day of the lesson. You can talk about the third floor on either the third or fourth day, depending on how much time you have. There are notes that correspond with each of the floors in the guide notes: the ground floor notes are orange, the first floor notes are pink, and the second and third floor notes are blue. Talk about the main parts in each room briefly. Let the students add if they know anything else. Review at the beginning and end of each day and add to the timeline if any specific dates arise. Make sure the students add notes to their note packets.

Lesson 4: What was going on around the world at the time of the Congdons?
• 1 day
• Objectives:
  • The students will come up with some major events, which happened in the world, the United States, Minnesota, or Duluth, and they will add them to the timeline.
  • The students will add additional events that I will remind them of that went on between 1850 - Present.
• Procedure: Ask the students if they can name any events that were going on during the time frame on the timeline (from 1850 – until today). These events can deal with
the world, the United States, Minnesota, or Duluth. When they name these events, have them add to the timeline. At the end, if there are any major events that you thought they missed, talk about them. (There is a packet of dates from the Minnesota Historical Society with events and dates highlighted in blue). Make sure they know what was going on around Duluth at that time. Have them tell you what was going on with the Congdon family and the Glensheen mansion at the time of the event they bring up.

**Lesson 5: What murder mystery unfolded in the Glensheen mansion?**
- 1 day
- Objectives:
  - The students will follow the floor plan as I describe the events of the murder that happened in the Glensheen mansion.
  - The students will write their own murder mystery, making reference to the Glensheen and or events that happened during the time on the classroom timeline made.
- Procedure: Have the students take out all of their floor plans of the house and hand out the detailed ones of the staircase and grey room, where the murders happened. Tell them that there was a murder that took place in the mansion and we are going to be detectives to figure it out. Tell them to follow along on their floor plans while you read “The Murders” passage from Kimball’s book. The murder was of Elisabeth Congdon and her retired maid on June 27, 1977. Then let the students know that Marjorie, Chester and Clara’s granddaughter, Elisabeth’s daughter, is the one that conspired all of this. Her husband, Roger, is the one that actually did it. He got caught by sending himself a Byzantine coin from Elisabeth’s room. He went to jail and denied everything but then later got out for confessing to the murders. He didn’t plan to murder her, he just wanted some money to help himself get out of debt. He couldn’t take everything any longer, so he committed suicide in 1988. Meanwhile Marjorie married another man, while still married to Roger, and started setting houses on fire. She made up some story about how her new husband was extremely sick and then ended up killing him. She finally went to jail and just got out a couple of years ago. When you are done with all of this, hand out the “Murder Mystery Rubric” to the students. Explain how they are going to write their own murder mystery. They have three settings that they can choose from; just pick one. On the back, there are criteria that every student needs in his or her paper. The number of points each part is worth is on the side of the paper. The paper is due tomorrow, since Friday is my last day and I need to grade them.

**Lesson 6: “Who Wants To Be A Millionaire?”**
- 1 day
- Objectives:
  - The students will answer some major questions learned about the Glensheen in the format of “Who Wants To Be A Millionaire?”.
• Procedure: Have the students take the “Who Wants To Be A Millionaire” test, based on the Glensheen mansion and Congdon family. Once all of the students are done taking the test, bring them to the computer lab to correct the tests. Have them hand them to their neighbors to correct. Show the “Who Wants To Be A Millionaire” PowerPoint presentation to give them the correct answers to the test. Have them try and pretend they are playing the game by answering the questions. When they are done have them total the number wrong, and then have them give the tests to you. When you get the tests, add up the money that they earned from the questions they got correct. If they earned more than $1,000,000 then they will receive a candy cane, and if they earn less than $1,000,000 then they will receive a piece of chocolate. At the end of the class, wrap up the unit by asking the students how they think the Glensheen mansion has helped in the development of Duluth, or the time it was made in. Then explain how they will be going to the mansion tomorrow to tour it.

Lesson 7: How does the Glensheen mansion affect Duluth?
• I day
• Objectives:
  • The students will write down what they learned from the tour of the Glensheen and what they knew from what I had taught them before we went.
  • The students will go and take the tour of the Glensheen mansion. They are encouraged to ask questions and make some connections between the mansion and what they learned in class. At the end they should write down a few things they learned from the tour, and a few things that they connected at the mansion from the lessons in class.

