

The Ainsley House



Supplemental Information and Activities

The Ainsley House tour program addresses standards for third and fourth grade.

√ 3.3 Students drew from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

√ 3.3.2 Describe the economies established by settlers and their influence on the present day economy, with emphasis on the importance of private property and entrepreneurship.

√ 3.3.3 Trace why their community was established, how individuals and families contributes to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

√ 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region

√ 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

√ 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

√ 4.4.4 Discuss immigration and migration to California between 1950 and 1900.

√ 4.4.6 Describe the development and locations of new industries sine the nineteenth century.

Ainsley Family History

John Colpitts Ainsley was born in England in 1860. He arrived in America in 1884 to seek his fortune in the land of opportunity. He stayed for two years in Ohio with his uncle, William Fortune working in agriculture. In 1886, Ainsley had the urge to "go west" and set out for California. Mr. Ainsley arrived in Campbell, California and began to learn about the new fruit industry. He boarded with local Campbell resident, William H. Swope, son-in-law of the town's founder Benjamin Campbell. To earn money, Mr. Ainsley picked peaches and earned enough to purchase his own ranch.

Mr. Ainsley was interested in the dried fruit industry and methods of canning fruit to preserve its freshness. In 1891 he went into business with his brother Thomas, marketing Santa Clara Valley fruit in England. Mr. Ainsley canned the fresh fruit from California and the Santa Clara Valley and shipped it to Thomas in England, where Thomas sold the fruit in English markets. Mr. Ainsley had a very successful career as one of Campbell's and California's biggest canning pioneers.

In 1894, Mr. Ainsley married nineteen year old Alcinda Shelly. She had come west to California from Kansas with her family in 1884. Alcinda worked as the bookkeeper in her husband's cannery business until the birth of their son Gordon, closely followed by the birth of their daughter, Dorothy (Dorothy had two daughters, Geraldine and Georgene. Gordon married but never had any children.). The Ainsley's lived on their cannery grounds, located at what is now Harrison and Campbell Avenue in downtown Campbell. The land was next to the railroad tracks which allowed the canned fruit to be shipped easily.

In 1908-1913 Mr. Ainsley's canning business expanded. He bought land east of the railroad tracks to build cottages for the workers to live in. Around 1914 Ainsley purchased more property along present day Hamilton Avenue, which later became the original site of the Ainsley House (corner of Hamilton and Bascom). He planted an orchard of apricots and prune trees hiding the house from the street.

Mr. Ainsley's business was called the J.C. Ainsley Packing Company and it canned all kinds of fruit, from apricots to pears to peaches to the first marketed Fruit Salad. By the 1920's the Ainsley Packing Co. employed over 750 men and women, provided housing for workers, a nursery, a cafeteria, and much more to ensure a happy and healthy work environment. He was considered one of the most benevolent employers around.

In 1925, the Ainsley's built their dream home at the corner of Hamilton and Bascom. The house was constructed in the Tudor Revival style, and with the layered shingled roof the house was designed to look like the thatched cottages of Mr. Ainsley's home country England. It took less than a year to construct and little over \$50,000. The house was a tribute to Mr. Ainsley's home country of England and a tangible representation of having achieved great success in life.

In 1933, Mr. Ainsley retired from his canning business and sold the cannery to Drew Canning Company. He died in 1937. He was not only a pioneer in the canning industry but a pioneer in the community of Campbell as well. When he died, the stores in Campbell closed out of respect for his role a prominent and benevolent member of Campbell community. After his death, Mrs. Ainsley moved out of the Ainsley House to stay with friends and died two years later in 1939.

The Ainsley House remained empty for forty-two years, looked after by gardener/caretakers who lived in the apartment above the garage. It remained vacant, with the exception of a brief occupation by one of the Ainsley's granddaughters during the mid 1980's, until 1989 when both granddaughters transferred ownership of the Ainsley House and garage to the City of Campbell. The house was moved to its present location and is used as a historical house museum.

