

HERITAGE TOURS

ACTIVITY BOOKLET



- PRE-VISIT ACTIVITIES
- POST-VISIT ACTIVITIES
- STUDY MATERIALS
- RESOURCE MATERIALS
- ANSWER KEYS



Historic Co



Heritage Tour Vocabulary

Apothecary- Person who prepares and dispenses drugs used for medicine. A drugstore or pharmacy is also known as an apothecary.

Capital - the top, decorated part of a column.

Chamber Pot– A metal or ceramic pot used in place of a toilet or outhouse.

Chaperone– An older person who accompanies young unmarried people.

Chinking- Log cabin walls often have open spaces between each log. These spaces were chinked (filled) with a mixture of clay, stones and leaves to make the house weather proof against the chill of winter.

Columns - (Corinthian, Doric and Ionic Orders)

Commemorate- To honor the memory of.

Corinthian Order - the most ornate of the classical Greek orders of architecture, characterized by a slender fluted column with a bell-shaped capital decorated with stylized acanthus leaves.

Cornice - the upper, projecting section of molding along the top of a building or wall.

Courting– When a young man attempts to gain the love of a young woman.

Creek- Name given to the Columbus area Native American nation. The Creeks were here hundreds of years before the arrival of the Europeans. The Creek nation was made up of several small tribes, Columbus' local tribe was called the Yuchi.

Daguerreotype- The first type of photograph. When this process was first introduced, subjects would have to sit perfectly still in front of the camera for 30 minutes. As technology progressed the time was shortened to approximately five minutes.

Dentil (Molding) - a band of small, square tooth-like blocks used as ornamentation.

Descendant– An offspring of another person.

Dog Trot- An opening in the middle of a house, similar to a hallway. It was called this because animals could roam freely through it. The dog trot was usually found in warmer climates because it functioned as a breezeway to cool off the house.

Doric Order - the oldest and simplest of the classical Greek orders of architecture, characterized by heavy fluted columns with no base, plain saucer-shaped capitals and a bold simple cornice.

Double-Hung Sash Window - a window with two frames, one above the other, arranged to slide vertically past one another.

Embroidery– Decorative stitching done with colored thread.

Façade - the front of a building; any other face of a building given special architectural treatment.

Fanlight - a semicircular or fan-shaped window set over a door or window.

Federal Style- The Federal period in American architecture consisted of buildings that were generally characterized by their small scale, simplicity and symmetry.

Fur Traders- The white men to first inhabit this area. They traded animal furs or skins with the nearby Native Americans.

Gable - the triangular area formed by the slopes of a pitched roof at the end of a building. In classical architecture, the gable is called a pediment.

Gasolier- Light fixture that uses both gas and electricity.

Greek Revival- Architectural style that came after the Federal style. Known for its triangular shaped roofs that were supported by six columns. The Greek Revival house was symmetrical with a center door bordered by the same number of windows on each side.

Half-Timbering - wall construction in which the spaces between the timber framing are filled with brick, stone or other material and are left visible as part of the exterior surface decoration.

Ionic Order - an order of classical Greek architecture characterized by a capital with two opposed scrolls.

Loft- Large open area in a ceiling that was used for a sleeping room, usually for children. Some lofts were only used for storage.

Lyre- A stringed instrument used by the ancient Greeks.

Memorabilia- Things that are worthy of remembrance. Things that stir recollection.

Mortar and Pestle- Mortar is a container in which substances are crushed or ground. A pestle is a hand tool for crushing substances in a mortar. These tools were used by pharmacists.

Necessary- A structure placed outside to be used as a toilet. Also known as an outhouse.

Original City- The 1,200 acres along the Chattahoochee River that were chosen to become a trading village called Columbus. This area is now called the original city.

Parlor- A room designated for the entertainment of visitors, especially on Sundays and for parties.

Pharmacist- Person who prepares and dispenses drugs used for medicine. A drugstore is called a pharmacy.

Pioneers- People who settle in a new territory.

Plantation- A large farm where crops, such as cotton and tobacco, are grown.

Preserve- To prepare food for the purpose of keeping it from spoiling.

Sampler- A decorative piece of cloth with designs or letters.

Sash - a frame in which the panes of a window are set.

Slave- A person who is considered to be the property of another person.

Symbol- Something that stands for something else. A visible sign of something invisible. For example a lion is a symbol of courage.

Symmetry- Balance; the same on both sides.

Tallow- Melted animal fat that is used to make soap or candles.

Transom - a horizontal window set over a door.

Vaseline Glass- This yellow-green glass was primarily made from 1840 until 1940. A chemical called

Uranium Dioxide was added to the glass to turn it its yellow-green color.

Velocipede- A lightweight wheeled vehicle propelled by the driver. A tricycle is a velocipede.

Wardrobe- Large piece of furniture used for storing people's clothes.



Church Dolls

Church dolls are also known as Plantation Dolls. These soft, lacy dolls began being made during the American Revolutionary War. Grandmothers would make the dolls out of a white handkerchief for their granddaughters. Candy would be placed in the handkerchief as the dolls head for children to eat during church services. This is where the name church dolls came from.

Today, replicas of church dolls are sold out of affinity for the past. They are made from 100% cotton cloths and trimmed to the shape of a skirt. The skirt is usually lined with lace and the head is filled with stuffing. However, the process and materials needed to make a church doll make it an easy craft to do at home. You can take a handkerchief of your dad's and put a small round object such as a ball in the center of it. Take a rubber band to secure the round object in place and decorate your very own church doll.

ACTIVITY: Use the following vocabulary words in the word search. All words listed will be used. Words can go any direction and backwards and forwards.

