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# Belle Mont

## Educator's Resource Packet



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Muscle Shoals National Heritage Area

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By Seth Armstrong, MSNHA consultant

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# Introduction

Our mission at Belle Mont is to “protect, preserve, and interpret Belle Mont Mansion for the enjoyment and education of the public.” This curriculum is designed for instructional use to optimize the experience of elementary school students during their time at Belle Mont Mansion. It provides background information on the property, activities that enhance student learning, and supplementary materials that prepare you, the educator, to effectively teach your students in a variety of subjects.



Dog trot home for laborers on Belle Mont property, photo taken by HABS in 1935

This educator’s packet will examine Belle Mont’s history and how the mansion ties into local, state, and national history. Your students will learn the history of Belle Mont while at the same time gaining better understanding of the lives and cultures of people living in the Muscle Shoals region. Students will also be able to recognize components of Jeffersonian-Palladian style architecture

This curriculum may be used with the included introductory PowerPoint presentation to maximize student retention. The activities within the packet are structured for 4th - 6th grade but can be scaffolded for younger or secondary students. For your convenience, the standards that apply to grades 4-6 in the Alabama Course of Study are listed on the following page. Teachers can utilize this packet to help student engagement during your time at Belle Mont. We hope that you enjoy your visit.

# Guidelines for Visiting Belle Mont

As the teacher, we expect you will inform students of the following guidelines before arriving on the site for your guided tour. These guidelines will enhance the educational experience of students and preserve the site and the items within. We appreciate your cooperation.

- **Do Not Touch The Furniture.** Everything that is touched is permanently marked. Please remind students to not handle objects, touch woodwork or furnishings, lean against the walls, or sit on the furniture. Please do not try to open any drawers or doors.
- **The Guide May Open Cabinets Or Handle Objects At The Request Of Visitors.** Visitors may look when the guide opens cabinets or handles objects but may not touch artifacts.
- **Visitors Must Be Accompanied At All Times By A Museum Guide.**
- **Leave Large Items Outside or In Your Car.** Anything that could possibly damage the house or furniture should be left in your vehicle or checked at the entrance. The museum is not responsible for personal items left by visitors at the site.
- **Photography.** Professional photography is not permitted unless authorized by Director of Historic Sites Ninon Parker.

# During Your Visit

- Arrive at Belle Mont at least 15 minutes BEFORE your scheduled tour time.
- Watch out for the fenced-in sections near the house. The fences protect visitors from underground cisterns that contain water.
- Enter through the front door.
- Ring the bell for a guide.
- Sign our guestbook.
- Your guide will formally welcome you and begin the tour promptly.
- Your tour will take between 45 minutes to 1 hour 15 minutes.
- Your tour will begin and end in the foyer.
- After the tour is over, feel free to look around the grounds outside, but be mindful of other tourists and tour groups.

# Belle Mont

## Architectural History

Welcome to Belle Mont Mansion Dr. Alexander Mitchell had this house built between 1828 and 1830. Mitchell was born in Virginia, near Thomas Jefferson’s house, Monticello. Mitchell must have admired Jeffersonian-Palladian style, because he decided to build his family home in Alabama in the Jeffersonian-Palladian style. Belle Mont is one of the few surviving examples of the Jeffersonian-

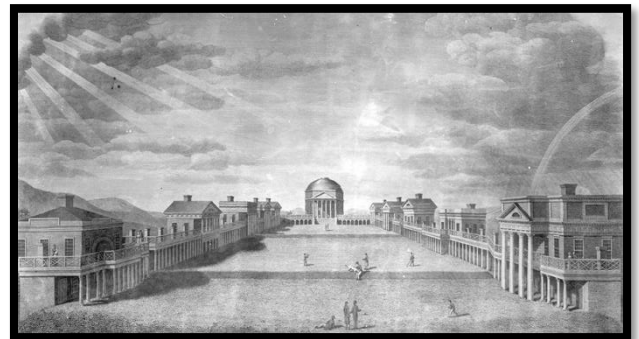


Palladian style of architectural structures in the South. Belle Mont shares some architectural elements with structures Thomas Jefferson designed, including buildings on the campus at the University of Virginia (below) and Monticello (left). These distinctive features help to separate Belle Mont in style and form from other antebellum homes within the Muscle Shoals National

Heritage Area.

Thomas Jefferson, writer of the Declaration of Independence and president of the United States, began designing Monticello while a student at the College of William and Mary. The Italian architect Andrea Palladio’s designs influenced Jefferson’s plans.

