



## *A Kid's Day at Pipe Spring*

## Pre-Field Trip Preparation

Your students are about to spend a day in the life of a kid their age in the 1870s at Pipe Spring! Help them prepare by leading them through this activity.

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### **Objectives (Student will be able to):**

- #1 Explain the importance of water in choosing where to live
- #2 Describe the different types of work and people found at Pipe Spring  
*(The field trip will identify reasons people moved westward, technological impact on westward movement, and the effects it had on Native Americans and the environment)*

**Theme:** Through the eyes of kids, hands on learning of various lifeways and subsistence strategies utilized at Pipe Spring, and their impacts, offer diverse opportunities to experience and reflect upon the difficulties of survival and adaptation in an arid environment, and the results of our day-to-day decisions about where and how we live.

### **Materials:**

- **Photos:** Winsor Castle, Spring Room, and covered wagon
- **Explorer Boxes:** Per character *(Use photos included if boxes not available)*
  - Dairy Maid** (butter churn, washboard, bucket, bonnet, rag doll)
  - Ranch Hand** (cowboy hat, rope/lariat, kerchief, horseshoe, ball & cup)
  - Paiute Gatherer** (arrowhead, rice grass seed, yucca weave, grinding stone, corn)
  - Settler** (ring toss game, mallet, canned beans, tin/wood dinnerware, wagon pic)
  - Telegrapher** (telegraph key & receiver, embroidery hoop, Morse code)
- **Biography** (for each character)
- **Activity Sheet** (for comprehension)

### **Instructions:**

#### **Opening: (5 min)**

Let students know that they will be attending a field trip to Pipe Spring National Monument. Ask how many have ever been there before. Now let kids know they are going to talk about water. Ask kids where the water at their house or school comes from? *(Rivers, lakes, pipes, etc...)*

Ask where they think Pipe Spring gets its water *(hint: it is in the name)*. Explain that a spring is a source of water that comes out of a rock or hillside, from an aquifer filled by rainfall. Water has been coming out from Pipe Spring for thousands of years, drawing people like the Paiute for centuries!

Next ask what they used water for today *(We really use water a lot today!)*. What do they think people who lived in the past at Pipe Spring used water for? Most of the same things we do now (drink, wash, agriculture). Explain that people needed water to survive, for drinking and to grow crops and raise livestock. Early Mormons even built a fort over the spring because it was so valuable in the dry Arizona Strip! *(Show pictures of Winsor Castle and the Spring Room)*

Now tell them that with the water at Pipe Spring, people were able to do different jobs that provided food and other services for growing communities out west. Today, they are going to learn about some of the kids who lived at Pipe Spring and view objects they may have used to help run the ranch or provide for their family.



## **Activity Explanation: (10 min)**

Divide students into five groups. Give each group a box that they will open when instructed to do so and a worksheet. Instruct students to open their boxes and give them no more than 5 minutes to examine the contents and come up with their answers. Let them know they will get a chance to go over their answers and find out more about the kids at Pipe Spring!

## **Activity: (20 minutes)**

When time is up select the first group to read aloud their answers. Ask students that they think their kid might have used the items at Pipe Spring for and whom they think their kid at Pipe Spring was. Next, explain to students that they will now get a chance to read about the person who used those objects, and why they used those items (*pass out or read them the biography of their kid*). Repeat this with the other remaining groups.

## **The different kids at Pipe Spring are:**

**Dairy Maid/girl-of-all work, Mary, 11:** This character is based on the accounts of Flora Wooley, Margaret Heaton, and extrapolations based on what tasks women were assigned at Pipe Spring. This reading discusses all of the responsibilities a young girl would have at Pipe Spring, including the milking, butter churning, and cheese making processes. It also discusses cooking for travelers, and gardening.

**Student Take-away:** Girls at Pipe Spring had numerous responsibilities and did work we would expect only adults to do today. Their labor was necessary to keep Pipe Spring as a ranch operating. They were concerned with their immediate family and the work

they were doing, which was helping to support the construction of the Temple in St. George.

**Ranch Hand, Daniel, 10:** This character is based on the accounts of Frank Winsor, William Flannigan, and Flora Wooley's son, Dilworth Wooley. This reading discusses all of the responsibilities of a ranch hand at Pipe Spring, such as rounding up and leading livestock, branding cattle, and helping with construction projects.

**Student Take-away:** Boys at Pipe Spring had numerous responsibilities and did work we would expect only adults to do today. Their labor was necessary to keep Pipe Spring as a ranch operating. They were concerned with their immediate family and the work they were doing, which was helping to support the construction of the Temple in St. George.