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



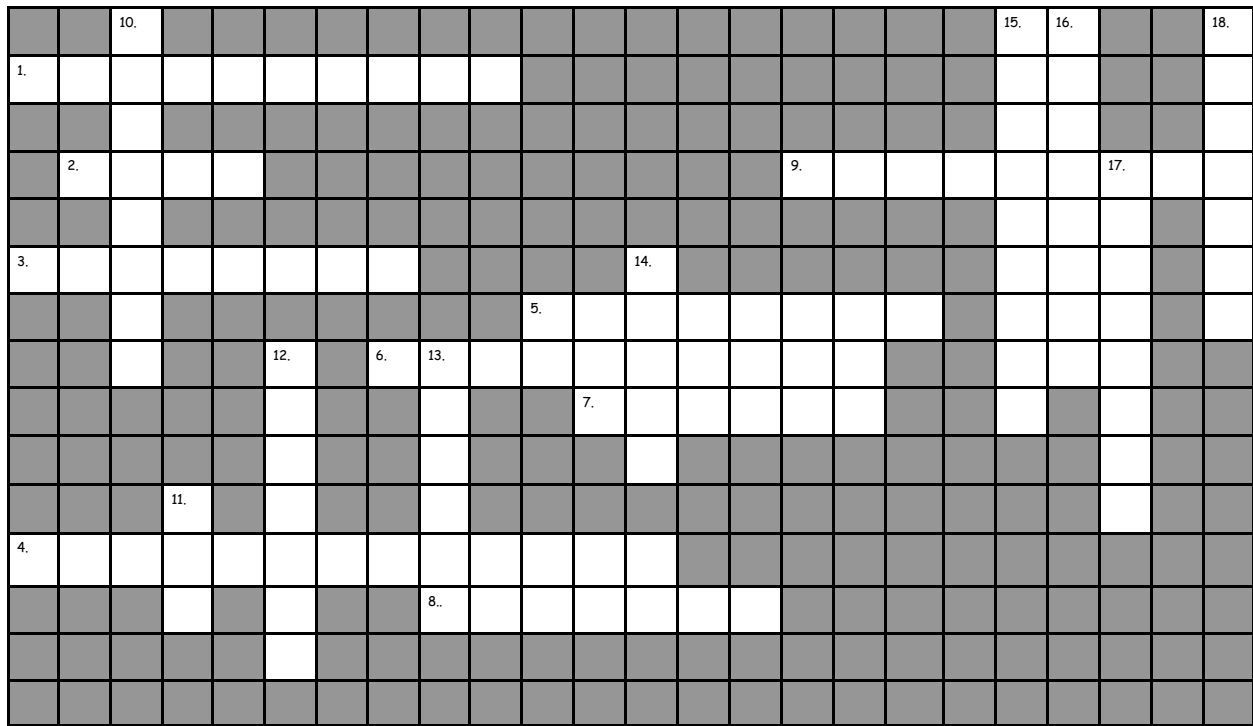
Coca Cola
apothecary
loft
Columbus
Pemberton
well
cotton



Victorian
Yuchi
fur trader
Creek
outhouse

Heritage Corner Word Puzzle

Use the questions below to fill in the squares with vocabulary about Heritage Corner.



ACROSS

1. This person prepares and dispenses drugs for medicine. The man who invented Coca-Cola was one of these.
2. Large open area in a ceiling that was used for a sleeping room, usually for children.
3. This is the term used for the filler made of clay and leaves to weatherproof a log cabin.
4. This was the first type of photograph. Subjects would have to sit perfectly still for 30 minutes.
5. A large piece of furniture used for storing people's clothes.
6. A drugstore or pharmacy is also known as an _____.
7. A mortar and _____ are used by a pharmacist for crushing and grinding substances like herbs.
8. Greek _____ describes the architectural style that is known for its triangular roof and six columns.
9. A person who accompanies unmarried couples.





























DOWN

10. Light fixture that uses both gas and electricity.
11. _____ Traders bartered with the Native Americans.
12. An opening in the middle of a house, similar to a hallway.
13. A room designated for the entertainment of visitors.
14. Name given to the Columbus area Native Americans.
15. Word used to describe the structure used as a toilet.
16. _____ is when a young man attempts to gain the love of a young woman.
17. The land set aside to become the trading village called _____ Columbus is now called the _____ city.
18. The _____ style house is one that has simple and symmetric features.

Cryptogram

Cryptograms were messages written in secret code used during World War II to send messages that only United State cryptographers could read. See if you can crack the codes below. You may need a piece of scratch paper.

Secret Message

During World War II, the          house at Heritage Corner was divided into                   

Heritage Corner House Styles

EARLY VERNACULAR

The log cabin at Heritage Corner is Early Vernacular. Vernacular refers to those structures that were constructed to fulfill the first basic needs. They are constructed by people when they first move to an area. They follow simple and logical patterns of design and construction. Vernacular structures are a communities first houses. ***Draw a picture of the Log Cabin.***

FEDERAL

The Walker-Peters-Langdon at Heritage Corner is a Federal Style house. The Federal period in American architecture consisted of buildings that were generally characterized by their small scale, simplicity and symmetry. ***Draw a picture of the Walker-Peters-Langdon House.***

Historic House Styles

From memory draw the exterior style of your favorite house on Heritage Tour in the top box provided. Then, using the second box, draw as many of the interior furnishings that you can remember and label them.

The style of the Log Cabin is Early Vernacular

The style of the Walker-Peters-Langdon House is Federal



Walker-Peters-Langdon House -716 Broadway



This yellow Federal cottage is the oldest known house in the city. The house dates back to 1828 and stands on a lot surveyed as part of the original town plan. Colonel Virgil Walker, a highly respected Harris County landowner, purchased the original lot for \$105. It is believed to be a prefabricated house. The clapboard siding is original and the roof is covered with cedar shingles that have been restored. Many of the windowpanes are original to the house; the ripples in the hand-blown glass are clearly visible. The window contains nine small panes on each sash. Not until advancements were made in glassmaking, in later years, do you find larger panes. Eventually, as progression continued, houses began to boast six over six panes, four over four panes and two over two panes.

The Walker family had a cotton plantation in Harris County, and this house is believed to have served as their town home. However, descendants of the Peters family have speculated that they were in fact the first inhabitants of the home. They believe Virgil Walker bought the lot as an investment. Although there is no documentation to prove the latter theory, there exists a very persistent family tradition that Nathaniel Peters built the house in 1828 and moved in before construction was completed. Family oratory tells of how the Peters moved in prior to the windows being installed and hung blankets over the open spaces as a temporary solution. The family was anxious to move into a more populated area because Mrs. Peters feared Indians while living north of town.