Ainsley House Architecture and Design Elements

The Ainsley House was the third and final home of John Colpitts Ainsley, an English immigrant and his American wife Alcinda May Shelly. J.C.Ainsley came to California in 1886 and made his fortune in the canning of fresh fruit, which was almost exclusively exported to England.

The house is both a symbol of his success and a time capsule of the 1920's. The house was donated to the City of Campbell by the Ainsley's granddaughters, Geraldine Lloyd Hicks and Georgene Lloyd Bowen. The furnishings are largely original, having been loaned or donated by the family.

The Ainsley House is a Tudor Revival style house with influences from the Arts and Crafts movement of the 1920's. Tudor Revival is based on building styles popular in England from the late medieval period to the sixteenth century, and takes its name from the Tudor family of Kings and Queens that ruled this period. It was built in 1925 on the southwest corner of J.C. Ainsley's 83 acre orchard between Hamilton Ave and Bascom and took less than a year to build with a cost of \$50,000.00.

Characteristics of Tudor Revival architecture House Exterior:

- √ Layered shingle roof designed to look like a thatched cottage.
- √ Three Prominent decorated chimneys
- √ Bay windows
- √ Half- timbering decorative detail
- √ Multi-paned windows
- √ Garage with same architectural design

Inside House, downstairs:

- √ Oak paneling in the entry halls
- √ Flattened pointed arch in the door frames leading through and from the entry halls
- √ Hand carved oak leaves and acorn motif on wood paneling
- √ Brocaded silk damask hanging on the living room and dining room walls.
- √ Hand made tiles surrounding the fireplaces in the living room, breakfast room and den
- √ Two oak paneled entry halls

- √Company and formal living room with brocaded silk damask wall lining
- √Sun porch room
- √Formal dining room
- √Breakfast room
- √Kitchen with a maid's pantry
- √Live-in maid's quarters

Main House, upstairs

- √Four bedrooms
- √Master bedroom with ladies writing room and dressing room
- √Guest bedroom with adjacent writing room
- √Guest bathroom with shower
- √Central upstairs foyer
- √Servants staircase

Things you will see at the Ainsley House

The Ainsley House contains a broad cross section of artifacts; some were on the cutting edge of modern technology for the 1920's.

Communication

- √Candle stick telephones
- √Service bell, hidden under floor board in Dining Room to call maid during dinner (not seen but discussed)

Food Preparation

- √Electric Stove
- √Electric appliances (toaster, waffle maker, etc)
- √Refrigerator

Technology

- √Indoor electric lights
- √Forced Air/ Heating
- √Radio
- √Phonograph

Symbols of wealth

- √ Brocaded silk damask on the walls of the living room and dining room
- √ Service bell
- √ Electric lighting throughout the house
- √ Two telephones
- √ Live-in Maid
- √ Refrigerator
- √ Three car garage
- √ Electric stove
- √ Formal dining room with engraved silver and crystal

Household chores

- √ Built in ironing board
- √ Washer and cleaning products on service porch
- √ Laundry chutes drop to maid's room
 1. in master bathroom
 2. in servant's stairs
- √ Butler's pantry for food prep

Clothing/ Grooming

- √ Mr. Ainsley's closet
- √ Mrs. Ainsley's dressing room
 1. Three closets filled with 1920's style clothing
 2. Fur stoles
- √ Mrs. Ainsley's make up mirror (make up was just coming into fashion in the 1920's)
- √ Master bathroom grooming products: shaving, teeth cleaning powder

Live-in Servant

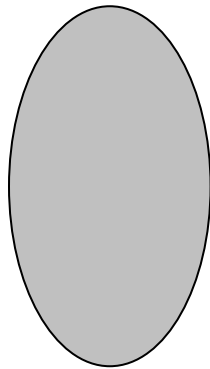
- √ Maid's room
- √ Maid's bathroom.
- √ Maid's clothing,
- √ Servant stairs
- √ Doors to close off the maid's areas of the house from main house.