7. Reflection

I thought that the unit went pretty well. I wish I could have had more time to work on it though. There was so much more information that I wanted to focus on. I feel like I rushed on some of the parts of the unit and the students didn’t really have to understand it fully. If I did this unit again, I would probably change the length of the unit. I would definitely spend more time on it, especially tying the events of the Congdon family and the Glensheen mansion to events that were going on at that time. I liked the timeline; I think it helped the students and myself to put some things in perspective. I would definitely lead up to how and why the Congdon’s became wealthy a little more than I did. I don’t think the students fully understood, since that part was rushed. Mining and lumber were huge here at the time, so I would do a
couple of different activities deal with that and showing how that helped shape Duluth. Duluth grew ten times in population in ten years. It became a world port and a central spot for many different industries. I think the students really liked the timeline. It got them to be active in the lessons and it helped them review different events over time. They were also learning about WWII at the time so they had a lot to say about that.

Another thing I would change is the way that I went about teaching the students about the floor plans and the mansion itself. I felt like I stood up in front of the students and told them about this stuff more than I wanted to. Many of the students were very interested, but you could tell that the end of the lesson bored some of them. I would definitely have to think about how I could get them more active in the lesson. They learned quite a bit about what I taught them. They impressed the guide and I when we were on the tour, by pointing out some things that the guide forgot about.

I don’t know if I would grade the “Who Wants To Be A Millionaire” game in the future. My teacher wanted too, but I didn’t think that it showed all that the students knew about it. I just thought it was a fun way to tie everything together, since the Congdons became millionaires on their own. The class didn’t have a projector, so in the future I would try and find one so that the students can work in groups to answer the questions. I think it would be fun to actually implement the phone a friend, 50 – 50, and ask the audience. The students got a kick out of the PowerPoint presentation. I don’t think that we reviewed enough or I prepared them enough for a test. Everything was rushed and most of them didn’t study at all. I think I would spend more than a half of a day discussing how Glensheen influenced the development of Duluth. The students got the main points of this, but the discussion was cut short, once again because of time.
I would definitely change the murder mystery assignment. Now that I think back on it, I don’t think that emphasizing a murder is very good. There was one parent who wouldn’t allow her child to write about a murder, so she wrote about something else. I didn’t really think too much about the actual murder part of it, but I think that I would just emphasize a mystery story. I just thought that the murder mystery tied into what we were learning about when we talked about the murders in the mansion. Most of the students had fun with it too, but it isn’t a good thing to promote. I used some social studies concepts and english concepts in the rubric, since I was taking up their english time to teach my lessons. I think that the grading was pretty straightforward on what was expected of them, and I also think that they had some freedom to write about various different things in their stories; I would just change the focus. Otherwise, they came up with some good stories.

I’m really glad that we got to go to the Glensheen to tour the mansion. This was a great closure on the unit and it brought everything together. The students were so amazed by everything in the mansion. They were so excited to see it. Many of them had their favorite room that they wanted to focus on. They remembered so much more about the details of the house than I thought they would. It was amazing to see everything. There were a couple of new things that the guide told us, which I didn’t know about before; the students were quick to tell me when I forget some or got something wrong. At the end they filled up the front and back of a page telling what they learned on the tour and what they had already known when they got there.

Overall, I think that the unit went well. I think it is great for the students to learn about history around their community. The unit was nice, but I would just revise it a little bit in the future, so that it was better.
1837
Treaties for Timber

_A pair of treaties—one with the Dakota and one with the Ojibwe—opens up the pine lands between the St. Croix and Mississippi rivers to lumbermen._

The government persuades a delegation of Mdewankanton Dakota to travel to Washington to settle their southern boundary. (An earlier treaty had sought to "promote peace" among the Dakota and neighboring tribes by establishing boundaries between them.) Instead, the government and influential traders pressure the Dakota to give up all their land east of the Mississippi.

The Ojibwe sell their land to U.S. agents at less than 7 cents an acre. They don't want to sell the land, but some believe they can't stop American expansion and that they can get a better deal through a treaty. The final treaty contains only a few of their requests, although they do retain rights to hunt, fish, and harvest wild rice on the land.


1839
Forest to Lumber

_More than two-thirds of Minnesota is covered with trees when Minnesota's first commercial sawmill is constructed at Marine on St. Croix—the beginning of Minnesota's first industry._

On the east side of the Mississippi, a vast forest of pine and other evergreens stretches to the Canadian border. Many white pine along the St. Croix River are 200 feet tall and five feet in diameter.

