

PIONEER DAY ACTIVITIES

By Joyce Burton Rogers

GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
"INDIANA AND THE NEW NATION, 1776-1876"
a project of the Historic Southern Indiana Project
of the University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712
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One Way to Organize a Pioneer Day

1. A Call for Volunteers

At least one month in advance, a letter (see A) is sent out for volunteers. These may include parents, grandparents, aunts, uncles, neighbors, etc.

2. Organizing Committees

As responses come in, teachers organize the committees (see B).

3. "Beating The Bushes"

If not enough volunteers respond, another letter is sent out. (see C1, C2, C3)

4. Organizational meeting

This is for all volunteers. It is usually held after school in a classroom. Volunteers receive their committee assignments and general information. (see D) From here on, the committee is responsible for deciding on an activity and gathering supplies. Some non-consumable supplies (hoops for cross-stitch, burlap bags, etc.) and donated items are usually available, and the committees are informed of this by the teacher. The committee chooses a chairperson, who is given the cumulative folder for the activity. Part of this organizational meeting is set aside for committees to meet.

5. Committees

Each teacher is assigned certain committees. Teachers keep in touch with the chairs to answer questions, lend support, or prod if needed.

6. Financing

Donations of items are accepted from parents (fabric, scraps, thread, burlap bags, etc.) Students take home a letter asking for a contribution of a small amount of money. (see E) Some parents choose to consider their donation of time and materials as a replacement of a money contribution. It may be necessary to urge committees to be careful of cost when planning. Another option is to set a budget ahead of time.

7. Organizing the Students

Students sign up for three different sessions - the morning sessions. Lines are drawn on the badge pattern (see F) for the student's name and the order and title of each session he/she chose. In the afternoon, the whole group is divided in half, one half going to Pioneer Games, the other to Pioneer Music. At the end of the session, the groups trade, so every student will have both music and games.

Dear Parents,

To enhance the study of Indiana History, we are trying to plan a Pioneer Day on Friday, May 9th. In order to do an adequate job of exposing the students to pioneer life, we will require some help from parents.

If you have some knowledge in any of these areas, or are willing to help with a "mini session" dealing with this area, please check below. Check all the areas in which you have an interest. It may be necessary for us to ask you to help in areas other than your first choice.

Bread and Butter Making

Cross-stitch embroidery

Candle Making

Wooden Toy Making

Square Dancing

Corn Husk Dolls

Miniature Log Cabin Making

Pottery

Blab School

Songs or Instruments

Dried Apple Dolls

Dried Vegetables

Quilting

Applesauce Making

I will help wherever needed but my preference is _____.

We appreciate any help you can offer. Do not feel you need to be an artist or craftsman to volunteer. Often an extra pair of helping hands and a willing spirit can help so much. A project such as this is impossible without the aid of interested parents, grandparents, friend, etc. If you are willing to spend a day with us and do some preliminary preparation work, please sign and return this by the end of this week. We will be in contact with you regarding our plans.

Thank you,

Fourth Grade Teachers

Parent signature: _____ Phone # _____

(A)

PIONEER DAY COMMITTEES

May 4, 1990

Code: F - Friend
G - Grandparent

All committee member will be needed from 9:00 - 2:00 ,
except for Pioneer Games and Music, which will be from 1:30 -
3:00.

Applesauce Making

Karen Brizendine 885-9172
Betty Ward (G) 1-852-2326
Rebecca Burns 882-4123

Blab School

Linnie Gainey 881-1816
Janet Sanders 888-1264

Bread/Butter Making

Rosemary Sanders (G) 535-8580
Elaine Poisson 882-1877
Bernice Wiencek G) 885-0229

Candle Making

Diana Sullivan 881-6933
Work - 274-4041
Arliene Britt 882-4563

Corn Husk Dolls

Nancy Buxton 882-0130
Cindy Lorenzoni 881-4060
Ellen Durham 888-9715

Cross Stitch

Connie Pulliam 888-9368
Brenda Kelley 882-8626
Katherine Lake (G) 888-3210

Dried Apple Dolls

Vickie Lake 882-1892
Susan Due 881-5810
Farideh Dadfarmay 888-3856

(B)

Dear Parents,

There will be an organizational meeting for Pioneer Day on Thursday, *April 12*, at 3:45 in Room 17.

We still need volunteers. If we do not have enough parents respond we will be unable to have this worthwhile, fun activity. Please send in your response and come to the meeting on Thursday.

Sincerely,

Fourth Grade Teachers

REMINDER:

PIONEER DAY MEETING THURSDAY AT 3:45 IN ROOM 17.

(C1)

To: Fourth Grade Parents and Grandparents:

From: Fourth Grade Teachers at North Grove Elementary

re: Pioneer Day,

On Wednesday, April 11, 1984, we are having a Pioneer Day Meeting for any and all interested people. We have had a very low response to parents helping this year. You need not be proficient in any specific skill, just willing to help and teach.

If you have any Grandparents that would be willing to participate, please bring them, also.

Thank you for your continuing support this year.

Fourth Grade Teachers

Meeting: 3:30 in the Music Room

(C2)

What: Organizational meeting for Pioneer Day

When: Thursday, March 28th at 3:45

Where: Room 20

If you haven't already signed up for a committee, please send your paperwork in. If you forget to send it before Thursday, March 28th, just come to the meeting.

Mothers, fathers, grandparents, aunts, uncles, friends, etc. are welcomed as volunteers.

IF WE DO NOT GET ENOUGH VOLUNTEERS, WE WILL HAVE TO CANCEL PIONEER DAY!

Thank you,

Fourth Grade Teachers

(3)

Pioneer Day May 4, 1996

9:15 - 10:15 First Session
10:20 - 11:20 Second Session
11:20 - 11:55 Home Room - Teacher Supervision
|← 11:55 - 12:25 LUNCH
12:30 - 1:30 Third Session

LOCATIONS FOR EACH MINI-SESSION

1. Cross Stitch..... Gym
2. Bread & Butter..... Room 18
3. Quilting.....Gym
4. Candle Making.....Outside or hallway
5. Applesauce.....Cafeteria (south end)
6. Wooden Toys.....Gym
7. Stenciling.....Art Room
8. Square Dancing.....LGI
9. Corn Husk Dolls Room 19
10. Dried Apple Dolls Room 19
11. Blab School Room 17
12. Log Cabins Art Room
13. Pioneer Music LGI
14. Pioneer Games Gym or outside
15. Dried Vegetables Stage in Gym

SPECIAL NOTES

1. Please keep all items made in your session. Children will not be able to take them to their next session. Please pin names and homeroom numbers to the child's work. At the end of the 3rd session we would appreciate it if these items could be placed on a table in the child's homeroom.
2. Lunch is from 11:50 - 12:30. We invite you to eat with us in our cafeteria. Lunches for adults are \$1.55, which can be paid in the line. If you prefer to bring your lunch from home, coffee is available in the cafeteria, and soft drinks in the teachers' lounge. Our teachers lounge is pretty small and crowded, but there are plenty of tables in the cafeteria. (Salads are \$1.55)
3. Punctuality is a necessity on a day such as this. If possible, please wear a watch that is set with school time. Please do not dismiss your sessions early, for the children are not to return to their rooms as an activity is being held there. However, do dismiss on time so they can get to their next session.

②

Dear Parents,

In the past we have asked for donations of various items to be used on Pioneer Day. We received too much of some items and not enough of others. Many volunteers on the various committees ended up spending their own money on the projects.

We are very appreciative of our parents volunteering their time, and we do not want to place a financial burden on any of them. Therefore, we are asking each fourth-grade student to contribute \$2.00 to help defray the cost of Pioneer Day.

Thank you.

Sincerely,

Fourth Grade Teachers

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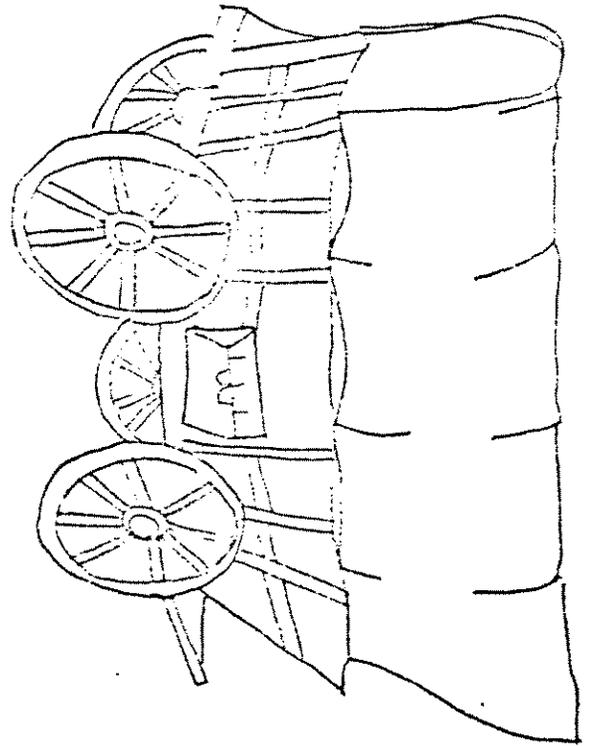
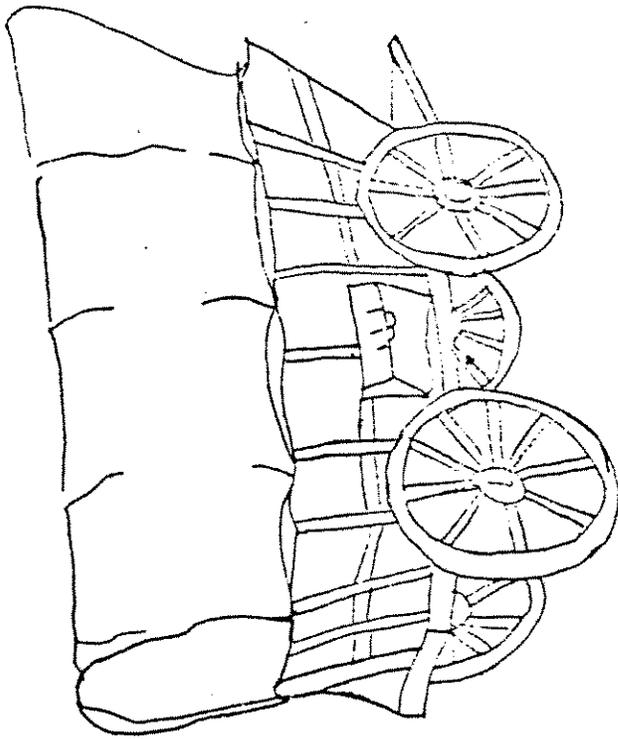
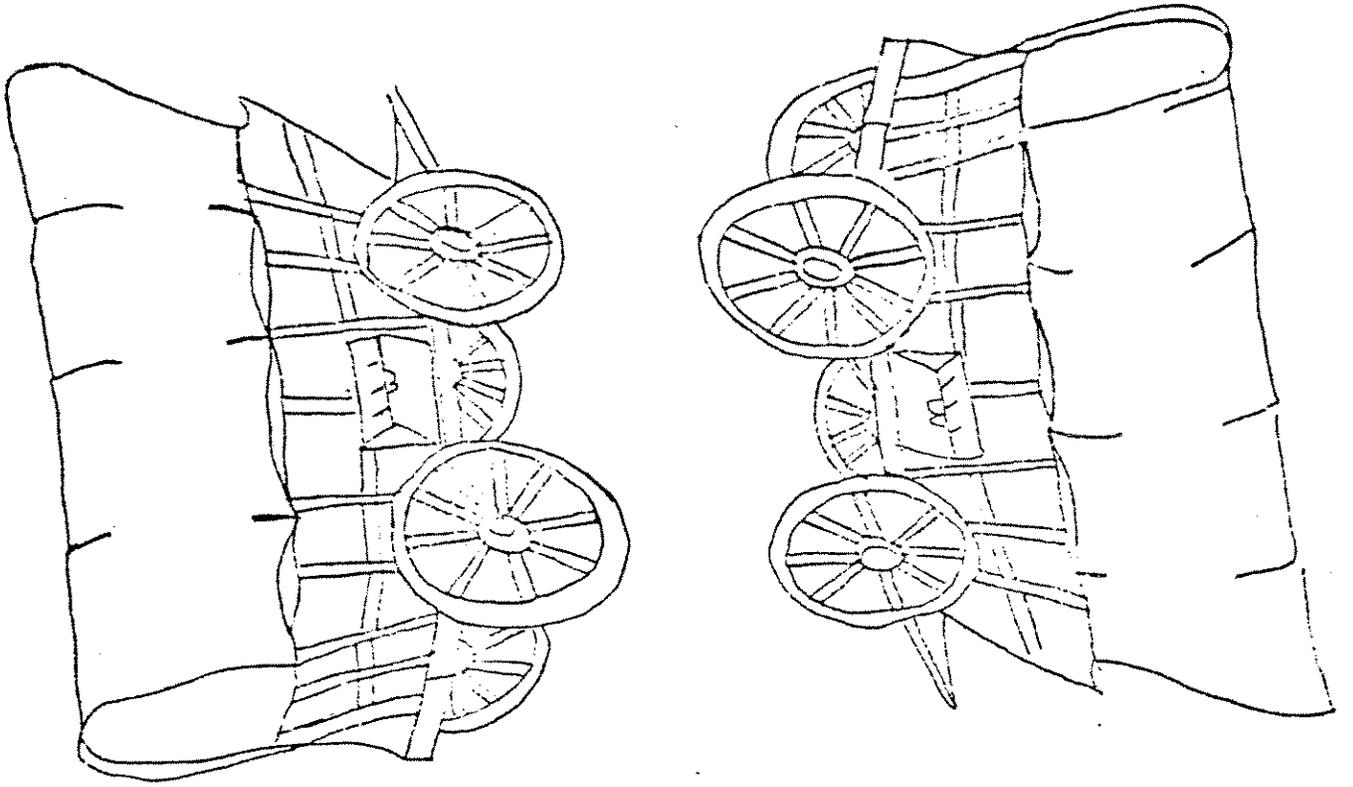
Thank you.

Sincerely,

Fourth Grade Teachers.

(E)

Patterns for badges



POTTERY

The book Colonial Craftsmen by Tunis is helpful.

This activity is held in the art room, if possible with the help of the art teacher. Clay was ordered from the middle or high school. At the beginning of the session, the importance and uses of pottery to the pioneers was discussed with the children. The three basic methods of pottery-making was reviewed. 1. Coil method - coils laid on top of each other. 2. Slab method - using rolling pins to flatten out clay and constructing items from cut-out pieces. 3. Pinch pot - begin with clay in a ball and work out with thumb.

Some groups were encouraged to make items the pioneers would have made, other groups made wind chimes with cookie cutters as well. Students were given clay about the size of a large orange. Slip was used for attaching handles. Smocks were worn by the students..The items were inscribed with the name and room number to be fired later by the art teacher. It was explained to the students that pioneers would either sun-dry their pottery or put them in kilns made by digging a hole in the ground and lining with hot rocks.

CORN HUSK DOLLS

1. Decide ahead of time which volunteer is in charge of which project. eg. making brooms, fishing rods, arms, head and clothes.
2. Let kids decide what they want to add to their dolls.
3. Make sure you use the 1" styrofoam balls for the head. If it's any bigger they don't look right.
4. A pair of wire cutters can be helpful
5. Heavy carpet thread was found to work better than quilting thread.
6. When buying corn husk, try to find the kind that says 'sterilized' on the package. It's easier to work with.

CORN HUSK DOLLS

May 9, 1988

LIST OF SUPPLIES

corn husks (Lee Ward on Fentleton Pike)
1 inch styrofoam balls (1 per student)
quilting thread beige 4 spools
felt tip markers -drawing faces
2 or 4 large bowls for soaking corn husks (Add lots of baby oil to the water. This helps make the corn husk easier to work with.)
yarn for hair (pigtails for girls and straight pieces for boys)
thin wire for arms and around waist
medium wire for heads
cotton material scraps - apron, hats, pants (girls - calico for apron and hats, boys - dark blue denim is too heavy) for pants, another color or print for hats and scarves
straight pins
glue

THE CORN HUSK DOLL by Eleanor Wilcox page 76 (I hope) to the end of the chapter. This is a short story about two girls an Indian, and a pioneer. This is good to fill any extra time.

ANY HANDS FOR TYING

Wire cutters
scissors

We prepared the arms ahead of time. If a different arm is used the students could make them. (The one we were shown would be to hard for them to do in the time period.)

The wire in the head needs to be longer for the girls and needs weight on the end. This will help them to stand straighter. Roxie and Marsha plan to make one over the summer, trying different arms and heads than the one we used. We wanted to do this before I typed this. We didn't make it.

Faces should be put on after dolls after they dry.

Please call one of us if we can help. We had a previous mother show us.

Marsha Warren	881-6123
Sue Good	888-3881
Denise Boudi	882-4713
Roxie Woodring	882-6726

CORN HUSK DOLLS

Supplies:

Corn husk (12)
yarn, string or cord
scissors
corn silk
felt tip markers
fabric
glue
small styrofoam ball

Directions:

Put the corn husks in a pan of water for a few minutes to moisten them so they are easier to work with. Take half of your corn husks and place styrofoam ball for head, put other half of corn husks on top and tie it tight above and below the ball, as shown in a. and b. Then pull corn husks from bottom for arms and tie them, as it shows in c. You may want to trim arms if they are too long. Then finish as you like, use your imagination but let them dry before marking eyes, nose and mouth with felt-tip markers. Use material for skirt, shawl or scarf. Also corn silk can be used for hair, put on by glue.

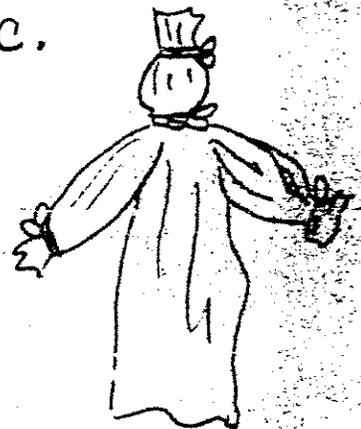
a.



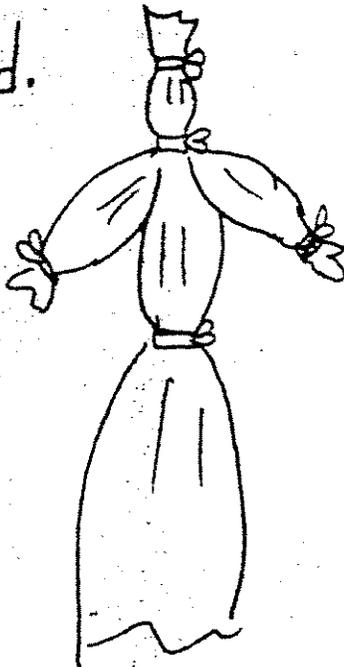
b.



c.



d.



e.



QUILTING

HINTS FOR POTHOLDERS:-

- 1) It is helpful if potholders are made at home ahead of time. This way the children can draw pictures on them or use iron on and do the quilting by outlining the picture with the running stitch.
- 2) Pre-thread needles and knot the thread to keep ahead of the kids.

HEART DESIGN QUILTING SAMPLER

MATERIALS:

1. Suitable fabric - preprinted with hearts and cut into required no. of squares. Heart should be in center.
2. Quilt batting
3. Quilt backing - muslin as wide as the printed fabric. Cut into same size squares and same number as the printed fabric.
4. Quilting thread
5. needles
6. wooden hoops.
7. ribbon 1/4"
8. several pairs of scissors
9. pinking shears
10. pencil and small paper for name tag
11. straight pins

Begin each session with a short talk about quilts. Can even bring in a few to show the kids. Can make diagram of different quilt patterns with name of pattern.

GENERAL HINTS:- Let each student pick the color heart he or she wants. Divide them into small groups and show them how to quilt with the running stitch. After that's finished trim the excess edges with pinking shears (at least 1/2" to 1" out) and tie the ribbons onto the top. Pin name tags and room#s onto each hoop.

Prethreading needles and knotting the thread is very handy.

9116 Stonegate Road
Indianapolis, Indiana 46227
May 3, 1976

To Whom It May Concern:

On the afternoon of April 26, 1976 Mrs. Koelling and I held two one-hour quilting sessions in the gym of North Grove Elementary School. Twelve fourth grade girls (six in each session), students of Miss Madelyn Neal and Mrs. Barbara Glidden, participated in the events.

At the beginning of each quilting session, Mrs. Koelling told the girls a brief history of quilt making. She explained that quilting and sewing in general were part of the requirements for marriage in pioneer days. Also that quilts were necessary for warmth, as methods of heating were inadequate. Mrs. Koelling also brought library books and briefly showed the girls pictures and names of the different types of quilts. She also showed them pictures of modern items that could be made by quilting. We both brought quilts from home to show the girls. Mrs. Koelling brought quite a variety of patterns.

We showed them a sample potholder. Then we started right in with explaining to them that we expected them to make a potholder for their quilting project. No potholder was completely finished when the session was over, but they took their potholders with them to finish at home. Most of them were just pinned, but some of the girls had finished the running stitch across one end. There was just not enough time for the girls to finish the potholder in one session. All girls did manage to complete their four-patch.

SUGGESTION: Before they pick up their materials and needles — Be sure to tell them that if they need help to start their needles into the material, to tell you and that you will help them get started. Tell them that if their thread begins to twist or knot, do not pull needle and thread through material, but to tell you, and you will help them straighten the thread. Also, caution them not to cut the thread until they have knotted the seam at the end. Tell them that if they do not know how to make the knot at the end of the seam, you will make the knot for them and at the same time show them how to make the knot. Impress them with the fact that if they think they are running into a difficulty that you will help them. We did not do everything right the first time either. We had to learn. You will probably start most of the stitching and you will probably make all or most of the knots. You will need to watch for the inexperienced ones to help them to keep up with the few who have some experience, through Girl Scouts or 4-H groups or home training.

Needles were pre-threaded at home. Forty were threaded and we used most of them. Don't put more than twenty inches of thread in a needle. (10" double)

We had thimbles, but only three of the twelve girls tried them. We could have forgotten the thimbles.