Both Jefferson and Palladio utilized the concept of **architectural symmetry** found in ancient Greek and Roman architecture to bring order to the buildings they designed.<sup>1</sup> While at the College of William and Mary, Jefferson formed his ideas on government and society. Rome’s influence on Jefferson was not limited to his political ideas, and Jefferson attempted



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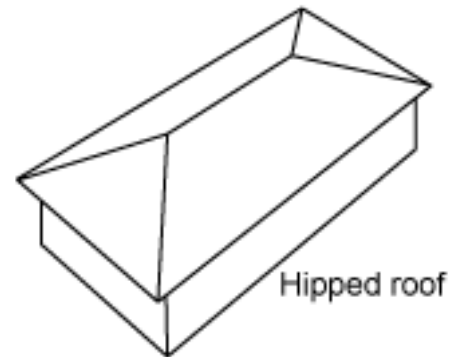
<sup>1</sup> “Style Guide: Palladianism” Victoria and Albert Museum.com. <http://www.vam.ac.uk/content/articles/s/style-guide-palladianism/> (Accessed August 1, 2018)

to inspire the United States to be more Rome-like. Jefferson submitted designs for several government buildings and all were modeled after the style of ancient Rome.<sup>2</sup>

In choosing to follow the Jeffersonian-Palladian style, Mitchell had his house built symmetrically, meaning the two wings of the house are identical in size, shape, number of windows and number of rooms. If you look at the house from above makes the shape of a “U” or a horseshoe.<sup>3</sup> Belle Mont has a two-story central **portico**. On each side of the portico are one-story **wings** that extend toward the rear of house forming a **courtyard** behind the center.<sup>4</sup> The two-story portico contains the main entrance to the house and has a staircase leading to the



upper floor. At the top of the stairs is a single room that may have been used as a sitting area or bedroom by the owners of the house.



The central mass of Belle Mont has a **hipped roof** meaning it has four sides that come together at the ridgeline. Two sides of the roof form triangles and the others form trapezoids.<sup>5</sup> Hipped-roofs are not as steep as other roofs and allow for wind to move easily over them without being stalled. This meant that wind blew over the roof and into the courtyard creating a draft that drew hot air up and out of the courtyard. The draft allows the breeze to make its way through the house and cool off the back porch.



The two wings each contain two bedrooms that opened to the rear courtyard, and a room that the entire family used. The front room of the west wing was used as a parlor, and the front room of the east wing was used as a dining room.

<sup>2</sup> Wilson, Richard G. “Jefferson and Architecture” Encyclopedia of Virginia. [https://www.encyclopediavirginia.org/Jefferson\\_Thomas\\_and\\_Architecture](https://www.encyclopediavirginia.org/Jefferson_Thomas_and_Architecture) (Accessed August 1, 2018)

<sup>3</sup> Alabama Historical Commission, “Belle Mont Mansion” in Encyclopedia of Alabama. January 5, 2011. <http://www.encyclopediaofalabama.org/article/h-2985>

<sup>4</sup> Marcus Whiffen, *American Architecture Since 1780: A Guide to the Styles* (Cambridge: Massachusetts Institute of Technology Press, 1969) 31.

<sup>5</sup> Trust for Architectural Easements, “Glossary of Architectural Terms” <https://architecturaltrust.org/outreach/education/glossary-of-architectural-terms/> [accessed February 13, 2018.]



The Jeffersonian-Palladian style can also be seen in the small details of the house. Belle Mont was designed so that the house wrapped around a large **courtyard** that the family could reach from any of the four bedrooms. Over the door is a **Palladian window**, a glass fanlight that allowed natural light to shine through the entryway into the foyer and could be lit by candles at nighttime.<sup>6</sup> The



position of doors and windows within the rooms of the house are symmetrical. These are aligned so that cool, fresh air will be drawn through the house and into the rear portico to have a naturally cooling effect on the house. You will notice that there are chimneys over windows on the back of each wing of the house. While these chimneys are non-functional, they bring more symmetry to the house.

Jefferson accented Palladio's design with his own ideas. The red brick and white trim combination on Belle Mont's exterior was popular in Jeffersonian homes. The placement of Belle Mont on a hilltop is characteristic of Jefferson's intention for his architectural style because Jefferson believed that a residence "be placed on an eminence whenever possible."<sup>7</sup>

Your guide will discuss Belle Mont's architecture and how it was utilized to make the house more hospitable, efficient, and beautiful, as well as how it makes the home unique in the Shoals. While at Belle Mont, please refer students to their scavenger hunt worksheets that allow them to explore architectural elements of the home.

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<sup>6</sup> Trust for Architectural Easements, "Glossary of Architectural Terms"  
<https://architecturaltrust.org/outreach/education/glossary-of-architectural-terms/> [accessed February 13, 2018.]

