



## Frank A. Miller and Early Riverside Grades 3-4

### **Objectives:**

In this lesson students will learn about the life of Mission Inn founder Frank A. Miller, a man whose life is inextricably linked with the history of early Riverside. Students are deputized as “history detectives” in order to identify, interpret, and assemble the pieces (personal artifacts, photographs, and journal entries) of Frank A. Miller’s life, and figure out who this man is, and why he is important to the history of Riverside. All primary materials are interpreted by students and applied to a timeline in the correct chronological sequence, alongside other major national and world events.

**Essential Question:** Who was Frank Miller and why is he important to the history of Riverside?

### **Introduction and Context for Teachers:**

Many families moved west to California following the Civil War, hoping for a better life and improved health, and in some cases as an escape from the cold winters of the Midwest and East Coast. Christopher Columbus (C. C.) Miller, a Civil War veteran, left his family in Tomah, Wisconsin in early 1874 and came to Riverside. When he arrived, the town was only four years old, having been settled in 1870 by John W. North and James P. Greves. C. C. Miller’s wife, Mary Ann Clark Miller, and their four children joined him in October, 1874.

C. C. Miller conducted land surveys, and through his work he was able to purchase a parcel of land located near Main Street. The Miller family built a home there of adobe, bricks, and stone, covered it with clapboard, and eventually decided to take in boarders. The first boarder, Albert S. White, moved into the Miller family’s Glenwood Cottage in 1876.

In 1880, C. C. Miller’s son, Frank, bought the Glenwood from his father for \$5,000. He was twenty three years old, and had worked hard to save enough money for the purchase. That same year, he married Isabella Hardenberg, one of Riverside’s first schoolteachers. Isabella had also been a boarder at the Glenwood. Within two years, Miller enlarged his hotel; the two-story addition cost \$10,000 and included thirty new guest rooms, a dining room, office, reading room, and parlor. In 1903 the *Glenwood* officially became *The Mission Inn*.

Frank A. Miller was a fascinating man, a combination of showman and promoter, businessman and community leader. He and his family traveled extensively and often sent back items they collected overseas – items which then adorned, or were offered for sale at his hotel. “Dramatize what you do” was one of Miller’s favorite phrases, and he borrowed liberally from California’s history to create a sense of the past at the Mission Inn. Even though he was a Congregationalist, Frank Miller sometimes dressed as a Spanish padre; friends would call him Father Frank, as if he were a member of the Spanish clergy who had established one of the original California Missions himself.

Although he never held a political office, Frank A. Miller involved himself with local matters. After some contention with the County of San Bernardino, Frank A. Miller joined a group of prominent residents and successfully petitioned to separate and form their own county, with the city of Riverside as the new county seat. In 1893, Riverside County was officially established.

Shortly after the Wright Brothers made their historic flight, countries around the world began to experiment with aircraft, many for military purposes. When the US Army sought to create a new air field, Frank Miller helped persuade authorities to establish the airfield east of Riverside. The first military plane landed at March Field on March 1, 1918. March Field, now March Air Reserve Base, is still in operation today. Although it was used as a training facility during both World Wars, the base was instrumental in providing a means for preparing new pilots and equipment for real world scenarios.

Frank Miller collected numerous Japanese artifacts that are still displayed at the Mission Inn. Most notable of these artifacts is a medal personally awarded to Miller in 1929, by Emperor Hirohito of Japan. The medal, Japanese Order of the Rising Sun 4<sup>th</sup> Class, is awarded to persons that have made achievements in the field of international relations, and/or the promotion of Japanese culture.

Frank Miller dedicated himself to promoting peace and understanding amongst the different cultures of the world. In 1931, the Mission Inn's *Rotunda International* was opened in hopes that it would act as a meeting point for world leaders, and would in turn lead to better relations between countries. Indeed, today, the World Affairs Council meets regularly at the Mission Inn, and numerous American presidents and foreign diplomats have visited and met at the hotel.

Allis and DeWitt Hutchings (Allis was Frank Miller's daughter) took over the running of the hotel after Frank Miller passed away in 1935. However, the Hutchings faced formidable changes in the travel industry. The dramatic rise in use of the automobile, along with new resort destinations and activities, made the Mission Inn seem outdated and out of fashion. Business at the Mission Inn began to slip. People no longer stayed at the hotel for extended periods; Palm Springs and other locations had replaced Riverside as a popular destination. The couple struggled to keep the hotel open and tried to attract new guests by adding modern amenities. The South Seas-inspired Lea Lea room, decorated with large tikis, bamboo, and palm fronds, opened in 1939. It became a favorite place for dancing, especially for the airmen and soldiers stationed at March Field and Camp Hahn. In 1948, a swimming pool, "El Agua Azul," replaced the Old Adobe. Mr. and Mrs. Hutchings died within four months of each other – Allis in 1952, DeWitt in 1953. Their three children sold the hotel in 1956 to Benjamin Swig of San Francisco, and the Miller family's 80-year ownership came to a close.

