



Banning Heritage Week Pre-Visit Materials

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Preparing for Your Visit

Thank you for choosing to visit The Banning Museum during Banning Heritage Week. This teacher's pre-visit package is designed to help you provide your class with information that will make their visit even more rewarding.

Banning Heritage Week Activity Summary

Banning Heritage Week features five activities that encourage active participation and help students better understand daily life in the 19th century. Each 25-minute session is taught by a Museum Volunteer or Educator. The activities for this year are:

House Tour of The Banning Museum – The tour of the Banning home emphasizes daily life in the 1880s.

School Lesson – Museum Volunteers will conduct a school lesson typical of the 1880s. Students will sit on benches and perform lessons on slates with chalk.

Hands-On Chores – Students participate in typical chores of the 1800s by churning butter and washing clothes with a washboard. Students have a chance to sample the fruits of their labor and enjoy a fresh snack.

Art Lesson – Students learn about the art of decoupage and create their own bookmark.

Blacksmith Demonstration – Students learn what a blacksmith does on a ranch.



Administrative Information for Teachers

The following outlines some of the administrative details of the Banning Heritage Week experience to help you prepare for your class's visit. Our goal is to make the time your students spend at The Banning Museum as enjoyable, educational and rewarding as possible, and we thank you for your assistance in helping us do so.

Health and Safety Requirements

Please note that at this time, the Department of Recreation and Parks requires all visitors over the age of 12 to show proof of vaccination and **everyone** must wear masks indoors and social distance. We will notify you if any of these requirements change prior to your visit.

Weather Cancellation

If it is raining, the day's event will be cancelled. Schools will be notified of the cancellation by the Museum.

Supervision

To ensure the safety of our guests, we require that one adult chaperone be provided for every 10 students.

Additional People

Due to the number of students participating in Banning Heritage Week, we are unable to accommodate additional people to your reservation, including any preschool children and accompanying chaperones.

Program Schedule

The schedule for the day is as follows:

Check-in: 9:15 a.m.

Activities: 9:30 a.m.-12:00 p.m. (Approximately)

Museum staff will greet your school upon arrival to review the schedule and activity rules. During the program, the students visit a series of five 25-minute activity stations. At this time due to health and safety restrictions we must go through the activities in groups of 12. Therefore, depending on the number of students participating in the program that day, your group may be divided into smaller groups to achieve this group size. It is likely that adults will not be allowed to join their class in the House. The Museum reserves the right to limit the number of adults that participate in some sections of the program in order to give the students the best experience possible and to adhere to COVID guidelines.



A Museum Volunteer or Group Leader will be assigned to each group in order to facilitate movement throughout the Museum grounds. When the last activity ends, normally around 12:00 p.m., students are welcome to eat on the lawn within the fenced Museum grounds.

Items Brought to the Museum

Backpacks, lunches, water bottles, etc. will not be allowed in the house. A bin will be provided before the activities begin, and articles can be retrieved after the activities end. We suggest leaving items on your bus/vehicle for the duration of the program if possible. The Museum has no secured storage areas and is not responsible for lost or stolen items.

During Your Visit

In order to make Banning Heritage Week an enjoyable experience for all, we ask that you adhere to the following rules during your visit:

- Discipline of the class is the responsibility of the visiting teacher.
- No food or gum during the program.
- No touching of objects or walls is permitted unless your tour guide instructs you otherwise.
- Please turn off cell phones during the program.
- An adult must accompany children going to the restrooms.
- Photography is not allowed inside the Museum.

Souvenir Bags

At the end of your visit you will be provided with a souvenir bag for each child. It is up to the teacher how you wish to distribute them. A box will be provided for your convenience.

Special Accommodations

Persons with disabilities are welcome to participate in our programs. Reasonable accommodations will be made with prior arrangements.

Cancellation Policy

Please notify us immediately at (310) 548-7777 if your class cannot attend Banning Heritage Week as scheduled so that we may accommodate other guests on our waiting list. In the event of inclement weather, the Banning Museum staff will contact each school to advise of cancellation.

More Information

Please call (310) 548-7777 for more information regarding group reservations or this event.



Teacher Supplement

Suggested Activities for Before and After Your Visit

During your visit to The Banning Museum for Banning Heritage Week, your class will be learning about the history of Los Angeles and the accomplishments of one of its most influential citizens, Phineas Banning. To help your students get the most out of the time they spend at the Museum, we have put together some suggested activities you can work on with your class before and after their visit. The pre-visit activities will help them become acquainted with the things they will be learning, and the post-visit activities will help reinforce their educational experience.