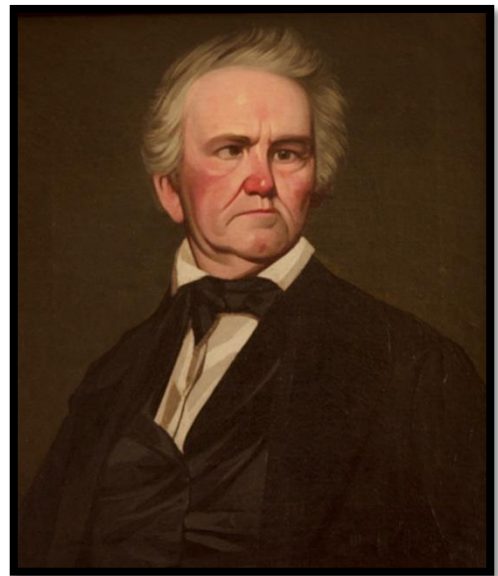
<sup>7</sup> Alabama Historical Commission, "Belle Mont Mansion" in Encyclopedia of Alabama. January 5, 2011.  
<http://www.encyclopediaofalabama.org/article/h-2985>



# Families of Belle Mont

Belle Mont's rich history begins with its builder, Dr. Alexander Williams Mitchell, who purchased large tracts of land in Tuscumbia in the 1820s. Dr. Mitchell was born in Louisa County, Virginia, and grew up only twenty-five miles away from Jefferson's home Monticello.<sup>8</sup> As a young man, Dr. Mitchell crossed the Atlantic to study medicine at the University of Edinburgh in Scotland. He then returned to Virginia to practice medicine. Around 1820, Dr. Mitchell moved to Alabama from Virginia and began purchasing large tracts of land for farming. In 1828, he bought the land that Belle Mont sits on. Enslaved men and women Mitchell brought with him from Virginia and purchased while living in Alabama, built Belle Mont from clay and timber found on the property. Belle Mont was the central home of Mitchell's large plantation. The project took four years before it was completed in 1832. Dr. Mitchell practiced medicine within the Tuscumbia area, held elected positions in local government, and was a successful farmer.<sup>9</sup>

Dr. Mitchell did not live in Belle Mont for long. While building the house, Dr. Mitchell's wife died from illness and he chose to re-marry. His second wife was from Philadelphia. In 1833, she convinced him to sell Belle Mont and move to Philadelphia.<sup>10</sup> Belle Mont was listed in the Huntsville newspaper as "a brick dwelling house" that had all necessary houses. Necessary houses refer to the kitchen, barns that would have been used to house livestock, and other outbuildings. Mitchell also offered for sale 1,760 acres of land that had been planted in clover, grass, corn and cotton, and contained an orchard. Isaac Winston purchased the home and the property from Mitchell in 1833.<sup>11</sup>



Isaac Winston

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<sup>8</sup>Colbert County Historical Landmarks Foundation "Belle Mont Mansion Docent Orientation Manual" (Tuscumbia, CCHLF, 2018) 13.

<sup>9</sup> Ibid, 14.

<sup>10</sup> "Land for Sale", *Southern Advocate*, 1832.

<sup>11</sup>Colbert County Historical Landmarks Foundation, "Belle Mont Mansion Docent Orientation Manual" (Tuscumbia, CCHLF, 2018) 14.

Isaac Winston lived in Belle Mont with his wife and three daughters. He maintained Belle Mont throughout the antebellum period as a cotton plantation. Cotton made the Winston family very wealthy. By the 1850s Belle Mont plantation was worth over \$1.5 million dollars by today's standards. Isaac Winston continued to manage Belle Mont until he died of old age in 1863 during the middle of the American Civil War.<sup>12</sup> Winston's son, Isaac Winston Jr., also died in 1863 while fighting for the Confederacy. After Isaac Winston Sr.'s death, Isaac's wife Catherine Winston managed the estate until her death in 1884.<sup>13</sup>

After Catherine's death the estate passed to their daughter Ella who used it as her primary home until her death in 1904.<sup>14</sup> After 1904, Winston descendants used the home as a summer retreat, but the house eventually fell into disrepair. In 1941, the Winston family sold the house and 1,680 acres of farmland to Gordon Preuit and J.C. Fennel. Preuit and Fennel farmed the land and allowed tenant farmers to live in Belle Mont while they worked the land.<sup>15</sup> After the last tenant farmers moved out, the house stood empty until 1983, when Mr. and Mrs. Ben Fennel Jr. donated the house and surrounding property to the Alabama Historical Commission for restoration. Since 1983, the Alabama Historical Commission, with the help of the Colbert County Historical Landmarks Foundation, has been restoring Belle Mont to its original condition.<sup>16</sup>

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<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

# Daily Life at Belle Mont

Belle Mont was built by enslaved African Americans, and the house stands as proof of their craftsmanship and creativity. Until slavery was abolished in 1865, the owners of Belle Mont utilized slave labor to operate a large plantation. In the 1830 census, Alexander Mitchell is noted as having 115 enslaved men and women.<sup>17</sup> These men and women left their mark on Belle Mont's architecture. They formed and baked bricks to make the walls of the house. This can be seen in the fingermarks that are permanently set in the brick, which reveal each brick was made from clay by human hands, fired in a **kiln**, and individually placed by someone.