[http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=446](http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=446)

1861
Civil War Troops

_Governor Alexander Ramsey is in Washington when the Civil War breaks out. He rushes to the White House and is the first to pledge troops for defense of the Union._

Slavery has never been legal in Minnesota, but not everyone feels the issue is worth going to war over. Yet when war comes, most of Minnesota is gripped by patriotic excitement. Flags wave as troops are sent off to a long and bloody battle that tears America apart.

In Fillmore County, patriotism is so high that men "leave their reapers in the field, their grain uncut, their stacks half-built" to gather in Preston for a recruiting drive. Thousands of troops train
at Fort Snelling before leaving for battle.

More than 100 black men from Minnesota enlist in the Union Army. If captured by Confederate troops, black soldiers are not treated as prisoners of war but as escaped slaves. (The 1860 census lists a total African American population in the state of only 259 men, women, and children.)

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=363

1865
Civil War's End

*The Civil War ends after four bloody years. Minnesota has sent 25,000 men, about half the state's eligible male population, to fight the South. More than 600 are killed in battle; twice that number die of disease.*

At bloody Gettysburg, the First Minnesota Regiment makes one of the most heroic charges of the war. Close to half the regiment is killed or wounded.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=365

1872
Industry at St. Anthony Falls

*Minneapolis industries cluster around the power of St. Anthony Falls. The Minneapolis Board of Trade estimates that the 95 waterwheels at the falls produce 6,000 horsepower.*

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=336

1882
Electricity

*The falls of St. Anthony power the first hydroelectric central station operating in the United States. People had been using water to run machinery for thousands of years, but those machines were located alongside the water. Now, water can generate power for machines far from the river.*

The new technology changes the shape of the city. Minneapolis industries that had clustered along the waterfront gradually move away. In 50 years, downtown will have turned away from the river to face the inland financial district; the streets closest to the river will be slums.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=2000511
1884
Iron Industry Launch

*With the state's first shipment of ore from the Vermilion Range, Minnesota's iron industry is launched. Within 20 years, new immigrants will mine from the region a great majority of the iron for the nation's industrial boom.*

**What Becomes of the Iron?**

Ore is moved by train to ports like Duluth. From there giant ships carry it to the blast furnaces of Ohio and Pennsylvania where it is melted and processed by the heat of burning coal from mines in Pennsylvania, West Virginia, Kentucky, and Ohio. The result is steel, which goes to factories in cities such as Detroit to become the rails of railroads, the skeletons of skyscrapers, and the chassis of cars.

**Who Works in the Mines?**

The growth of iron mining brings tens of thousands of new people to northeastern Minnesota. They come from almost every country in Europe and elsewhere, bringing different languages and cultures from places like Canada, Wales, Ireland, Sweden, Finland, Belgium, Lithuania, Romania, Slovakia, Slovenia, Hungary, Italy, Greece, Syria, Russia, and China.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=2000411

1884
Merritts Discover Mesabi

*The Merritt brothers find the largest deposit of iron ore in the world in the red earth of the Mesabi Range. Later they lose their mining company and a fortune to John D. Rockefeller.*

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=314

1886
Industrial Exposition

*The Mill City answers St. Paul's State Fair with the Minneapolis Industrial Exposition. Despite elaborate attractions and the latest wares of 800 exhibitors, the exposition can't compete with the fair and closes its doors in 1893.*

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=306

1889
Reservation Breakup

*The Nelson Act breaks up Ojibwe reservations into individual plots of land, leaving only Red Lake in tribal hands. The 160-acre family allotments are large enough for a farm, but too small to live on by hunting and fishing. The government sells leftover land to lumber companies. An early example of euphemistic naming of government bills: the official title is "An act for the relief and civilization of the Chippewa Indians in the State of Minnesota."*

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=312
1890
Duluth Boom

Ore carriers at the Duluth docks take iron ore to the blast furnaces of Pennsylvania. Duluth is booming on the promise of lumber and iron ore. Its population is nearly 10 times what it was 10 years before.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=313

1890
Electricity Replaces Horses

Electricity replaces horse power on the Grand Avenue trolley in St. Paul. In four years, an intercity electric line will whisk passengers between the downtowns of the Twin Cities in only 45 minutes.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=318