Carriage House

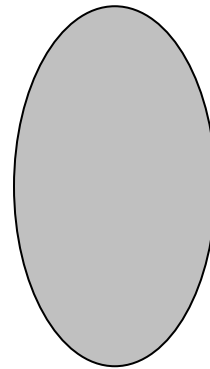
✓ Three car garage

✓ Upstairs apartment for gardener/ caretaker

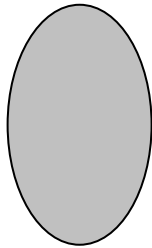
Ainsley Family Tree



John Colpitts Ainsely
1860-1937



Alcinda Shelly Ainsley
1875-1939



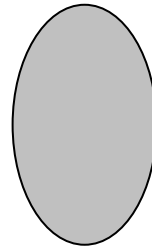
Ernest Gordon Ainsley
1896-1942

/

Alice

/

No Children



Dorothy Ainsley
1900-1980

/

William Ninde Lloyd

/

\



Daughter
Geraldine Lloyd Hicks



Daughter
Georgene Lloyd Bowen

Activity—Create Your Own Family Tree

You may want to discuss the changing framework of families today and promote a positive attitude about all types of families. It might be helpful to show some family tree templates but most do not allow for some of the complexities in families. Have students design their own family tree from scratch.

Students can collect names, birth, marriage, and death dates, places of birth and death and anything else they find interesting (occupations, places of residences, unusual facts, pets, etc.). If photographs are available, then have students include these as well.

Once completed, students can share and compare family histories. Whose ancestors came from the same country? Who came from the farthest distance? How did they get here? When did family members immigrate to the United States? In what other parts of the country do family members live?

Students can also share with the rest of the class any special stories they may have learned about their family heritage. This can be done through a short oral presentation, a written story, or through an art project.

Discuss with your class that when they conduct family research, they are mostly discovering and using primary sources. Their completed family tree becomes a secondary source and could be used by other researchers in the future.

** See page 18 for Primary Source discussion and activity.*

Mr. Ainsley: An immigrant's tale.

Mr. Ainsley was born in England in 1860. In 1884, as a young man, he made the decision to immigrate to the United States. His decision was shared by millions from all over the world and continues today.

When Mr. Ainsley immigrated to the United States the journey was tough and his future, once he arrived in the United States, was uncertain. Like most immigrants, Mr. Ainsley had to give up everything of his old life in order to come to the United States. Mr. Ainsley had to travel across the Atlantic Ocean on his journey from England to America. In 1884 ocean travel by steamship took about three weeks. Immigrants often brought little with them because the shipping lines for travel across the ocean charged them for every parcel brought on board.

Many immigrants had a plan before they left their old country. There were guidebooks available for hopeful immigrants that offered suggestions for immigrants to determine which essential items to bring. Trunks were often bought or made for belongings that immigrants brought to the country.

Passing time during this long trip might have been difficult for passengers. The journey was long and space was often limited. Everyone on board the ship during ocean travel was repeatedly checked and counted, to check for illness or lost passengers. Each immigrant carried with them a card that detailed who they were, what they looked like, where they were from and where they were going.

An immigrant's journey was also filled with many questions. What will my new life be like? Will it be a better life than I left behind? What will become of me? There must have been a combination of anxiety and excitement. Once land was spotted the journey was at its end and many immigrants they faced tough times ahead. Most immigrants passed through Ellis Island (*this is a good time to discuss Ellis Island and Angel Island in the San Francisco Bay*) after 1892 when Ellis Island opened. Before 1892, most immigrants passed through Castle Garden in New York (<http://www.castlegarden.org/about.html>).

Once Mr. Ainsley arrived in New York, he passed through immigration and customs and traveled by railroad to Ohio to stay with his uncle. He worked for two years in Ohio on his uncle's farm and then, like many people in his day, he headed west to California.

Mr. Ainsley came to California in 1886. He arrived in Campbell the same year that the railway station opened in the small town. He immediately found work on nearby orchards picking fruit and by 1891 he had purchased his own ranch and began his own business selling fruit in England with the help of his business partner and brother, Thomas Ainsley.