Builders also cut large pine and cedar trees to make the rafters and supports for the house. In the cellars at Belle Mont, you can see axe marks in the beams that support the floor. Enslaved men sawed trees into large planks and cut them into the appropriate length. Trees on the property were also used to make columns, porches, and floorboards.

Slaves grew a number of crops at Belle Mont, raised animals, and produced goods for market. Agricultural records show that Isaac Winston operated a plantation that had horses, mules, pigs, oxen, sheep, milk cows, chickens, and other cattle. These animals produced things such as meat, wool, eggs, and milk. Horses, mules, and oxen were used on the farm to plow fields, pull carts, and provide transportation.<sup>18</sup> Slaves at Belle Mont grew cotton, wheat, and rye in large amounts that were sold for profit, but other plants such as corn, beans, peas, and potatoes were grown for food for the family and slaves.

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<sup>17</sup> 1830 U.S. Census. Franklin County, Alabama, Population Schedule, Roll 1, Page 62, A.W. Mitchell, digital image, Ancestry.com. Accessed May 17, 2018.

<sup>18</sup> 1860 U.S. Census. Franklin County, Alabama, Production of Agriculture, Page 16, Row 3, Isaac Winston, digital image

Although the Winston house is the only building left standing, archaeological records and oral histories state that there were other buildings around the house. Archaeological records show that there were several barns for animals and equipment. There was an ice house that would have stored blocks of ice that the family used for cooling and storing food. The house also had an orange grove, and a row of thirteen cabins that housed the enslaved African-Americans.<sup>19</sup>

The land around Belle Mont has been used for agriculture, but the way that agricultural crops are produced has changed over time. Enslaved men and women worked Belle Mont's fields until the ratification of the Thirteenth Amendment on December 6, 1865 brought the end of slavery in the United States. After the Civil War, sharecroppers and tenant farmers planted and harvested the fields at Belle Mont. Instead of planting crops for food for the household, sharecroppers planted cash crops such as cotton, wheat, and soybeans for profit. Today, the land around Belle Mont is still used for farming. Farmers now plant and harvest cash crops such as wheat and cotton using massive machines. Far fewer people are needed to manage the land because of modern technology.

The enslaved men and women who worked at Belle Mont made the plantation successful, and although little is known about them, their effect on the history of Belle Mont is clear. Their craftsmanship can be seen in each brick that was formed and in every piece of wood that create the house. The prosperity of the Mitchell and Winston families was because of the slave laborers who managed the plantation, cared for the animals, and planted and harvested crops from the fields.

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<sup>19</sup> Jack R. Bergstresser and Garnet M. Garvin, *Archaeological Testing at the Alabama Historical Commission's Belle Mont Plantation*, Belle Mont Mansion, December 2002.

# The Alabama Frontier & the TC&D Railroad

It is important to remember that when slaves started constructing Belle Mont, Alabama had only been a state for nine years. The new state was sparsely populated. America had only had six presidents, only twenty-four states existed, and much of the area west of the Appalachian Mountains remained unexplored because there was no system of transportation that enabled people to easily move from place to place. Northwest Alabama did not have many people in it because the area was not easily accessible. The dangerous Muscle Shoals made the area almost impossible to reach by the Tennessee River. The Muscle Shoals was an almost forty mile section of the Tennessee River, from Decatur to Florence, of shallow fast-moving water that boats could only travel down if the water level was high enough.<sup>20</sup>

In order to provide a more reliable way to navigate the Tennessee River, business owners and planters from north Alabama, such as David Deschler, Benjamin Sherrod and others, decided that a way of transportation that did not rely on the Tennessee River would benefit the area. In 1830, the Tuscumbia Railway Company was formally incorporated and authorized to build two miles of track from Tuscumbia to the Tennessee River.<sup>21</sup> The short track made it easier to move goods to and from the river but it only was a small part of the solution to the challenge the Muscle Shoals presented. For plantations such as Belle Mont, the opening of the Alabama frontier to other parts of the world was essential. Plantation owners knew that they had to ship cotton and other crops east or west to markets in larger cities in order to make a profit. The board of directors for the Tuscumbia Railway Company met in 1832, and decided that a railroad should be built that connected Decatur at the beginning of the Muscle Shoals and Tuscumbia at the end of the Muscle Shoals.<sup>22</sup> Because boats and barges could access the east and west end of the Muscle Shoals, the railroad allowed goods to get around the shoals. Goods were offloaded at either end, put on the railroad, and then reloaded at the other end of the railroad. The Tuscumbia Courtland & Decatur Railroad enabled the plantation at Belle Mont to thrive by providing the Winstons a mode of transportation to sell cash crops at larger

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<sup>20</sup> Gail King, "North Alabama's Tuscumbia Courtland, and Decatur Railroad and Its Role during the Cherokee Emigration/Removal Beginning in 1837" *Report* prepared for the Southeastern Anthropological Institute. June 15, 2009. 5-8.