1891
Minnesota as Lumber HQ

German immigrant Frederick Weyerhaeuser, one of the most powerful men in American lumbering, moves his offices to St. Paul. Skilled at bringing competitors together in huge undertakings, he makes heavy investments in Minnesota timber and mills before moving on to the Pacific Northwest.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=286

1893
Great Northern Reaches Pacific

James J. Hill pushes his Great Northern line to the Pacific Coast. The 1,816-mile track from St. Paul to Seattle completes the railroad he later calls his "great adventure."
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=291

1894
Forest Fire Destroys Hinckley

More than 400 people die in the Hinckley forest fire. The scattered remains of harvested trees are kindling for the "red demon" that destroys 900 square miles in only a few hours.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=323
1900
Lumbering Maximum

_At the height of the lumbering era, 40,000 lumberjacks are cutting timber in the north woods._ Minneapolis is the sawmill capital of the world, cutting enough lumber to fill 65,000 freight cars. But Minnesota is running out of pine; within twenty years the lumber industry will be dead in Minneapolis.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=269

1902
Minnesota Forest Reserve

*Conservationists win a long fight to establish a 225,000-acre forest reserve where logging will be supervised by the U.S. Bureau of Forestry. In 1928 the reserve's name is changed to the Chippewa National Forest.*

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=270

1905
Aerial Bridge

_The Aerial Bridge is completed in Duluth. The bridge permits land traffic to cross the ship canal without interfering with the ships that pass in and out of the harbor._ A lift bridge replaces the aerial system in 1930.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=273

1909
Superior National Forest

*President Theodore Roosevelt establishes Superior National Forest. Exploitative practices are restricted in these areas, thereby preserving the beauty of lakes and trees for future generations._ Six weeks later, Ontario's government responds in kind by creating the adjacent Quetico Provincial Forest Reserve.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=2000591

1916
Iron Miners Strike

_Protesting low wages and a contract system that encourages workers to compete against each other, 8,000 iron miners walk off their jobs on the Mesabi Range._ The steel companies won't budge, but they eventually grant some concessions when the miners return to work three months later.

http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=235
1917-1918
The Great War – WWI started in 1914 and ended Nov. 1918

Close to 120,000 soldiers and 1,000 nurses leave Minnesota to serve in World War I; 3,480 will not return.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=239

1920
Lynching

A mob of 5,000 drags Elias Clayton, Isaac McGhie, and Elmer Jackson from the Duluth jail and hangs them from a lamppost. The crowd proudly poses for a photograph with the slain men. A young white girl had accused the three black circus workers of assaulting her, but investigators' reports later find little evidence of guilt.

Duluth's black community responds to the lynching by forming an active branch of the National Association for the Advancement of Colored People (NAACP). They hire lawyers who secure the arrest of 21 members of the mob. The following year, the NAACP achieves another victory when the Minnesota legislature passes an anti-lynching bill.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=2000291

1924
Milford Mine Flood

Forty-one iron miners drown or are fatally buried in mud when a nearby lake suddenly empties into an underground operation at the Milford Mine, north of Crosby on the Cuyuna Range. Seven others climb to safety.
A county inspector, who had visited the mine the week before the accident, later states that every precaution had been taken and that the flooding was unavoidable.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=250

1955
Taconite Mining

Taconite promises to save an Iron Range that is running short of iron. New technology converts low-grade taconite rock into concentrated iron pellets and Reserve Mining Company opens a mine and processing operations.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=102
1959
Duluth Becomes World Port

*Water from the seven seas christen the opening of the St. Lawrence Seaway, linking the Great Lakes with the Atlantic Ocean and making Duluth a world port.*
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=100

1961
War in Vietnam

*The first set of U.S. Special Forces arrive in Vietnam. Over the next fourteen years more than 68,000 Minnesotans serve in Southeast Asia. 1,120 are killed or missing in action.*
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=56

1964
Wilderness Act/BWCA

*The Boundary Waters Canoe Area, named in 1958, gains new protections in the federal Wilderness Act. Amid conflict between recreationists and conservationists, more than one million acres of forests, lakes, and rivers are set aside as a federally managed wilderness.*
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=108

1975
Taconite Dumping

*Minnesota joins neighboring states, environmentalists, and the federal government in a lawsuit to stop Reserve Mining Company from dumping 64,000 tons of taconite tailings daily into Lake Superior. As the court battle drags on, the people of Silver Bay wonder if they will have homes and jobs when it's finally settled.*
A lengthy court battle ends in 1977 when Reserve receives permission to open an on-land disposal site: Milepost 7.
http://events.mnhs.org/Timepieces/EventDetail.cfm?EventID=39
Glensheen Glossary

**Glensheen:** According to Roy Hoover's biography of Chester Congdon, called *A Lake Superior Lawyer*, "The property was christened "Glensheen" which was derived from a combination of the Congdon family's origin in the village of Sheen in Surrey, England and the wooded setting of the house."