Mr. Ainsley had achieved an immigrant's dream. He started a very successful and prosperous business and became a pioneer in the canning industry. The Ainsley House is his legacy that is a well preserved example of hard work and a dream fulfilled.

Activity

Have students learn about the experience of being an immigrant, which requires the traveler to plan for the journey, to pack, and to make difficult decisions. The size of the trunk, or the carrying device limits the number of personal possessions, mementos, and material goods brought from home to begin a new life.

Brainstorm with students about the contents of an immigrant's trunk. You can choose the time period when Mr. Ainsley immigrated, the 1880's, or another time period that you may have studied. Discuss what someone in this day and age would pack if they were moving and had limited space.

Consider the following reasons for bringing certain items:

- To remind them of home and family
- To entertain them on the trip
- To be useful and helpful on the journey or once arrived
- To tell other people about whom they are.

Have students create a personal trunk. This could be done as individuals, in pairs, or in teams. Pick a standard size box (ex: shoebox, moving box, etc.) for the trunk, or allow students to create a trunk that reflects a different culture perhaps, such as a basket.

Have students decide the items to place in the trunk: clothes, blanket, toys, utensils, photos, books, food, etc. Have them decorate their trunk. Then allow them to explain their trunks and their choices of items inside.

The growth of Campbell

There have been many cultures that have lived in the Santa Clara Valley. The first inhabitants were the Ohlone who thrived among the Oak forests and along the valley streams. The Spanish Missionaries settled in this area in 1777. They introduced cattle and agriculture. After Mexico won independence from Spain in 1821, the people were known as the Californios. Most owned and operated large cattle ranches called "ranchos." With the discovery of gold in 1848, a rush of new settlers arrived in California, thus changing the Santa Clara Valley forever.

Benjamin Campbell, Campbell's founder, came West in 1846 with his family. His father, William, is noted for having surveyed the cities of San Jose and Santa Clara, and for starting a sawmill near the town of Saratoga. In 1851, Benjamin Campbell bought 160 acres and planted it with hay and grain. This acreage later became Campbell's historical downtown. In 1878, Benjamin Campbell sold an acre of his land for \$5 to the South Pacific Coast Railroad Company, granting right of way through his property. Anticipating the development of a thriving town, Benjamin and his wife Mary subdivided their property and laid out the town in 1885. As devout Methodists, the Campbells stipulated that the new town would be free of saloons. They began selling residential lots in 1888, and by 1895 this new settlement had become a thriving village.

In 1897 Campbell boasted the first west coast rural free mail delivery service. This meant that mail was delivered to all the homes and farms, rather than farmers having to drive into town for mail that they might not even have. The rural mail delivery helped promote education by keeping the rural population up on current events through magazines, farm publications,

etc. The first postmaster of Campbell was a woman named, Louisa Weitzenberg.

By the late 1890's the area became the center for fruit drying grounds and canneries. These made Campbell an important rail center. The Campbell Fruit Growers' Union became a well known cooperative with its 17-acre drying yard. A drying yard is place where fruit is laid out in the sun to dry. This was a method of preserving fruit before canneries developed.

There were three major canneries in Campbell: the J.C. Ainsley Packing Company, Hyde Cannery, and Payne Cannery. Most of the output of high quality fruit from the Ainsley Cannery was shipped to England.

Industrial developments during this period served the growing fruit industry and the building needs of Campbell. There were lumberyards, cement block companies, a pump building, as well as blacksmiths, carpenters and plumbers. With all the industry, Campbell needed a bank, and in 1895, the Bank of Campbell was established at the corner of Campbell and Central Avenues. The Bank of Campbell, now called the Farley Building, is Campbell's oldest commercial building.

President Theodore Roosevelt visited Campbell in 1903. He came at the request of Professor J. Fred Smith, the first principal of Campbell Union High School. While here, President Roosevelt planted a redwood tree on the school grounds. The redwood tree was cut down in 1964 to widen Winchester Boulevard, but a part of the remaining tree is now a bench located in the Campbell Historical Museum.