<sup>21</sup> *Ibid*, 12.

<sup>22</sup> *Ibid*, 12.

markets for better prices. Cotton, wheat, and rye grown at Belle Mont could be shipped east to markets east of the Appalachian Mountains and south to New Orleans by way of the Tennessee, Ohio, and Mississippi Rivers.

The TC&D Railroad provided the Winston family and other plantation and business owners with a large amount of wealth and economic opportunity. The time and effort that it took for goods to reach northwest Alabama from the east coast was considerably less, and the railroad was more reliable than trying to navigate the Tennessee River.

# Activities

## Standards

This educator's packet, along with visiting Belle Mont, is applicable and aptly covers standards:

### **4<sup>th</sup> Grade**

- 4.3.3) Describing human environments of Alabama as they relate to settlement during the early nineteenth century, including housing, roads, and place names.
- 4.6) Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

### **5<sup>th</sup> Grade**

- 5.11.2) Describing social, economic, and political conditions that affected citizens during the Civil War.

### **10<sup>th</sup> Grade**

- 8) Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.



# Belle Monte Glossary<sup>23</sup>

**Alexander Mitchell** - The original builder of Belle Mont; Mitchell moved from Virginia to north Alabama around 1818 and purchased land in what is now Colbert County. Mitchell was the town doctor, a part of local government, and farmed the 1,800 acres around Belle Mont using slave labor.

**Architectural Symmetry** - A characteristic of classical architecture where two sides of an architectural floor plan of a building mirror each other.<sup>24</sup>

**Balcony** - A platform that projects from the wall of a building, and which is enclosed on its outer three sides by a balustrade, railing, or parapet.

**Chimney** – A vertical structure incorporated into a building and enclosing a flue or flues that carry off smoke.

**Colonnade** - A series of columns set at regular intervals and usually supporting the base of a roof structure.

**Column** - A supporting pillar consisting of a base, a cylindrical shaft, and a capital on top of the shaft.<sup>25</sup>

**Courtyard** - An open space, usually open to the sky, enclosed by a building often with a colonnade.<sup>26</sup>

**Fireplace** – A place for a fire at the base of a chimney; usually made from masonry.

**Hipped-roof** - A roof with four sloped sides. The sides meet at a ridge at the center of the roof. Two of the sides are trapezoidal in shape, while the other two sides are triangular, and thus meet the ridge at its end-points.<sup>27</sup>

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<sup>23</sup> All definitions are taken from the following citation unless otherwise noted. James S. Curl, *A Dictionary of Architecture and Landscape Architecture* 2 ed. Online. (Oxford, Oxford University Press, 2006)  
<http://www.oxfordreference.com/view/10.1093/acref/9780198606789.001.0001/acref-9780198606789-e-5133?rskey=xJLNI&result=6031>

<sup>24</sup> Trust for Architectural Easements, "Glossary of Architectural Terms"  
<https://architecturaltrust.org/outreach/education/glossary-of-architectural-terms/> [accessed February 13, 2018.]

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

**Isaac Winston** - Owner of Belle Mont from 1833 until his death in 1863. Winston moved from Virginia to Alabama in the early 1800s and bought up land all over north Alabama to farm. He purchased the house and land from Alexander Mitchell around 1833.

**Kiln** – a furnace or oven for burning, baking, or drying, especially one for calcining lime or firing pottery or masonry.

**Masonry** - Being of stone, brick, or concrete.

**Palladian Window** - An arched window immediately flanked by two smaller, non-arched windows, popularized by Andrea Palladio in northern Italy in the 16th century, and frequently deployed by American architects working in the American Georgian and American Palladian styles in the seventeenth and eighteenth centuries.<sup>28</sup>

**Porch** - a covered shelter projecting in front of the entrance of a building.

**Thomas Jefferson** – Third president of the United States; architect who used the designs of Italian architect Andrea Palladio to create his own style of architecture, Jeffersonian Palladian. Belle Mont is built in this architectural style.

**University of Virginia** – A campus designed by Thomas Jefferson. The original core of the campus is made up of ten buildings that surround a grass quad. The architectural symmetry seen in Jeffersonian-Palladian structures is present in the campus due to the uniform design of the buildings around the quad, as well as the composition of the buildings which include wings that extend off of a central rotunda.