Colonel Walker sold the Walker-Peters-Langdon House in 1836 to Mrs. Dicey Peters. It is thought that perhaps an arrangement between Virgil Walker and Nathaniel Peters enabled Walker to hold the lot certificate as a type of mortgage security from 1828 until the lot and house were officially signed over to Mrs. Peters. In 1849, Mrs. Peter's daughter Frances, who had married Will Langdon, obtained the house. Members of the Langdon family occupied the house for over a hundred years. The Historic Columbus Foundation acquired it in 1967. The Foundation maintained its headquarters at this property for five years.

Time Travel

The Walker-Peters-Langdon House was built over 170 years ago. Living conditions were very different then. Many of the household conveniences that we now take for granted had not been invented. Before and after your visit, ask yourself the following questions.

1. Name three characteristics you saw on the outside of the house?
2. How was the Walker-Peters-Langdon house heated in the winter?
3. How were houses illuminated in the 1820s?
4. How is the Walker-Peters-Langdon House like houses today?
5. How is it different?
6. What is your favorite object at the Walker-Peters-Langdon House. Draw or describe it.
7. If you lived in this house what would the advantages and disadvantages be?
8. How did most people cook in the 1820s?
9. Compare cooking in the 1820s with cooking today.
10. Why were the kitchens usually built away from the house?
11. Describe urban slavery?
12. Why is it important to remember slavery in America?
13. Where were the bathrooms in the 1820s?
14. Where is there an example of “false graining?” Tell about it.
15. Compare the way people in the 1820s preserved their food for the winter with today’s methods.
16. Give three reasons for growing plants, today and in the 1820s.
17. Why were candles so important to have in the 1820s?
18. Why do people use candles today? Where do they get them?
19. How do people light their houses today?

Log Cabin - Heritage Park



This one room log cabin is considered to be the oldest structure in Muscogee County, about two centuries old. It was moved from its original location, in the northeastern quadrant of the county, ten miles from its present site. The dwelling was found in a tangle of undergrowth on the George C. Woodruff, Jr. family farm. In an effort to preserve it, the family made the cabin available to the Historic Columbus Foundation.

The Foundation moved the dismantled cabin and reconstructed it at its present location, completing the project in the spring of 1988. The late Dr. Joseph Mahan, at that time historic preservation planner of the Lower Chattahoochee Area Planning and Development Commission, and Mr. Fred Fussell with the Columbus Museum guided the project. From more recent preservation projects and consultants, we have been told this cabin is only one of three remaining square-notched cabins left in the State of Georgia.

According to Dr. Mahan and Mr. Fussell: such features as the unusual notching of the logs, the configuration of the building, its original earthen floor, the evidence of ashes in the middle of the room, and its rafters all blackened with smoke, all indicated the log cabin to be the kind of log building used by traders in the early 1800's, prior to the settlement of Columbus. It was built when the influence of Indian house styles was still present. It has much in common with the original section of the Yuchi Indian House at Westville.

If the cabin could talk, we would hear of a trader originally living here. The white or Indian trader would deal with the nearby Indians, taking their cured skins and hanging them in the loft of his cabin. Periodically, the trader would build a fire in the middle of the dirt floor for the purpose of smoking those skins in the loft. This was done to rid the furs of pests until the furs could be sold, probably during the month of August. The old cabin would tell of later occupants - slaves and then tenant farmers, the latter documented from previous owners of the cabin site.

Time Travel

The Trader's Log Cabin was built nearly 200 years ago. Living conditions were very different then. Many of the household conveniences that we now take for granted had not been invented. Before and after your visit, ask yourself the following questions.

1. Why was the log cabin moved to its current location?
2. What was the occupation of the first people to reside in the cabin?
3. Why were those people in the area now known as Columbus?
4. The log cabin was remodeled when tenant farmers of the 1840s lived in it. Name two of the three changes.
5. What happened to the Native Americans that lived in the area when it was decided to plan the city of Columbus.
6. What material covers the windows in the log cabin? Why?
7. How many doors does the log cabin have? How many windows? Why?
8. Name three characteristics you saw on the outside of the house?
9. If you lived in this log cabin what would you change? What would you leave the same?

ACTIVITY: Soda Bottle Eruption

Materials:

1. A roll or box of Mentos (candy mints)
2. A 2-liter bottle of diet soda. Either diet or regular soda will work for this experiment, but diet soda is less sticky when you're cleaning it up!

How to do the experiment:

1. This activity is probably best done outside in the middle of an abandoned field, or better yet, on a huge lawn.
2. Carefully open the bottle of soda. Position the bottle on the ground so that it will not tip over.
3. Unwrap the whole roll of Mentos. The goal is to drop all of the Mentos into the bottle of soda at the same time (which is trickier than it looks). One method for doing this is to roll a piece of paper into a tube just big enough to hold the loose Mentos. You'll want to be able to position the tube directly over the mouth of the bottle so that all of the candies drop into the bottle at the same time.
4. Don't drop them into the bottle just yet! Warn the spectators to stand back. Okay, you're going to drop all of the Mentos into the bottle at the same time and then get out of the way.

Results:

Here's the question of the day... Why do Mentos mixed with soda produce this incredible eruption? You should know that there is considerable debate over how and why this works. While we offer the most probable explanations below, we also understand and admit that other explanation could be possible... and we welcome your thoughts.

As you probably know, soda pop is basically sugar (or diet sweetener), flavoring, water and preservatives. The thing that makes soda bubbly is invisible carbon dioxide gas, which is pumped into bottles at the bottling factory using tons of pressure. Until you open the bottle and pour a glass of soda, the gas mostly stays suspended in the liquid and cannot expand to form more bubbles, which gases naturally do. But there's more...

If you shake the bottle and then open it, the gas is released from the protective hold of the water molecules and escapes with a whoosh, taking some of the soda along with it. What other ways can you cause the gas to escape? Just drop something into a glass of soda and notice how bubbles immediately form on the surface of the object. For example, adding salt to soda causes it to foam up because thousands of little bubbles form on the surface of each grain of salt.