Included are:

Pre-visit Activities:

Phineas Banning Biography

This brief biography of Phineas Banning will familiarize your students with General Banning's background, vision, goals and accomplishments and help your class gain some basic understanding of Banning and the time in which he lived.

Early Los Angeles History

These pages focus on early Los Angeles history and the influence and achievements of Phineas Banning. They will give your students a frame of reference for what they will be hearing and doing during their day at Banning Heritage Week.

The Banning Museum House Tour

This material will familiarize your students with the Banning residence, which they will be touring during their visit.

Post-visit Activities:

Activity Guidelines for Teachers

These guidelines can be used to develop lesson plans for your students after their visit.

Popular Sayings

Your students will enjoy learning the history of some of today's popular sayings. This handout can be shared with your class either before or after their visit to the Museum.

Banning Activities

These activities will be fun for your students and reinforce what they learned during their visit. We suggest these pages be used after your visit to The Banning Museum.



Phineas Banning, 1830-1885



When Phineas Banning was born near Wilmington, Delaware in 1830, California was part of the Mexican Republic, and Los Angeles was only a dusty adobe pueblo with a population of about 1,600 people. Twenty miles to the south of Los Angeles lay the shallow, muddy tideland called the San Pedro Bay. By 1885, the year of Banning's death, Los Angeles was well on its way to becoming the most successful commercial center in the West and Wilmington had been transformed into a busy international port. The astounding growth of these communities was, in large part, due to the efforts of Phineas Banning.

The son of a gentleman farmer, Phineas Banning was the ninth of 11 children. At the age of 13, he left home with 50 cents in his pocket, walked to Philadelphia, and went to work in an older brother's law firm. Like so many other ambitious young men of his generation, Banning wanted to go West, where many opportunities were available to determined young Easterners. He sailed to Panama, crossed the jungles of the isthmus by foot and burro, and sailed 3,000 miles north to San Diego and later to San Pedro. There he took a job driving a stagecoach, where he transported freight and passengers between the tiny port of San Pedro and the city of Los Angeles. It was one of the first staging and freighting lines in the area, and the business quickly made Banning a successful man. He purchased large barges, called lighters, and began a ship-to-shore cargo transporting business. Eventually he operated businesses in oil, wool, lumber, coal, and newspaper publishing.



Banning and his partners soon bought enough land to build a wharf and warehouses, and then founded the town of Wilmington, named after his birthplace. He led the effort that saw the extension of telegraph lines to Southern California. He ran for public office, and as a state Senator, authored legislation funding the construction of a railway between Los Angeles and the harbor. Banning was among those linking Los Angeles to the rest of the nation by persuading the Southern Pacific Railway to route its trains heading east through Los Angeles. Convinced that Los Angeles would become a great city that needed a full-scale port, he traveled to Washington, D.C. and personally secured government funding for the dredging of San Pedro bay and the construction of a breakwater.

When the Civil War broke out, Banning remained a staunch supporter of the Union and an advocate of the abolition of slavery. As state Senator, he signed California's constitutional amendment to abolish slavery. In recognition of his efforts in establishing Southern California as a supply center for the Union Army, Governor Frederick Low appointed Banning Brigadier General of the First Brigade of the State Militia. In fact, Banning enjoyed being called "General" throughout the rest of his life.

In the midst of the war, Banning began the construction of his amazing Greek Revival home near the muddy tideland that was the early Los Angeles Harbor. Banning's family, with the help of their servants, kept the home bustling with daily chores during a time when there was no electricity, natural gas or indoor plumbing. The grand home soon became the social center of the community where Banning, his wife and children hosted many celebrations. California residents of all ages and cultures came to celebrate weddings, birthdays, the 4th of July, political rallies and other social events, some of which would last for several days.

Phineas Banning died in 1885 at the age of 54. For over 30 years he had been a pivotal figure in creating the communications and transportation network that made the development of Los Angeles and the harbor area possible. If he were to return to Wilmington today, it would probably please him greatly that his once isolated house is now a historic monument set in a green park surrounded by a metropolis of millions.