**Wings** - a part of a large building that extends away from the main part of the house.

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<sup>15</sup> Ibid.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## Belle Mont Test

### Matching

- |                               |   |
|-------------------------------|---|
| ___ 1. Colonnade              | a. Third president of the United States; architect who used the designs of Italian architect Andrea Palladio to create his own style of architecture. |
| ___ 2. Hipped-Roof            | b. A platform that projects from the wall of a building and is enclosed on its outer three sides by railing.  |
| ___ 3. Palladian Window       | c. A roof with four sloped sides.   |
| ___ 4. Courtyard              | d. An open space, usually open to the sky, enclosed by a building often with a colonnade.   |
| ___ 5. Thomas Jefferson       | e. Being of stone, brick, or concrete.  |
| ___ 6. porch                  | f. A series of columns set at regular intervals and usually supporting the base of a roof structure.  |
| ___ 7. Masonry                | g. A characteristic of classical architecture where two sides of an architectural floor plan of a building mirror each other.                         |
| ___ 8. Architectural Symmetry | h. An arched window immediately flanked by two smaller, non-arched windows, popularized by Andrea Palladio in northern Italy                          |
| ___ 9. Wing                   | i. A covered shelter projecting in front of the entrance of a building.   |
| ___ 10. Balcony               | j. A part of a large building that extends away from the main part of the house.  |

## Multiple Choice

1. \_\_\_\_\_ was the original owner of Belle Mont that, with slave labor, built Belle Mont, and developed a large farm in what is now called Colbert County, Alabama.
  - a. Alexander Mitchell
  - b. Wilfred Stevens
  - c. Buford Gumtree
  - d. Donald Glover
2. Belle Mont is an example of \_\_\_\_\_ architectural style.
  - a. Jeffersonian-Palladian
  - b. Washington-Da Vinci
  - c. Adams-Colonial
  - d. Monroe-Modern
3. Belle Mont has a \_\_\_\_\_ or where four sides meet in a central point to create a ridge line at the top.
  - a. hipped-roof
  - b. kneed-roof
  - c. triangle-gabled roof
  - d. flat roof
4. The second owner of Belle Mont, Isaac Winston, grew \_\_\_\_\_ as a cash crop.
  - a. Cotton
  - b. Corn
  - c. Beets
  - d. Goats
5. How many bathrooms did Belle Mont originally have in the house?
  - a. 0
  - b. 1
  - c. 2
  - d. 3
6. Which of these foods would have been harvested at Belle Mont?
  - a. Cabbage
  - b. Onions
  - c. Beets

- d. Beans
7. Belle Mont was originally built between \_\_\_\_\_.
- a. 1860-1864
  - b. 1888-1892
  - c. 1995-1998
  - d. 1828-1832
8. Which of the Winston children inherited the home in 1884?
- a. Willie
  - b. Ella
  - c. James
  - d. Carter
9. What family donated Belle Mont in 1983 to the state to have it restored?
- a. Preuit family
  - b. Fennel family
  - c. Wilson family
  - d. Kitts family
10. Most houses that are Jeffersonian-Palladian style are made of \_\_\_\_\_ with \_\_\_\_\_.
- a. Green siding; yellow brick
  - b. White brick; blue trim
  - c. Red Brick; white Trim
  - d. Wood Paneling; red trim

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## Test Key

\_\_f\_\_1. Colonnade

\_\_c\_\_2. Hipped-Roof

\_\_h\_\_3. Palladian Window

\_\_d\_\_4. Courtyard

\_\_a\_\_5. Thomas Jefferson

\_\_i\_\_6. porch

\_\_e\_\_7. Masonry

\_\_g\_\_8. Architectural Symmetry

\_\_j\_\_9. Wings

\_\_b\_\_10. Balcony

- a. Third president of the United States; architect who used the designs of Italian architect Andrea Palladio to create his own style of architecture.
- b. A platform that projects from the wall of a building and which is enclosed on its outer three sides by railing.
- c. A roof with four sloped sides.
- d. An open space, usually open to the sky, enclosed by a building often with a colonnade.
- e. Being of stone, brick, or concrete.
- f. A series of columns set at regular intervals and usually supporting the base of a roof structure.
- g. A characteristic of classical architecture where two sides of an architectural floor plan of a building mirror each other.
- h. An arched window immediately flanked by two smaller, non-arched windows, popularized by Andrea Palladio in northern Italy
- i. A covered shelter projecting in front of the entrance of a building.
- j. A part of a large building that extends away from the main part of the house.

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- d. Donald Glover
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- a. Jeffersonian-Palladian
  - b. Washington-Da Vinci
  - c. Adams-Colonial
  - d. Monroe-Modern
3. Belle Mont has a \_\_\_\_\_ or where four sides meet in a central point to create the shape of a ridge line at the top.
- a. kneed-roof
  - b. triangle-gabled roof
  - c. hipped-roof
  - d. flat roof
4. The second owner of Belle Mont, Isaac Winston, grew \_\_\_\_\_ as a cash crop.
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  - b. Onions
  - c. Beets
  - d. Peas
7. Belle Mont was originally built in \_\_\_\_\_?