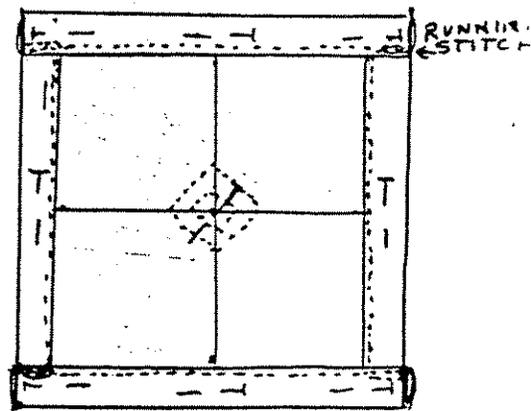
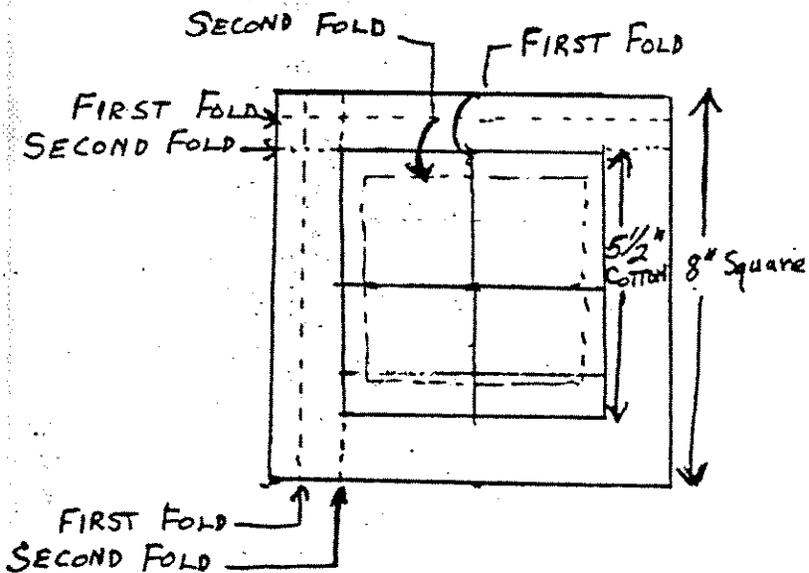
After the first session, we decided it was better to have the girls select their solid color backing for the potholder (8-inch square) at the same time they selected their four patches (3-inch squares) and needles and cotton batting (5½" square).

Some of the girls selected four prints (which were more plentiful — although we had plenty of each) instead of two prints and two solid colors.

We found it necessary to mark the wrong side of the three-inch squares with a soft lead pencil and ruler one-fourth inch from the top edge and told them not to stitch above the line. Their natural tendency was to go above the line, and then the seam was too narrow to hold together, even if their stitches were small.

We told them to put the right sides (or bright sides) together and sew on the dull side. Solids are hard to tell which is the right side and in some it really makes no difference. They set two blocks together and then set two more blocks together. We pressed the seams open for them with our thumbs. Then we marked the one-fourth inch seam in pencil and they used the running stitch to sew the four blocks together. If they used two prints and two solids, be sure the solids are diagonal from one another. This finishes the four-patch.

Next, put the eight inch square backing right side down on your table, then the square of cotton batting centered onto the backing, then the four-patch, right side up on the cotton batting. Fold the eight inch square from the outer edge up to the cotton batting on all four sides and crease each fold. Then fold again, this time covering the edges of the four-patch. Pin with straight pins at the seams of the four-patch. Corners may be folded square (we found this quicker and easier) or they may be folded diagonal (mitred). We then pinned the corners. Last, we pinned the center and told them they could tie thread or yard in the center or make a design with a running stitch. We told them to put a running stitch around the inside edge of the backing material to complete the potholder. At the corners they stitched to the outside edge and restitched to make the corner.

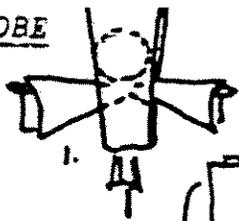


PINNED POTHOLDER 5 1/2"

We each brought a card table from home to set our equipment on.

We draped our quilts for display over chairs which were set up on a table. Mrs. Koelling put some of her smaller quilts on the floor for the girls to sit on while doing their quilting.

ROBE



1.



2.



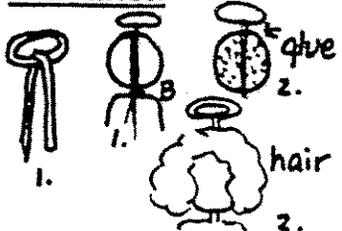
- thread

1. Tear 4 pieces of husk 1 1/2" x 4" long. Lay angel head between the 4 pieces (two on one side and two on the other). Wrap tightly at neck "B".
2. Pull two pieces of husks down front and two pieces down back. Gently wrap thread around bottom of robe to hold together until dry. This prevents gapping at sides.

xxxxxxxxxxxxxxxxxxxx

HALO

AND HAIR



1.

1.

2.

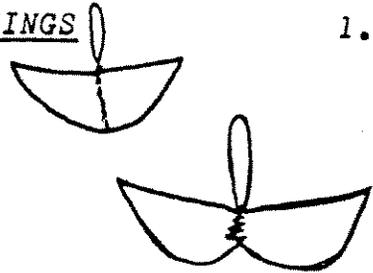
2.

hair

1. Make a loop with a thin strip of husk. Lay to back of angel head and wrap at neckline "B", leave halo above head about 1/2".
2. Put white glue on back, sides and top of head. Fluff one cotton ball up and put around head on gluethis is angel's hair.

xxxxxxxxxxxxxxxxxxxx

WINGS



1. Cut angel wing out of fabric from pattern at bottom of page. Make a basting stitch up center of wing and pull thread to gather wing. If using your angel as an ornament, leave a loop in thread for hanging.

Glue wing to back of angel with white glue with right side of fabric facing front. Cut a little patch for robe if you like.

xxxxxxxxxxxxxxxxxxxx

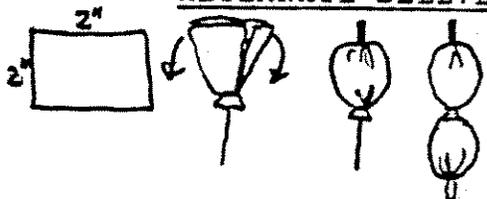
EYES



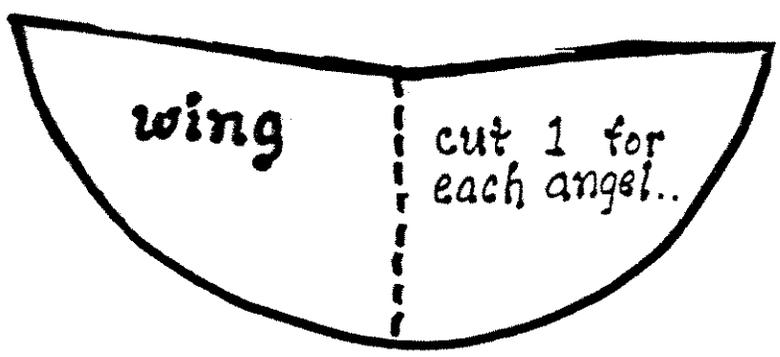
1. Put eyes on angel only after she is real dry or the ink will run. Use black felt tip pen. (See diagram for placing eyes.)

xxxxxxxxxxxxxxxxxxxx

***ALTERNATE SLEEVE:

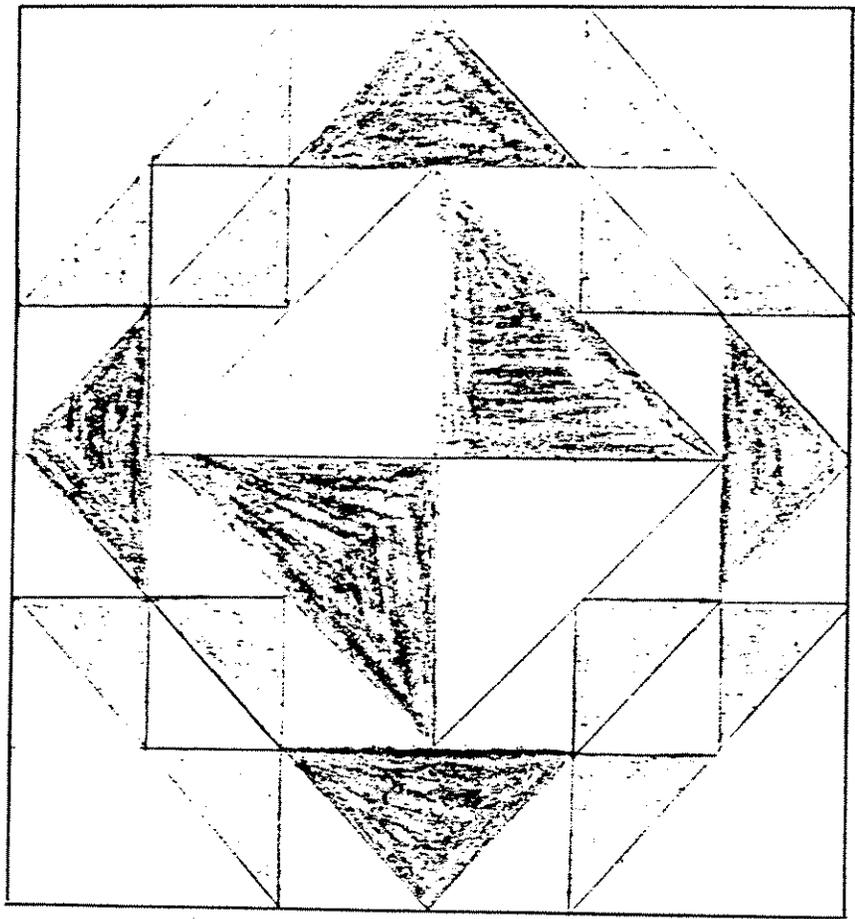


If you prefer a little puffed sleeve, cut two pieces of husk (use thinnest shucks) 2 1/2" x 3 1/2". Gather one piece lengthwise around end of arm by pinching huskswrap with thread. Fold sleeve back to center of arm. Repeat other sleeve. This is a little more tedious but you can do it. Be sure to use wet husks. ...have fun....



Happy Holidays
From "Mini-Originals"

New!! "Mini-Originals"
Country Scrapbook
Book II... now
available.. new goodies..