Many scientists, including Lee Marek, claim that the Mentos phenomenon is a physical reaction, not a chemical one. Water molecules strongly attract each other, linking together to form a tight mesh around each bubble of carbon dioxide gas in the soda. In order to form a new bubble, or even to expand a bubble that has already formed, water molecules must push away from each other. It takes extra energy to break this "surface tension." In other words, water "resists" the expansion of bubbles in the soda.

When you drop the Mentos into the soda, the gelatin and gum arabic from the dissolving candy break the surface tension. This disrupts the water mesh, so that it takes less work to expand and form new bubbles. Each Mentos candy has thousands of tiny pits all over the surface. These tiny pits are called nucleation sites - perfect places for carbon dioxide bubbles to form. As soon as the Mentos hit the soda, bubbles form all over the surface of the candy. Couple this with the

fact that the Mentos candies are heavy and sink to the bottom of the bottle and you've got a double-whammy. When all this gas is released, it literally pushes all of the liquid up and out of the bottle in an incredible soda blast. You can see a similar effect when cooking potatoes or pasta are lowered into a pot of boiling water. The water will sometimes boil over because organic materials that leach out of the cooking potatoes or pasta disrupt the tight mesh of water molecules at the surface of the water, making it easier for bubbles and foam to form.

When a scoop of ice cream is added to root beer, the "float" foams over for essentially the same reason. The surface tension of the root beer is lowered by gums and proteins from the melting ice cream, and the CO₂ bubbles expand and release easily, creating a beautiful foam on top

Next question... Why should you use diet Coke or diet Pepsi? The simple answer is that diet soda just works better than regular soda. Some people speculate that it has something to do with the artificial sweetener, but the verdict is still out. More importantly, diet soda does not leave a sticky mess to have to clean up.

Time Travel

Heritage Corner represents houses that were built between 175 and 130 years ago. Living conditions were very different then. Many of the household conveniences that we now take for granted had not been invented. Before and after your visit, ask yourself the following questions.

What year did Columbus become a city? So, how old is the city of Columbus?

Name four means of transportation before the automobile.

Name three activities that people did before there were movie theaters, shopping malls and fast food restaurants.

What was the single most important factor in the founding and growth of Columbus?

Name three major industries that were in Columbus.

Why was the Chattahoochee river important to the planning of Columbus?

Name two of the houses at Heritage Tour?

Name three characteristics you saw on the outside of the houses?

How did they heat these houses in the winter?

Is the Walker-Peters-Langdon House like houses today?

How is it different?

What is your favorite house you saw in the Historic District. Draw or describe it.

Activities

1. You have traveled back in time to the year 1828. You are one of eight children in your family. Your task is to compare life today to life in the 19th century.

Answer the following questions:

1. What is your everyday dress?
2. What might you have for dinner tonight?
3. How do you spend your leisure time?
4. How do you receive your education?

Make a chart with your team that compares and contrasts life in the 19th century with the present.

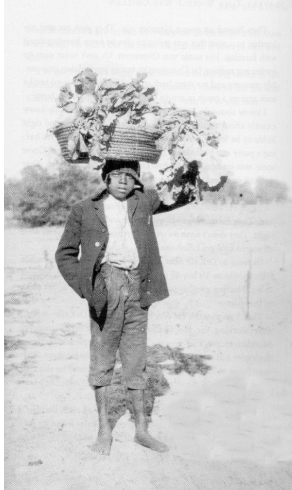
2. Listen to the music children from the 19th century listened to. How is it different from your favorite music? Do you like 19th century music?

Pretend there were radio stations in 19th century America. Which of your favorite songs would you play on the station? How would the songs help 19th century children learn more about you in modern America?

Something to Ponder

19th century children were different from you in the way they dressed, the music they listened to, and the things they played with. You may think these children dressed funny and that their toys were not fun. Just remember, times change and so do children. After all, 100 years from now, children may think your clothes were funny and your toys were not fun!

Urban Slavery



By 1830, slavery was primarily located in the South, where it existed in many different forms. Americans were enslaved on small farms, large plantations, in cities and towns, inside homes, out in fields and in industry and transportation.

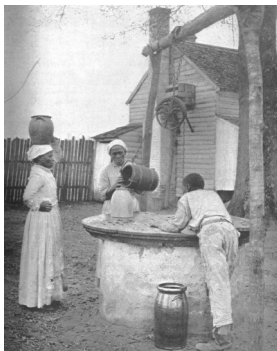
It would be too simplistic to say that all masters and slaves hated each other. Human beings who live and work together are bound to form relationships of some kind, and some masters and slaves genuinely cared for each other. But the caring was tempered and limited by the power imbalance under which it grew. Within the narrow confines of slavery, human relationships ran the gamut from compas-

sionate to contemptuous. But the masters and slaves never approached equality.

The standard image of Southern slavery is that of a large plantation with hundreds of slaves. In fact, such situations were rare. Fully $\frac{3}{4}$ of Southern whites did not even own slaves; of those who did, 88% owned twenty or fewer.



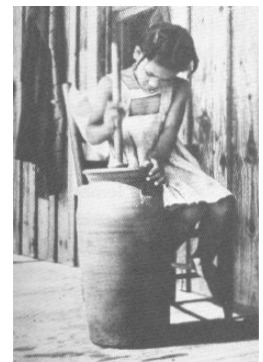
While most slaves were concentrated on the plantations, there were many slaves living in urban areas or working in rural industry. Although over 90% of American slaves lived in rural areas, slaves made up at least 20% of the populations of most Southern cities. Many slaves living in cities worked as domestics, but others worked as blacksmiths, carpenters, shoemakers, bakers or other trades people. Often slaves were hired out by their masters, for a day or up to several years. Sometimes slaves were allowed to hire themselves out. Urban slaves had more freedom of movement than plantation slaves and generally had greater opportunities for learning.



Critical Thinking Questions:

During your visit to the slave house museum, think about what slave children would do to help out and what they would do to play.