**Acanthus (Akanthos) Leaf:** A carved or painted ornament that resembles the foliage of the acanthus. A classic design used by the greeks and Romans, it appears in Gothic art and architecture, and it was revived in the Renaissance. The acanthus leaf appears in the Corinthian and Composite capitals. The Greek design has pointed leaf edges, but the Roman version is rounded and broader with vigorous curves. In Byzantine and Romanesque decoration, the acanthus is stiffer and less delicate. It becomes rounded and more bulbous in the early Gothic period, then becomes bizarre with long thistle-like foliage in the late Gothic period. With the Renaissance, the acanthus and tendril motif reaches its highest degree of refinement and elegance.

**Acorn:** A turning that resembles the acorn (fruit of the oak tree). It was used as a finial, drop pendant, or furniture foot in the Jacobean furniture of early 17th Century England.

**Alabaster:** A fine-textured, compact variety of sulfate or lime or gypsum. A milky white or semi-translucent marble-like material used for ornaments and sculpture.

**Anaglypta:** The Greek work for "raised ornament". Raised ornaments have been made in gesso and plaster compounds. The molded pieces are then applied to walls and ceilings to simulate a carved bas-releif effect. It is, in effect, similar to the Adam's Brothers 18th century technique of "composition ornament" or "carton-pierre".

**Artifact:** A simple object (as a tool or ornament) showing human workmanship or modification.

**Art Glass:** The broad and tolerant term which embraces a vast assortment of glass technique and colors, made from about 1880 to as late a period as the early 1930's.

**Bellflower Ornament:** A popular 18th Century carved motif used as a furniture and interior enrichment. The decoration is based on conventional bell-shaped flowers or catkins, used in continuous chain or swag or in graduated size as a pendant. It is similar to the "husk" design.

**Cartouche:** In architecture, usually a sculptured ornament in the form of a scroll unrolled, which often appears on cornices. The cartouche is frequently used as a field for inscriptions, and as an ornamental block in the cornices of house interiors. A conventionalized shield or oval. An ornate frame.

**Chenille:** From the French term for caterpillar. A woven yarn which has a pile protruding all around at right angles to the body thread. It was used for embroidery fringes and tassels. Chenille is also the name for fabrics woven from chenille yarns. The fabric has a plushlike surface. Chenille can be made of various fibers: cotton, silk, rayon, etc.

**Chestnut:** A soft wood with a coarse grain. It resembles oak, and can be used in its place when a quartered effect is not desired. Chestnut is unsuitable for fine details because the grain is coarse and it has marked annual rings. Certain cuts were used in late 18th Century England to imitate satinwood. One form of chestnut, Wormy Chestnut, is popular today.

**Circassian Walnut:** A highly figured veneer wood that is produced from twisted, gnarled and warped walnut trees grown in the dry areas of the black sea region of Europe.

**Crystal:** Name borrowed from that used to describe transparent quartz; denotes a clear and heavy color-free glass with a high lead content.
Cypress: A native to America, light-brown wood, adapted to all types of finishes. It is generally free from warping and twisting but is considered too weak for structural timber or flooring. In the Tudor Period it was used for storage chests. "Pecky Cypress" is popular today for paneling and wall finishes.

Damasc Work: A type of metal inlay work in patterns or arabesques. The design is incised in metal and then inlaid with other metals or wires cut to fit.

Dentil: One of a series of small projecting rectangular blocks in a cornice. It appears in Ionic and Corinthian cornices, and was used as a furniture and interior detail by Adam and Hepplewhite.

Egg and Dart: A molding decoration which resembles a continuous string of egg or ovoid forms separated by dartlike or arrowhead points. "Egg and Tongue" and "Egg and Anchor" moldings are almost identical.

Facade: The principal front or face of a structure. The main view. It may also refer to the front of an architecturally designed piece of furniture.