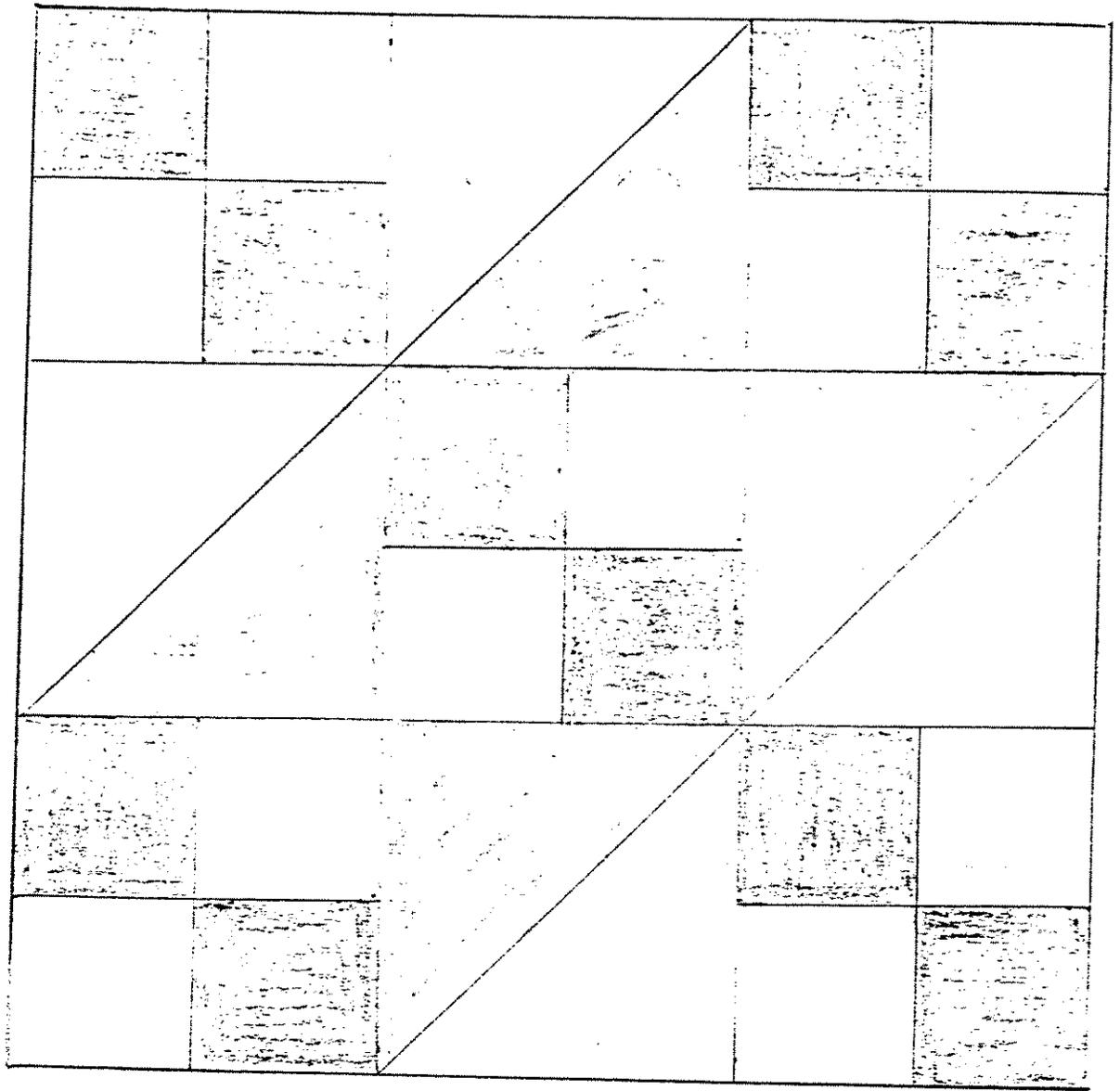


Corn and Beans

or
Shoo-Fly

or
Handy Andy

or
Hen and Chickens

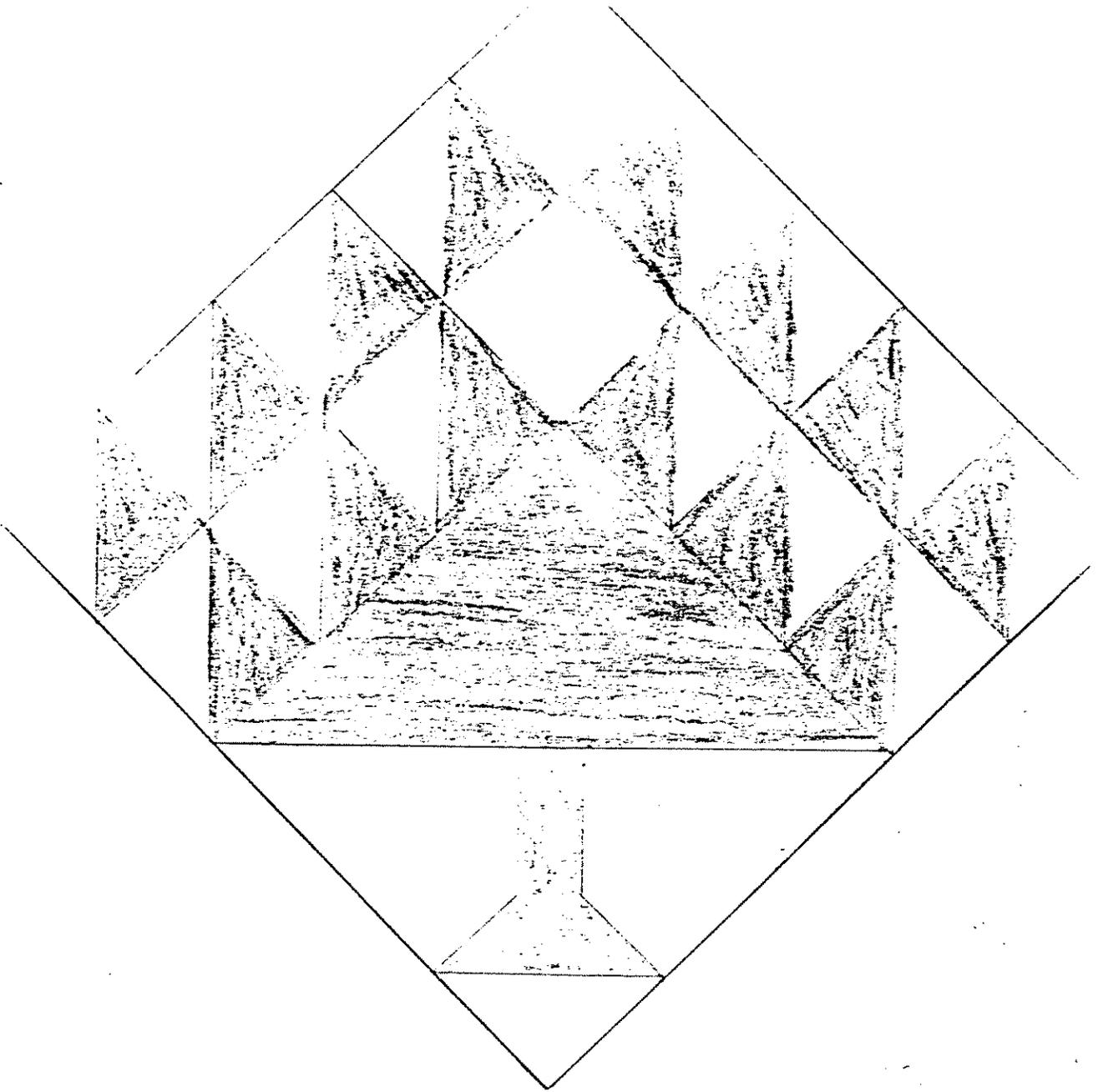


Jacob's Ladder

or
Stepping Stones

or
Wagon Tracks

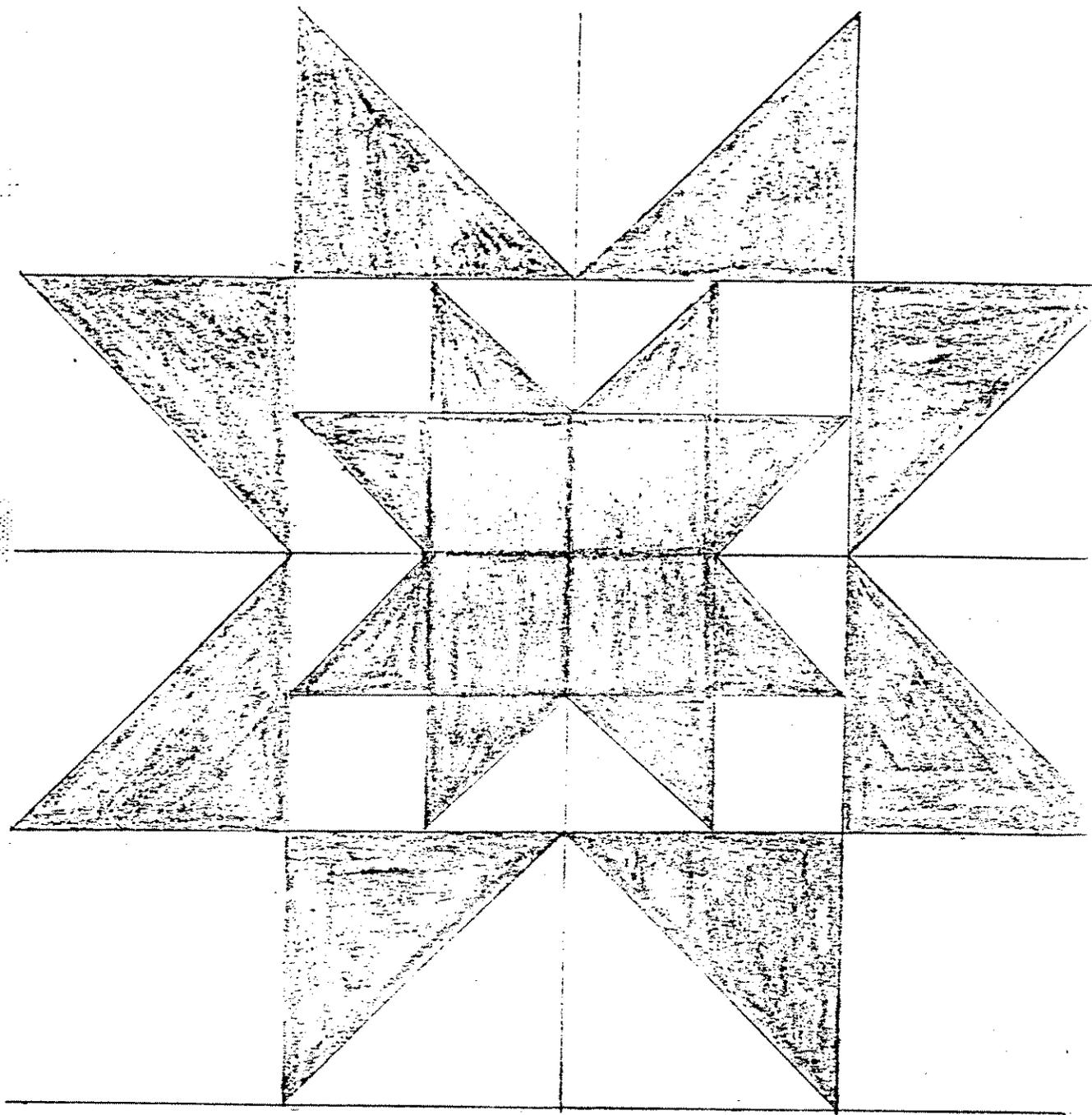
or
Underground Railroad



Pine Tree

or

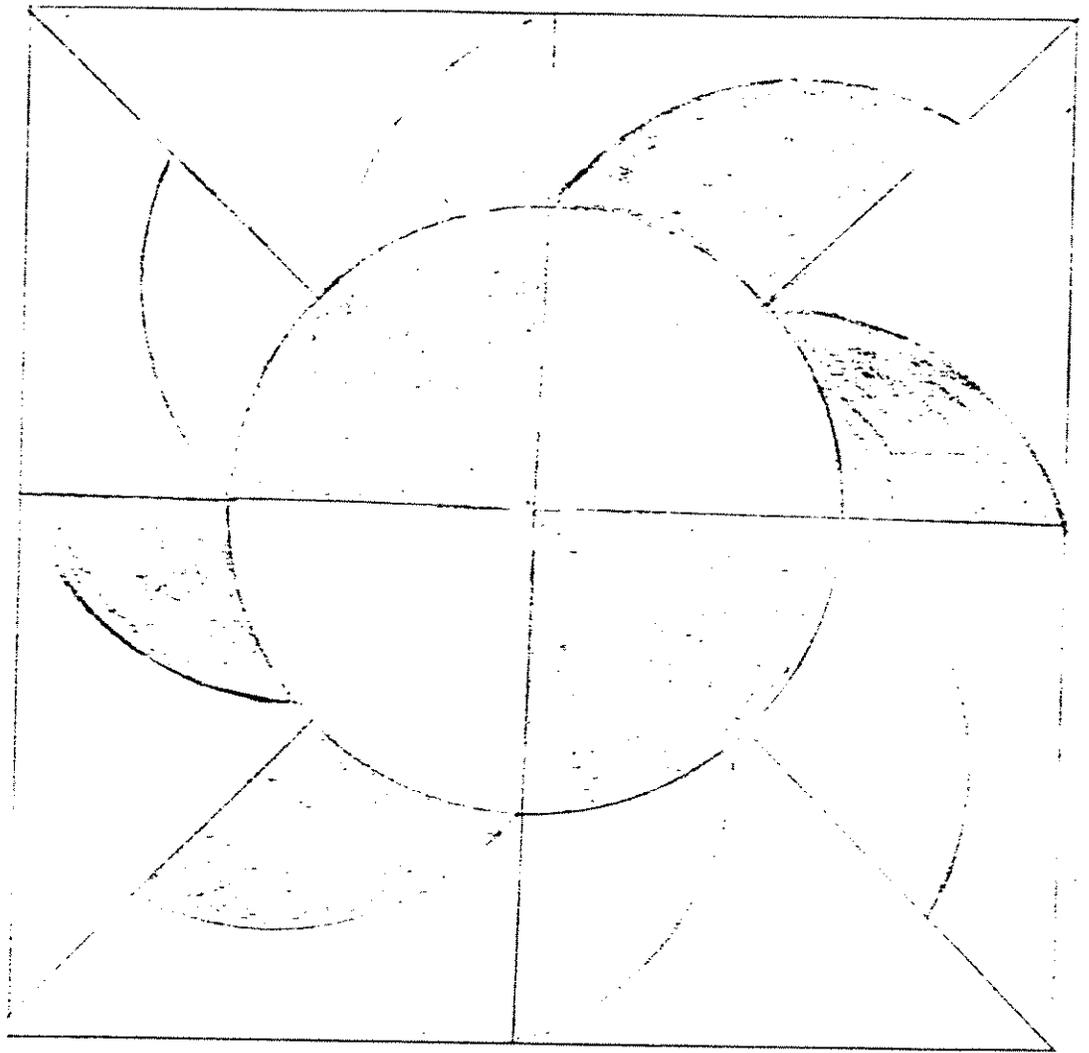
Temperance Tree



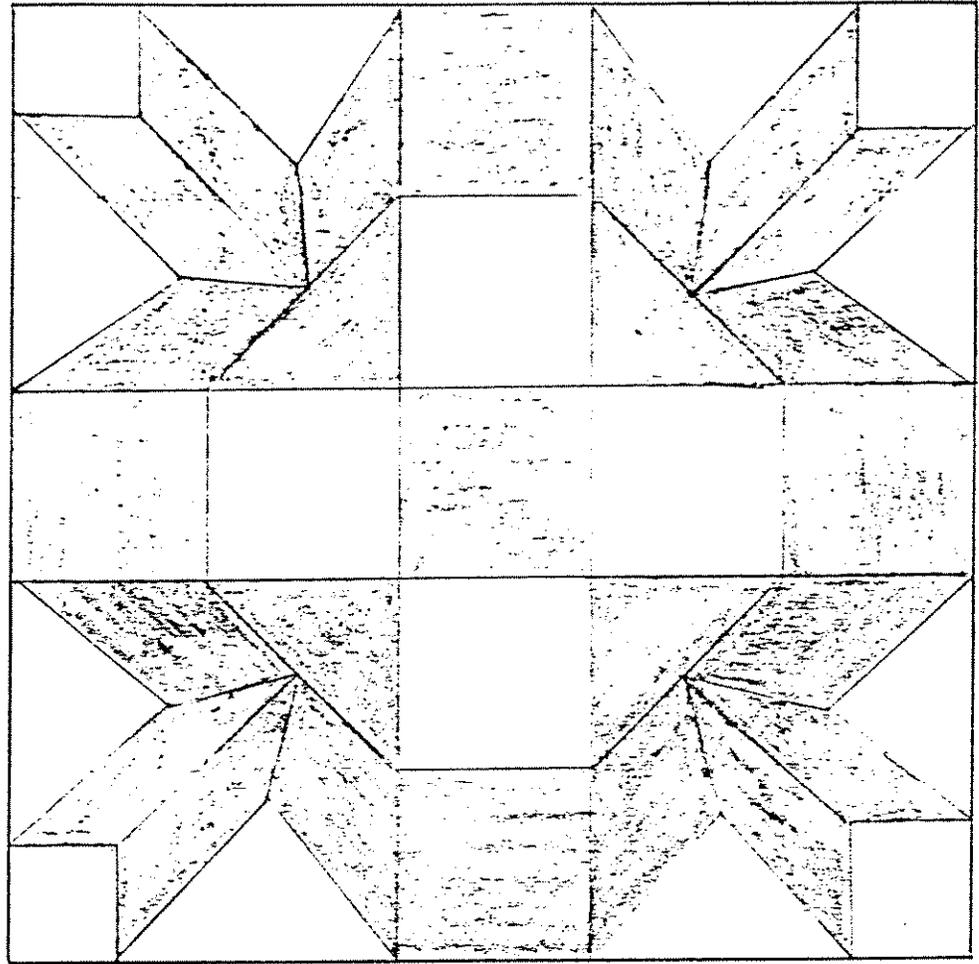
Stars + Squares

or

Rising Star



Pride of the Prairie



David & Goliath

or

Bull's Eye

or

Doe & Darts

Blab School

The book, Early School by Bobbie Kalman, is helpful.

Sample Schedule

10 min. Introduction, Bible verse

8 min. Reading - booklets

8 min. Math - slates

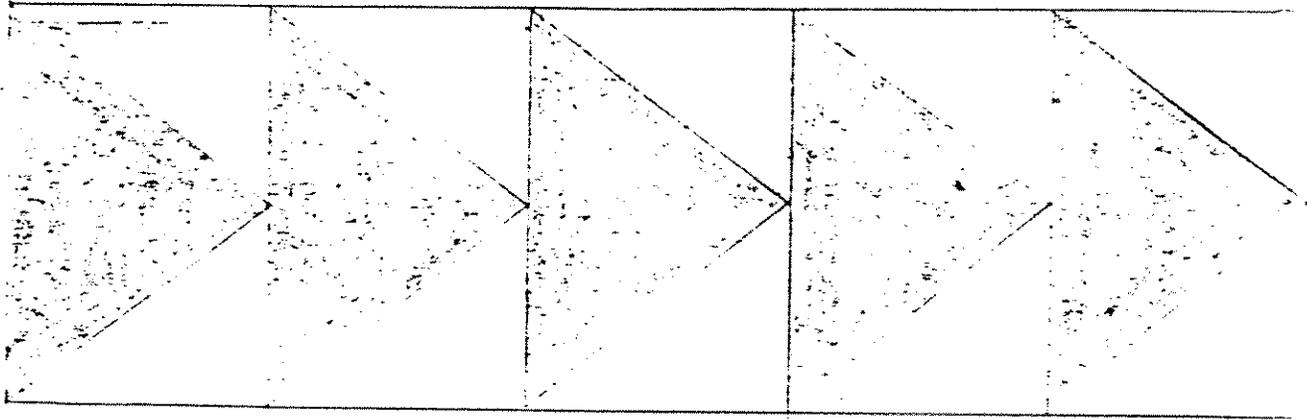
7 min. Geography

12 min. Writing

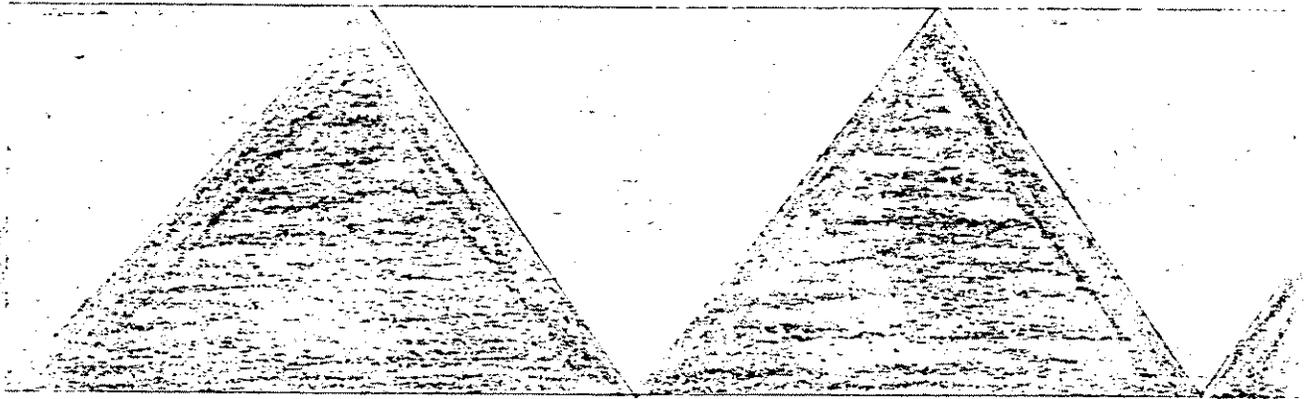
10 min. Spelling Bee

5 min. Bible verse recitation

Some volunteers have brought in old books, used a McGuffey Spelling book for the spelling bee, divided groups for Reading and Math and recited out loud at the same time, etc. Usually volunteers make up their own names and years for the school.



Flying Geese
Border



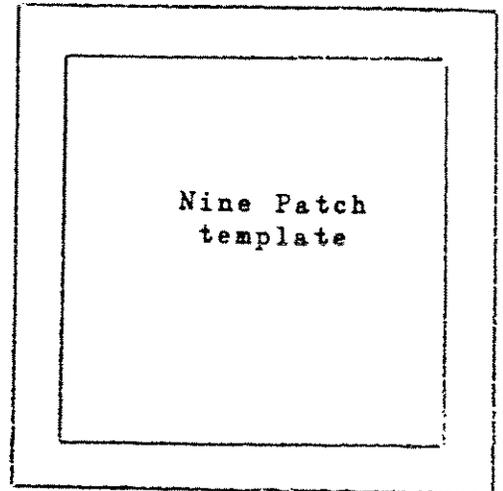
Saw Tooth Border

NINE PATCH DOLL QUILT

Materials needed:

Scraps of colored material
Quilt batting
1 yard backing material
bias tape, thread

You will need 60 dark squares
and 48 light squares to make this
quilt.



Select materials with colors and patterns that go together well. Wash and iron the material. Make a cardboard template of the $2\frac{1}{2} \times 2\frac{1}{2}$ " square. Draw around the template on the wrong side of the material. Cut out the squares carefully.

Each nine-patch is made of 5 dark and 4 light squares. Lay your squares on a table to arrange them in the color combinations you want. Work on one nine-patch block at a time.

To make your blocks, start with the first two squares of the top row of the block. Lay them right side together and pin to hold. Use the template or a ruler to find the $\frac{1}{4}$ " seam line. Carefully sew a straight seam along this line. Open the squares and flatten the seam with your fingers. Lay the third square of the top row (right sides of the material together) on the second square, matching the cut edges. Pin together, find your $\frac{1}{4}$ " seam line and sew a straight seam. Open the square and finger-press the seam. Make your second and third rows the same way. After you have finished the 3 rows, lay the first row of squares (right sides together) on the second row of squares. Match the seams of your rows, pin the row together, find your $\frac{1}{4}$ " seam line and sew a straight seam all the way across the row. Open and finger-press the seam. Lay the third row of squares on the second row of squares, matching the cut edges. Match the seams, pin, and sew on your $\frac{1}{4}$ " seam line.

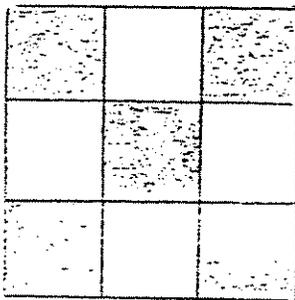
To make the quilt top, lay the patches out in 4 rows with 3 blocks in each row. Sew these together the same way you did for the squares - matching edges of the blocks, sewing on the $\frac{1}{4}$ " seam line.

Lay the backing material out flat. Spread the batting out on the backing. Lay the quilt top on the batting to make a "sandwich". Pin the center of each block through all 3 layers, starting with the middle blocks and working out, smoothing out bumps as you go. Baste a-

round the edge of the quilt and through the center to hold the "sandwich" together.

Remembering that you hide the knot in your thread by pulling it through the material into the batting, use a running stitch to quilt your blocks. Another way to finish your blocks is to "tie" your quilt. Using embroidery floss in your needle, take a stitch through all 3 layers of your sandwich underneath the corners of your squares in the blocks, leaving long "tails" of the floss on top of your quilt. Tie these tails into double knots and trim off the excess.

After you have quilted or tied your top, have Mother help you sew bias tape around the edge of the quilt. Fold it over the cut edge, pin, and sew the bias tape to the backing material.



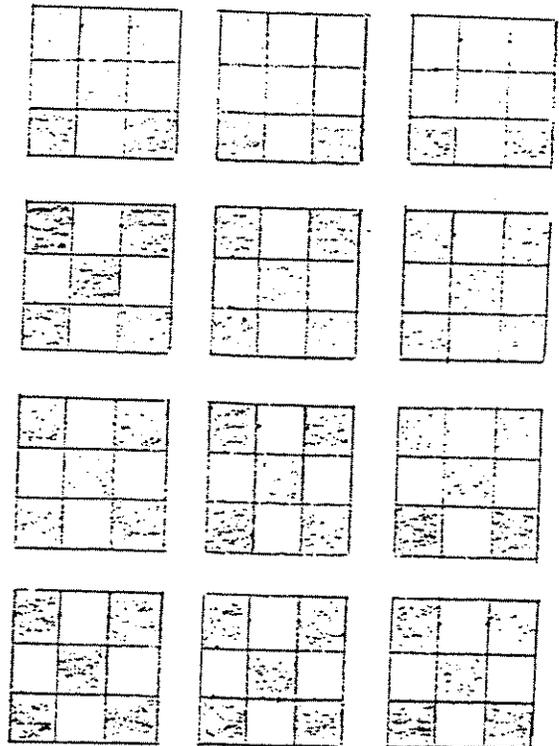
Row One

Row Two

Row Three

This is the placement of the squares for the Nine Patch block, showing the dark and light materials.

The finished blocks are laid out in this shape and then sewn together. To make a larger quilt, add blocks to the ends of the rows and add another row at the bottom.



Blab School Report
May, 1988
Nancy Crandall

I conducted three, one hour sessions of blab school. I only had six or seven children each hour, so there was no problem in handling it by myself.

Before the children arrived, I wrote on the board:

1. My name, Miss Crandall, school marms were single
2. The date, May 13, 1837, note the year
3. Our Bible verse for the day: Happy is the man that findeth wisdom... Proverbs 3:13
4. Math facts for younger students: $1+1=$ _, $1+2=$ _, $1+3=$ _, etc.
 $2+1=$ _, $2+2=$ _, $2+3=$ _, etc.
 $3+1=$ _, $3+2=$ _, $3+3=$ _, etc.
5. North Grove Pioneer Day School Rules:
 - a. Always answer "yes ma'am" or "no ma'am"
 - b. Stand when speaking to school marm or to recite
 - c. Older students will help younger students with lessons
 - d. Children are to be seen but not heard, unless they are called on to recite
 - e. The dunce cap will be used for punishment

I had brought in two wooden picnic benches to use for seating. It was a good idea and helped set the mood. I stood at the door and rang a hand bell as the children gathered for class. Then I introduced myself and asked them in and told them to pick up a name tag right inside the door and then take a seat. From the front of the class I explained the rules for the day:

- 1..Upon entering the class--the school marm will be greeted "Good mornin', Miss _____". Explained that school marms were single women and had usually finished 8th grade class work.
- 2..Boys will bow and girls will curtsy upon entering.
3. Front bench was for younger children and back bench for older. I had marked half of the name tags with a red line and those children were the young students.

Then we went back to the door and the children greeted me, bowed or curtsied, and took the appropriate seat according to their name tag.

Next we went over the rules on the board and I had one student look up the word dunce in the dictionary and read the definition aloud.

I told the children the cost of the school was one penny a day and asked if anyone had brought me a penny? Then I went on to say if you didn't have a penny you could pay with goods. And _____ had promised me some linsey woolsey cloth and I was remindin' 'em to remind their ma and pa. _____ gave me corn meal which I took over to the tradin' post. And _____, your family will be givin' me board and keep for payment. _____ is your ma a good cook? How's the bed? Is it corn husk or feather mattress?

Then we went through the chores for next week.

_____, since you're the oldest boy here you will be startin' the fire each mornin' next week. So get a movin' early next Monday mornin'

so as everthin' will be nice and warm for the rest of the younguns' when they get to school.

_____, you will need to bring in walnuts to make our ink next Monday.

_____, will take the bucket and fetch our water from the creek, so get here early.

And _____, will clean the boards each and every day next week.

Then we started our lessons.

MORNIN' READIN' LESSON

PP. 107-110 RAY AND HIS KITE, McGuffey's Third Eclectic Reader

I had a copy of the book that I brought along to show the children and in the equipment box there were several copies made for the children to use.

They all took their turn recitin' a few lines and then we ended the story recitin' together.

BIBLE VERSE

We stood and recited the verse five times and I used a pointer as we went along. I told the children that they would have to have the verse memorized before the end of the day. They would be asked to recite the verse before they could be dismissed or they would be late gettin' home this evenin'.

HANDWRITIN'

I had a table at the side of the class set up with ink wells (Dixie cups) filled with ink (Tempra paint) and quill pens. We used typing paper and the younguns' wrote the Bible verse and their real name and room number on the paper. I was surprised at how well they did, but also had extra paper for those that needed to start over. We laid them aside to dry and then at the end of the day I gave them to the room teachers.

At this time I had one of the younguns look up the verse in the Bible that I had brought from home. And asked them if un' they and thar ma and pa had been readin' the Good Book every night?

CIPHERIN'

Younger students took slates and copied Rithmetic problems from the board. Several said they were done and I asked them to turn their slates over and told 'em they were lazy and to fill the back side too.

Older students worked 'Rithmetic problems from an old book I had brought in. They were story problems about Abe Lincoln and they enjoyed reading them and working them. They were a bit hard for the kids but I worked them on the board as we discussed them and they copied on their slates.

A B C D E F G

H I J K L M

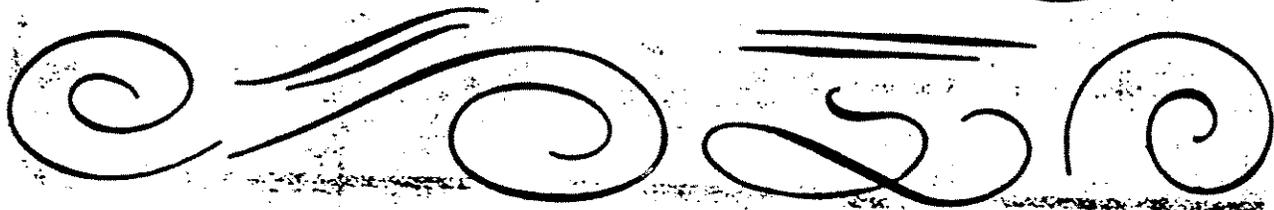
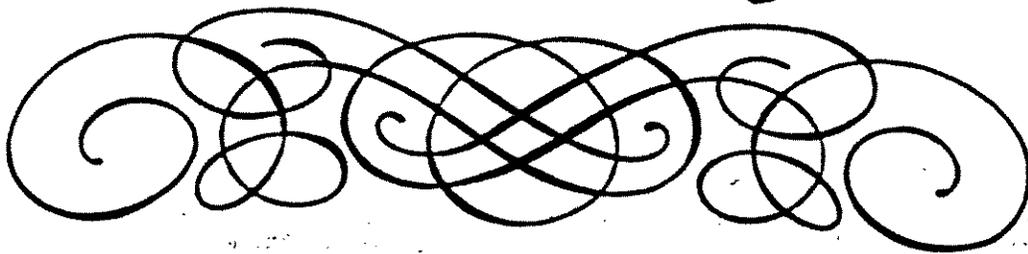
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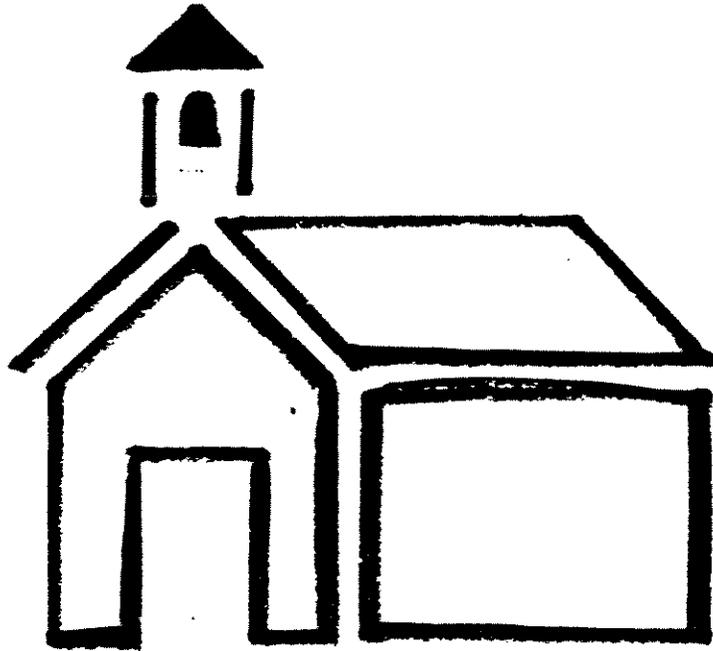
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1990



Prairie Grove
Blab School

Miss Crabtree
Miss Huckabee

1880 (1990)

A B C D E F G

H I J K L M

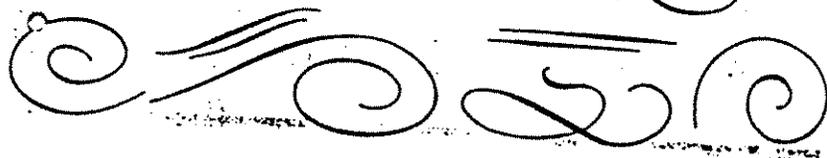
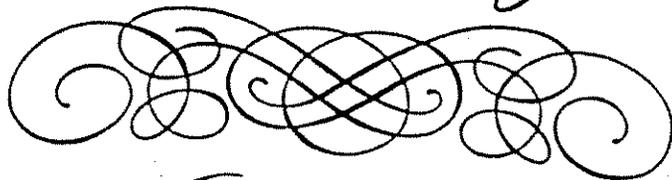
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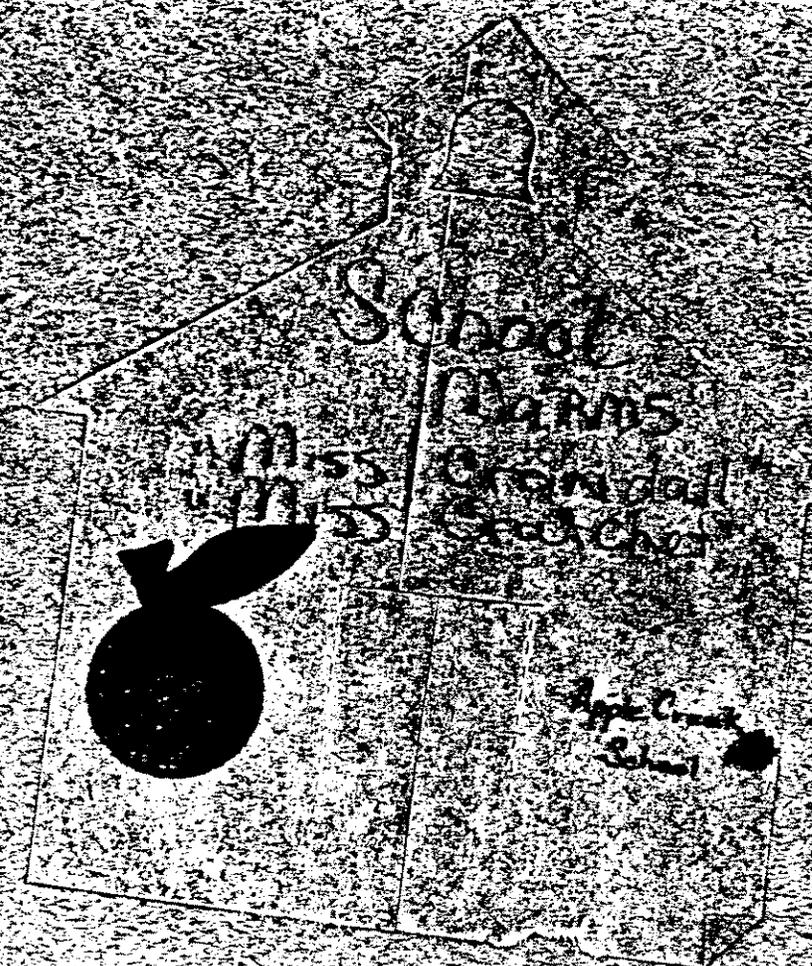


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Reading
+
Handwriting
Tablet

1959

1894

NORTH GROVE "BLAB SCHOOL"

Teachers:

"Miss Cratchet" (Mrs. Holman)
"Miss Crandall" (Mrs. Smith)

Students:

Jennie Campbell
Anna Griesemer
Kristen Ryder
Andy Stockman
Trisha Hines
Michael Bolinger
Bridget Lee
Rachel Hawkins
Joshua Matthews
Nathan Wrege
RB Hervey
Stephanie Ralph
Denise Black
Jeff Tremain
Angie Powell

Kelly Skiver
Jessica Bramstedt
Chitose Ashida
Jason Clark
Earl Ridlen
Brandon Holman
Geoff Morris
Michael Sault
Doran Emmert
Jennifer Smith
Brandon Puckett
Kristina McLean
Jennifer Sodrel
Ryan Stamper
Meredith VanNuys

SPELL DOWN OR SPELLING BEE

I used a list of words from someone elses report. The kids enjoyed this too.

