House & Garden Experience
Teacher Preparation Materials
House & Garden Experience

For their 2-hour House & Garden Experience at Filoli, your students will learn what life was like on the Filoli Estate through the experiences of individuals who lived and worked here. Your students will be challenged to assemble an architectural puzzle, dance in the ballroom, and learn croquet. They will also take time to write and reflect and will be given opportunities to inquire and discover.

The curriculum is designed for Kindergarten through 5th graders. Every student will receive a 20-page Experience Guide notebook that contains a map with interpretive stop locations and activities in the House and Garden. You are encouraged to finish completing the booklet with your students when you return to the classroom and have them compare notes.

This is a chaperone-led program, with staff and volunteers at some of the stations. **Please prepare your chaperones to be responsible for their group of students**, which will include reminding students of Filoli’s rules, moving the students from one stop to the next, and engaging with them as they do the activities in their notebook. Effective chaperone participation will greatly enhance the students’ experience.

Pre- and post- field trip materials are included in this document. We hope you will use them to prepare students before the field trip and to continue the lesson in the classroom afterwards. This follow-up will strengthen the student’s connection to what they learned on their visit.

Filoli’s staff and volunteers look forward to hosting your class. Please contact us with any questions prior to your field trip.

**Reservations:**
Taken online only at filoli.org/field-trips

**Reservation Changes & Field Trip Day Contact:**
Lisa Chai, Youth Programs Assistant
youthprograms@filoli.org, (650) 364-8300 x 252
Preparing For Your Visit

Field Trip Day
- Filoli is located at 86 Cañada Road in Woodside. You will be directed to bus and car parking by staff at the gatehouse.
- Meet staff at the picnic tables outside the Visitor Center.
- Arrive by 9:40 am to use bathrooms in the Visitor Center and have a snack.
- Field trip starts promptly at 10:00 am.*
- Field trip ends at 12:00 pm. Your class is welcome to use the picnic tables for lunch.
- Divide each class into two groups before you arrive.
- Our volunteers and staff appreciate when students and chaperones arrive wearing nametags.
- There is nowhere to store backpacks or lunches. Please leave them in the car/bus.
- Field trips are only canceled in heavy rain. Contact us the day prior to your field trip if you are concerned about rain. Filoli’s cancellation policy is listed on filoli.org/field-trips.

*Filoli can accommodate late start schools or schools with a long drive. Contact us immediately after making your reservation to change your start time.

Preparing the Students
Please review the following rules with students and chaperones before arriving:
- Stay on the paths and don’t pick plants or flowers - protect the fragile plants.
- Don’t touch objects in the House unless asked to by staff or a volunteer.
- No eating or drinking in the House.
- The teacher and parent chaperones are responsible for their group to insure everyone is safe and has a pleasant experience.

Information For Parents
Please ask parents to prepare their children for their field trip by doing the following:
- Generously apply sunscreen at home. Students will be outside for a majority of the field trip.
- Field trips are held in light rain. If it is raining, send students with a raincoat and a change of shoes and socks for after the visit.
Preparing For Your Visit

Chaperone Policy
- Is your class taking a bus? The maximum number of adults is 5, including the teacher.
- Is your class taking cars? You may bring 1 adult for every 3 students, including the teacher.
- These ratios will be strictly enforced. Classes that exceed the number of allowed adults will be asked to pay general admission prices for the additional adults. Payment for additional adults can only be made on the day of the field trip. Additional adults may not accompany the students. They may explore the House and Garden on their own.

Preparing the Chaperones
Filoli values the contributions and involvement of chaperones and we thank them for being part of this experience. We’d like to share ways in which chaperones can enhance the students’ experience, and also ask them to avoid situations that detract from the experience.

Add to the experience!
- Be responsible for moving the students from one activity to the next.
- Set an example for the students by following the rules in the House and Garden.
- Be responsible for the safety of the students by ensuring they follow the rules.
- Keep the focus on the students’ learning experience by limiting your own questions to the docents.

These actions detract from the students’ experience:
- Please do not talk on your cell phone or with other chaperones in your group.
- Photography is distracting for the students and docents. We encourage taking a few photos to capture and share the experience, but please limit photography.