Faience: A peasant type of glazed pottery originally made at Faenza, Italy. A glazed biscuit ware. It may be used as a facing for buildings or walls in the form of tiles or blocks. It is also used as a flooring material.

Favrile: A late 19th Century iridescent glass made by Louis C. Tiffany in a variety of delicate and decorative patterns, many in the Art Nouveau style.

Fumed Oak: A furniture finish of the late 19th and early 20th centuries. The oak was stained with ammonia fumes, and the grain became more pronounced and deeper in color. Much of the mission-style furniture was produced in fumed oak as well as late English Victorian pieces.

Gilding: The art of ornamenting furniture, accessories, and architectural details with gold leaf or gold dust.

Gold Leaf: Also called Mosaic Gold or Dutch Gold. Originally, it was made in Germany and was an amalgam of tin and copper. The bright, shiny, thin sheet is laid over the surface which has been made tacky by shellac, adhesive or gold size. The sheet adheres to the sized surface.

Jacobean Revival Architecture: Windows, gables, and chimneys are of distinctive forms. Windows are rectangular and are divided into rectangular lights by stone mullions; the windows, which may be very large, also have stone transoms. Bay windows are frequent features. Gables, which rise above the roof, either are of a steep-sided triangular form or have a silhouette composed of segmented curves and straight lines in combination. Roofs are ridged, or flat and parapeted, or hipped; in large buildings, towers and turrets may be crowned with curvilinear roofs ("Shapes" as they were formerly called). Chimneys are tall, with a separate shaft for each flue; the shafts are grouped in stacks or more typically, lined up in rows, with each shaft set diagonally to its neighbors. Doorways, usually round arched, may be enclosed within tabernacle frames; parapets, quoins, and ornament. A type of ornament peculiar to the style is strapwork, which consists of flat scrollwork that somewhat resembles (as the name implies) leather straps.

Luster: A thin metallic glaze used on pottery to produce an iridescent color. It was used on Persian ceramics, Majolica ware, and also on antique English and American ware.

Newel Post: A heavy upright post or turning at the end of the handrail of a stairway.

Obelisk: A tall, tapering column or structure, square, or rectangular in section, with a pyramid-shaped top. It is often used as a commemorative monument.

Overcurtain: Stationary draperies.

Pilaster: An engaged pier built as a part of a wall and acting as a support for a cornice, pediment, etc. A flat-faced vertical projection from a wall, sometimes with the proportions, details, and capital and base of a classic column. In
furniture, the pilaster is a carved representation of the architectural feature, usually at the ends of a cabinet, chest, console table, etc., and it forms a support for an overhanging table surface, shelf drawer, etc.

**Pineapple:** A decorative, carved, stylized finial resembling the fruit. It was often used as a terminal piece on bedposts, newel posts, in pediments over doorways, etc. In early 19th century America it was a symbol of wealth and prosperity.

**Pomegranate:** A decorative ornament based on the pomegranate fruit, which is apple shaped and has a hard rind and a pronounced crownlike ending. It was used in classic times as a symbol of fertility.

**Portiere:** A curtain or drapery over an arch or doorway, or used in place of a door. It is a means of separating one area from another, and providing privacy. It can also be used to separate an alcove from a room.

**Rosettes:** French for "little roses". A floral decorative device, usually a circle with petals developing out from a central point. The outer contour may be round, elliptic, or square. The rosette has been a popular motif since the gothic period. The rosette motif was favored by Adam and Hepplewhite.

**Satinwood:** A highly figured, close-grained, hard, and durable wood which is native to Sri Lanka (Ceylon) and the East Indies. It is a light yellow to golden brown in color with a lustrous satin-like quality. It was a favorite wood in the Louis XV and Louis XVI periods, and it was also favored by Adam, Chippendale, and Sheraton for inlay and veneering. Hepplewhite used satinwood as a background for painted medallions.

**Sconce:** An ornamental wall bracket used to hold candles or electric bulbs. The word derives from abscondere, Latin for "to hide"; originally a sconce was a shield or protection for a flame, or lantern to protect a light.

**Settee:** A seating device which developed from settle. A long seat with a carved or upholstered back, arms, and a soft seat. It was originally designed to hold two or more persons, and usually matched the individual chairs of the period in contour and chair back decoration.