- a. 1860-1864
- b. 1888-1892
- c. 1995-1998
- d. 1828-1832

8. Which of the Winston Children inherited the home in 1884?

- a. Willie
- b. Ella
- c. James
- d. Carol

9. What family donated Belle Mont in 1983 to the state to have it restored?

- a. Preuit family
- b. Fennel family
- c. Wilson Family
- d. Kitts Family

10. Most houses that are Jeffersonian-Palladian style are made of \_\_\_\_\_ with \_\_\_\_\_.

- a. Green siding; yellow brick
- b. White brick; blue trim
- c. Red Brick; white Trim
- d. Wood Paneling; red trim

# Architectural Scavenger Hunt

Below is a convenient chart that reveals the answers to the scavenger hunt that your students completed while on their tour of Belle Mont

## Teacher's Key

Clues Given to Students	Answers for Teacher	Pictures of Answer
<p>I stand tall over everything, gazing toward town. If this house were a king, I would be its crown.</p>	Two-story Portico	
<p>You can sit on me all day, with your glass filled with ice. If it weren't for me, The sun would be in your eyes.</p>	Rear Courtyard	
<p>As you enter the home I fill it with light. If you only look up, You will see my row of "spikes"</p>	Palladian Window	
<p>Ever rising toward the sky, I slowly form a point. I don't mean to brag, but I hold the roof on this joint.</p>	Columns	

**Clues Given to Students**

**Answers for Teacher**

**Pictures of Answer**

**High and high,  
I rise toward the sky.  
In rows of three,  
but only two of me you actually  
need.**

Chimneys; there are equal numbers on each side of the house. The two on the back of the house were fake and unusable.



**My eyes gaze down on all who enter.  
I have stood by the side since I can  
remember.  
Just don't throw rocks at my center.**

Bullseye Windows



**We have stood the test of time  
From sunup to sundown.  
The Big Bad Wolf can huff and puff,  
but he'll never blow us down.**

Red Bricks



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## Scavenger Hunt

Clues Given to Students	Your Answer	Pictures of Answer
<p>I stand tall over everything, gazing toward town. If this house were a king, I would be its crown.</p>		
<p>You can sit on me all day, with your glass filled with ice. If it weren't for me, The sun would be in your eyes.</p>		
<p>As you enter the home I fill it with light. If you only look up, You will see my row of "Spikes"</p>		
<p>Ever rising toward the sky, I slowly form a point. I don't mean to brag, but I hold the roof on this joint.</p>		

**Clues Given to Students**

**Your Answer**

**Pictures of Answer**

High and high,  
I rise toward the sky.  
In rows of three,  
but only two of me you actually  
need.



My eyes gaze down on all who  
enter.  
I have stood by the side since I can  
remember.  
Just don't throw rocks at my center.



We have stood the test of time  
From sunup to sundown.  
The Big Bad Wolf can huff and puff,  
but he'll never blow us down.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## Source Analysis Activity

### Primary Source

**The primary source analysis provides context to daily life at Belle Mont. This letter from Isaac Winston Jr. to General Buell about the state of his property gives insight into the aftermath of the Civil War. Have your students read the letter and then use one of the two prompts at the end of the letter for a written response.**

*“Gen. Buell,*

*I am a Southerner, but hope nevertheless that common justice will induce you to listen to my protest against being made the victim of the petty spite of Col. Straight of the 51st Indiana Regiment Commanding U.S. forces at this point. Because I dared to avow my principles and remonstrate with the men who intruded upon my Family at all hours, robbed my Garden and (Shopes), and refused to sell them articles I could not spare, I was threatened with arrest and forced to fly from my home leaving my wife and Children unprotected, Col. Straight has had hauled from my Cribs nineteen wagon loads of corn under Protest from me that he was depriving my Family of Bread and knowing I will never accept one cent by way of compensation. What is money worth when we should want Bread? I had no corn to spare will now be compelled to buy. And secondly was not willing to trade with the Enemies of my Country. The Quarter Master of the Mechanics Engineers concurred in all Col. Straights exactions and took three Beeves [Cows] from me knowing I received no compensation, because when he avowed his readiness to sweep the Southern Country Even Women and Children. I unable to control my feelings, expressed my horror of the man who could acknowledge such sentiments. Col. Straight has written me a note now in my possession saying I ought to be tried for treason and hung. I write because I have been informed that you are disposed to deal honorably to all Southerners and think it but common justice to myself that you should be made aware of the manner in which Col. Straight has acted toward me. I desire no pay for that has been taken from me,*



*but merely call your attention to Col. Straight's proceedings. Col. Shumaker of the 31st Michigan Regiment is cognizant of the whole affair, and although I have no authority from him for doing so I refer you to him for his version as I believe him to be truly honorable and willing to see justice awarded even an enemy. Col. Shumaker has protected my family since I left so far as lay in his power for which kindness I am indeed grateful. When Gen. Mitchel's Division were here they took from me forty ham's of bacon besides constantly intruding upon my Family threatening me with violence, forcing locks and robbing constantly. When I heard of the advance of your Army, I hoped for at least justice knowing you to be a Western man and having heard praises of your moderation and leniency from even your political enemies. I am a true southerner - can submit to a military necessity, at the same time as a freeman have rights and privileges upon which no one can trample. You can obtain other evidence that this was a particular case. On no other plantation was such a large quantity of corn taken/leaving so little/, thus proving it was done through malice and spite.*