Siblings are not permitted on the field trip.
## Curriculum Connections

**Theme**
Students will experience what life was like on the Filoli Estate through the experiences of individuals who lived and worked at Filoli. Students will find relevance in the experiences of others and make connections to how they live now.

California's Visual Arts [Standards](#)

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<tr>
<th>Connection</th>
<th>Visual Art Standard</th>
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<tr>
<td>Students learn about two key garden designers whose contributions have affected all who experience the garden, both past and present.</td>
<td><strong>VA 3.5.4</strong>: Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people’s lives.</td>
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| By examining architectural concept drawings of the House and by assembling a puzzle of the House, students learn the importance of architecture as purposed human space. The activity also highlights the House’s symmetry, which was a common architectural theme in early 20th century design. | **VA 4.3.1**: Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).  
**VA 4.5.2**: Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry. |
<p>| Students locate a Filoli crest with the Bourn motto, then choose their own meaningful words and apply them to a traditional graphic device. | <strong>VA 5.5.2</strong>: Identify and design icons, logos, and other graphic devices as symbols for ideas and information. |</p>
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<th>Connection</th>
<th>HSSC Standard</th>
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| Students view the agricultural field at Filoli and learn how the land was used over centuries: Families grazed livestock; the Ohlone used controlled burns to clear fields and then hunted exposed deer; the land is now farmed to produce hay. Students learn how Filoli has wells, an orchard, and a vegetable garden. | HSSC 2.4.1: Describe food production and consumption long ago and today, including the role of farmers and land resources.  
HSSC 3.1.2: Trace the ways in which people have used the resources of the local region and modified the physical environment.  
HSSC 3.2.2: Discuss the ways in which physical geography influenced how local Indians adapted to their natural environment. |
| Students learn about the games, dances, and music enjoyed by the families who lived on the Estate and are asked to reflect on their own activities and those of the adults in their families. Students are invited to use antique objects in the House and compare them to how modern objects work. | HSSC 1.4: Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.  
HSSC 1.4.3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.  
HSSC 2.1.2: Students compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. |
| Students learn how ocean liners were used for Trans-Atlantic journeys and compare that 2-week journey to the day-long journey now. | HSSC 1.4.2. Study transportation methods of earlier days.                                                                                                                                                        |
| Students compare the cost of goods 100 years ago to now and learn to write a check. Students learn about the professions of the individuals who worked on the Estate: architect, landscape designer, butler, house staff, and farmers. | HSSC 1.6.1: Understand the concept of exchange and the use of money to purchase goods and services.  
HSSC 1.6.2: Understand the specialized work that people do to market goods and services and the contributions of those who work in the home. |
Examples from the Experience Guide

Mrs. Bourn in 1925

Agnes Bourn and her husband William Bourn built Filoli from 1915 to 1917. They lived at Filoli until 1936. Mrs. Bourn would sit at a desk in this room, the library, and write checks to pay the 35 house and garden staff who worked for her and Mr. Bourn. She also wrote checks for food, supplies, livestock, and vehicles.

Library

Activity
1) Find the charcoal portrait of Mrs. Bourn.
2) Have an adult show you how to write a check for the cost of a 1925 Farm truck. You are the “President” of the Estate. Make the check out to “Ford Motor Company.”

Example

Gallon of milk
1925: $0.14
Today: $5

Leaf of bread
1925: $0.10
Today: $4

One sheep
1925: $7
Today: $200

Farm Pickup Truck
1925: $300
Today: $26,000

Willis Polk in 1915

Willis Polk was the architect who designed the house. Before it was built, Mr. Polk came up with many ideas to show Mr. and Mrs. Bourn. These ideas are called concept drawings.

Activity
1) Discuss Mr. Polk’s concept drawings.
2) Build the facade of the mansion using blocks.

Which did the Bourn’s choose for Filoli?
Which is your favorite?

Mr. Polk designed Filoli with:
- 56 Rooms
- 17 Fireplaces
- 15 Bathrooms
- 10 Family bedrooms
- 14 Staff bedrooms

Example

Roman

Spanish
Pre-Field Trip Activities

**Checklist:**
- Review vocabulary words and accompanying images on following pages. This is an opportunity to help students find relevance in the experiences of past generations and make connections to how they live now.
- Email parents how to prepare their children for the weather on field trip day.
- Email chaperones expectations.
- Review rules with students and chaperones.
- Review the Vocabulary and About Filoli sections with students and chaperones.