By 1925 Campbell was a town of over 1200 people. Many people in Campbell were buying motor cars. By 1925 half the cars in the world were Fords. By 1930 Campbell had ten service stations to support Campbell's love of cars. The town continued to have on bank, a volunteer fire department, a post office, a library, three hotels, a movie theater and a newspaper.

By 1939 the Santa Clara Valley was the largest canning and dried-fruit packing center in the world. Yet new technologies were developing and during World War II an increased defense industry build up began. The need to develop new technologies and the importance of research being done at Stanford University laid the ground work for what would become Silicon

Valley. Throughout the 1940's and the 1950's a new influx of settlers moved into the valley, working on defense contracts for the defense department in aerospace engineering, high tech industries and other non-agricultural endeavors.

Prime orchard land was sold and replaced by business and research parks as well as housing developments to meet the housing needs of the new workers streaming into the Santa Clara Valley. As the orchards disappeared so to did the canneries that once packaged the valley's fresh fruit.

The valley has since become home to the new "high tech" crop. Orchards and canneries have moved out of the area, fruit growers and canneries are a thing of the past for the valley, yet their legacy endures.

Campbell was officially incorporated as a city in 1952. City offices occupied several buildings, such as Fire House No. 1 which is now the Campbell Historical Museum. Campbell has grown from a small farming community with a small population to a progressive community with a population of over 38,000.

Characters of Campbell Activity

Below is a list of typical community members in Campbell during the 1920's. Have students choose one character.

Ideas:

- Have students write a fictional biography of the character
- Have them draw/ use magazine cut out, etc to create a portrait of what their character looks like
- Have a group of students combine their characters into a short skit.

Fruit Farmer

Postmaster/ postal clerk

Cannery Worker

Doctor

Telephone Operator

Cannery Owner

Dressmaker

Banker

Newspaper Reporter

Maid

Store Merchant,

Teacher

Auto Mechanic

Hotel Owner

Fruit Picker

* Points for students to keep in mind when developing their characters:

- Some of Campbell's residents were immigrants from other countries.
- Some of Campbell's residents were from elsewhere in the United States.
- If a person was single during this time period they most likely lived at home or they rented a room with a family, until they got married.
- Many Campbell residents who did not live right in town did not have electricity in their home.
- Not everyone owned a car.
- What people in Campbell might have done for fun: silent movies, dance marathons, sporting events, etc

The 1920's Slang Culture & New Foods

From the HeeBie JeeBies to "Now You're on the Trolley" slang of the 1920's

The Ainsley House was built in the 1920's. This was the decade that our modern world took shape. It was the age of technological progress, women's rights, advertising, and a time when teenagers and young people began to come into their own and have their own youth culture

Language began to change in the 1920's and slang was the popular vernacular. Slang today is just as popular, although much of the slang has changed.

Download the website:

<http://local.aaca.org/bntc/slang/slang.htm>

And discuss slang and youth culture. Read about youth culture of the 1920's and then compare youth culture from the 1920's with youth culture of today. How is it similar? What are the differences?

Have students make their own slang dictionary of terms that use today. Are any of the words the same as way back in the 1920's?

Foods of the 1920's

Many new foods that are popular today came out in the 1920's.

Review the list with students. As you review the list, notice that many of the brands are recognizable for their advertising.

The 1920's was a time when advertising and marketing began popular. With the advent of the radio it became easier for marketers to reach households. Advertising jingles became popular. Today, commercials are so engrained into our culture. Ask the students if they what commercials come to mind, can they sing any commercial jingles?