GEOGRAPHY

Using the list from the folder the younguns' repeated the states and capitals as I read them. After we finished the list I would say a state and if they knew the capital they would stand and say it. I explained that we were only studying the states that were states in 1837. This was something they knew about half way but got a kick out of it.

BIBLE VERSE

They stood facing away from the board where the verse was written and one at a time recited the verse. Every child was able to do this.

The last thing we did: I had them each tell one thing we had done in Blab School different from their class at North Grove Elementary School. They could not repeat any answer already given and had no problem with that.

I also made sure that in each class everyone tried on the dunce cap and at sometime one child in each group was sent to the dunce seat for a couple of minutes for some reason.

Everything I needed was in the equipment box. Extra things I used or brought in were the old books I had at home, the pointer, dictionary, Bible, bell, scissors, Dixie cups and a rag to clean the quills.

The only thing the kids got to take home from the Blab School was the Bible verse they had written. Many of the other activities that day took home really neat hand-made items. I wished I had bought quills to give them as they were dismissed. You might come up with a better idea than that.

PIONEER MUSIC

Pioneer life was a hard life and there was little time for relaxing and entertainment. There were no movies, television, automobiles, comic books, stereo, radio, or amusement parks to play a part in what little leisure time the pioneers had. Their music played an important part in many pioneer households. Their singing was a natural way of self-expression and the people could find pleasure in singing of those things which were closest to them such as a wedding, religious event, a hunt, or a means of passing stories down from generation to generation. Pioneer singing was a way, as is today, of relaxing, entertainment, and telling stories. Many times the singing was simple with a lot of hand-clapping. Other times someone was lucky enough to have an instrument such as a mouth bow or fiddle to lend to the occasion. (However, the fiddle was considered to be the "devil's instrument" by many preachers in certain areas because they were played at dances and the preachers thought that the dancing was sometimes leading the people astray.) Some of their instruments were simple and made out of whatever materials there were on hand such as blocks of wood, sticks, and pieces of metal and string.

Pioneers came from many different countries. They took tunes from songs learned in their native lands and changed the words to fit their lives in their new country. Since these songs are passed down orally they may vary considerably from different people at different times and places. Words and verses are often borrowed from one song to change or improve another.

Many pioneer songs were learned by rote singing. Rote singing is learning a song by hearing it from someone who knows it and then singing it from memory. When a song tells about a situation or event that was caused by strong feelings of love, tragedy, war, or something funny it is called a folk song. Folk songs become a tradition and are passed down from generation to generation. They come directly from the people and are not written by a musical composer. Pioneers did not write their songs down on paper with musical notes because paper was scarce and too valuable. So they passed their music on by memory.

We want you to relax now and enjoy just a small portion of what little leisure time our pioneer fathers had. Take yourself back in time to a simple but hard life and experience some of our good old-fashioned pioneer music.

POLLY WOLLY DOODLE

Oh, I went down south for to see my Sal,
Sing polly wolly doodle all day.
My Sally is a spunky gal,
Sing polly wolly doodle all day.
Fare thee well, fare thee well,
Fare thee well, my fairy fay,
For I'm off to Louisiana for to see my Susyanna
Singing polly wolly doodle all day.

BATTLE HYMN

Refrain

^G Glory! Glory! Hallelujah! ^{G⁷} ^C Glory! Glory! Hallelujah! ^G
^{Em} ^{B⁷} ^{Em} ^{Am} ^D ^G
 Glory! Glory! Hallelujah! His truth is marching on.

1. Mine ^G eyes have seen the glory of the coming of the Lord; ^{G⁷}
 He is ^C trampling out the vintage where the grapes of wrath are stored; ^G
 He has ^G loosed the fateful lightning of his terrible swift sword; ^{Em} ^{B⁷} ^{Em}
 His ^D truth is ^{D⁷} marching ^G on.

2. I have ^G seen him in the watchfires of a hundred circling camps; ^{G⁷}
 They have ^C builded him an altar in the evening dews and damps; ^G
 I can read his righteous sentence by the dim and flaring lamps; ^{Em} ^{B⁷} ^{Em}
 His ^D day is ^{D⁷} marching ^G on.

3. He has ^G sounded forth the trumpet that shall never call retreat; ^{G⁷}
 He is ^C sifting out the hearts of men before his judgement seat; ^G
 O be ^G swift, my soul, to answer him; be jubilant, my feet! ^{Em} ^{B⁷} ^{Em}
 Our ^D God is ^{D⁷} marching ^G on.

4. In the ^G beauty of the lilies, Christ was born across the sea, ^{G⁷}
 With a ^C glory in his bosom that transfigures you and me; ^G
 As he ^G died to make men holy, let us live to make men free! ^{Em} ^{B⁷} ^{Em}
 While ^D God is ^{D⁷} marching ^G on.

5. He is ^G coming like the glory of the morning on the wave; ^{G⁷}
 He is ^C wisdom to the mighty, he is honor to the brave; ^G
 So the ^G world shall be his footstool, and the soul of wrong his slave. ^{Em} ^{B⁷} ^{Em}
 Our ^D God is ^{D⁷} marching ^G on.

^D Spirit of God in the clear ^G running water, ^D
^{E7} ^{D7} ^{A7} ^{G7}
wings to greatness the trees on the hill.

^D Spirit of God in the ^G finger of morning, ^D
^{E7} ^{D7} ^{A7} ^{G7}

^D Fill the earth, bring it to birth, and blow where you will. ^D
^{E7} ^{D7} ^{A7} ^{G7} ^D

^D Blow, blow, blow till I be the breath of the Spirit blowing in me. ^D
^{E7} ^{D7} ^{A7} ^{G7} ^D

^D Down in the meadow the willows are moaning; ^D
^{E7} ^{D7} ^{A7}

^D Sheep in the pastureland cannot lie still. ^D
^{E7} ^{D7} ^{A7}

^D Spirit of God, creation is ^G groaning: ^D
^{E7} ^{D7} ^{A7}

^D Fill the earth, bring it to birth and blow where you will. ^D
^{E7} ^{D7} ^{A7} ^D

^D Blow, blow, blow till I be the breath of the Spirit blowing in me. ^D
^{E7} ^{D7} ^{A7} ^D

^D I saw the scar of a year that lay dying; ^D
^{E7} ^{D7} ^{A7}

^D I heard the lament of a lone whippoorwill. ^D
^{E7} ^{D7} ^{A7}

^D Spirit of God, see that cloud crying: ^D
^{E7} ^{D7} ^{A7}

^D Fill the earth, bring it to birth and blow where you will. ^D
^{E7} ^{D7} ^{A7} ^D

^D Blow, blow, blow till I be the breath of the Spirit blowing in me. ^D
^{E7} ^{D7} ^{A7} ^D

^D Spirit of God, every man's heart is lonely; ^D
^{E7} ^{D7} ^{A7}

^D Watching and waiting and hungry until; ^D
^{E7} ^{D7} ^{A7}

^D Spirit of God, man longs that You only ^D
^{E7} ^{D7} ^{A7}

^D Fulfill the earth, bring it to birth and blow where you will. ^D
^{E7} ^{D7} ^{A7} ^D

^D Blow, blow, blow till I be the breath of the Spirit blowing in me. ^D
^{E7} ^{D7} ^{A7} ^D

If that mockingbird won't sing, Mama's going to buy you a diamond ring.
 If that diamond ring turns brass, Mama's gonna buy you a looking glass.
 If that looking glass gets broke, Mama's gonna buy you a billy goat.
 If that billy goat won't pull, Mama's gonna buy you a cart and bull.
 If that cart and bull turn over, Mama's gonna buy you a dog named Rover.
 If that dog named Rover won't bark, Mama's gonna buy you a horse and cart.
 If that horse and cart fall down, you'll still be the sweetest little baby
 In town.

BACK HOME AGAIN IN INDIANA

Back home again in Indiana and it seems that I can see,
 The gleaming candlelight, still shining bright, through the Sycamores
 The new mown hay sends all its fragrance from the fields I used to roam.
 When I dream about the moonlight on the Wabash, then I long for my Indiana

✓ YANKEE DOODLE

Yankee Doodle keep it up, Yankee Doodle dandy.
 Mind the music and the step, and with the girls be handy.

O Yankee Doodle went to town a riding on a pony,
 He stuck a feather in his hat and called it macaroni. CHORUS

Father and I went down to camp, Along with Captain Goodin,
 And ther we saw the men and boys as thick as hasty puddin'. CHORUS

And there we saw a thousand men, as rich as Squire David
 And what they wasted every day, I wish it could be saved. CHORUS

Yankee, Doodly, doodle, doo, Yankee Doodle Dandy,
 All the lads and lassies are as sweet as sugar candy. :CHORUS

✓ AMERICA

My country tis of thee, sweet land of liberty, of thee I sing.
 Land where my fathers died! Land of the Pilgrim's pride! From every
 Mountain side, let freedom ring!

✓ AMERICA THE BEAUTIFUL

O beautiful for spacious skies, for amber waves of grain.
 For purple mountain majesties above the fruited plain. America, America,
 God shed his grace on thee. And crown thy good with brotherhood,
 From sea to shining sea.

MICHAEL ROW YOUR BOAT ASHORE

Michael, row your boat ashore, Hallelujah.

Michael, row your boat ashore, Hallelujah.

PIONEER DAYS MUSIC PROGRAM

OLD DAN TUCKER

Chorus: So, git out the way, Old Dan Rucker, git out the way Old Dan Tucker, git out the way, Old Dan Tucker, you're too late to come to supper.

Verse 1: I come to town the other night, to hear the noise and see the fight. The watchman was a-runnin' round, crying Old Dan Tucker's come to town. Chorus.

Verse 2: Now Old Dan Tucker was a mighty man, He washed his face in a frying pan, Combed his head with a wagon wheel, An, died with a toothache in his heel. Chorus.

Verse 3: Now Old Dan Tucker begun in early life --- To play the banjo an' the fife, He'd play the boys and gals to sleep, An' then into his bunk he'd creep. Chorus.

Verse 4: ~~Now~~ Old Dan Tucker is come to town, Riding a billy goat, leading a hound, Hound dog bark and the billy goat jump, Landed Dan Tucker on top of a stump. Chorus.

Verse 5: Old Dan Tucker he clumb a tree, His Lord and Master for to see, The limb it broke an' Dan got a fall, Never got to see his Lord at all. Chorus.

Story of Old Dan Tucker: Is the first black faced Minstrel songs. The author also wrote Dixie.

SWEET BETSY FROM PIKE

- 1) Did you ever hear of sweet Betsy from Pike,
Who crossed the wide prairies with her husband Ike,
With two yoke of cattle and one spotted hog,
A tall shang-hai rooster, an old yaller dog?

Chorus:

Sing too ra li oo ra li oo ra li ay,
Sing too ra li oo ra li oo ra li ay.

- 2) The alkali desert was burning and bare,
And Ike cried in fear, "We are lost, I declare!
My dear old Pike County, I'll go back to you."
Said Betsy, "You'll go by yourself if you do."

Chorus...

- 3) They swam the wide rivers and crossed the tall peaks,
They camped on the prairie for weeks upon weeks;
They fought with the Indians with musket and ball;
They reached California in spite of it all.

Chorus . . .

EATING GOOBER PEAS

- 1) Sitting by the roadside on a summer
day
Chatting with my messmates, passing
time away,
Lying in the shadow underneath the
trees.
Goodness, how delicious eating goo-
ber peas.

Refrain: Peas! Peas! Peas! Peas! Eating
goober peas.

Goodness, how delicious, Eating goo-
ber peas!

- 2) When a horseman passes the soldiers
have a rule
To cry out at their loudest, "Mister,
here's your mule."
But another pleasure enchantinger than
these
Is wearing out your grinders eating goo-
ber peas. Refrain . . .

- 3) Just before the battle the gen 'ral
hears a row,
He says, "The Yanks are coming, Hear
their rifles now."
He turns around in wonder. What do you
think he sees?
A band of Georgia soldiers eating goo-
ber peas. Refrain . . .

- 4) Now my song has lasted almost long enough,
The subject's in teresting but rhymes are mighty rough.
I wish this war was over, when free from rags and fleas,
We'd kiss our wives and sweethearts and gobble goober peas.
Refrain.

THE SOW TOOK THE MEASLES

Chorus:

How do you think I began in the world?
I got me a sow and sev'ral other things.
The sow took the measles and she died in the spring.

- 1) What do you think I made of her hide?
The very best saddle that you ever did ride!
Saddle or bridle or any such thing,
The sow took the measles and she died in the spring.

Chorus . . .

- 2) What do you think I made of her nose?
The very best thimble that ever sewed clothes!
Thimble or thread or any such thing,
The sow took the measles and she died in the spring.

Chorus . . .

- 3) What do you think I made of her tail?
The very best whup that ever sought sail!
Whup or whup socket or any such thing,
The sow took the measles and she died in the spring.

Chorus . . .

- 4) What do you think I made of her feet?
The very best pickles that you ever did eat!
Pickles or glue or any such thing,
The sow took the measles and she died in the spring.

Chorus.

SKIP-TO-MY-LOU

The cat's in the buttermilk, skip-to-my-Lou: (3 times)
** Skip-to-my-Lou, my darling.

I'll get another one, skip-to-my-Lou: (3 times)

Little red wagon painted blue: (3 times)

Flies in the biscuit, two by two: (3 times)

Mules in the cellar, kicking up through: (3 times)

Chickens in the hay-stack, shoo, shoo, shoo,: (3 times)

If I can't get her back another one'll do: (3 times)

Hurry up slow poke, do do do: (3 times)

My wife wears number 'leven shoes: (3 times)

Flies in the cream jar, shoo, shoo, shoo: (3 times)

I'll get her back, in spite of you: (3 times)

MICHAEL ROW THE BOAT ASHORE

MI chael row the boat ashore, Hallelujah.

Michael row the boat ashore, hallelujah.

Sister help totrim the sails, hallelujah.

Sister help to trim the sails, hallelujah.

Jordan river is chilly and cold, hallelujah

Chills the body but not the soul, hallelujah

Jordan river is deep and wide, hallelujah

Milk and honey on the other side, hallelujah.

SWING LOW, SWEET CHARIOT

Swing low, sweet chariot, comin' for to carry me home.

Swing low, sweet chariot, comin' for to carry me home.

I looked over Jordan and what did I see, comin' for to carry me home

A band of angels comin' after me, comin' for to carry me home.

If you get there before I do, comin' for to carry me home.

Just tell my frind's that I'm comin' too, comin' for to carry me home.

The brightest day that I ever saw, comin' for to carry me home

When Jesus washed my sins away, comin' for to carry me home.

I'm sometimes up an' sometimes down, comin' for to carry me home,

But still my soul feels heavenly boun', comin' for to carry me home.

SKIP-TO-MY-LOU (Dance and song)

The cat's in the buttermilk, skip-to-my-Lou: (3 times)
Skip-to-my-Lou, my darling.

I'll get another one, skip-to-my-Lou: (3 times)
Skip-to-my-Lou, my darling.

Little red wagon painted blue: (3 times)
Skip-to-my-Lou, my darling.

Flies in the biscuit, two by two,: (3 times)
Skip-to-my-Lou, my darling.

Mules in the cellar, kicking up through,: (3 times)
Skip-to-my-Lou, my darling.

Chickens in the hay-stack, shoo, shoo, shoo,: (3 times)
Skip to-my-Lou, my darling.

If I can't get her back another one'll do: (3 times)
Skip-to-my-Lou, my darling.

Hurry up slow poke, do oh do: (3 times)
Skip-to-my-Lou, my darling.

My wife wears number 'leven shoes: (3 times)
Skip-to-my-Lou, my darling.

Flies in the cream jar, shoo, shoo, shoo: (3 times)
Skip-to-my-Lou, my darling.

I'll get her back, in spite of you,: (3 times)
Skip-to-my-Lou, my darling.

When I go courting, I take two,: (3 times)
Skip-to-my-Lou, my darling.

Gone again, what shall I do?: (3 times)
Skip-to-my-Lou, my darling.

I'll get another one sweeter than you, (3 times)
Skip-to-my-Lou, my darling.

Rabbit's in the baan patch, two by two: (3 times)
Skip -to-my-Lou, my darling.

DANCE: At 1, all form a single circle, with each boy in front of his partner. Each player has his left hand on the right shoulder of the person in front of him. Circle left. At 2, each boy makes a half turn to the right and swings his partner. At 3, each girl steps in front of her partner and all form a single circle again in position as 1. At 4, each boy turns and swings the girl behind him in the circle. Then begin dance until everyone has had a different partner.

I'VE BEEN WORKING ON THE RAILROAD

I've been working on the railroad,
All the live-long day;
I've been working on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting:
"Dinah, blow your horn!"
Dinah won't you blow, Dinah won't you blow,
Dinah won't you blow your horn?
Dinah won't you blow, Dinah won't you blow,
Dinah won't you blow your horn?
Someone's in the kitchen with Dinah,
Someone in the kitchen, I know,
Someone's in the kitchen with Dinah,
Strummin' on the old banjo.
Fee, Fie, Fiddle-ee I O, Fee, Fie, Fiddle-ee IO,
Fee Fie, Fiddle-ee I O, Strummin' on the old banjo.

BILLY BOY

G-Oh, where have you been, Billy Boy, Billy Boy?
Oh, where have you been, charming Billy?
B-I have been to seek a wife, she's the joy of my life,
she's a young thing and cannot leave her mother.
G-Did she bid you to come in, Billy Boy, Billy Boy?
Did she bid you to come in, Charming Billy?
B-Yes, she bade me to come in, There's a dimple on her chin.
She's a young thing and cannot leave her mother.
G-Did she take your hat?
B-Yes, she took my hat, But she threw it at the cat,
G-Did she set for you a chair?
B-Yes, she set for me a chair, But the bottom wasn't there,
G-Can she bake a cherry pie?
B-She can bake a cherry pie, Quick as cat can wink her eye.

DOWN IN THE VALLEY

Down in the valley, the valley so low,
hang your head over, hear the winds blow.
Hear the winds blow, dear, hear the winds blow,
Hang your head over, hear the winds blow.

Writing a letter, containing three lines,
An ever my question: "Will you be mine?"
Will you be mine, dear, will you be mine,
Answer my question: "Will you be mine?"

Roses love sunshine, violets love dew,
Angels in heaven, know I love you.
Know I love you, dear, know I love you,
Angels in heaven, know I love you.

BACK HOME AGAIN IN INDIANA

Back home again in Indiana
and it seems that I can see,
the gleaming candlelight,
still shining bright,
through the sycamores for me.
The newmown hay sends all its
fragrance
from the fields I use to roam.
When I dream about the moonlight
on the Wabash,
then I long for my Indiana home.

she'll be drivin' six white horses when she comes-whoa babe
We'll all go out to meet her when she comes-hi Nell!
she'll be wearin' red pajamas when she comes-whistle
Oh, we'll kill the old red rooster when she comes-slit
Then we'll all have chicken and dumplings when she comes-Yum, Yum

CLEMENTINE

In a cavern, in a canyon, excavating for a mine,
Dwelt a miner, forty-niner, And his daughter, Clementine.

Light she was, and like a fairy, And her shoes were number nine,
Her ringboxes without topses, sandals were for Clementine.

Drove she ducklings to the water, every morning just at nine,
Hit her foot against a splinter, fell into the foaming brine.

Then the miner, forty-niner, soon began to peak and pine,
Thought he oughter jine his daughter, Now he's with his Clementine.

THE HOLE IN THE BUCKET

B-There's a hole in the bucket, dear "liza, dear "liza,
There's a hole in the bucket, dear "liza, A hole.

G-Mend the hole, then, dear Georgie, dear Georgie, Dear Georgie?
Mend the hole, then, dear Georgie' Dear Georgie, mend the hole!

B-With what shall I mend it,

E-With what shall I whet it,

G-With a straw, then,

G-With a stone, then,

B-If the straw be too long,

B-If the stone be too rough,

G-Cut the straw, then, dear

G-Smooth the stone, then,

B-With what shall I cut it,

B-With what shall I smooth it,

G-With a knife, then,

G-With water, dear Georgie,

B-If the knife be too dull,

B-In whatshall I fetch it,

G-Whet the knife, the,

G-In a bucket,

(spoken) G-There's a hole in the bucket!