**Spiral:** A curve that wind around a fixed point and does not backtrack on itself. Each whorl is a complete turn of the curve around the axis, and it may be on one plane, or in ascending conical shape like a shell. The spiral is the basis for the volutes of classic capitals, scrolls, or twisted rope turnings.

**Strapwork:** A carved wooden arabesque pattern having a flat stem of a sroll in section and/or an ornament which resembles a pattern cut from a sheet of leather. An interlaced pattern which resembles a crisscross folded or plaited design which might be created from strips of leather. Elizabethan and Jacobean carved-wood decorated panels with ribbon-like bands repeating and interlacing designs. In the Chippendale period, flat and sometimes elaborately carved strapwork was used for the splats of chairs.

**Sugi Finish:** A Japanese wood-finishing technique. The surface is charred and then rubbed with a wire brush to create a driftwood effect.

**Tudor Rose:** An English renaissance decorative motif which consisted of a conventional five-petal rose with a smaller rose set in its center. It was the royal emblem of England, and symbolized the marriage of Henry VII of Lancaster (the red rose) to Elizabeth of York (the white rose).

**Urn:** A large decorative container of wood, metal, pottery, etc. In furniture, a large wooden vaselike container which was usually set on a pedestal on either side of a side table. This was characteristic of 18th century Adams designs and also of Hepplewhite's work. Urns were also used as decorative turnings at the cross points of stretchers in 16th and 17th century furniture designs.


**Wainscot:** A wood lining applied as paneling to interior walls. The paneling or lining may or may not continue up to the ceiling and the wainscot is made up of stiles and rails which form frames for large or small panels. The name "wainscot" refers to a superior grade of oak, close grained and without knot holes, which was originally used before the Tudor period in England.
### Who Wants To Be A Millionaire: Glensheen Mansion Test

**Directions. Circle the answer that best fits the question.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Questions</th>
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| $100   | 1. What year did the Congdons move into the Glensheen?  
  a. 1902  b. 1892  
  c. 1908  d. 1909 |
| $200   | 2. How many children did Clara and Chester Congdon have?  
  a. 4  b. 7  
  c. 9  d. 6 |
| $300   | 3. What was the oldest son’s name?  
  a. Alfred  b. Walter  
  c. Edward  d. Robert |
| $500   | 4. Where did Roger Caldwell enter the house the night he murdered Elisabeth and the nurse, Velma Pietila?  
  a. Subway  b. Billiard Room  
  c. Main Hall  d. Cemetery |
| $1,000 | 5. What did Roger use to kill Elisabeth?  
  a. candle stick  b. rock  
  c. pillow  d. jewelry box |
| $2,000 | 6. What college did all of the sons go to?  
  a. Hill  b. Yale  
  c. Cornell  d. Vassar |
| $4,000 | 7. Why was the milk room made of white tile with a slope in the floor?  
  a. easiest thing to do  b. looked good  
  c. matched color of milk  d. sanitation |
| $8,000  | 8. The curtains in the doorway, which provided privacy, were called?  
|         | a. andirons  
|         | b. portieres  
|         | c. pilasters  
|         | d. mangle  |
| $16,000 | 9. The only mahogany baby grand piano (Steinway) can be found in which room?  
|         | a. Library  
|         | b. Main Hall  
|         | c. Living Room  
|         | d. Reception Room  |
| $32,000 | 10. Who lived in the blue room?  
|         | a. guests  
|         | b. Helen  
|         | c. Elisabeth  
|         | d. Marjorie  |
| $64,000 | 11. What did the William A. French Company do?  
|         | a. construct house  
|         | b. landscape  
|         | c. electricity  
|         | d. interior design  |
| $125,000| 12. Exposing wood to what kind of chemical makes fumed oak?  
|         | a. chlorine  
|         | b. ammonia  
|         | c. bleach  
|         | d. acid  |
| $250,000| 13. Where can the lustre tiles around the fireplace, which turn colors from the fire, be found?  
|         | a. Dining Room  
|         | b. Recreation Room  
|         | c. Living Room  
|         | d. Library  |
| $500,000| 14. What business was booming around the time the Congdons moved to Duluth (1892)?  
|         | a. Railroad  
|         | b. Shipping  
|         | c. Iron Ore  
|         | d. Farming  |
| $1,000,000| 15. How many rooms are in the Glensheen?  
|         | a. 39  
|         | b. 37  
|         | c. 42  
|         | d. 36  |