Would you rather be a slave in urban or rural areas? Why?



Architectural Design

The house pictured below is the Bullard-Hart-Sampson House. It is a Second Empire Victorian house. Second Empire houses are most associated with the style of “haunted” houses.

This house was built in 1891 and was one of the first in Columbus to have electricity. It still stands today at 1408 3rd Avenue.

Trace each shape with a highlighter.

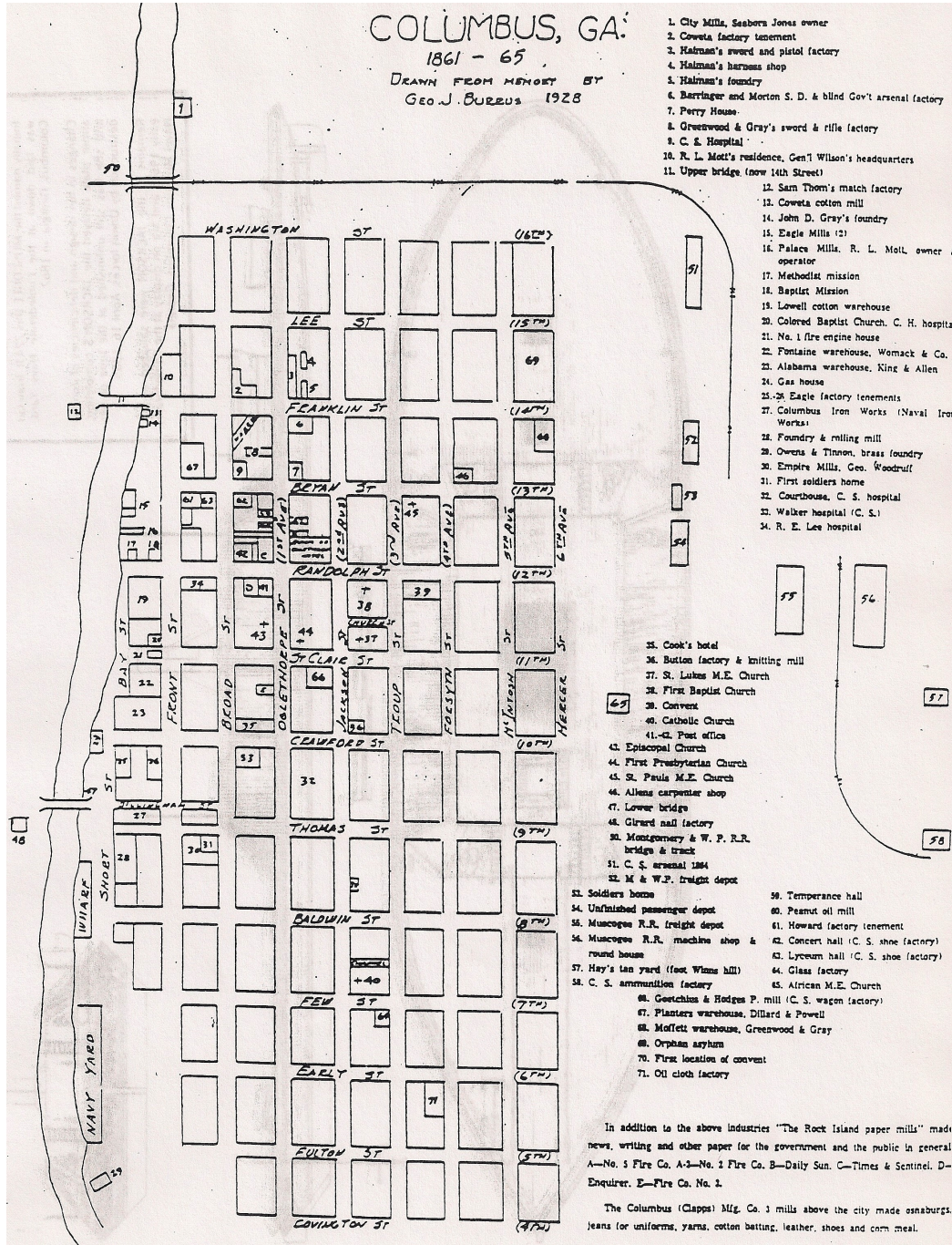
How many different shapes did you find? _____