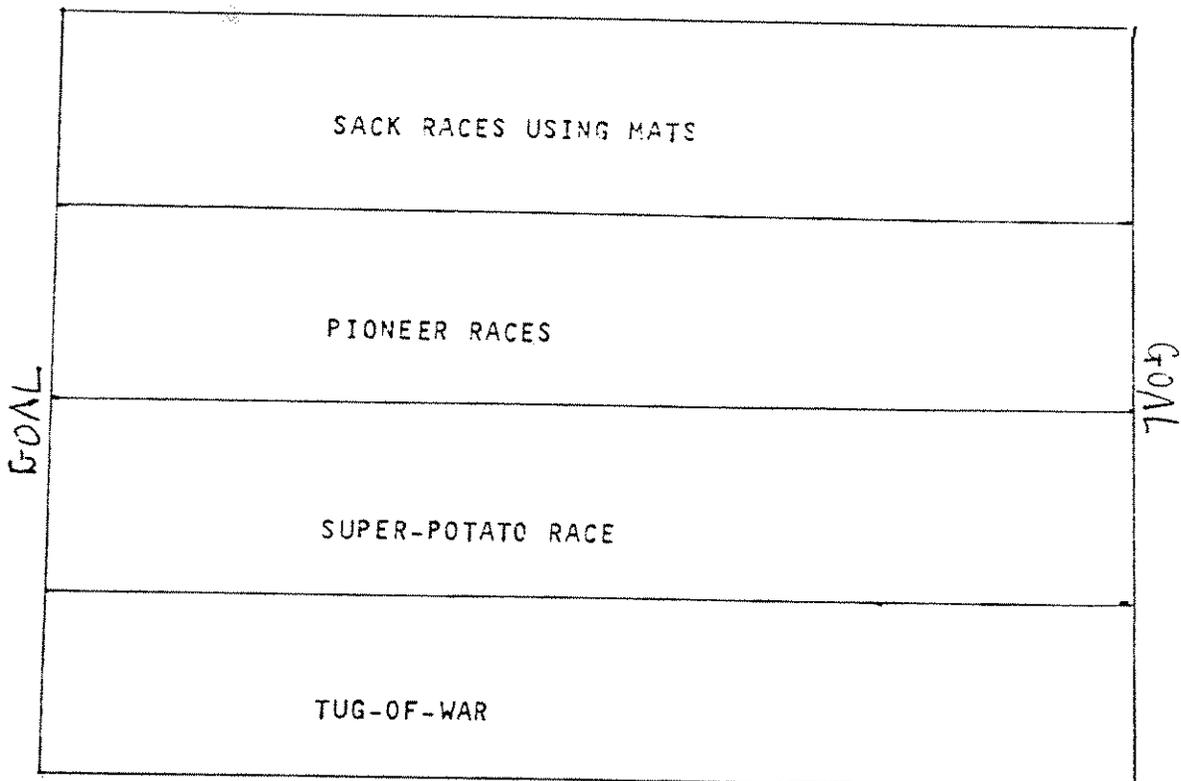
Nancy Crandall
Chris Marze

PIONEER GAMES REPORT - MAY 1990

Due to rainy weather we were forced to hold our activities in the gym. There were two sessions of pioneer games lasting 45 minutes each with 45 children attending each session. We used four colors of yarn for "bracelets" to color code the children. With four groups of children and four parents our sessions went very smoothly. We divided the gym into four equal areas length-wise (goal to goal). One outside area was covered with mats for sack races. Next to it was pioneer races (wheelbarrow races, jump rope races, bear crawl and three-legged races using bandannas to tie legs together). In the third area was the super-potato race (see directions in folder). Then in the other outside area was the tug-of-war. We all had whistles and every ten minutes we blew the whistles and the children switched areas. The adults also had color cards that we held up so the children could easily see where to go. EXAMPLE: For the first ten minute session I held up purple, the second ten minute session I held up red, the third ten minute session I held up black and the last ten minute session I held up white.

NEEDED MATERIALS:

whistles	bandannas
yarn "bracelets"	tape to mark gym floor
potatoes	3 bags of flour to mark areas if held outside
bushel baskets	
tug-of-war rope	



PIONEER GAMES

1. The two sessions of games lasting about 45 minutes works well - 45 children in each session.
2. Need to make sure each team has equal no. of children. Team events go off better than individual events.
3. Events enjoyed by the children are 'Super Duper Potato Race', 'Three-legged Race', 'Sack Race', 'Tug of War'.
4. Must recount the number of kids on each team before each event.
5. Make sure for Tug of War each team has same number of kids.
6. Use different colored ribbons to tie on each kids arm - a color for each team.
7. 3-4 Volunteers or parents are needed to supervise the games or it can get out of hand.
8. Whistle is a must!!!
9. Equipment:
 - flour (2 sacks) for marking grass
 - pylons (from gym) for marking boundaries
 - bands or ribbons for arm
 - ribbons for 1st, 2nd, 3rd, and honorable place
 - feed sacks
 - potatoes (16)
 - bushel baskets (4)
 - tape measure
 - white board
 - whistle
 - tug of war rope
10. Volunteers need to come dressed appropriately for the day.
Refer to Barb Tillman's report 1988 for further details if necessary.

LOG CABINS

Supplies:

Milk cartons - 1 per student

5" cardboard square pieces, 1 per student

Rubber cement glue, 4-5 small jars

Paint - Tempra - 1/2 of big bottle

Craft sticks (1,000 per box - need approx. 35 per student)

Brushes

HINTS

Before pioneer day wash out the milk cartons, cut doors with razor blades. Glue them on to the cardboard. Paint the cartons so that the craft sticks will stick (wax on milk cartons can be a problem). Also cut the craft sticks to the various required lengths and have them ready. Use baggies, and in each baggie put the right amount of sticks of various lengths needed by a child for the project.

Before each session set the carton and baggie at each place, so that the kids can start gluing the sticks immediately. Start with gluing the cartons closed. Paper clips to keep the cartons closed while the glue is drying is very helpful.

After that, they can glue the sticks on. Some found that heavy duty or quick drying glue is better. A hair dryer to hurry things along is very handy.

They can use gravel or kitty litter as a walkway or even the roof. Glue needs to be applied first, then the gravel or litter sprinkled on it. Broken twigs can be used for a fence and tiny pieces of shrubs set in playdough as trees.

Can also use spaghetti instead of craft sticks. Can have windows with wax paper on them as pioneers used oil paper since glass was so expensive. Can paint the sticks brown or rust after glue has dried.

Time approx. 45 minutes.

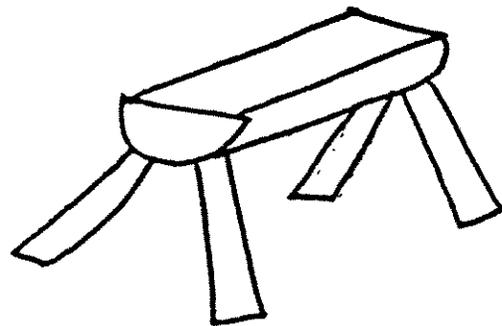


BENCH

MADE FROM TWO
VERY SMALL LOGS
AND ONE SPLIT LOG

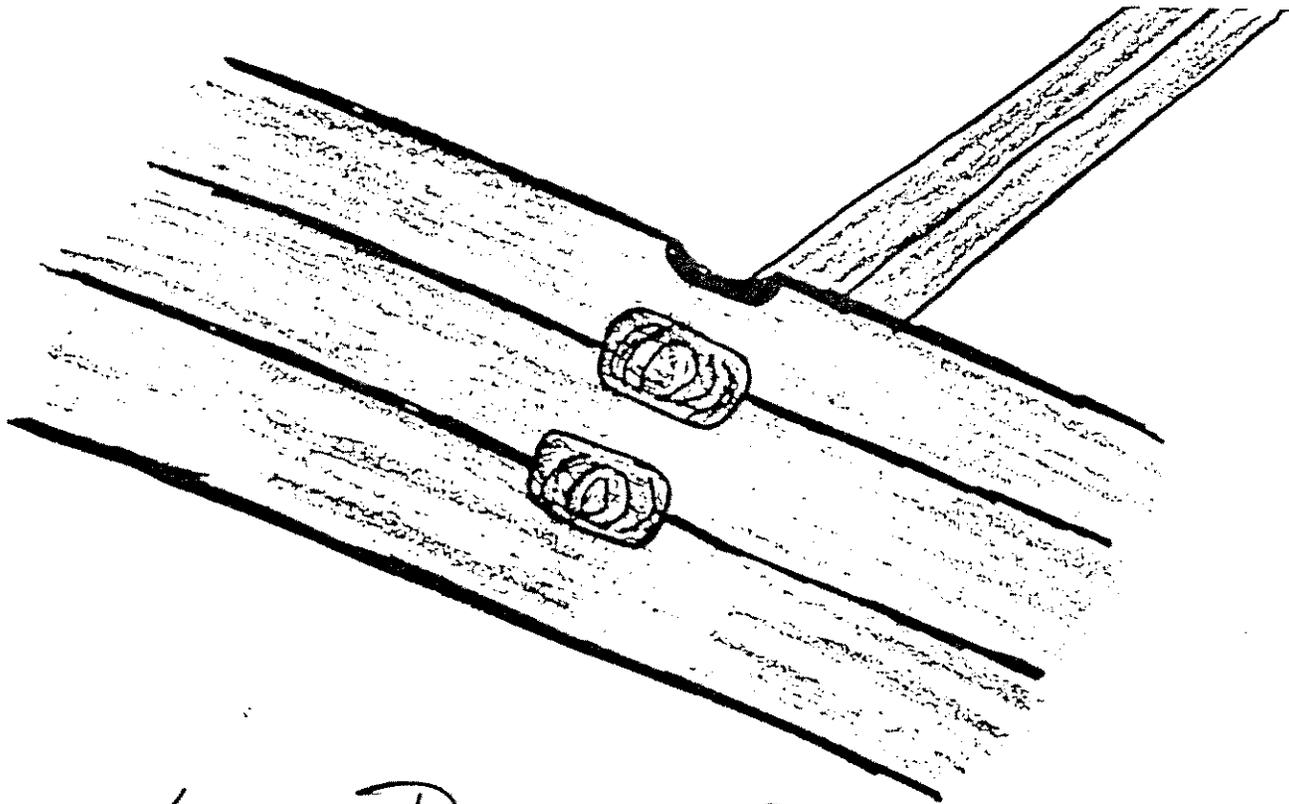
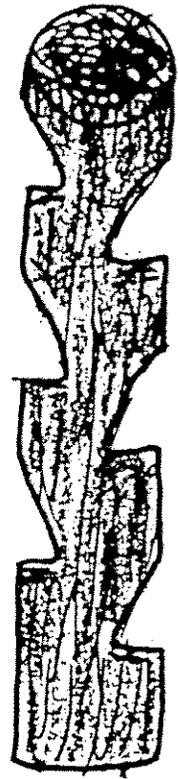
STOOL

MADE WITH ONE
SMALL SPLIT LOG
AND FOUR LARGE
BRANCHES.

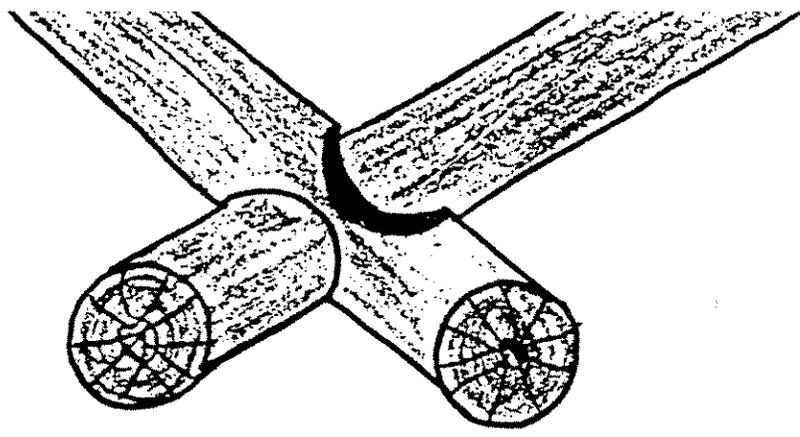


PIONEER LADDER

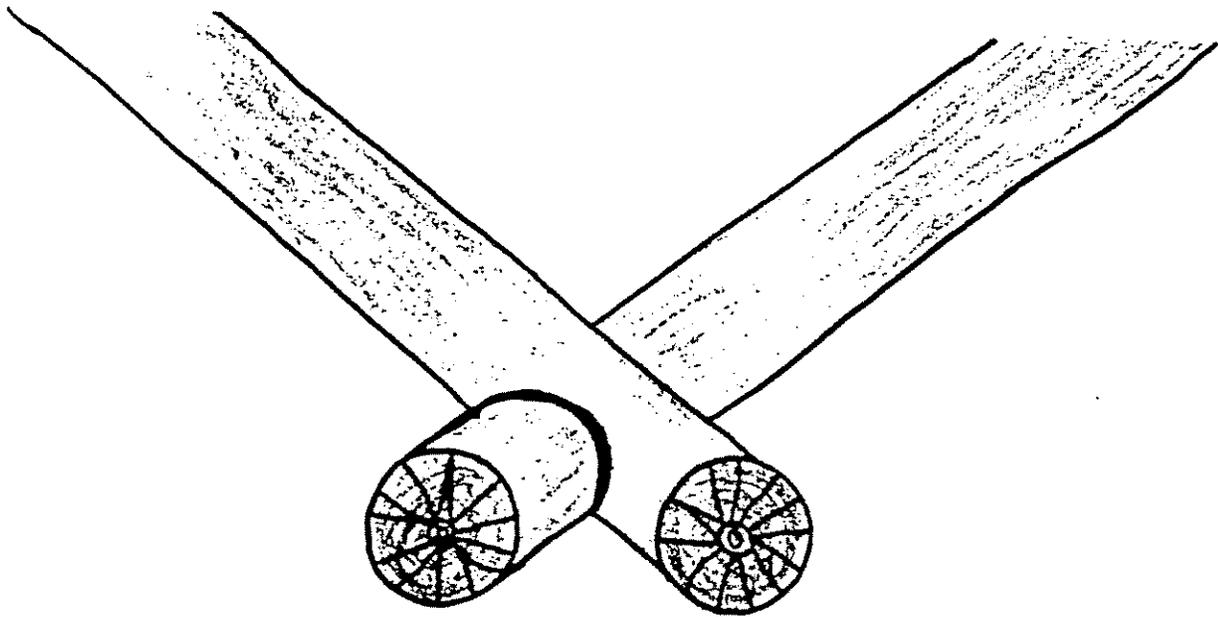
MADE WITH HAND
AND FOOT HOLDS
CUT IN UPRIGHT
LOG.



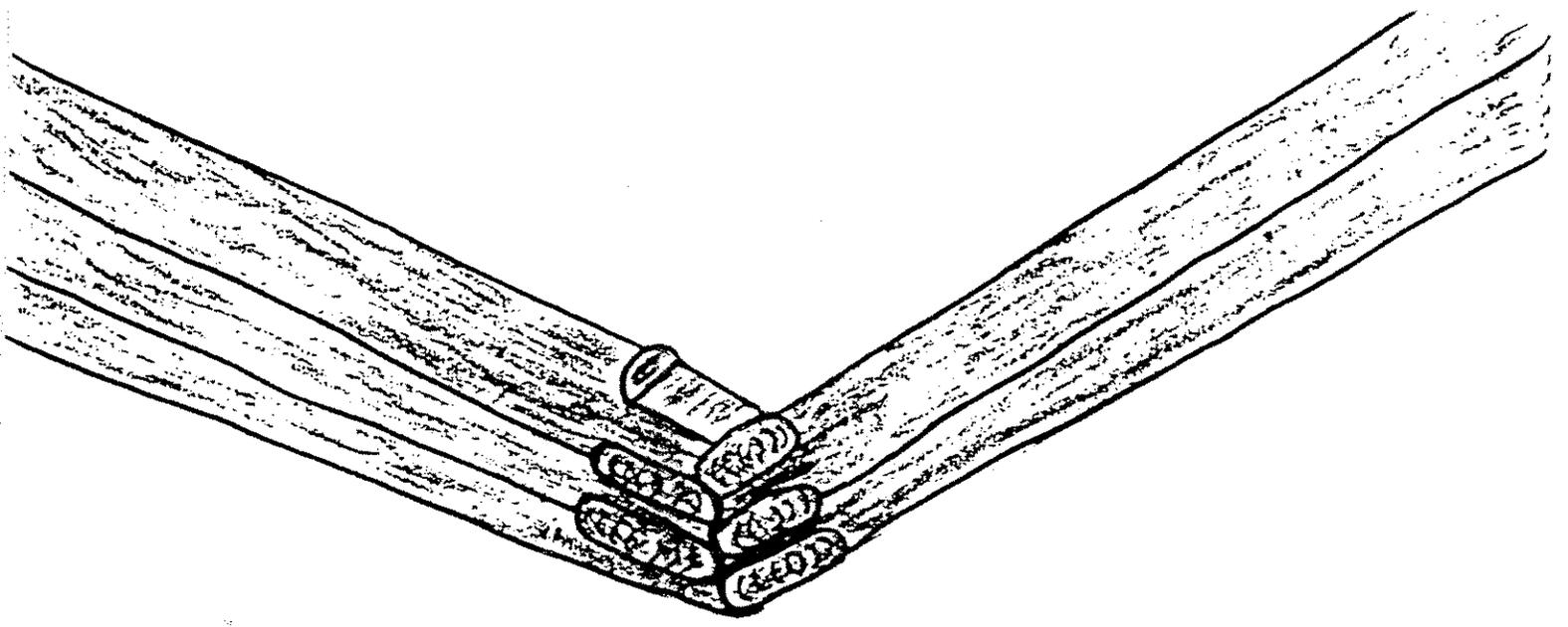
Log Room PARTITIONS



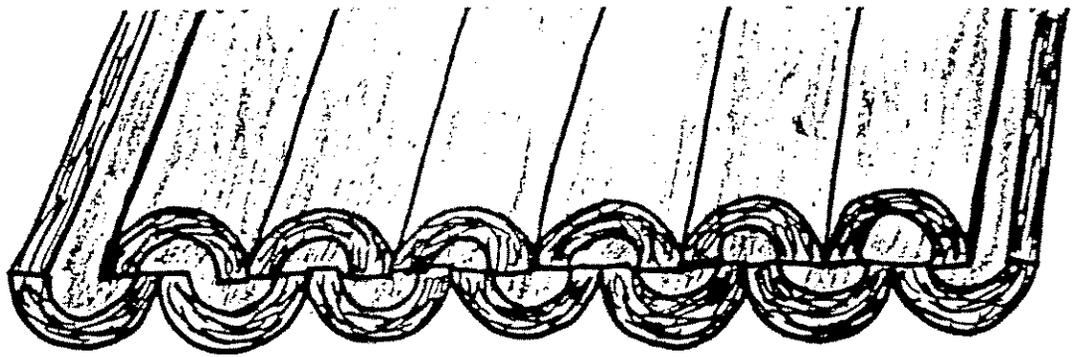
LOCK NOTCH CORNER



SADDLE NOTCH CORNERS

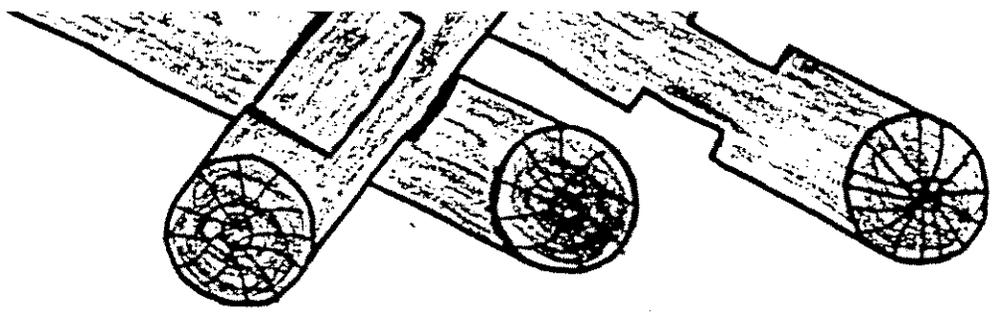


TENON CORNER

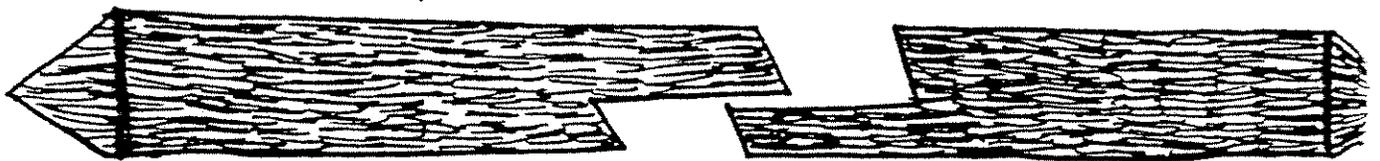


Scoop Roof

MADE BY ALTERNATING HOLLOWED
HALF LOGS



HEWN LOCK NOTCHES



How logs are cut for splicing

PAPER CONSTRUCTION

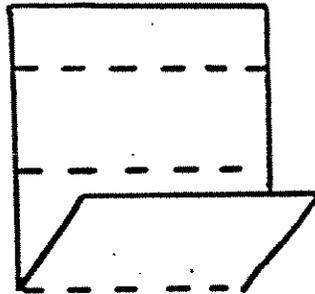
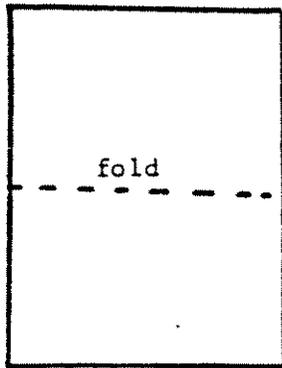
Marlene Burns, Washington Elementary School, Tipton

LOG CABIN

Standard 8½ x 11" paper. - brown. Brown or black, and yellow crayons.

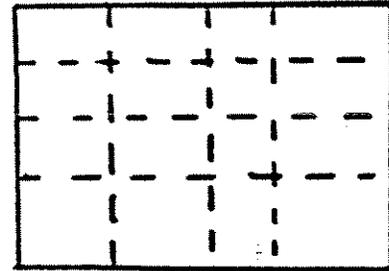
(Vary cabin by using 12 x 18" paper.)

1.

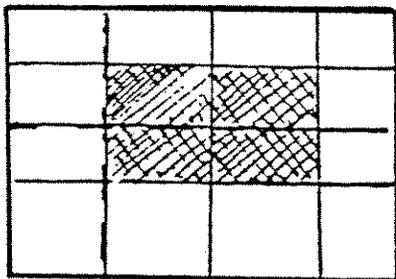


3 folds show
4 sections

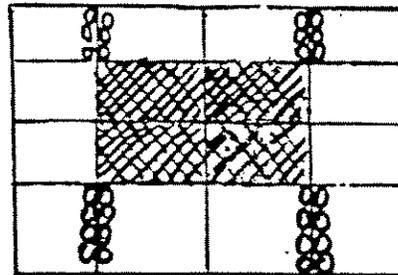
2. Turn paper and fold again
so you have 16 sections.