**Paiute Gatherer, Ungkaw' Aw'sevuhts, 11:** This reading is based on the oral histories collected by Richard Stoffle and the writings of anthropologist, Martha Knack. This reading discusses the life ways of the Paiutes. How they hunted, gathered, and utilized the water at Pipe Spring both before settlement and after. This reading hints at the fact that their life became significantly more difficult once settlement pushed them from the Pipe Spring to less productive ones and the growing dependency they have on settlements to provide them with food and other necessities.

**Student Take-away:** Settlement disrupted the traditional life ways of the Paiutes and forced them to adapt in order to survive.

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**Settler, Paul, 10:** This character is based on childhood recollections by Harriet Scott Palmer and William Henry Hart, as well as scholarly research by Linda Peavy and Ursula Smith. This reading explores reasons for westward expansion in the 19<sup>th</sup> century and its challenges from the often-neglected perspective of children. With water at Pipe Spring, settlers looking to find new economic opportunities and escape religious persecution for practicing their Mormon faith might stop in for supplies for their wagon while they head out to settle the mostly arid Arizona strip.

**Student Take-away:** Life as a settler during the 1870s could be hard and dangerous. Lack of water and initial settlements in the western U.S. meant that settlers had to stay close to known water sources and pack all essential foods and supplies to make their journeys. Thanks to advances in transportation, railroads and covered wagons greatly increased migration and distribution of supplies during the era.

**Telegrapher, Elisabeth, 14:** This reading is based on some of the documents associated with Sarah Terry, Luella Stewart, and inferred from how the telegraph system worked in the 1870s. She discusses studying the telegraph in Toquerville from a woman who operated the school in her home and trained most of the girls who worked in the southern Utah area. She describes her life at Pipe Spring, sending messages over the wires, the boredom and loneliness of being stuck in just one part of the house for most hours of the day and of being away from family. Her embroidery and letters from home keep her occupied. She also discusses the excitement and

difficulty of sending out the messages and the amazement of even receiving messages as far as Washington D.C.!

**Student Take-away:** The telegraph at Pipe Spring allowed for fast and reliable communication even between great distances. This is one of the modern innovations present at the site, representing the movement into a more global world.

### **Conclusion: (5 minutes)**

Let the students know that kids their age really did all the things that they just went over in the activity!

Reiterate that Pipe Spring was important because it was one of the few spots you could get water on the Arizona Strip, drawing different groups there for centuries.

Explain that Kaibab Paiutes stayed in the area and collected water from surrounding springs after the Mormons built the fort on top of the main spring, leading them to depend on Mormon settlers at times. The water was essential for the people who worked on the ranch, thousands of livestock, the gardens, and even people who were just passing by.

Reveal that Pipe Spring looks different today than it did during the time these kids would have lived at Pipe Spring; due to the different ways people used the land.

When they come to Pipe Spring on their field trip, they will learn even more and get to try many of the tasks they learned about today!



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## Pre-Field Trip Biographies

Pass out the explorer boxes to the students. Instruct them to complete the worksheet together as a group. Have one group read aloud their answers, then read the kid biography that matches their box. Discuss what they learned about their character, what their life was like, and what they used those objects for with each group and as a class.

### Mary, Age 11, Dairy Maid

*My name is Mary. It is 1873 and I live at Pipe Spring with my family. Living all the way out here can be hard. In the summer, I help my mama with the milking every morning. At Pipe Spring, we milk 80 to 100 cows every day. All of the kids who are big enough help with this chore. The ranch hands help too, because there are so many. Every day after milking, we bring all the milk into the spring room. The spring room is very cool and the milk will stay good for a few days in there. We pour the milk into big pans and set them on cooling racks. The cream rises up, and we skim that off with a ladle to make butter.*

*Making butter isn't too hard. We pour the cream into a tall butter churn and add a little salt. Then we put a long wooden staff into the butter churn called a dasher, which has two pieces of wood on the bottom in the shape of an "x". Finally, we put the lid on top. We make the butter by moving the dasher up and down. We have to do this for several minutes, but as we move the dasher, the cream will start to thicken and stick together, becoming butter. Butter is so easy to make even my three year old sister, Emmaline, helps with it.*

*Other days, my sisters and I are busy helping to cook, sew or tending to the garden. There are many people to feed at Pipe Spring. We cook for our family, the ranch hands, and any travelers who happen to be passing by the ranch house. Papa says more people are moving through here to look for land to live on further west. I do many different things here at Pipe Spring, but the chore I hate the most is the laundry! Monday is always the washing day. Everyone on the ranch will bring us their clothes to wash. We have to boil the clothes first to kill any critters that might be living in them. If you're hungry go wash up, we're about to serve supper!*