New Foods in the 1920's

1920, Baby Ruth	(Oscar Mayer)
1920, boysenberry	1924, Wheaties
1920, Good Humor bar	1925, Green Giant canned peas
1920, La Choy Food Products	1925, Mr. Goodbar
1920, Wonder Bread	1925, Wesson oil
1921, Betty Crocker	1926, Cobb Salad
1921, Eskimo Pie	1926, Hormel canned ham
1921, Hershey kisses get blue & white streamer	1926, Milk Duds
1921, hybrid corn	1926, Orange Julius
1921, iodized salt	1927, Gerber baby food
1921, Land O' Lakes butter	1927, homogenized milk
1921, Mounds bar	1927, Kool-Aid
1921, Oh Henry!	1927, Lenders bagels
1921, Sioux Bee Honey	1927, Mike & Ike
1921, White Castle hamburger chain	1927, Wonder Bread
1921, Wonderbread	1927, Welch-ade
1921, Wrigley's gum	1928, broccoli introduced to U.S.
1922, A&W Root Beer	1928, Butterfinger
1922, Charleston Chew candy	1928, Peter Pan peanut butter
1922, Almond Rocha	1928, Nabisco shredded wheat
1923, Milky Way bar	1928, Progresso Foods
1923, Reese's Peanut Butter Cup	1928, Reese's Peanut Butter Cups
1923, Welch's grape jelly	1928, Rice Krispies
1924, Bit-O-Honey candy	1928, Velveeta cheese
1924, Caesar salad	1929, Colombo yogurt
1924, Dum Dum sucker	1929, Karmelkorn
1924, fruit-flavored Life Savers	1929, Klondike bar
1924, packaged sliced bacon	1929, Libby canned pumpkin
	1929, Lithiated Lemon (later 7-Up)
	1929, Niblets corn

1929, Oscar Mayer weiner
1929, Po' Boy sandwich

1929, Popeye the Sailor
1929, Ruby grapefruit

Introducing Primary Sources

Why do we study history?

History is the study of the past. Studying the past and why changes occurred over time gives us a better understanding of ourselves and our lives today. When it comes to studying the past historians divide information sources into two basic categories, primary and secondary sources.

A primary source can be any firsthand account that was recorded in some manner by a person taking part in or witnessing an event. A primary source is a document or physical object which was written or created during the time under study. Some types of primary sources include:

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, photographs, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Take a Closer Look: Observing and Interpreting Historical Photographs

How can a historical photograph help me understand the past?

Just as a letter or newspaper article is a source of information, so are images. By looking closely and carefully at an image, we can gather this information and gain greater knowledge of how people lived and what their world was like. Pictures are often more effective than words in helping us understand the past, but it is important to remember that an image of an event, person or place is only one of many possible sources, and needs to be balanced with others. And it is important to study each image carefully to unlock the doorway to the past it provides.

Take a closer look at the ways in which pictures can be used to gain historical information

Step 1: Note everything you can see in the picture. The next step is to use this evidence to draw some tentative conclusions, connecting these to what you already know.

Step 2: Analyze and interpret what you see. What do your observations tell you about: When was the picture taken? What is the setting? [City? Country? What kind of neighborhood?] What is the relationship between the people in the photograph? What was the purpose of the photograph? [Who took this photograph, and why?]

Step 3: Find out more. Consult other sources with relevant information

Where might you find more information? (Textbook? Library? Internet?)

Are there clues in the photograph that help you identify additional sources and find information in/through them? What questions do you have that may be answered with further research?

Activity: Try out the role of historian with a few of the images

1. Select a photographic image.
2. Examine the photograph carefully and write down all of your observations. One strategy is to look at the photograph in sections, carefully noting all the people, activities, structures and landscape features that you see. Your observations should be extensive and detailed enough to allow you to write a title and caption for the photograph and or allow someone who has not seen the photograph to visualize it.
3. Now draw some conclusions about what you see in the: analyze and interpret. Some examples of interpretation might be: the purpose of the photograph, nature of the activity you observe, or relationships between the people.

4. Record any prior knowledge you have.

5. For fun write a story using your historical knowledge and this photograph.

6. Use your research skills to find another primary source that would help add more information to this photograph.

Clues to Understanding Photos

Use this worksheet to help you understand the photo you are looking at.

1) What is the subject matter? What is happening in the photo?

2) What details provide clues? Check each that applies to the picture you are studying.