3. Color in the center 4 sections
with yellow crayon.



4. Make dark crayon circles
at folds as marked.



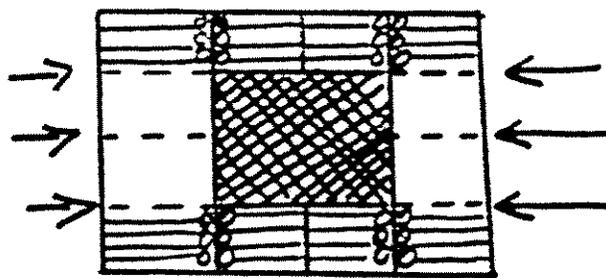
5. Draw a door and window.

6. Connect circles at folds with lines clear across paper.

7. Cut yellow area from ends. (3 cuts)

8. Cross uncolored sections and glue
at a 90° angle.

9. Put "log" ends together and glue.
Cut out the door and window, add
details (greased window paper, leather
hide door, etc.) Create a village.



*Most of kids enjoyed this
1924*

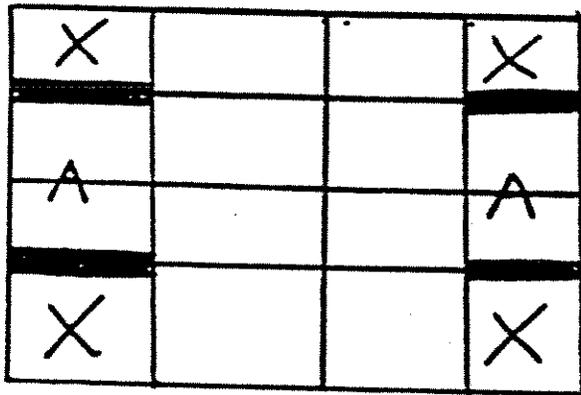
30 min

CONESTOGA WAGON

brown construction paper 6 x 9" ($\frac{1}{2}$ standard page)
white construction paper or typing paper $7\frac{1}{2}$ x 8"
tag board or other cardboard for wheels
Make a wheel pattern to be traced.
scissors, glue, black crayon

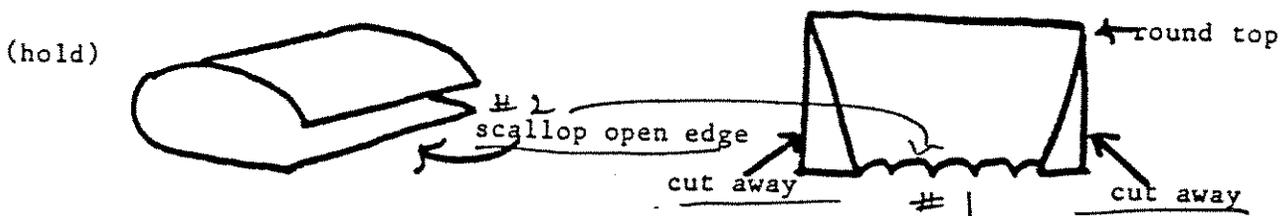
*Students should be able
to do all drawing & cutting
this would take a little
more of the slick time.*

1. Cut and color 4 wheels (rims and spokes).
2. Fold brown wagon bed as for log cabin - up to 16 sections.

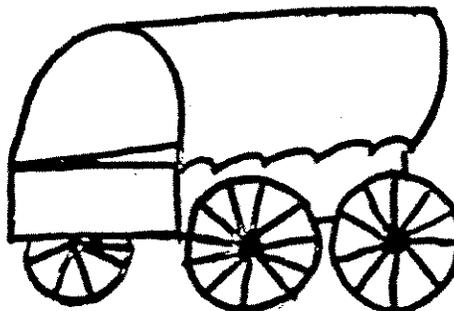


Cut only outside 2 folds
at each end as indicated
by arrows.

3. Fold part A up and bring X parts across and glue. (inside)
4. Place wheels on base of open box shape - glue and let dry. Be sure all four are even so wagon is level.
5. Cut white paper without any folds:



6. Glue scalloped edge above wheels. Add details such as water barrel, ax, people, rope, etc. Create a whole wagon train. Vary the size of the wagons.



*If the student does
everything but cutting
paper, which should be done
before hand, it would take
the full 30 min.
20-55 min.*

DRIED VEGETABLES

OBJECTIVE: To show the children

- (i) The importance of food preservation for the pioneers
- (ii) How much harder life was back then without modern convenience like refrigerators.
- (iii) How pioneers prepared, dried and stored food for survival.

BOOKS:-

- (1) The Colonial Cookbook
- (2) How the Settlers Lived
- (3) An Album of Colonial America
- (4) Foods the Indians Gave Us
- (5) Encyclopedia of Country Living - Clara Emory

MATERIAL:-

1 pumpkin
apples
green beans
fresh corn on cob
carrots
cheese cloth
darning needles
thin plywood board

GENERAL HINTS:-

- 1) Meet at least two weeks before Pioneer Day to prepare and dry vegetables.
- 2) In case you are unable to dry vegetables you can purchase packages of dried apples, peppers, corn, pumpkin, carrots etc. from a grocery store.
- 3) Apart from displaying previously dried goods the children can also prepare a few vegetables and take them home for drying. They can string green beans by using a double sewing thread and darning needle, thread the beans. This

activity can be done on Pioneer Day.

Pumpkin:- Cut the top of the pumpkin, remove the seeds. Cut it in 1" circles and peel it. Hang the rings of the pumpkin over the end of a stick to dry.

Beans:- Rinse, string and snap the beans. Using needle and thread string them up for drying.

Apples:- Peel and slice apples (thin) into a pan of cold water. Drain them and blot with paper towels. Then spread them on the clean plywood board with cheese cloth under and over them.

Corn:- Shuck the corn and cut it off the cob in whole kernels. Put it in a shallow pan and cover it with cheese cloth for drying.

Carrots:- Peel and cut them into thin slices. Place in a shallow pan and cover with cheese cloth.

Set-up:- Can have three tables one as a work table for the children where they prepare beans and apples. Another table for displaying previously dried food items or corn muffins, pies, etc. Next table as a tasting table where kids sample some baked foods.

DRIED VEGETABLES - 1979

CAROL DAVIS

Books used from Greenwood Library

FoxFire 2

By Eliot Wigginton

FoxFire 3

The Pioneers - By Editors of Time-Life Books

The Colonial Cookbook - By Lucille R. Annee

The Early American Cookbook - By Hyla O'Connor

Strung & dried peas - 2 weeks

Brought fresh peas in pod for display & tasting

Displayed dried split peas, beans, cinnamon sticks

Sliced & dried apples - 3 days

Display and let kids taste

Made cornbread & let kids taste w/apple butter

The kids sliced & strung apples and string beans. Cut corn off the cob and let it dry. We also talked about how pioneers dried vegetables and why.

Dried Foods - 1979

At our initial meeting, Mrs. Tarelkeld, the teacher in charge of this project, made some suggestions on some of the foods we could work with. At this meeting we were also furnished with some reading material.

Carel Diers worked with me on this project and she did a tremendous amount of research. Her bibliography is on the enclosed sheet. This information was most helpful on Pioneer Day because the children had to be entertained for one-hour sessions and some of this time was spent discussing the needs for dried foods. Also, Carel brought in some of these books so the children could see some photographs of the pioneers with some of their dried foods.

The Johnson County Dept. of Agriculture mailed us a free copy of "Drying Foods At Home" which hopefully will be of value to future projects.

These are some of the foods we worked with:

1. apples -- I tried drying whole apples but was not too successful. Maybe if I had had more than two weeks to work with them and the weather had been in our favor the results may have been better. Sliced apples did really well -- drying time 3 days.
2. carrots -- Sliced about five large carrots very thin and I spread them out to dry on a pillowcase -- drying time 5 days.
3. corn -- Took four ears of sweet fresh corn and cut it off the cob and spread out to dry on a pillowcase -- drying time 7 days.
4. green beans -- Strung with needle and twine (kite string works best) Used one pound fresh beans to make two strands. Hung in garage to dry -- drying time 7 days
5. peas -- Carel was lucky enough to find a handful downtown (Farmers' Market) Strung and dried for two weeks.

Through personal experience it is best to work with fresh foods only. Since it rained most of the time I had to work on this project, most of these foods were dried in the garage. A pillowcase was laid on a screen to allow the air to circulate and the foods were covered to prevent the bugs from getting to them. Except for the green beans, as the foods dried, I placed them in a small paper sack for storage. Do not refrigerate after drying because this will cause molding.

For Pioneer Day we let the children do the following:

1. Shuck corn (fresh corn in husk - used about 17 ears)
2. String green beans (used about 5 lbs. fresh green beans)
3. Cut corn off the cob
4. Cut and string apples (used about 3 five pound bags)

They were also allowed to taste the foods which had been dried. Since apples and corn were very important foods to the Pioneers we had some apple butter and corn bread for the children to taste. All of the foods used on this day were donated by the 4th grade classes.

It was a great learning experience for us and it was well worthwhile because the children were really enthused when it came time to work with the foods.

Good luck in 1980 !!!

Leu Davidsen

RECIPES FOR A PIONEER DAY

By

Candace Taff

Listed below are some recipe books FULL of recipes from the pioneer era which could be used in the classroom as part of a history unit. Following the bibliography are some selected recipes that have been tried by the author of this handout in a traditional setting (over an open fire or in a fireplace with iron cookware).

1. Book of Corn Cookery, 1979.....\$2.95
Meyerbooks
P.O. Box 427
235 W. Main Street
Glenwood, Illinois 60425
2. Historical Indian Cookbook, Patricia Camden Knott\$6.95
1977, Warsona Publishing 610 E. Center Street
Winona Lake, IN Warsaw, Indiana 46580
3. The Little House Cookbook, Barbara M. Walker\$12.95
1979, Harper and Row
4. Pioneer Cookbook, Ferne Shelton\$1.50
Hutcraft
High Point, N.C. 27262
5. Selected Recipes from the Genesee Farmer, Lynne Belluscio.....\$4.50
1981

Corn Meal Mush¹

- 1 c. corn meal 3½ c. boiling water
- 1 t. salt ½ c. cold milk or water

Mix the meal and salt with cold milk or water; stir into the boiling water. Stir constantly until it boils. Cook 3 or 4 hours in double boiler (less if over direct heat). Good served with honey and cream.

Fried Mush¹

Wet a deep baking pan with cold water; pour in the hot mush; smooth the top with a knife dipped in cold water. When cold, slice in one-half inch slices; dip in flour and fry in drippings, lard or bacon fat.

Parched Corn³

- field or sweet corn (dried)
- 2 T. butter
- salt

(If you are using field corn, remove chaff by tossing handfuls back and forth.) Heat butter in a 10 inch skillet over high heat. Cover the pan with kernels, reduce heat slightly, and stir or shake constantly as kernels brown, puff up and crackle. Cook 3 - 5 minutes. Remove from heat, salt to taste. Cool and eat!

Corn Bread²

1 c. cornmeal 2½ t. baking powder
2½ c. flour ½ t. salt
1 c. sugar 2 eggs
½ c. butter 1 c. milk

Sift dry ingredients together, then add milk, eggs and butter. Mix until well blended. Bake in hot greased pan 25 - 30 minutes. (400°) The Genesee Farmer indicates that water can be used if milk is unavailable.

Dried Apples³

Start with tart, firm apples like McIntosh. Use freshly picked apples because those held in cold storage become dark when dried. Commercially grown apples are heavily sprayed and should be washed and wiped. Core apples.

Slice the apples crosswise in 1/8" disks (peel only if the skins are very tough.) Slip the apple rings onto strings or rods. Hang the strings or prop the rods in a warm dry place like a furnace room or sun porch. Curtain rods over a sunny window may be used, or a laundry rack near a radiator. Leave hanging until the apples are leathery. Store in dry jars or plastic bags with as little air space as possible.

Fried Apples

Quarter tart, fresh apples and then slice. Place apples in a skillet with melted butter. Add brown sugar and cinnamon OR honey for sweetening. Fry until apples are tender (5 -10 minutes).

Fruit Leather⁴

Cook 1 lb. of dried fruit (peaches, apricots or apples do nicely) until soft. Add ½ c. sugar. Mash and cook until thick. Spread fruit on a cookie sheet to dry. (Bake at 200 degrees until almost dry - 2 - 3 hours). Roll, like a jelly roll, sprinkling with powdered sugar. Slice thin.

Bean Soup

1 lb. navy beans 2 or 3 stalks celery
2½ qt. water 2 c. diced potatoes
1 meaty ham bone salt and pepper
1 onion

Soak beans in warm water overnight; drain. Put beans in kettle, cover with water, add ham bone. Cook for two hours. Add remaining ingredients, and continue to simmer for ½ hour. Bone the meat and return it to the pot. When potatoes and celery are done, serve.

Apple Butter²

1 gallon apples (sliced and peeled)
1 qt. cider 1 T. cinnamon
4 c. sugar 1T. cloves

Cook apples and cider over a low heat, stirring constantly. Use a slotted spoon (or paddle) to break up apples. When thick, add sugar and spices. Cook to desired thickness. Do not cook in an iron kettle for it will turn the butter BLACK. Serve or store in sealed jars.

Sassafras Tea 4 - 2

Take red sassafras roots and wash clean. Cover with water and let set 2 or 3 hours. Place on stove and let simmer. Pour into a cup and add 1 t. sugar. (use approximately 1 t. root to 1 c. water; root bark may be used 3 - 4 times before all the flavor is extracted)

Shoofly Pie

2 c. flour 1 c. molasses
½ t. soda 1 c. hot water
¾ c. sugar pinch salt
cinnamon whipped cream
1/3 c. shortening

Combine flour, soda, sugar and shortening. Make into crumbs. Dissolve molasses in hot water and add salt. Place crumbs into the bottom of two pastry-lined pans. (that's a pie shell) Pour the liquid mixture over the crumbs. Sprinkle with cinnamon and bake in a 375° oven for 40 minutes. Top with whipped cream.

CROSS STITCH

Possible Projects

Butterfly - Pattern was stenciled on material. Outline in black, spots in student's choice of colors.

Initials in square design - Mounted on cardboard with masking tape, bottoms and sides first. Yarn wool was knotted to form loop, loop put under top flap to form hanger.

Initials in heart - Used white sheet material 9 x 9 square. Pattern was sized for the hoops, blacked in, placed under cloth, and traced onto material. Finished edges with masking tape. Parents made backs to sew finished design onto for pillow.

Flower design - Used aida 11 cloth. Outlined design in colors to be used. Students filled in. Project was framed in wooden hoops.

Finger tip towels - Towels came with a strip of aida cloth at bottom. Aida 18 was too small. Initials- Penciled in first letter of last name. Tulip pattern- Repetition of pattern and only two colors were beneficial.

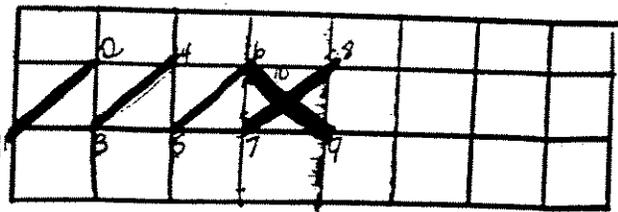
General Hints

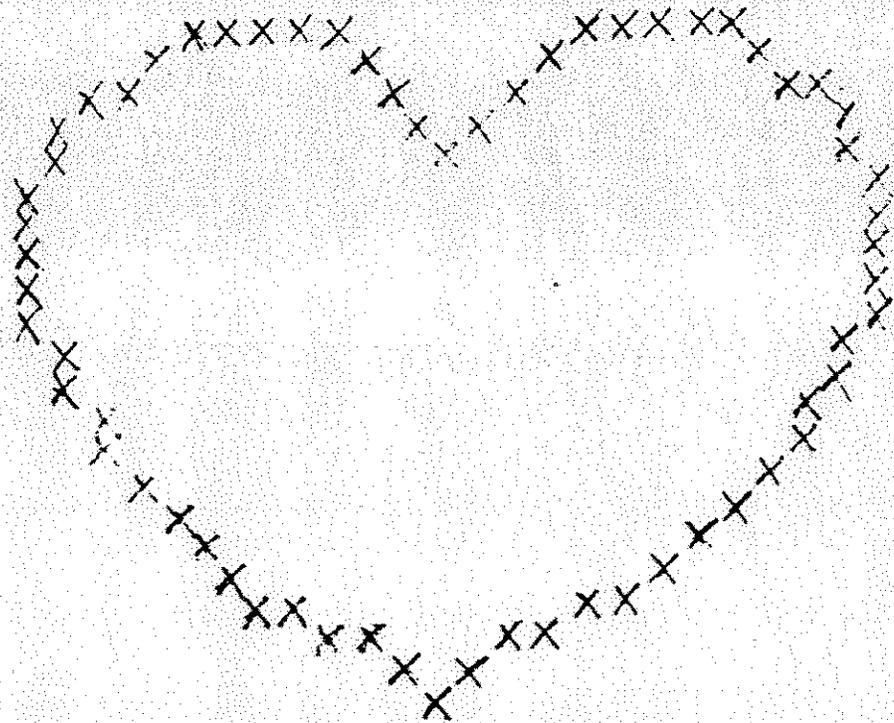
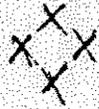
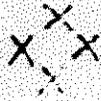
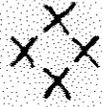
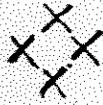
1. Ahead of time have needles threaded, material hooped, threads divided.
2. If initials were used teachers provided a list of students involved in cross stitch ahead of time.

3. At beginning of session, discuss samplers and how students used them to practice stitches.
4. Volunteers might work with small groups during stitching.
5. Have finished cross stitch projects and some partially completed if possible to show the students.
6. Some parents have finished incomplete projects for the students, others have sent materials home to be completed later.
7. Some students may choose to use the project as gifts.
8. While working look for:
 - Children pulling needle off thread as they sew.
 - At the end of the thread, make sure students pull needle up so they don't sew the design with double thread.
 - Watch for knots in the back of work.
9. Have extra needles threaded.
10. Bring good scissors. School scissors are generally not sharp enough.

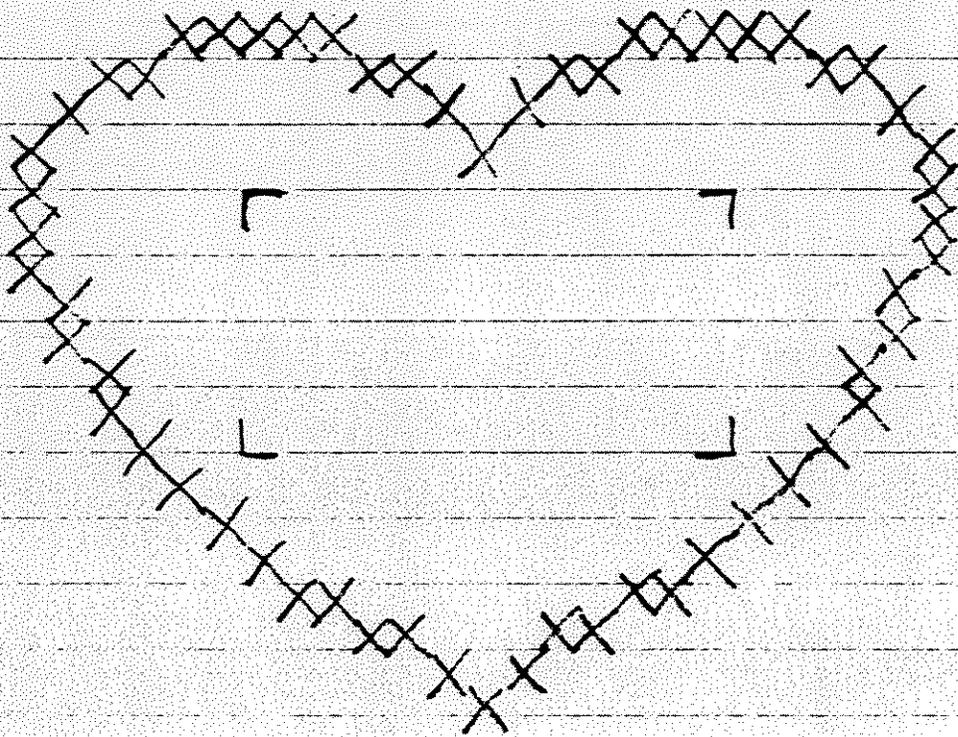
INSTRUCTIONS FOR COUNTED CROSS STITCH

1. Find the center of your fabric by folding it in half and then in half again.
2. The center of your graph is marked by arrows. Match the square on the fabric that is the center and the square on the graph that is the center.
3. You may start stitching on this square or you may count up or out to an outside square.
4. Do not knot your thread. Secure your thread by holding an inch of thread behind the fabric and cross stitch over this tag until it is held in place.
5. Stitch the x's of all one color first. The stitches are made by first stitching an entire row of half of the x's and then going back and completing the x.