## Daniel, Age 10, Ranch Hand

*I'm Daniel, and I'm a cowboy at Pipe Spring. Well, an almost-cowboy anyway. I'm only 10 years old, but I do a lot of the same work the older cowboys do. We have lots of jobs but our number one job is to look after the cattle, and boy do we have a lot of them! We drive the cows from one pasture to another. The land around Pipe Spring is covered in grass that is high enough to tickle my horse's belly. When cattle stray off too far I have to lasso them with my trusty lariat that I always carry. I'm getting so good that I can rope a steer riding my horse at full trot with both my eyes closed! Well, maybe only one eye closed.*

*Ranch work is hard and we get dirty real quick. During the day, my hat and kerchief keep most of the dust off my head and face while herding on the ranch. Some days we do things like repair the corrals or help with milking the cows if they need extra hands. The older boys also get to help brand the new cattle, but I haven't done that yet. I'm done for the day so I'm going to wash up for supper, and then I'm going to show Mary the new toy I got from St. George!*



## Ungkaw' Aw'sevuhts, Age 12, Paiute Gatherer

*Hello, my name is Ungkaw' Aw'sevuhts (Red Butterfly). Today we gathered seeds into our baskets from grasslands near Matungwa'va (Yellow Dripping Rock). Ever since the newcomers built the fort over the flowing spring, we have had less water to use for our crops, and their beasts that number in the hundreds keep eating all the natural grasses and plants so quickly, they are not growing back in some places. Sometimes people take food from our crops too. My parents seem worried, but they try not to let me know.*

*The men will try hunting bighorn sheep later in the year, but they are hard to find after the new large beasts with long straight horns came here. Perhaps the mountain spirits are hiding them because the animals and land have not been cared for properly this year, like in the stories that were told to us this last winter. My brother who makes arrows suggested that they kill one of the long horned beasts because there are so many, but my father said that this would only cause trouble with the newcomers. Sometimes we do work for them in exchange for things we need. I better get going now, I need to finish grinding up the rest of the rice grass seeds with my Moouts' (grinding stone) and Mawd' (slab), then I'm off to play a game of "Wolf and Deer" with my friends!*



## Paul, Age 10, Settler

*Hello, my name is Paul. I was born in Provo, Utah but I moved to St. George when I was a baby because papa had to help grow cotton for our church. A few days ago we left there to look for land in Arizona to set up a new ranch. On the way one of the wagon wheels popped loose, but I was able to help fix it using my mallet. We just made it to Pipe Spring today and I'm sure glad to stop here for the night because I'm tired of eating canned beef and beans out of my tin plate. I think they said that we would even have apple pie here tonight with our dinner!*

*We still have to make it to Lee's Ferry to cross over the Big Canyon. Papa said the ferry crossing can be dangerous and people have been known to drown in the Colorado River, so he told me to do exactly what he says on this trip and to look after my little sister real good. Later we will join other Latter-day Saints that have settled near an area he thinks will be good for raising sheep. The ride can be boring but when we stop I like to play a game of ring toss with my sister. I can't wait 'til we get there so I can make new friends. I think I'll go over and talk to some of the kids that live here now before dinner, they seem to be playing with a neat toy!*



**Elisabeth, Age 14, Telegrapher**

*Dear Diary,*

*This is Elisabeth again. I've been at Pipe Spring now for about a month but it feels like a year! Every day I have to sit next to the telegraph and be ready to write down important messages that come from Salt Lake City and sometimes all the way from Washington D.C.! I stayed in the home of a lady who knew everything about the telegraph in Toquerville. She taught me Morse code, which is the code I use to send messages over the telegraph line. Sometimes I still use my codebook if I can't remember all the letters and numbers. Some days I have to send a message out using a telegraph key. I practice on a wooden key so I don't get rusty.*

*Even though the time between messages can be long, I have to stay close to the machine at all times in case something important comes from the Capital to the ranch manager. This means someone from the kitchen brings me my meals, and I usually have to eat by myself. Before telegraphs, it would take weeks for news and orders to reach this area by courier, so I know my job is necessary. When I get bored, I use my embroidery hoop to decorate some of the folk's hats and dresses here. Oh no, I had better go, it sounds like I have a message coming in right now!*



## *A Kid's Day at Pipe Spring*

## Pre-Field Trip Activity

*Pipe Spring was one of the few places in the dry Arizona Strip that had a constant supply of water. Because of the spring, different kids have lived around Pipe Spring for centuries helping their parents to use the land to grow crops and herd animals in order to survive under difficult conditions. Some kids were born and raised around Pipe Spring like their parents, while others travelled there with their families in search of a better life and opportunities.*

**With your group, open up your box and answer the questions below. Use the items in the box to learn more about how kids adapted to living at Pipe Spring!**

1. What items are in your box?

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2. What do you think your kid used the items to do?