How many of each different shape did you find? _____



*1408 3rd Avenue
The Bullard/Hart/Sampson House*

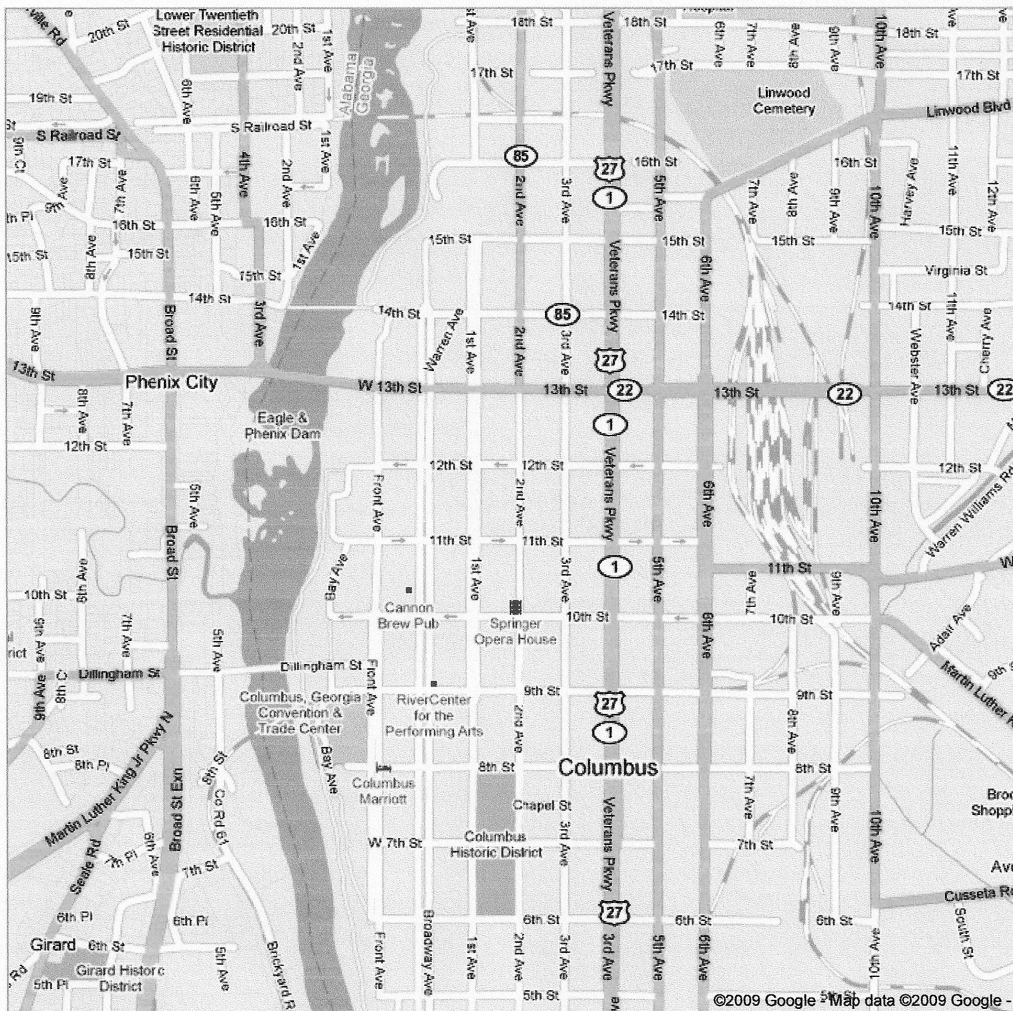
MAP of 1861



Critical Thinking Questions:

Maps have changed a lot since 1861, and so has Columbus. Look at these maps and see if you can tell what is different.

The Janice Persons Biggers House



Critical Thinking Questions:

Which map do you think is easier to read and why?

Do you think that all improvements to maps are good? Why?

Make your own map of around your school. Then draw where your house is and the roads to get back to your house. Is your map closer to the 2010 map or the 1861 map?

Activity: TO SAVE OR NOT TO SAVE, THAT IS THE QUESTION

Do you think it is important to preserve historic structures?
Why or Why not?

Express your feelings on this topic by doing one of the following:

- Hold a debate

- Write a poem about your feelings

Activity: Butter “Churning”

Daily Work of a Child

Children of the 1800s had many more household responsibilities than children today. Chores began as early as the age of 6. Work included tasks such as rocking a baby, stirring a pot over the fireplace, making candles and churning butter.

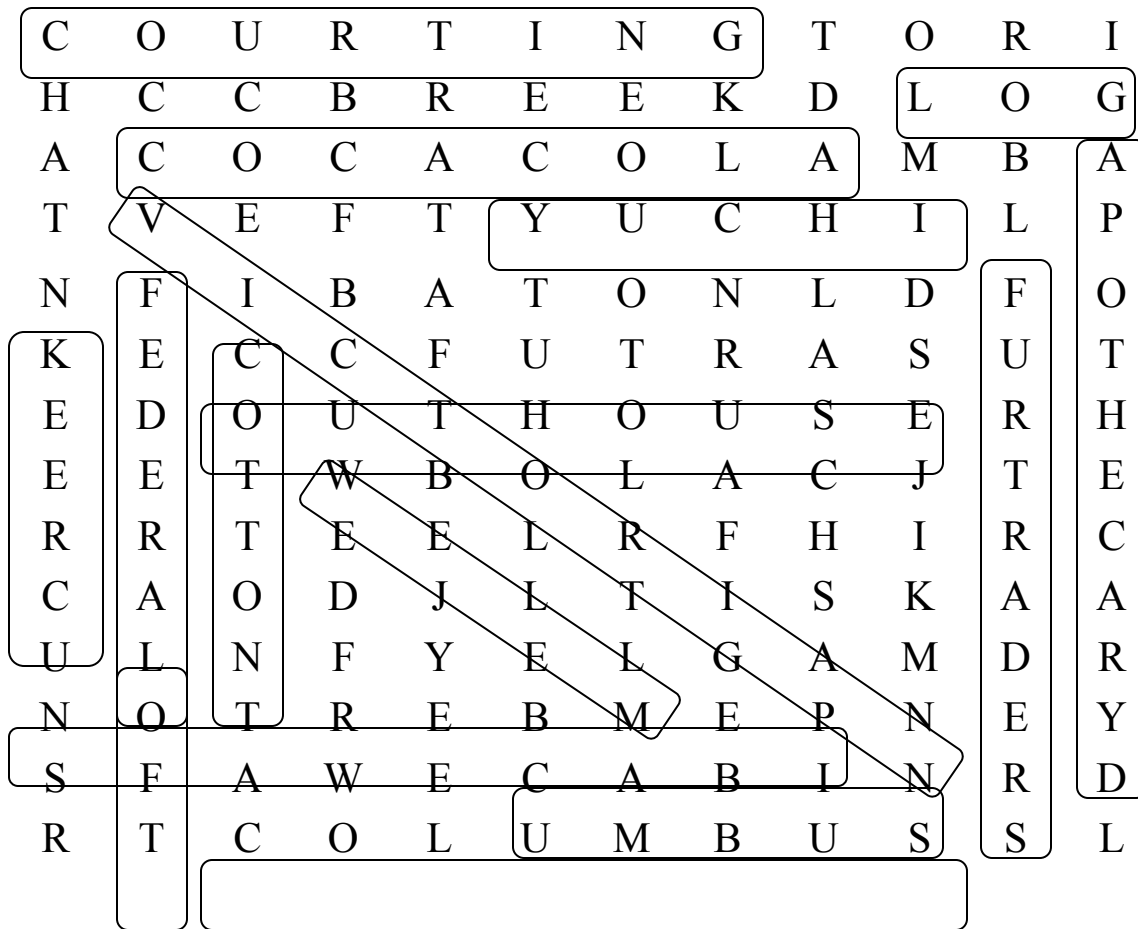
To Make Butter You Will Need:

- Baby food jars with lids — medium size
- Heavy Whipping Cream — about 16oz per 10 students
- Salt
- Paper cups for buttermilk
- Plastic spoons for dispensing butter
- Paper plates
- Napkins
- Plain crackers or Plain white bread for sampling butter

Each student may have their own jar or they can work in groups. Pour whipping cream into jar about half full. Salt is optional and may be added when cream is poured or once butter is formed (Salt was not used in the old fashioned way). Once cream is in and lids are on tight, students begin to vigorously shake the jar.