Early Los Angeles History: **The Influence and Achievements of Phineas Banning**

- 1781** *El Pueblo de Nuestra Señora la Reina de los Angeles* is founded just weeks before the surrender of Cornwallis at Yorktown at the end of the American Revolution.
- 1830** Phineas Banning is born near Wilmington, Delaware.
- 1848** Gold is discovered at Sutter's Mill, California.
- 1849** People arrived in California from all over the world and many from Los Angeles leave for the gold fields.
Phineas Banning makes an address against slavery to the American Literary Union in Philadelphia.
- 1850** California is admitted to the Union.
- 1851** Phineas Banning sails to Panama, crosses the Isthmus, and sails up the Pacific Ocean to San Diego.
Later that year, he moves to San Pedro to drive for Douglass and Sanford, a stage and freighting business.
- 1853** Banning is taken into partnership by stage and freight competitor George Alexander to form Alexander & Banning. He continues to drive horse and mule teams from the San Pedro harbor to Los Angeles.
Banning and other prominent citizens join a local volunteer law enforcement group called the Rangers.
- 1854** Phineas Banning marries Rebecca Sanford, the sister of his former employer and competitor in San Pedro.
- 1855** Daughter Francenia A. Banning is born (dies 1857 at age 2).
Banning establishes new freight routes to Salt Lake City and Yuma.
- 1856** Son John Griffin Banning is born (dies 1860 at age 4).
- 1857** Storms damage the Banning Wharf, and Banning has difficulties with nearby businessmen. This convinces him to proceed with plans for New San Pedro.



- 1858** Banning founds the town of New San Pedro, later named Wilmington.
The Butterfield Stage comes to Los Angeles.
Son William Banning is born (dies 1946 at age 88).
- 1859** Phineas Banning goes into the lumber business.
- 1860** Phineas Banning is named to help build a telegraph connecting Los Angeles with San Francisco.
Banning & Hinchman partnership is formed in lumber, coal and freighting.
Political tensions increase as the Civil War becomes a threat.
- 1861** The transcontinental telegraph is connected to Wilmington.
Son Joseph Brent Banning is born (dies 1920 at age 59).
First troops land in Wilmington and stay in tents near the water.
Banning's business suffers due to competition and due to his Unionist activities in a community sympathetic to the Southern cause.
Civil War erupts in April.
- 1862** Construction of Drum Barracks begins on land sold to the government for \$1 by B.D. Wilson and Banning.
- 1863** Baby is born (dies at birth).
Banning, his wife and children are injured during explosion on their steamer, the *Ada Hancock*. Several people, including Rebecca's brother, William Sanford are killed.
- 1864** Banning buys the printing equipment from a Los Angeles newspaper and renames it *Wilmington Journal*.
Banning parades up Main Street in Los Angeles with others from Wilmington in support of President Lincoln. He delivers an address against treason and the Confederate rebellion. Later that year, Banning holds a political rally for Lincoln in Wilmington.
The Banning Residence is built.



- 1865** Pioneer Oil Co. is organized with Banning as President.
The Civil War ends. News reaches Wilmington by telegraph.
Hancock Banning is born (dies 1925 at age 60).
Banning is elected to the state Senate for a two-year term.
- 1866** Elizabeth (Bessie) Banning is born (dies 1867 at 4 months).
- 1867** Banning is re-elected to the state Senate where he introduced and passed legislation for a railroad that would connect Los Angeles to the harbor.
- 1868** Rebecca Banning dies in childbirth at age 33; son Vincent Edgar Griffin is born (dies 1868 at 6 months).
Ground is broken in Wilmington for the Los Angeles & San Pedro Railroad. It opens to the public the following year.
- 1870** Phineas Banning marries Mary Hollister.
U.S. government begins improving the harbor at the urging of Banning on a visit to Washington, D.C.
Mary Hollister Banning is born (dies 1953 at age 82).
- 1873** Banning helps to secure \$150,000 from the U.S. government for a Wilmington breakwater.
- 1874** Birth of Ellen (dies 1875 at 9 months).
- 1876** The U.S. Centennial is celebrated in Los Angeles. Phineas Banning is a speaker at the celebration.
Los Angeles is connected by railroad to San Francisco and the east coast, as well as to Yuma, El Paso, and New Orleans.
Point Fermin lighthouse begins operation.
Banning begins a wool business.
Daughter Lucy Tichenor Banning is born (dies 1929 at age 53).
- 1880** Winfield Scott Hancock is candidate for president on the Democratic ticket. Banning, though a lifelong Republican, endorses his friend.



- 1881** Demand for a large breakwater begins in earnest as the need for a larger deepwater port is apparent.
- 1884** Banning is injured by an express wagon in San Francisco.
- 1885** Phineas Banning dies on March 8th.
- 1899** U.S. Congress appropriates funds and the outer breakwater is begun.
- 1910** The present 9,250-foot-long breakwater is completed. The engineering triumph, which took 11 years to complete, stands 65 feet wide at its top and 200 feet thick at its base.