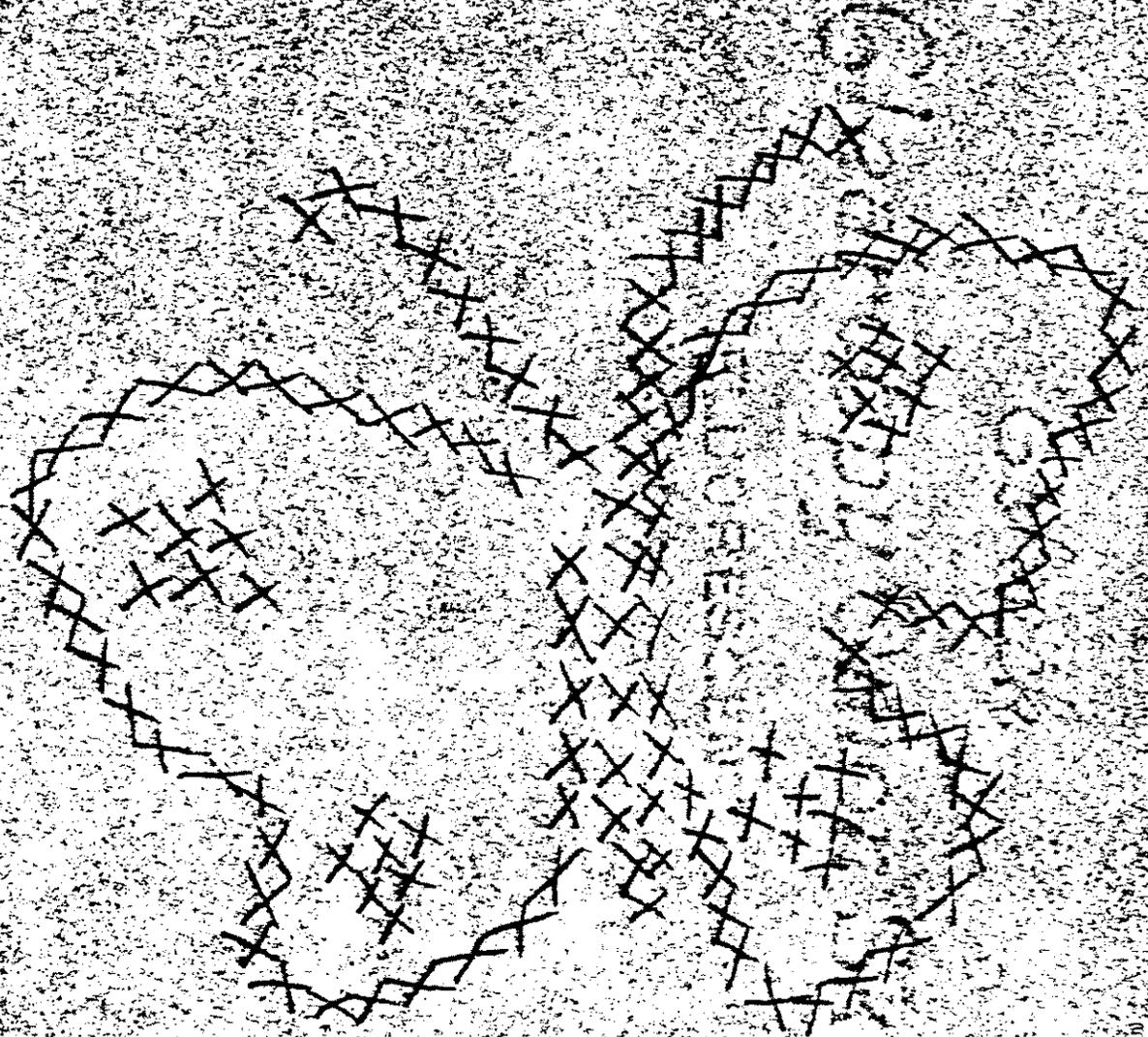




1987

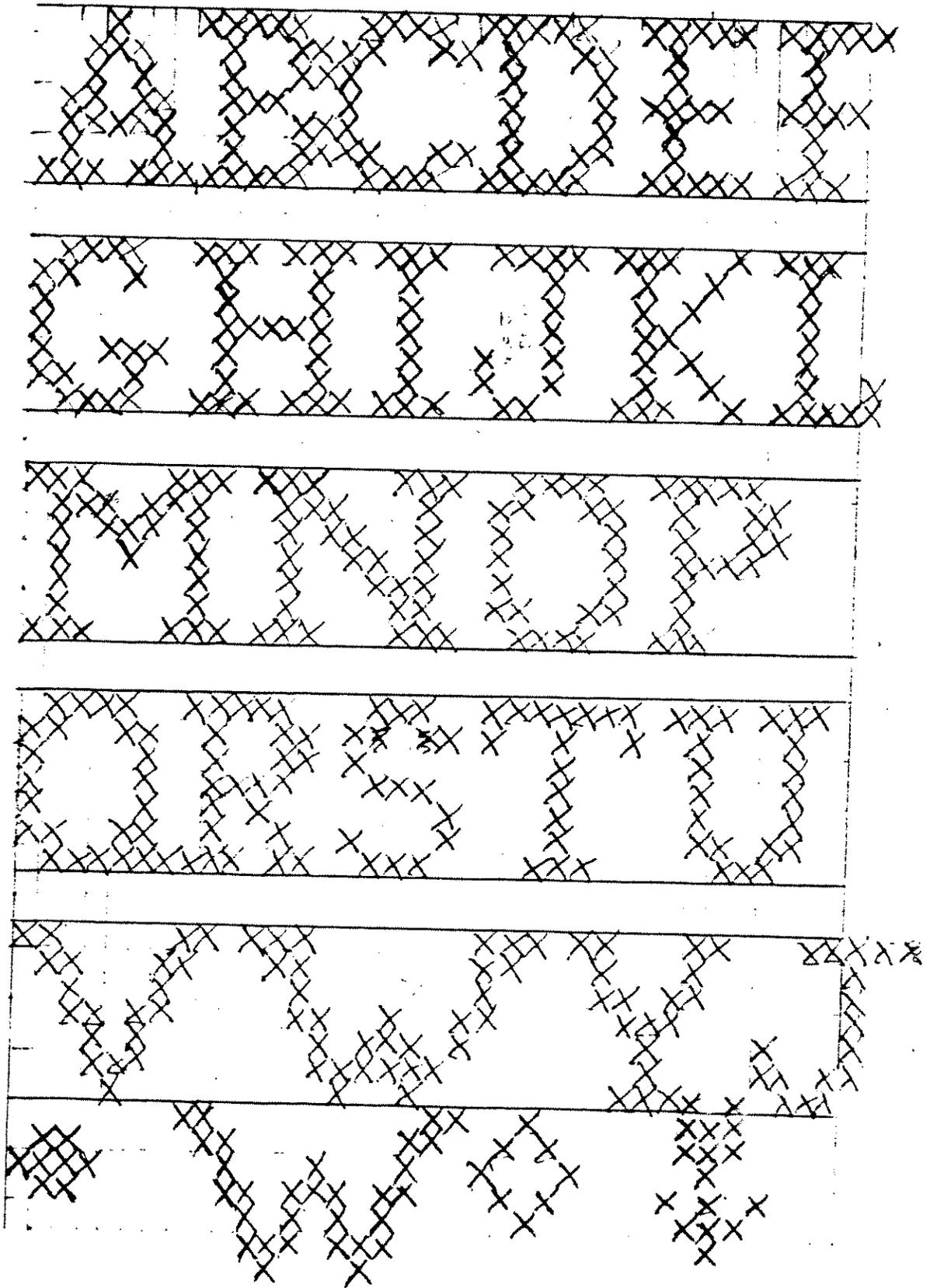


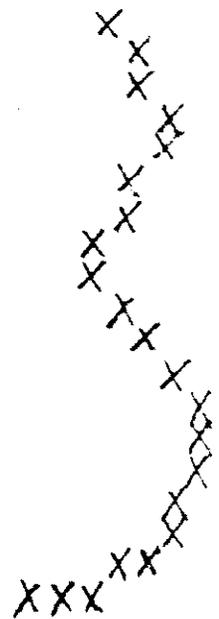
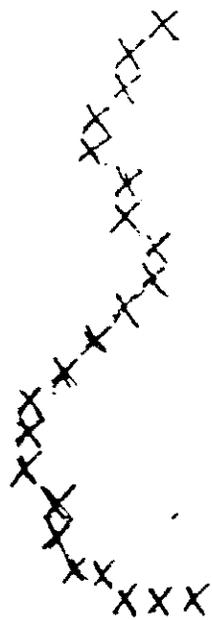
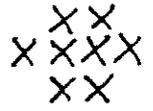
Orange Grove
1950



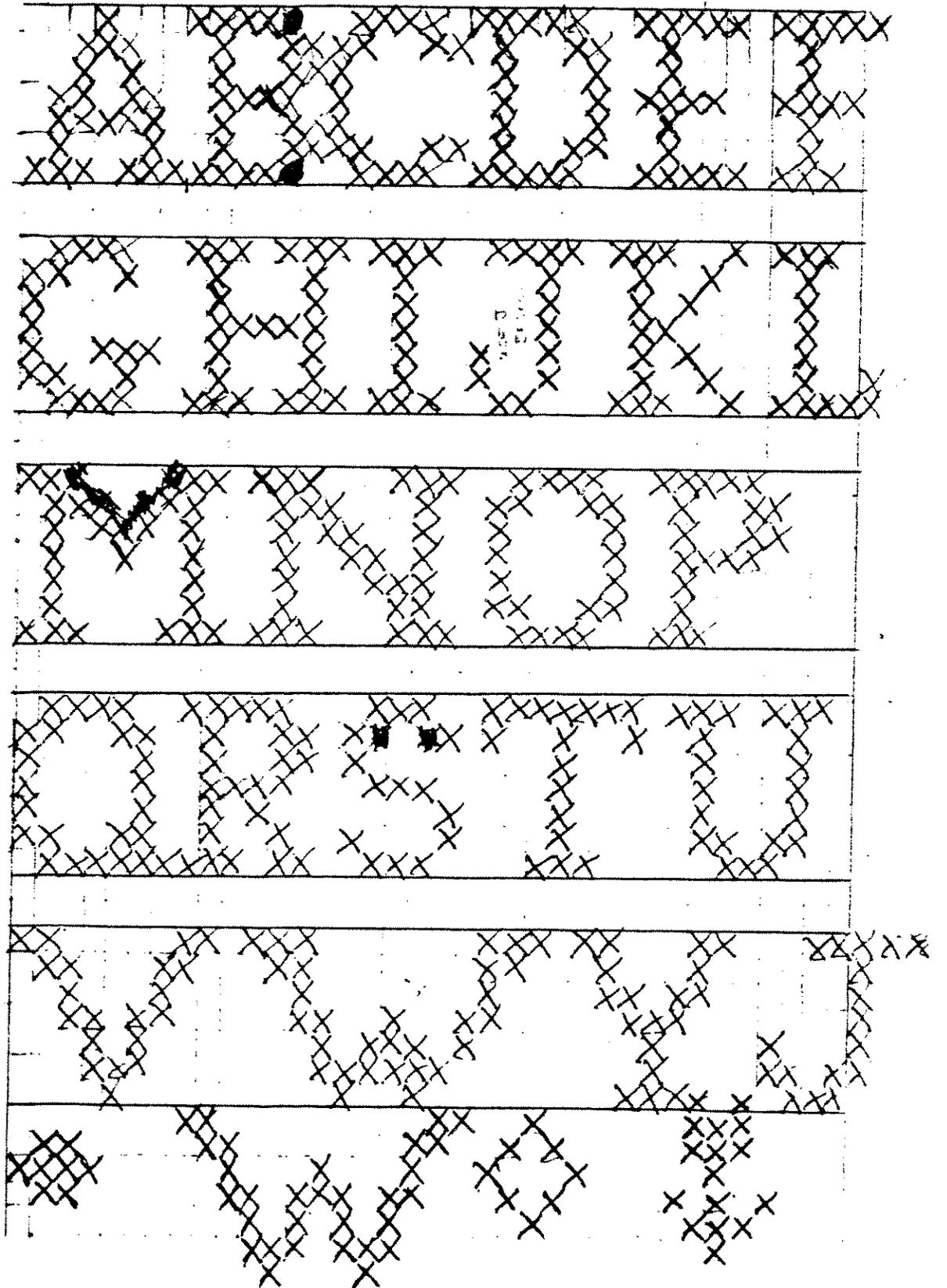
1983

1987





1983



DRIED APPLE DOLLS

1. Should start preparing the apples 2-3 weeks ahead of pioneer day. Sometimes the apples take a long time to dry.
2. Bring a vegetable peeler as some children might find that easier to use than a paring knife.
3. It is easier if each child has decided how to outfit the doll and has a kit prepared ahead of time. The parent volunteers can help cut the scraps of material into pants, shirts, skirts, etc. earlier and the children can put the doll together on pioneer day.
4. Apples should be put in the oven (175°) for 20 minutes after they are prepared as this appears to help prevent molding and helps to dry faster.
5. Keep them on wire racks in a sunny spot, rotating them daily.
6. To be on the safe side always prepare a few extra apples.
7. Since they shrink the large apples Ida Red are best.
8. Use thick or heavy cardboard so that the dolls stand better.
9. Tag the prepared apple with the child's name.
10. An adult should operate the glue gun.

DRIED APPLE DOLLS

1990

HISTORY

In early colonial days the colonies did not have doll makers. Dolls were imported from France, England and Germany. Prices were so high that few settlers could afford to buy them for their children.

The settlers used what they had to make dolls; corn husks, hickory nuts, and apples. The clothes came from scraps left over from quilting.

Today the applehead doll is one of the most popular of handmade dolls

TWO WEEKS BEFORE PIONEER DAY

Materials Needed

Several small paring knives

masking

Toothpicks and small pieces of tape for child's name and room number

Winesap Apples

Cloves in dish for eyes

Rice in dish for teeth

Lemon juice in tall glasses

Popsicle sticks

Vegetable peeler.

Apples are peeled and carved about two weeks before Pioneer Day.

Children were grouped into two groups. It took about 45 minutes.

1. Read the first three paragraphs about the history of the dolls by Esther Gross to give the children a better understanding.
2. Students peel apples and carve faces and then dip them into lemon juice. Use cloves for eyes and rice for teeth.
3. Make flat plane for forehead. Cut around for a wedge-shaped nose. Slice down around nose for cheeks. Slit for mouth and small holes for eyes.
4. Tag each apple with name and room number of child.
5. Place apples on a rack in the oven (about 175) for 20 min. after prepared by students. This helps to prevent molding and aids in the drying process. (Be sure that you have prepared about six extra apples)
6. Keep apples on a wire rack rotating them daily. Keep in sunny dry place.

PIONEER DAY

Materials needed

Glue guns and lots of glue sticks

Stalks of flowers

packaging string for pant rope

Run out into groups for hair - ✓

Books- small pieces of wood painted different colors. Children S
tie them together and hang them over the arms or shoulders.

Hats- girls (pre-cut circles stuffed with a little cotton and
yarn tied around it) SR

boys (pre made hats using felt and fabric stiffener to form)

Bodies- made from raffia ahead of time. For 27 children it takes
three bags (\$5.00; each) S

Girls clothing is tied on with apron. Shawl can be tied or pinned.

Hat can be pinned or glued. ✓

Boys clothing- jeans are tied at waist with rope for belt. ✓

The shirt is folded over the shoulders and sewed under the arms.

The children select fabric for clothing and cut out their own
pants, scarfs and dresses from patterns which are traced with
pens onto the material.

Patterns

Scissors (Good Fabric Scissors a must)

Pins

Thick Tooth Picks to attach head to body before gluing

Staplers for stapling the boy's pants seams if children do not
want to sew them. SR. S.

Needles and thread

DORIS STRAUMINE 662-8290
NANDY ROWAND 662-7464
JAN CHEEK 662-4344

WE FOLLOWED THE NOTES FROM 1984. . FOLLOWING ARE A FEW CHANGES, SUGGESTIONS AND HINTS.

APPLE PREPARATION

PREPARE THE APPLES AT LEAST 2 WEEKS AHEAD OF TIME. UP TO 3 WEEKS IS FINE. . SOME TAKE A LONG TIME TO DRY.

IT TOOK THE STUDENTS 45 MINUTES TO PEEL, CARVE, DIP, AND MAKE THE FACES.

WE ASKED THEM TO BRING A VEGETABLE PEELER. FOR SOME, THE PEELER WAS EASIER TO USE THAN A KNIFE.

DOLL PREPARATION

YOU NEED TO HAVE THE BODIES, ARMS, CLOTHES, AND OTHER SUPPLIES READY IN ADVANCE.

WE DID NOT MAKE KITS. WE LAID OUT THE SUPPLIES & LET THEM CHOOSE WHAT THEY WANTED TO USE. THEY REALLY ENJOYED COORDINATING THEIR OUTFITS. BE SURE TO HAVE EXTRAS TO CHOOSE FROM. BOTH THE BOYS & GIRLS ARE PARTICULAR ABOUT THE FABRICS LOOKING GOOD TOGETHER.

THE HEAD WAS ATTACHED TO THE BODY WITH A THICK TOOTH PICK & BLUE GUN.

WE USED THE BLUE GUN OFTEN TO ATTACH HAIR, HATS, FLOWERS, SHOES, FISHING POLES, ETC. IT WORKS GREAT BUT AN ADULT NEEDS TO OPERATE THE BLUE GUN.

BODIES: WE MADE THEM FROM ^{RAFFIA}~~MATTAN~~ INSTEAD OF STYROFOAM.
SEE EXTRAS IN THE SACK.

HATS: WE CUT CIRCLES, THE STUDENTS STUFFED A LITTLE
GIRLS COTTON IN THE MIDDLE & TIED YARN AROUND IT.

HATS: WE MADE THESE IN ADVANCE. USED FELT & FABRIC
BOYS STIFFENER TO FORM.

SCHOOL

BOOKS: 2 SMALL PIECES OF WOOD PAINTED DIFFERENT COLORS
...THEY TIED THEM TOGETHER & HUNG THEM OVER THE
ARMS OR SHOULDERS.

BOYS: JEANS ARE TIED AT WAIST W/ROPE FOR BELT. THE
SHIRT WAS FOLDED OVER THE SHOULDERS & THEY SEWED
IT UNDER THE ARMS.

IT TOOK MOST STUDENTS ABOUT 50-55 MINUTES.

JAN CHEEK---FEEL FREE TO CALL IF I CAN HELP.

APPLEHEAD DOLLS

In Pioneer Days, dolls were imported from France, England, and Germany. They were so expensive that few people could afford them.

Thus, many people created their own dolls for the children from raw materials such as corn husks, hickory nuts, and apples. The pioneer mothers and older sisters would dress the dolls in scraps left over from quilting.

Applehead dolls are still crafted today by mountaineer woman and sold in gift shops. Each craftsman seeks originality in fashioning the dolls. Some are humorous; some are serious; and some are even made to be replicas of ancestors or famous people in history.

Perhaps, you would like to try making your very own applehead doll. Follow the instructions very carefully.

1. Peel a small, firm apple leaving a margin of skin about the diameter of a nickel around the blossom end.
2. Cut slits for eyes, nose, mouth, and ears if desired. Shape cheeks by hollowing out a small space.
3. Place the apple on a wooden stick in the blossom end.
4. Rinse in mild lemon juice.
5. Stand in a tall glass on the windowsill or over a warm radiator. Allow to dry for 2-3 weeks. Be patient.
6. Fashion a body for the applehead from wire or styrofoam. If you use wire, cover the entire frame with cotton, then add florist tape or strips of crepe paper.
7. Use your imagination in clothing the doll.

P	I	O	N	E	E	R
			FREE			

FRIED PIES

Supplies needed:

canned biscuits
pie filling - about four cans
hot oil
three paper sacks
one pound powdered sugar
paper plates
can opener
forks or spoons
spoons for fruit filling

How To Make Fried Pies!

Each child flattens two biscuits with his fingers. Use a small amount of flour to keep the biscuits from sticking to their hands. A spoonful of apple pie filling is placed on one biscuit and the other biscuit is placed on top. Seal it with a fork. Dough should not be handled too much. An adult can fry the pie in hot oil at about 325° until browned and cooked through. Drain on paper towels for a few minutes to cool. The children can shake them in a paper bag of powdered sugar.

APPLE SAUCE MAKING

Foxfire 3 pgs. 416-423 Apple Butter

From Apple Seed to Apple Sauce - Dorm Johnson

Supplies needed:

paring knives
wax paper to put on tables for kids
two apples per child
baby food jars
cinnamon
sugar
water
apple corer and slicer
lots of paper towels

How To Make !

- 1) Children peel and core apples
- 2) Apples are cooked in deep fry electric pots.
- 3) Run apples through a strainer - This is optional on whether you want chunky applesauce or not.
- 4) Sugar is added to taste while the applesauce is still warm.
- 5) Cinnamon is optional.

Pioneer Day - 1979

CANDLEMAKING

<u>Materials</u>	<u>Source</u>	<u>Cost</u>
11 lb. block candlewax	Ed Shock's Hobby Shop	app. \$6
3 pags candle wicking	" "	app. \$1
small sticks or pencils	Home	
4 Hi-C juice cans (open with electric can opener to prevent sharp edges)	g "	
cooking oil	" "	
2 hot plates	N. Gr. Cafeteria	
4 old sauce pans	Home	
Newspapers & Masking Tape	" "	
waxed paper	" "	
drying rack	" "	
Scissors and extra wicking		
First Aid Kit		
Baking Soda	" "	
Garbage Bags for clean-up	" "	

Preliminary Planning

Go to teachers' meeting on Pioneer Day. Meet with your committee, divide up list of materials. Plan what you are going to wear: we wore white pioneer style hats and aprons. If you have old style molds or candles from Conner Prairie Farms, they make good displays. Do research on candlemaking and can use pictures in books as part of your display.

Resource Materials

~~Candle Making~~ by Susanne Strose 665 S7 (p. 12-14)
Creative Candlemaking by Thelma R. Newman (p.1 -12) 665 Newman
Candles and Candlecrafting by Stanley Leinwoll (p. 24 -34) 665 Leinwoll
J 978 Burns-Hines "To Be a Pioneer" was not available in Greenwood Library

Safety Precautions

Cold water best first aid for a burn. Never use water on wax fire. Take baking soda or salt to douse wax fire. Heat wax at one table and dip candles at the other table. We did not let students near the table where we were melting wax and had no problems.

How to Set Up

Had wicking cut up into 12 inch lengths. We arrived at school one hour ahead of time. First we set up tables, then covered them with newspapers then with wax paper. (We used masking tape to secure papers.) Wax had been shaved with knife ahead of time. (Use gloves as it can cause blisters.) Coat the inside of new juice cans with oil, fill with shaved or chunk wax. Old cans of wax may be used, we had a lot left over. Put juice cans into saucepans containing about 3 inches of hot water. Fill wax cansto about an inch from the top.

After wax is melted, cool for about five minutes. We placed can of hot wax in pan of cold water at table where dipping would be done, one at each end of the table.

Cover floor with newspapers and secure with masking tape.

The wicking to pencils. Give each child one wick and demonstate dipping proce dure. We dipped slowly and deliberately in and out then held the pencil for a few seconds over the hot wax so most of the dips fell back into the can. Then the child proceded slowly around the table, holding candle over the table. If the candle does not build up, allow wax to cool more. If child holds wicking in can too long, previous layer of

wax may be melted off. If wicking curls when first dipping, allow to cool for a minute, then place on waxed paper and roll to straighten with palm of hands.

We told the children a few historical facts about candlemaking and questioned them if they knew when the first candles were made. After 10 minutes the dipping gets boring and our commentary seemed to interest some of the students.

We let the students decide when their candle was thick enough, but I did tell them these type of "Taper Candles" usually were not too thick. We placed name tags on wick and they hung their finished candle from the drying rack, candle hanging down. They should be left to dry for several hours or overnight. We carried drying rack into classroom and left them dry overnight.

Suggestions

I personally felt 1 hour was too long for our groups of eight. They seemed bored after a half an hour. If wax is timed right, a candle can be finished in 30 minutes.

Cut down on amount of wax if you have any left over from previous year.

Instruct students at beginning that they must never put their fingers in hot wax or bump table which might spill wax. After the warning, keep a light tone. We found as we relaxed after the first session, so did the students. We found it to be an interesting project.

As wax level in cans goes down or solidifies on bottom add more hot wax or use one of two cans that are heating.