The process will take between 10—20 minutes depending on the shaker. The cream will first turn into foam, it will then separate into a liquid and a solid. The liquid is buttermilk and the solid is butter. Pour the buttermilk in a plastic cup and encourage students to taste it. Buttermilk was not wasted it was used for cooking and drinking. Students may then spread butter on bread to sample their work.

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Coca Cola
apothecary
loft
Columbus
Pemberton
well

cotton



Victorian
Yuchi
fur trader
Creek
outhouse

Answer Key

		10.G																	15.N	16.C				18.F
1.P	H	A	R	M	A	C	I	S	T										E	O				E
		S																	C	U				D
	2.L	O	F	T												9.C	H	A	P	E	R	17.O	N	E
		L																	S	T	R			R
3.C	H	I	N	K	I	N	G					14.C							S	I	I			A
		E								5.W	A	R	D	R	O	B	E		A	N	G			L
		R			12.D		6.A	13.P	O	T	H	E	C	A	R	Y			R	G	I			
					O			A			7.P	E	S	T	L	E			Y		N			
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4.D	A	G	U	E	R	R	E	O	T	Y	P	E												
			R		O			8.R	E	V	I	V	A	L										
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ACROSS

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Cryptogram



























Cryptograms were secret codes used during World War II to send messages that only United State cryptographers could read. See if you can crack the codes below. You may need a piece of scratch paper.

Secret Message

During World War II, the **ITALIANATE** house at Heritage Corner was divided into **FOUR APARTMENTS**. Many soldiers were stationed at **FORT BENNING** and their families needed places to live. Several of the large homes in the **HISTORIC DISTRICT** were transformed into apartment building to house these families.

In 1970 the Historic Columbus Foundation changed the Italianate house back to its **ORIGINAL** floor plan and exterior. The green paint, front porch and awnings that had been added were removed. The natural brick was exposed and **SHUTTERS** were added to the windows.

CODE SYMBOLS

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

Time Travel

The Walker-Peters-Langdon House was built over 170 years ago. Living conditions were very different then. Many of the household conveniences that we now take for granted had not been invented. Before and after your visit, ask yourself the following questions.

1. Name three characteristics you saw on the outside of the house?
[Basement windows, porch, shutters, wood roof shingles, wood siding, etc.](#)
2. How was the Walker-Peters-Langdon house heated in the winter?
[Fireplace](#)
3. How were houses illuminated in the 1820s?
[Candlelight and Natural Light](#)
4. How is the Walker-Peters-Langdon House like houses today?
[Various](#)
5. How is it different?
[Various](#)
6. What is your favorite object at the Walker-Peters-Langdon House. Draw or describe it.
7. If you lived in this house what would the advantages and disadvantages be?
8. How did most people cook in the 1820s?
[Over fire, in a fireplace](#)
9. Compare cooking in the 1820s with cooking today.
10. Why were the kitchens usually built away from the house?
[To avoid the spread of fire, heat and cooking odors.](#)
11. Describe urban slavery?
12. Why is it important to remember slavery in America?
13. Where were the bathrooms in the 1820s?
[Outhouse or necessary, potty chair or chamber pot](#)
14. Where is there an example of “false graining?” Tell about it.
[On the doors inside the house, the paneling / wainscoting in the house.](#)
15. Compare the way people in the 1820s preserved their food for the winter with today’s methods.
[Drying](#)
16. Give three reasons for growing plants, today and in the 1820s.
17. Why were candles so important to have in the 1820s?
[Necessary to illuminate homes.](#)
18. Why do people use candles today? Where do they get them?
[Fun, aroma; stores](#)
19. How do people light their houses today?
[Electricity](#)

Time Travel

The Trader's Log Cabin was built nearly 200 years ago. Living conditions were very different then. Many of the household conveniences that we now take for granted had not been invented. Before and after your visit, ask yourself the following questions.

1. Why was the log cabin moved to its current location?
To save it from demolition, To preserve it for future generations.
2. What was the occupation of the first people to reside in the cabin?
Fur traders
3. Why were those people in the area now known as Columbus?
To trade with the Native Americans
4. The log cabin was remodeled when tenant farmers of the 1840s lived in it. Name two of the three changes.
Ceiling was added, wooden floor was added, fireplace and chimney were added.
5. What happened to the Native Americans that lived in the area when it was decided to plan the city of Columbus.
The were removed from the area. Etc.
6. What material covers the windows in the log cabin? Why?
Wood, wooden shutter, because glass was to expensive for a log cabin, glass was difficult to travel with.
7. How many doors does the log cabin have? How many windows? Why?
3; 2
8. Name three characteristics you saw on the outside of the house?
Wood, chinking, stone, logs, etc.
9. If you lived in this log cabin what would you change? What would you leave the same?

Time Travel

Heritage Corner represents houses that were built between 175 and 130 years ago. Living conditions were very different then. Many of the household conveniences that we now take for granted had not been invented. Before and after your visit, ask yourself the following questions.