The Banning Museum House Tour

On your visit, you will tour the home of General Phineas Banning and his family. As you enter, try to imagine what it might have been like to live in a house in the 1880s, without electricity, natural gas, telephones, central heating, air conditioning or indoor plumbing. How different would your life have been if you had grown up in this house over 100 years ago? There is at least one important room in your house that you will not see in The Banning Museum. As you tour the Museum, try to guess which room that might be!

Here's a little information about what you will see during your tour:

Master Bedroom – Much of the furniture in the Master Bedroom belonged to the Bannings, including the mirror, chest, canopy bed and dressing table. You will notice that the bed steps convert into a commode. This provided an alternative for the family member who did not want to go outside at night to use the outhouse.

The Nursery – The Nursery is a room for the children to sleep, eat and play in. When this house was built, Phineas Banning had two little boys, William (6) and Joseph (3). Six more children of his would be born in this house. There are lots of things that we see in here that we might see in a young child's room today: a crib, a potty chair, a walker and toys. But no teddy bears — they were not invented yet!

The Girls' Room – The Girls' Room is filled with feminine details, including the lace curtains which were so popular with Victorian women. A decoupage scrap screen can be seen and was a popular craft for girls in the late 1880s. Designs from pictures, gift wrap and fabric were cut up and pasted to screens in a project that often took more than a year to complete.

The Boys' Room – The Boys' Room shows what might have been in the rooms of the younger Banning men. It is filled with evidence of their interest in hunting, fishing and photography. A large leather-covered trunk with *P. Banning* stenciled on the side sits at the foot of the bed. An elegant washstand, complete with a pitcher and bowl would complete the bedroom set.

Parlor – The Parlor was a room where important guests and friends were entertained before a formal dinner. The room is filled with elegant furniture that a well-to-do family would have owned. As a result, the Banning children would not have been allowed to play in the Parlor. Family portraits of Rebecca, Banning's first wife, and Phineas, can be seen above their mahogany tables in this room.



The General's Office – Mary, General Banning's second wife, converted her sitting room into an office for her husband. You can see where Mr. Banning might have written important papers and letters about the railroad, the breakwater and other business dealings of the day. His safe, across from the desk, would have been a secure place to store letters, money, IOUs or gold.

Family Living Room – The Family Living Room was a central place for the family to gather. You will see that the room is filled with musical instruments, table games and books, many of which were owned by his family. The Banning girls might have enjoyed completing an embroidery project in this room while their brothers practiced playing the clarinet or trumpet. You can imagine the family enjoying a beautiful fire in the grand fireplace during wintertime.

Unlike your living room at home, there was no stereo, television, VCR or video games. The family had to entertain themselves with conversation, board games, reading, crafts and other activities. If you ever had the electricity in your house go out during a rainstorm, then you might know the kinds of fun the Banning children had to make for themselves.



Activity Guidelines for Teachers

Fun With 19th Century Popular Sayings:

The **Popular Sayings** pages can be used as a starting point for the following games:

1. “Charades”: Split students into teams of 6-8 students per team. Two teams will play together. Have each student write one saying each on a piece of paper. Each team takes turns acting out their particular saying. You can indicate the number of words in the saying by using your fingers. Then each team member acts out each word in the saying until the other team guesses it correctly.
2. Initiate a Saying Bee: The class can be divided into two groups. Each group chooses a few sayings to begin with. It is the other team’s responsibility to explain the origin of the saying. The explanation has to make sense. Each time a team gets the answer right they get a point.
3. Create your own sayings for modern words, concerns and expressions: Using the 19th century sayings as a guideline and example, use modern words to create meaningful sayings. Words like computer, microwave, television, rocket, etc. can be a good place to begin.
4. Discuss popular expressions of the time: Next brainstorm some popular expressions of today. Write them on the board. Ask students where they think these expressions originate from. You can begin by defining each word in the expression.

Practice Elocution and Recitation Skills:

1. Memorize tongue twisters from the 19th century. See who can say them the fastest — make sure you can still understand what they are saying!
 - A big black bug bit a big black bear and the big black bear bled blood.
 - Sheep shouldn’t sleep in a shack. Sheep should sleep in a shed.
 - A skunk sat on a stump. The stump thought the skunk stunk, and the skunk thought the stump stunk.
2. Have students memorize and recite short poems by:
 - Edgar Allan Poe
 - Emily Dickinson
 - Alfred Lord Tennyson



Hands-on Activities

Churning Butter in the Classroom

Butter is made from the fat in cow's milk. Many people made their own butter in the 1800s.