- | | | |
|--|------------------------------------|--|
| <input type="checkbox"/> scene | <input type="checkbox"/> buildings | <input type="checkbox"/> people |
| <input type="checkbox"/> clothing | <input type="checkbox"/> artifacts | <input type="checkbox"/> time of day |
| <input type="checkbox"/> written message | <input type="checkbox"/> season | <input type="checkbox"/> activity taking place |
| <input type="checkbox"/> other _____ | | |

3) Can you tell where the picture was taken?

4) What is the date? If there is no date, can you guess when it was probably taken?

5) What is the purpose of the photo?

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> private use for family and friends | <input type="checkbox"/> recording an event | |
| <input type="checkbox"/> for a news story | <input type="checkbox"/> art | <input type="checkbox"/> advertising |
| <input type="checkbox"/> other _____ | | |

6) Can you tell anything about the point of view of the photographer?

- is there a message for the person looking at the photo?
- is the photo just for fun?
- is the photo trying to sell something?
- is the viewer supposed to learn something from this photo?

7) What details make this photo interesting?

8) What can you learn about the people who lived at this time or in this place?

Follow Up Questions after visiting the Ainsley House:

- 1) Who was John Colpitts Ainsley, and why was he significant in local and state history?
- 2) What were some unique features of this house?
- 3) What one room in the house was most interesting to you? Why?
- 4) What features in the house are similar to what we have in our houses today? What are features that are different from our houses today?
- 5) What are some things that you learned about the community of Campbell? What about the Santa Clara Valley?
- 6) What are some things that you learned about the 1920's that are different than our lives today? What are some things about the 1920's that are similar to our lives today?
- 7) What did you learn about working in a cannery? Was it an easy job? A hard job?
- 8) Why do you think it is important to preserve history and visit a museum like the Ainsley House?
- 9) We learned that first there were fruit drying yards in this area, then the drying yard were replaced by the fruit canneries. Later, the fruit canneries were replaced by the high tech companies of today. What do you think in the future will replace the high tech companies?
- 10) Imagine that your house was turned into a museum. What things would you want people to know about you? What items in your house would you want to show off to people?

Dear Teacher: The following are a list of words that will be used during the field trip tour and activities.

Vocabulary Words & Definitions:

Architecture: the design and construction of building

Artifact: an object that was made and used by a human being

Arts and Crafts Movement: A period in the early 20th century when skilled craft work was valued over industrial and mass produced items. For Example: Hand made tiles over factory produces ones.

Cannery: a factory where food is packaged into cans

Conclusion: a decision made or an opinion formed after considering the relevant facts or evidence.

Evidence: something that gives the proof of the existence or truth of something to help somebody come to a conclusion.

Exhibit: to show something off for others to look at or admire.

Historian: an expert in history.

Hypothesis: a first explanation used as a basis for further investigation.

Immigrant: a newcomer to a country who has settled there.

Modern: the most advanced equipment and techniques available.

Primary Source: a [document](#), [recording](#), image, artifact or other first hand account source of information that was created at the time being studied.

Secondary Source: an explanation of an event, artifact or place, using all available material including primary sources.

Tudor style: based on building styles popular in England from the late Medieval period to the sixteenth century, and takes its name from the Tudor family of Kings and Queens that ruled England in this period.

Ainsley House Word Search

EEEEEMODERNYIYEIH
RCTCAFITRAGIUHDB
TRCSTEREH IOMYBGE
CSORPISAMRLPACSI
EVMURITIAOOIEOUA
SIMMIGRANTNXPNI
AYUYMAHHHSHXECLP
HHNAAYHELICRHLEU
NYITRNSEBHEIEURR
ECTPYIYIPVTBLSTA
NCYCSHTUIEPNNIAI
AYUMORADCMRASORA
YCAUUBETAYRENNAC
NOSMRNUCAEAONMTF
SERECREATIONOYNU
OHEEEFILEMOHRIBH

Words:

Hypothesis
evidence
technology

ainsley house
conclusion
recreation
cannery
historian
home life

immigrant
artifact
modern

architecture
Campbell
primary source
exhibit
community