**Required Materials and Resources:**

1. Large, wide roll of paper or multiple pieces of large construction paper – students will be creating a timeline and attaching “pieces” of Miller’s life
2. Pencils, crayons, and/or markers
3. Large envelope to contain the “pieces” of Frank Miller’s life and other timeline events
  - a. These “pieces” can be printed from our website, see links below.
4. Glue sticks and/or tape

**Required Time:**

1-2 hours

### **Instructional Process:**

1. Review the *Introduction and Context* above to briefly familiarize yourself with Frank Miller and his life.
2. Create a “mystery box” or envelope to hold the pieces of Frank Miller’s life, which can be downloaded and printed [here](#).
3. Unroll and mount a large roll of paper (or have students assemble several pieces of large construction paper) in a manner that the entire class can view and easily reach. Have students work together to construct a large timeline that spans 1865 – Present. Timeline should be large enough that students can write dates on ten year increments.
  - a. Once completed, guide students in placing historic and recent events to list on their timeline. These can anything from their birthday or their parent’s birthdays, to major historical events in American and world history.
  - b. Photographs and suggestions for historic events are available [here](#).
4. After writing in major events, present the “mystery box” that contains artifacts that represent Frank Miller’s life. Students should be told his name, but it will be up to them to assemble the pieces and figure out who this man is, and what he did. Students are “deputized” as history detectives, and must work together (with guidance from their teacher) to identify the pieces of this man’s life, apply pieces in the correct order on the timeline, and use these “clues” to figure out who this man was, what he did to become so well known, where and when he lived.
5. Examine and interpret pieces from the mystery box one at a time and apply them to the timeline in the correct chronological sequence. Provide the students with guiding questions focused on identifying names on documents, other famous people in the images as possible clues about the date, and locations.
6. After all mystery envelope contents have been identified, interpreted, and applied to the timeline in the correct order, the teacher will review the objects/photographs with the students and assist with further guided discussion.
  - a. Assist students with writing in key details and facts on the timeline as the discussion progresses.
7. After the discussion, have students use their timeline to create short, individual written responses about Frank Miller. Who was Frank Miller and why is he important to the history of Riverside? Is there anything on the timeline that suggests life was different when he was alive? Why, or why not?

**Optional Academic Tools:**

1. Word Bank:

**Tier II**

Adorn	Veteran
Persuade	Achievement

**Tier III**

Scenario	Diplomat
Boarder	History

2. Nonfiction passage: This passage is a grade-level appropriate version of the *Introduction and Context* provided above, available for download [here](#).
3. Sentence Frames:
  1. Frank Miller loved to travel and he collected many items to (adorn) his hotel, the Mission Inn.
  2. Frank Miller was honored for his (achievements) as a (diplomat) by the Emperor of Japan.
  3. Because Frank Miller believed in the power of flight, he helped to (persuade) the government to build March Field in Riverside.
  4. March Field allowed many people in the military to train for (scenarios) that may occur in battle.

**Suggested Evaluation Rubric:**

For all grade levels, students will be evaluated according to California Common Core Writing Standards for ELA:

**4 Points-** Essay provides a clear, organized introduction and groups related information together in a logical, structured manner. Addresses and clearly answers all questions, provides appropriate details and evidence from the lesson and/or an additional resource. Use of multiple paragraphs (depending on grade level). Ideas and paragraphs are connected using grade-appropriate linking phrases. Few or no spelling and grammatical errors. Narrative includes a concluding statement and/or section.

**3 Points-** Essay has good potential and is focused on answering the assignment prompt, but facts, linking phrases, and order of paragraphs/sections could use some improvement. Marginal use of details or facts from lesson, and may use an additional resource. Basic introduction and/or conclusion are present but could use further development to help clarify the student’s thoughts. Has some spelling and grammatical errors.

**2 Points-** Essay addresses the assigned questions but fails to provide clear answers; some answers or statements may be off topic. Some attempt is made to provide evidence from the lesson, but statements do not follow a rational order or structure, or evidence is misinterpreted or taken out of context. Introduction or conclusion section is missing. Has many spelling and grammatical errors.

**1 Point-** Essay does not address the assigned prompt and/or lacks supporting details and evidence from the lesson. Introduction and concluding sections are missing. Demonstrates little to no understanding of the assignment, has numerous spelling and grammatical errors.

**CA Common Core ELA Grade Specific Standards:**

**Grade 3**

- **Reading Standards for Informational Text**
  - Key Ideas and Details #1, #2, #3
  - Integration of Knowledge and Ideas #7, #8, #9
- **Writing**
  - Text Type and Purposes #1, #2
  - Production and Distribution of Writing #4
  - Research to Build and Present Knowledge #7, #8
- **Speaking and Listening**
  - Comprehension and Collaboration #1, #3

**Grade 4**

- **Reading Standards for Informational Text**
  - Key Ideas and Details #1, #2, #3
  - Craft and Structure #5
  - Integration of Knowledge and Ideas #7
- **Writing**
  - Text Types and Purposes #2
  - Production and Distribution of Writing #4
  - Research to Build and Present Knowledge #7, #8
- **Speaking and Listening**
  - Comprehension and Collaboration #1

**CCR Anchor Standards for ELA Literacy K-5:**

- **Reading**
  - Key Ideas and Details #1, #2, #3
  - Craft and Structure #4
  - Integration of Knowledge and Ideas #7
- **Writing**
  - Text Types and Purposes #1
  - Production and Distribution of Writing #4
  - Research to Build and Present Knowledge #7
- **Speaking and Listening**
  - Comprehension and Collaboration #1, #2