1 glass jar per student (baby jars with tight lids are good)
Heavy whipping cream (1/4 - 1/2 full)

Shake jar until cream begins to set into a butter consistency. This usually takes 20-30 minutes of continuous shaking. Students might want to work in teams and take turns. There might be a bit of watery residue – this is buttermilk! It can be saved for baking or drunk. Your fresh butter is ready to serve. Cream churns best into butter at an average temperature of 60°.

Arts and Crafts

It was more difficult to stay in touch with friends and family in the 1880s. Telephones were a luxury and there was no such thing as a computer, not to mention e-mail. People would write letters to one another in order to communicate.

Make your own stationary. Cut recycled paper or old computer paper cut it into a reasonable letter size. Using old sponges or foam pieces, create a simple stamp shape. Using a fine point marker, sketch your design onto the sponge or foam piece. Carefully cut your design out. Using a small applicator brush, apply tempera paint to one side of your stamp. Carefully stamp each sheet of paper. Allow to dry for 20 -30 minutes. Stack sheets, punch two holes at the top of each sheet. (To assure you are punching in the correct position, punch your first two holes, line up your next sheet of paper beneath the first, trace through the holes to the next sheet. Do this with all of your sheets. Punch holes in your marked spots.) Tie a piece of yarn through the two holes. Now you have your own personal stationary. Create pen pals or encourage letter writing among classmates.



19th Century Recipes

From *Page News & Courier*, September 1877

Brown Betty

1 cup bread crumbs

2 cups chopped tart apples

½ cup sugar

1 teaspoon cinnamon

2 tablespoons butter (cut into small bits)

Butter a deep dish and put a layer of the chopped apples in the bottom. Sprinkle with sugar. Add a few bits of butter and cinnamon. Cover with bread crumbs and more apples. Proceed in this order until the dish is full. Make sure you have a layer of crumbs and sugar on top. Cover tightly and steam 45 minutes at 350° in the oven. Uncover and heat in oven until golden brown.

Rice Cakes

Pick and wash half pint of rice. Boil it very soft. Drain it and let it get cold. Sift a pint and a half of flour over the pan of rice and mix in a quarter pound of butter that has been warmed by the fire and a teaspoonful of salt. Beat in five eggs very lightly and stir them gradually into a quart of milk. Beat the whole thing very hard and bake it in muffin rings or in waffle irons. Serve them hot and eat them with butter, honey or molasses.

Potato Cakes

Cold mashed potatoes

Oil or bacon fat

These easy-to-make treats were made from left-over potatoes. Food was harder to come by in the nineteenth century, and nobody wanted to waste a bit.

Use the leftover mashed potatoes to form small patties. Shape them with your hands. Make sure they are not more than a ½” thick. Heat up the oil in a frying pan. Carefully cook each side of the patty until crispy and brown. Serve as a snack or a side dish.



Popular Sayings

There are many popular sayings that we might hear on a regular basis. Have you ever wondered where these sayings come from? Some of them originate from the time of the early American settlers.

Here are a few examples of some “Settler Sayings.” For more information on these sayings, please refer to the Historic Communities book series *Settler Sayings*, by Bobbie Kalman.

“Apple of one’s eye” – If you are an apple of one’s eye, it means you are very important to that person and are admired greatly. This saying comes from the old English word *aepel* which meant “eye.” People used to call the pupil, or small black center of the eye, the apple.

The **“black sheep”** – Some people call others the “black sheep,” meaning they are different or unique in some way that varies from the rest of the family or group. Most sheep are born with white coats, but occasionally sheep are born with black coats. These black sheep stand out from the white herd because there are fewer of them.

“Upper crust” – The phrase “upper crust” means someone or something that is fancy or rich. It comes from baking. Wheat flour was always considered better than flour made from other grains; it was also more expensive. When bakers wanted to impress their guests they would use the best wheat flour for the top crust of the pie. They would use the other flour for the bottom crust.

“Nest egg” – The chicken was very important to the farmer in the 19th century. Farmers depended on the eggs and the chickens themselves for food. Children would make fake eggs out of clay and put them under the hens. These fake eggs would encourage the hens to lay many eggs. These fake, or nest “eggs” were saved and used time after time. Today, to have a “nest egg” means to have money saved for the future. It gives people a sense of security.

“A chicken with its head cut off” – Early settlers would need to slaughter chickens for their food. For a few minutes after the head is cut off, the chicken’s nervous system continues to work; the result is a chicken running around without its head! Many people use this expression when one is very busy and has many things to do at once.