*Respectfully,*

*Isaac Winston Jr.*

*Mj. Gen. Buell*

*Command US Forces at Tuscumbia*

*P.S. The first morning on which corn was sent for I addressed a not to Col. Shumaker informing him I had no corn to sell not having more than my family would consume he merely replied that he was not commanding here and of course he was not the proper person to whom to apply - but to Col. Straight - the latter sent a verbal message through the officer that if I preferred to burn my property to letting them have a few hours would be allowed me - I wrote to enquire if my Family would be molested in consequence and requesting him to specify the time he could allow. When I received the note to which I have referred threatening me with hanging and informing me it was his duty to enforce the laws.*

*Respectfully,*

*I.W. Jr."*

## Writing Prompts

1. In his letter to General Buell, Isaac Winston Jr. delivers a list of complaints based around the conduct of Union soldiers and officers during his army's occupation of the Shoals in 1862. You are Mr. Winston's next-door neighbor, who also has supplies that the Union Army might need. Write your own letter to General Buell detailing your experience with Union troops taking supplies from your farm. Include details as to how this has affected your livelihood, your family, and elaborate on how this could affect your view of the Civil War.
2. At the end of the Civil War, the institution of slavery was broken, and African-Americans were no longer bound to any person. Using your knowledge of plantation life, write a journal entry from the perspective of a recently freed African-American slave who now faces a new set of challenges and opportunities. Will you go north? Will you stay in Alabama? Why?

# Belle Mont Coloring Sheet

# Plantation Life

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

AGRICULTURE	ALABAMA	ARCHITECTURE
ARROWHEADS	BELLE MONT	CARRIAGE
CELLAR	CHIMNEY	CISTERN
COLUMN	CONFEDERACY	COTTON
FRONTIER	JEFFERSON	MARBLE
MEDICINE	MITCHELL	PALLADIO
WINSTON		

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## Plantation Life

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

AGRICULTURE

ALABAMA

ARCHITECTURE

Winston

ARROWHEADS

BELLEMONT

CARRIAGE

CELLAR

CHIMNEY

CISTERN

COLUMN

CONFEDERACY

COTTON

FRONTIER

JEFFERSON

MARBLE

MEDICINE

MITCHELL

PALLADIO

# Experience Enrichment at Belle Mont

## *Harvest on the Hill*

When visiting Belle Mont during our Harvest on the Hill experience, students will be exposed to life on the Alabama frontier, a time that Belle Mont would have been bustling with activity. Students will learn from educators and local artisans, the significance of each aspect of life covered during the experience and the labor required to exist as a household at this time. Students will actively engage in these activities and learn how difficult it was to produce daily necessities on a Southern plantation. The activities listed below are all designed to provide students a window into the past that reveals the true value of the educational atmosphere at Belle Mont. **For more information on Harvest on the Hill, call 256-383-4401.**

## *Hoecakes and Honey: Cooking in the Field*

During this segment, students will learn about aspects of life for enslaved people working in the fields and how their methods of cooking utilized materials and ingredients found in their environment. Students will see demonstrations performed by interpreters in period dress that show how hoecakes were made using garden hoes as a cooking surface. Students will see how these were made for food while working in the field. Students will also learn about honey and how it was harvested by farmers and plantation owners for use as a sweetener and will be able to use honey to flavor their own hoecake.

## *Agriculture*

In this segment, students will learn the value of cotton to farmers in the eighteenth and nineteenth century and explore the transportation boom that enabled north Alabama to trade and connect with the rest of America more easily. Students will learn about the convenience that the Tuscumbia, Courtland & Decatur Railroad offered to the area and the ability for plantations such as Belle Mont to transport cash crops to major cities.

## *Nineteenth Century Toys*

Students will have the opportunity to play with and listen to the history of antique toys. The toys seen in this segment are hand-crafted replicas of actual toys from the antebellum period and allow

students to engage with the idea that Belle Mont was not only a house but a home to the Winston family.

### *Basket Weaving*

At this station, students will learn about the art of basket weaving from an expert and see the multiple purposes of weaving. Students can practice weaving chair bottoms, baskets, and other items that would have been a part of daily life on a plantation

### *If Walls Could Talk - Guided Tour and Storytelling*

During this time, students will be given a guided tour of the house by an experienced interpreter and learn the history of Belle Mont and the families who have lived there. Belle Mont's history is emphasized, but students will also learn aspects of nineteenth century culture and life that reinforce the historical significance of the house. Students are encouraged to ask questions and complete the architectural scavenger hunt within the packet during this activity.



Thank you!