What year did Columbus become a city? So, how old is the city of Columbus?
[1828; 174](#)

Name four means of transportation before the automobile.
[Walking, biking, train, horse, streetcar, skating](#)

Name three activities that people did before there were movie theaters, shopping malls and fast food restaurants.
[Play games, dance, play music, sing, dance, write, read](#)

What was the single most important factor in the founding and growth of Columbus?
[Chattahoochee River](#)

Name three major industries that were in Columbus.
[Planting, textiles, brick making, gristmills, foundry, forestry, etc.](#)

Why was the Chattahoochee river important to the planning of Columbus?
[It was used for hydropower for the mills and to transport goods.](#)

Name two of the houses at Heritage Corner?
[Log Cabin, Walker-Peters-Langdon House, Pemberton House, 700 Broadway \(Victorian House\)](#)

Name three characteristics you saw on the outside of the houses?
[Brick, porch, wood, shutters, columns, tall windows, glass, stone, etc.](#)

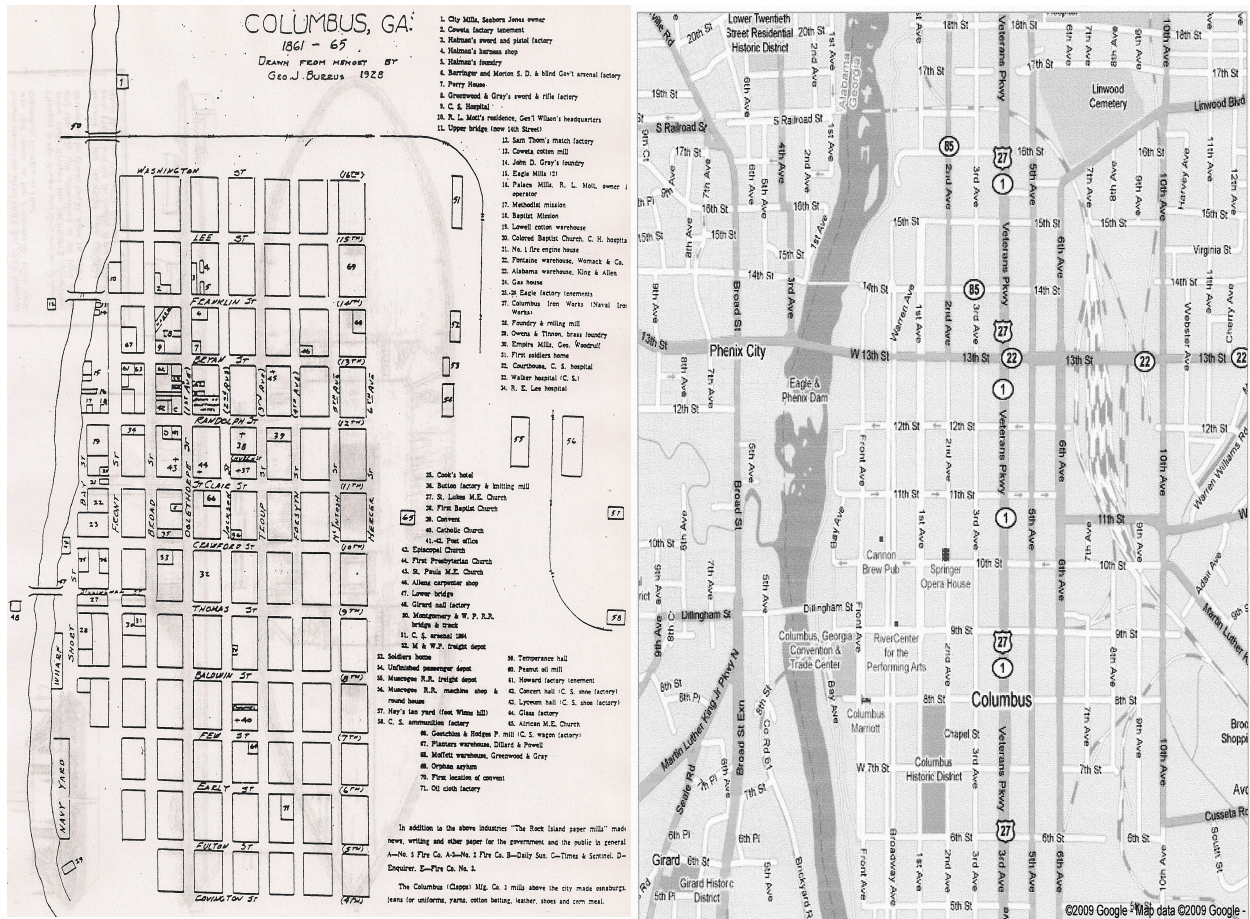
How did they heat these houses in the winter?
[Fireplace](#)

How are houses at Heritage Corner like houses today?
[Various](#)

How are they different?
[Various](#)

What is your favorite house at Heritage Corner. Draw or describe it.

Map Activity



Answer Key

Answers will vary.

Road names have changed.
 How they make maps have changed.
 Points of Interest on a map are different.

Index of Resources

BOOKS-

Harris, Roger. Our Town: An Introduction to the History of Columbus, Georgia. Columbus: Communicorp, Inc, 1992.

Kyle, F. Clason. Images: A Pictorial History of Columbus, Georgia. Norfolk: Donning Press, 1986.

Laufer, Dr. Marilyn. The Architectural Styles of Our Town: Columbus, Georgia. Columbus: Communicorp, Inc, 1996.

Lupold, John S. Columbus, Georgia, 1828-1978. Columbus: Columbus Productions, 1978.

Thomas Jr, Kenneth. Columbus, Georgia in Vintage Postcards. Great Britain: Arcadia Publishing, 2001.

WEB-RESOURCES-

Historic Columbus Foundation, Inc.– www.historiccolumbus.com

Coke Explosion- Read Steve's blog– <http://www.stevespanglerscience.com/experiment/0000010>

The Heritage Education Network– <http://histpres.edu/then>

Social Studies Lesson Plans– www.lessonplanspage.com

The Center for Understanding the Built Environment– www.cubekc.org

Public Broadcasting Station– Teacher's Source– www.pbs.org

The Georgia Trust for Historic Preservation– www.georgiatrust.org

The Georgia State Archives– www.sos.state.ga.us/archives

Georgia Historical Society– www.georgiahistory.com

The National Trust for Historic Preservation– www.nthp.org

The National Archives– www.archives.gov

The Library of Congress– Especially for Teachers– www.loc.gov/teachers

Children of the American Revolution– www.nscar.org