**About Filoli**

Filoli was built for Agnes and William Bourn. Mr. Bourn owned a gold mine and was president of the local water company.

Construction of Filoli began in 1915. The Bourns moved into the House in 1917.

The Bourn’s had adult children who did not live with them, but their grandchildren visited Filoli.

Filoli was purchased in 1937 by Lurline and William Roth, who owned a shipping company and hotels. The Roths had teenage children when they moved to Filoli.

Mrs. Roth made Filoli her home until 1975 when she donated the property to the public for all of us to enjoy.

Filoli’s House and Garden are filled with artwork, furniture, and plants collected by the Bourns and Roths.

There were dozens of staff working and living at Filoli. Some lived at Filoli with their own families. The staff cared for the Gardens, House, and even animals that were once on the Estate.
Vocabulary

Experience - the process of doing things, seeing things, and having things happen to you

Journey - travel from one place to another

Motto - a short sentence that represents a person’s ideas

Estate - large house on a large piece of land

Nature Preserve - an area where plants, animals, and special features of the land are protected

Ohlone – the Indigenous People who had villages throughout the Bay Area, including at what is now Filoli’s Nature Preserve

Architect - a person who designs buildings

Butler - the person who is in charge of the household workers, greeting guests, serving drinks and food, and the appearance of the house

Garden Designer - a person who combines plants and garden objects in a beautiful or interesting way

Antique - an object made in an earlier time, usually 100 years ago or more

Modern - an object made recently

Big Band - a large musical group that plays jazz music that people dance to

Lawn Game - an outdoor game that can be played on a lawn

Ocean Liner - a large ship that carries passengers across oceans

Sundial - a device that uses the sun to tell time
Agriculture – the science of growing crops and raising livestock

Livestock - horses, cattle, sheep, and other animals kept on a farm

Grazing - when livestock feed on growing grass

Pasture - land used for grazing animals
Objects referenced in vocabulary words:

1920s Ocean Liner

Modern Cruise Ship
Students will compare antique and modern kitchen tools at Filoli’s kitchen.

*Antique* Food Chopper

*Modern* Food Processor and Blender
Post-Field Trip Activities

In addition to being used on the day of your Filoli visit, the Experience Guide is designed to serve as an activity booklet in the classroom. In the days after your field trip, have the students return to the booklet to continue to fill it out.

Share Experiences – Classmates
When completing the booklet it is effective to have students sit in groups with classmates that were not in their group on the field trip. They can share answers to questions specific to their own experiences.

Share Experience – Families
Pages 7 and 14 have questions that can be completed with an adult in the classroom or in the student’s household. These questions include:
  • Page 7: What music did the adult generations listen to as children?
  • Page 14: What games do the students play with their families and how do they compare to the games the children played in the 1920s?

Post Activity: Mottos – Page 17
On their field trip, students will locate a crest with the motto of the first owner of Filoli, William Bourn: Fight for a just cause. Love your fellow man. Live a good life (FiLoLi). Here are examples of other mottos:

  *Life is either a daring adventure or nothing.* - Helen Keller

  *We must become the change we wish to see in the world.* - Mohandas (Mahatma) Gandhi

  *Be Prepared.* - Boy Scouts & Girl Scouts

  *Do or do not, there is no try.* - Yoda

Does your school have a motto?
Post Activity: Sundial – Page 19
On their field trip, students will find a sundial in the garden. The ancient Babylonians, Egyptians, Greeks and Maya were just some of the civilizations who understood that the position of the sun in the sky, and the shadows it casts, could be used to make an estimate of the time of day.

Talk with students about what people have invented to track time over centuries. What do they use now to tell time? Their older relatives may have grandfather clocks, students might have a wristwatch or digital clock, there may be a bell tower with clock at school or your city center.

Sundials can be made in the dirt or sand at school. Start in the morning and visit at recess, lunch, and the end of school: https://www.youtube.com/watch?v=KeXeYPTGe-A