Committee

Janice Pikal 888-522

Linda Campbell 888-7046

Mrs. Sampson

APRONS
BAKING SODA
BREADS
BUTTER
CAKES
CHUTNEY

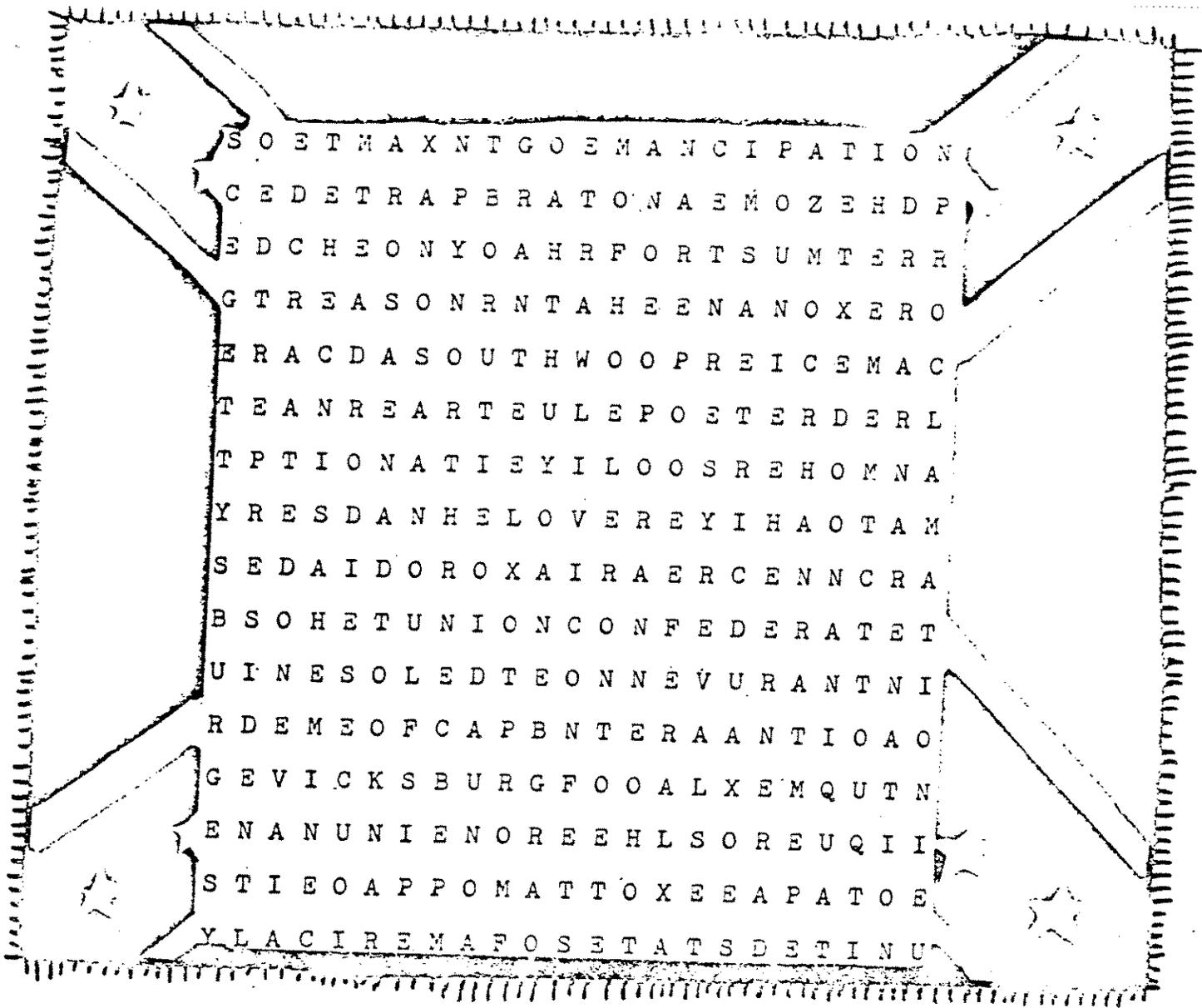
COOKIES
DISHES
FLOUR
MILK

OIL
PANS
PIE PLATES
ROLLING PINS
ROLLS

SALT
SPICES
SPOONS
STOVE
VANILLA



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



HIDDEN WORDS

HIDDEN ABOVE ARE WORDS RELATING TO THE CIVIL WAR. THE WORDS ARE LISTED BELOW. CAN YOU FIND THEM ALL?

United States of America
Lincoln
Nation
Hoosier
Grant
Appomattox
Vicksburg

Secede
Lee
Union
Gettysburg
Fort Sumter
President
Emancipation Proclamation

Slavery
North
Treason
Civil War
South
Confederate

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

HIDDEN WORDS

Listed below are words relating to Indiana becoming a state.
 How many can you find in the puzzle above?

Indiana
 English
 Explorer
 Settlement
 British
 Kaskaskia
 South Bend
 Fort Vincennes
 Francis Vigo

Corydon
 Great Lakes
 Hamilton
 Kankakee River
 Indianapolis
 Tribe
 Fur Trader
 Fort Miami
 Harrison

Corn Island
 Northwest Territory
 St. Joseph River
 Jennings
 Wabash River
 George Rogers Clark
 Ohio River
 Statehood
 LaSalle
 Indian Name

STENCILING REPORT

The art room was an excellent location for stenciling. There were seventeen (17) students who participated in the three (3) sessions which averaged six (6) students per session. There were almost as many boys as girls.

Three (3) volunteers ran the program. All volunteers would not necessarily need to know how to stencil if at least one volunteer does.

MATERIALS:

unbleached cotton muslin squares (8 to 10 inches)
6 inch wooden embroidery hoops
single stencils (no time for overlays)
stencil paints
stencil brushes (small brushes were preferred by the kids)
lace
glue (hot glue gun worked well)
masking tape
toothpicks (to stir paints)
scissors
paper towel (paint palette)

COST :

Approximately \$10.00 (hoops 50¢ each and some material donated).

A short history of stenciling was presented and samples displayed. The muslin was taped down to the table and the stencil was taped to the material. Stencils will need to be of interest to boys and girls.

After the paint was applied the material was placed in the hoop and excess material was trimmed off. Lace was cut (in advance) to fit around the hoop and glued to the hoop by use of 2 hot glue guns. (1 package of glue sticks)

We recommend this activity.

1990

WE TAUGHT 3 SESSIONS WITH A TOTAL OF 19 STUDENTS. WE
STENCILED ON CHALKBOARDS THAT WERE PURCHASED FROM MICHAELS.

STEPS:

WIPED OFF CHALKBOARD WITH A DAMP RAG

MASKED OFF EDGES OF CHALKBOARD WITH MASKING TAPE

PAINTED WOOD FRAME WITH SPONGE PAINT BRUSH (BOTH SIDES)

CHOSE STENCIL WHILE PAINT WAS DRYING (5-10 MINUTES)

REMOVED MASKING TAPE

STENCILED ON BLACKBOARD & WOOD FRAME. SOME STUDENTS HAD
TIME TO STENCIL ON BOTH SIDES.

PUT IN ZIPLOC BAG W/NAME & ROOM #.

MATERIALS

BLACKBOARDS
STENCIL PAINT
SPONGE BRUSHES
STENCILLING BRUSHES (HV 2 MORE THN # OF STUDENTS PER SESSION)
STENCILS
MASKING TAPE
SCISSORS
RAGS
PAPER TOWELS
PAPER PLATES (FOR PAINT)
ZIPLOC BAGS & MARKER

WE SPENT \$27.25 ON BLACKBOARDS, 2 BOTTLES OF PAINT, AND 1
STENCIL. THE REST OF THE MATERIALS WERE DONATED OR
BORROWED.

WE HAD PLANNED TO PAINT & STENCIL SMALL (4 IN) CHIFWOOD
BOXES. THEY ARE AVAILABLE AT MICHAELS FOR \$.99 EACH.
HOWEVER, WE COULDN'T GET ENOUGH IN TIME SO WE SWITCHED TO
THE CHALKBOARDS. THEY TURNED OUT FINE & THE STUDENTS WERE
PLEASED. HOWEVER, THE BOXES WOULD'VE BEEN EASIER TO STENCIL
ON.

JANET CHEEK

STENCILING REPORT

5-12-89

We taught three sessions of stenciling. Total of students equalled 27. The class was enjoyed both by boys and girls. We pre-viewed a video of stenciling which taught the children how to tape their muslin to the table and to center their stencil on top. The video was a great instructional tool to teach the children how to use the brush and paints. After they were done painting we centered their muslin inside an 8" wooden hoop and then they cut off the excess material. Lace was cut in advance to be glued to the back of the hoop. A bow was glued to the front top of the project. Three mothers met one week ahead of time to choose stencils of interest to both boys and girls. We then purchased all materials and placed them in 1 gal. size Ziploc bags. Afterwards each student labeled their bag with marker to be sent back to their home room at the end of the day.

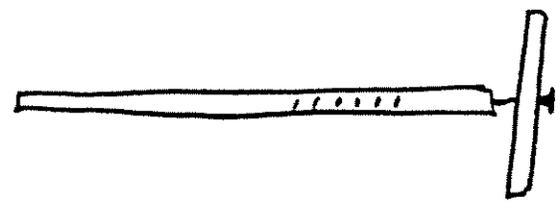
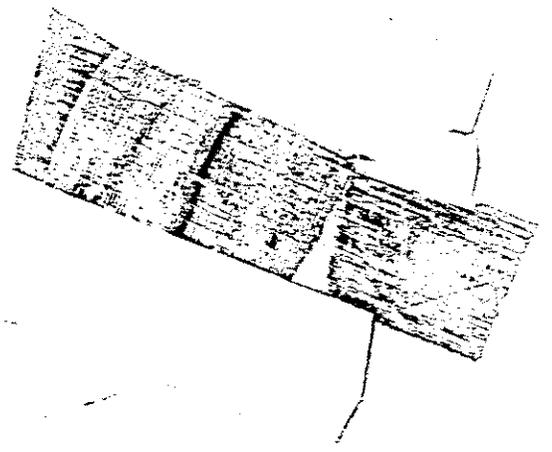
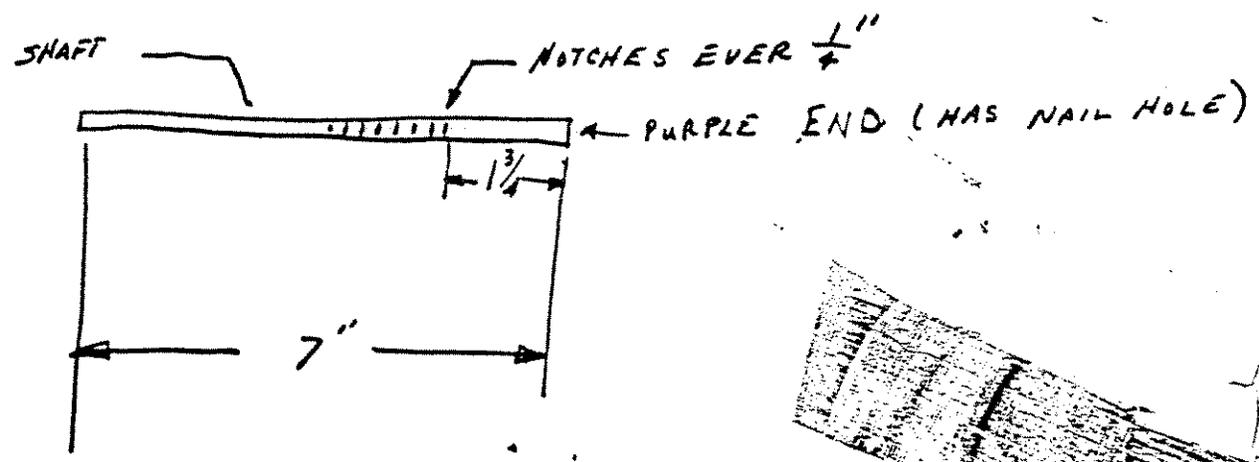
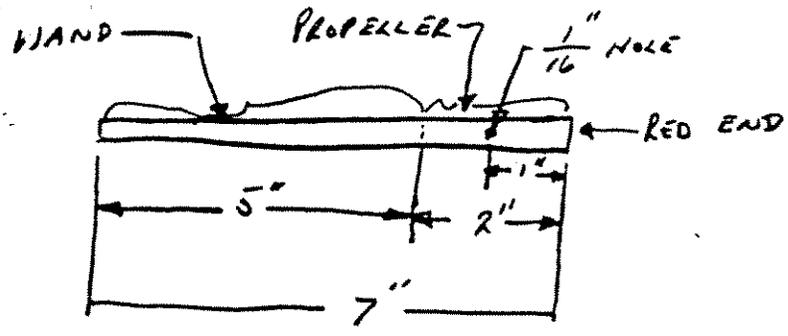
MATERIALS:

unbleached muslin cotten (12" X 12")
8" wooden embroidery hoops
single stencils
stencil paints
stencil brushes (small ones)
lace
hot glue gun
masking tape
scissors
paper towels
marker
Ziploc Bags

Cost \$33.00

digital

Whooie Stick



1. MEASURE 2" FROM RED END AND SAW 2" PIECE TO MAKE PROPELLER. 2" PIECE SHOULD HAVE $\frac{1}{16}$ HOLE IN MIDDLE.
2. MEASURE $1\frac{3}{4}$ INCHES FROM PURPLE END (HAS NAIL HOLE) AND FILE NOTCHES (SEVEN) $\frac{1}{4}$ INCHES APART.
3. NAIL PROPELLER TO SHAFT SO IT IS SECURE AND CAN TURN FREELY.

WHOOIE STICKS

SUPPLIES

One 3/8" dowl rod 7" long
One 1/2" X 1/2" X 5 3/4" stick
One 1/8" X 5/16" X 2 1/2" propeller (pre-shaped)
18 galvanized 3/4" wire nails
Tack hammer (adults helped children hammer)
Small square file (each child notched their own sticks with file)
Sand paper

TO ASSEMBLE

Sand all rough edges, especially end of stick to be held. Equally space six or seven notches in stick with file. Attach propeller.

TO OPERATE

Holding dowl rod, position finger on left side of notches and rub. This motion causes propeller to turn. Then say, "Whooie" and while still rubbing notches with dowl lift forefinger and rub thumb on right side of notches. This will cause the propellers to pause and reverse motion.

SUGGESTIONS

- 1) Square sticks work better than round ones.
- 2) Section off work area for each child with masking tape.

HUMMERS

Supplies

One 1 7/8" dia. X 5/16 disc (wooden)
Two 2" handles made from 5/16" dowl rod
One 36" length of wax coated string
Sand paper

TO ASSEMBLE

Holes in disc were pre-drilled. Children sanded rough edges and holes in disc. Run string through small hole then handle, then back through the other small hole and then the last handle. Tie string in a square knot. Keep knot near the handle.

TO OPERATE

Holding handles twirl disc several times until string is twisted. Then start motion of disc by pulling out and gently relaxing, then out again and so on until the disc starts to hum.

SUGGESTIONS

- 1) Make sure square knot in string is tight.
- 2) Waxed string worked better.
- 3) Section off work area for each child with masking tape.

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

HIDDEN WORDS

Listed below are words relating to Indiana becoming a state.
 How many can you find in the puzzle above?

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 Kaskaskia
 South Bend
 Fort Vincennes
 Francis Vigo

Corydon
 Great Lakes
 Hamilton
 Kankakee River
 Indianapolis
 Tribe
 Fur Trader
 Fort Miami
 Harrison

Corn Island
 Northwest Territory
 St. Joseph River
 Jennings
 Wabass River
 George Rogers Clark
 Ohio River
 St. Louis
 LaSalle
 Indian Name

SQUARE DANCE

GENERAL HINTS

1. Since most children don't know the steps to the Virginia Reel it might be better to have only 6 children and two mothers fill in as the extra couple. This will help in keeping the children going in the right direction and eliminate some of the confusion.
2. Square dancing is a little hard for children to grasp at first. So start with the very basic movements like bow to partner and corner, do-si-do, alamande to left etc. Children seem to enjoy that a lot.
3. Other dances that the children enjoy and are simple are 'Cabaret', 'Lady Go Round The Lady', 'Texas Star', 'Right Hand Star'.
4. Music for all this is usually available at local libraries. It is advisable however to start the search for music well ahead of time.

INTRODUCING THE GEE HAW WHIMMY DIDDLE

Mountain Whittler (Mr. Doakes, any spur of the moment silly name will do) could have named it Thingamajig or whatchamacallit but decided to call it 'Gee Haw Whimmy Diddle'. It's fun and easy to work with.

Can explain what the name means-directional signals for horses. Gee-right, Haw-left. Person who knows tricks can make the whimmy diddle propeller gee to the right and haw to the left.

Explain the difference between whittling and carving.

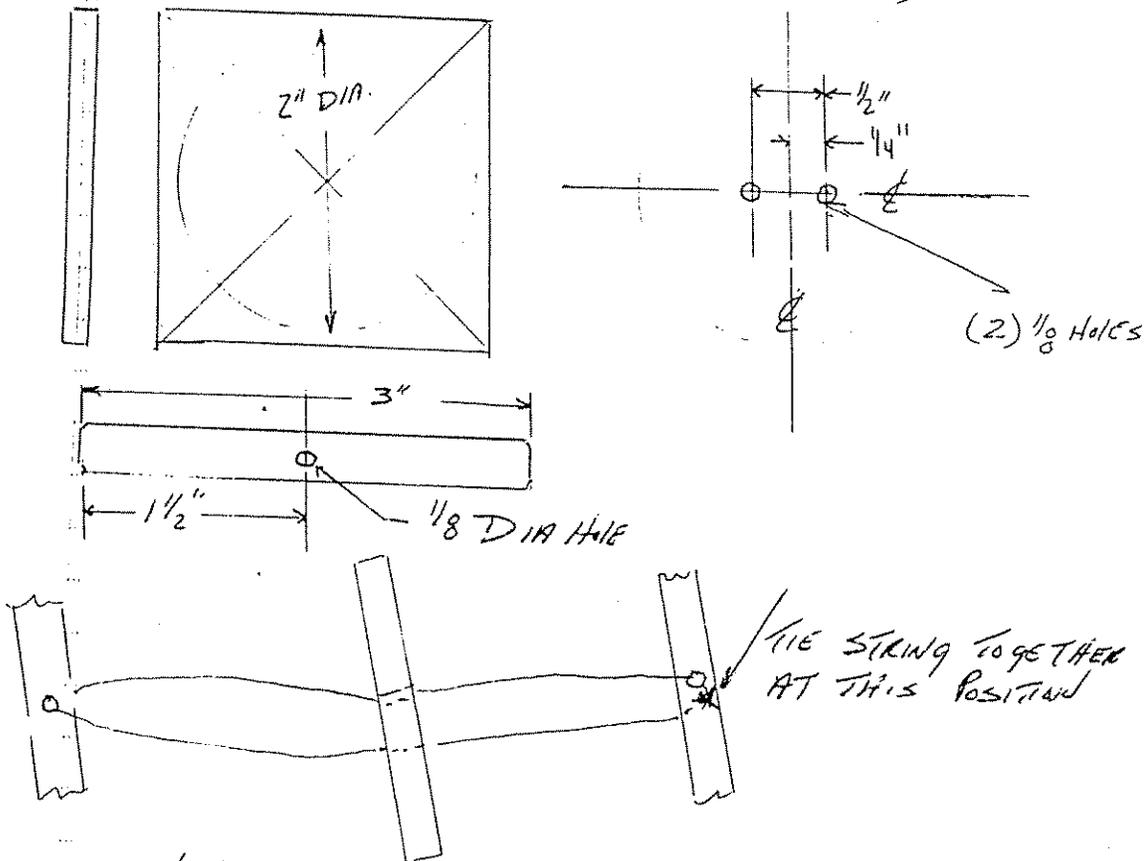
Explain the trick to the operation of the Gee Haw Whimmy Diddle. Bend the tip of the forefinger down just enough so it gently touches the far side of the notched stick as you rub. That makes the propeller gee or go the the right.

Now let the end of the right thumb or thumbnail rub along the near side of the notched stick. As soon as the thumb touches the near side of the stick the propeller will stop momentarily. Keep on rubbing with both the stick and your thumb, and the propeller will reverse itself and haw or spin to the left. Don't let friends see you shifting fingers and they'll think you're doing magic tricks.

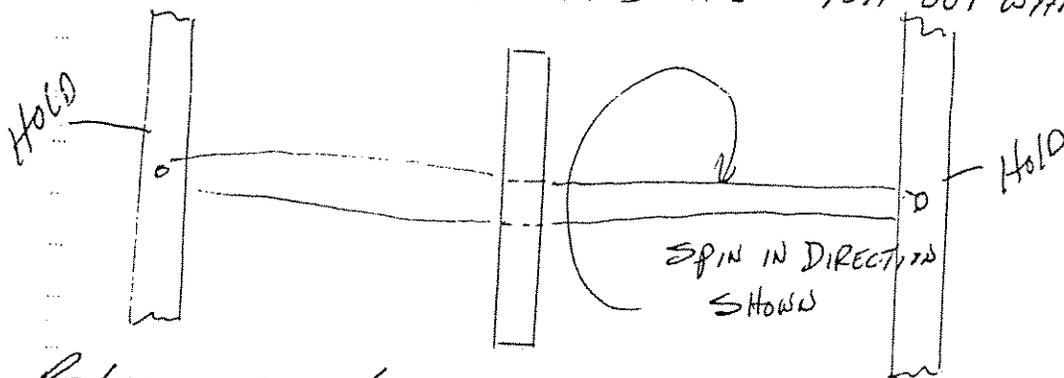
OLD FASHIONED BUZZ SAW

MATERIAL NEEDED:

- (2) $\frac{3}{8}$ INCH DOWEL ROD 3 INCHES LONG.
- (1) $\frac{1}{4}$ INCH X $2\frac{1}{4}$ X $2\frac{1}{4}$ FLAT WOOD -
- (1) $\frac{1}{16}$ DIA. STRING (MASONRY STRING) 38" LONG.



HOLD EACH DOWEL AND WIND UP IN FORWARD DIRECTION FOR SEVERAL TURNS THEN PULL OUTWARD



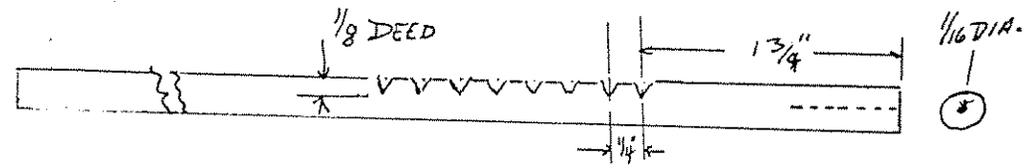
RELEASE AND LET IT REVERSE WIND UNTIL IT START GOING BY IN AND OUT MOTION

GEE HAW WHIMMY DIDDLE

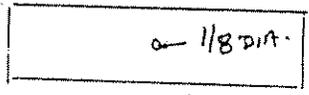
MATERIAL NEEDED:

- (1) 3/8 DOWEL ROD 7 INCHES LONG
- (1) 1/4 DOWEL ROD 6 1/2 INCHES LONG
- (1) 3/32 x 1/2 x 2 BALSON WOOD
- (1) 1 INCH LONG WIRE NAIL WITH FLAT HEAD
- (1) THREE CORNER ROUGH FILE

DIRECTION: FIRST TAKE 3/8 DOWEL ROD CLAMP IN VISE AND FILE 8 SLOTS 1/4" INCH APART AS SHOWN IN DIAGRAM



DRILL 1/16 DIA ^{HOLE} IN CENTER IN THE END OF DOWEL



DRILL 1/8 DIA HOLE IN PIECE OF BALSON WOOD. SAND OFF ALL BURRS AND ASSEMBLE.