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3. Do you use any of these items today? If not, can you think of some things you may use today that are similar?

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4. My Kid at Pipe Spring is a (Check which box best describes your kid):

Ranch Hand    Telegrapher    Dairy Maid    Paiute Gatherer    Settler

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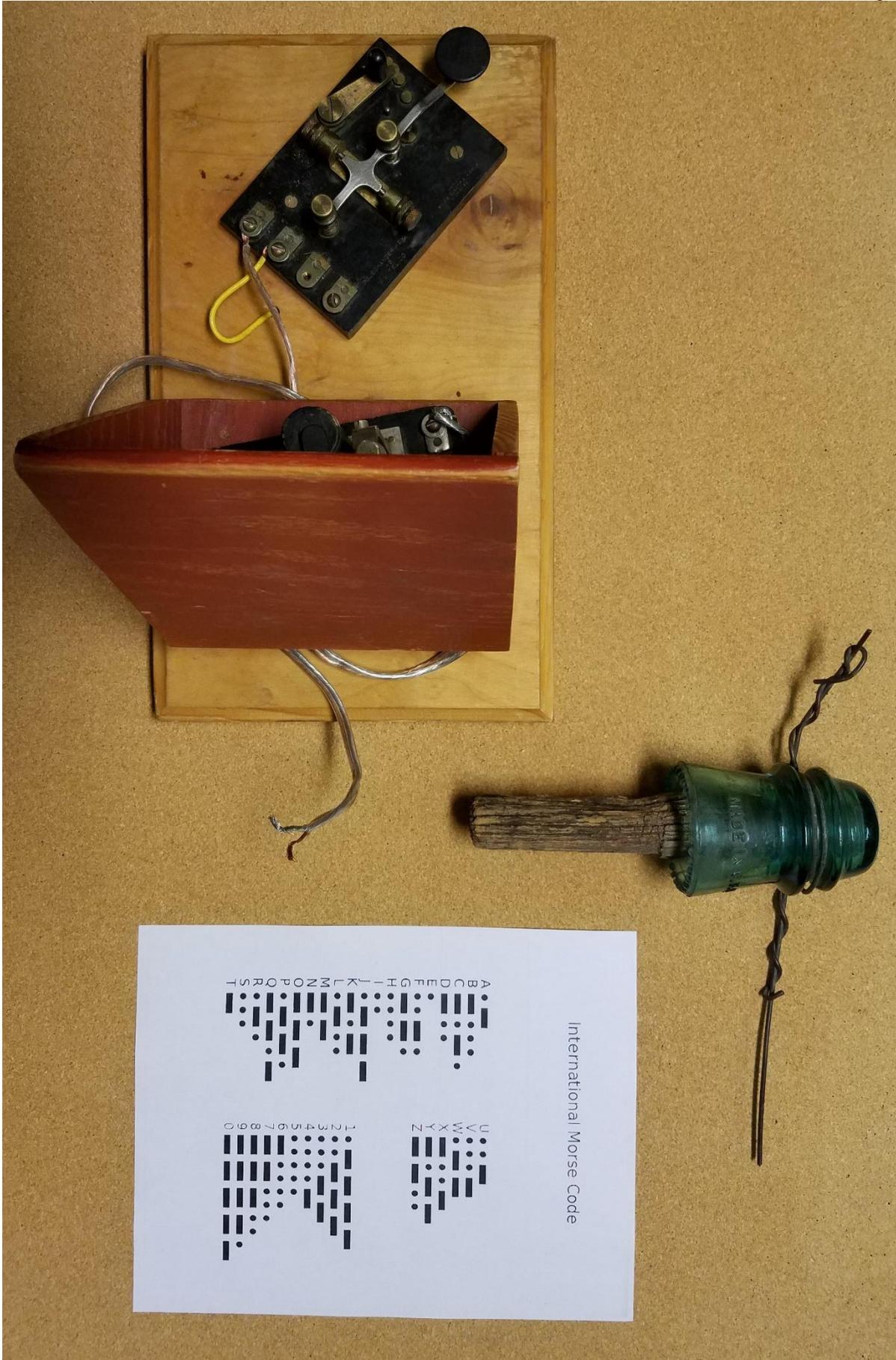
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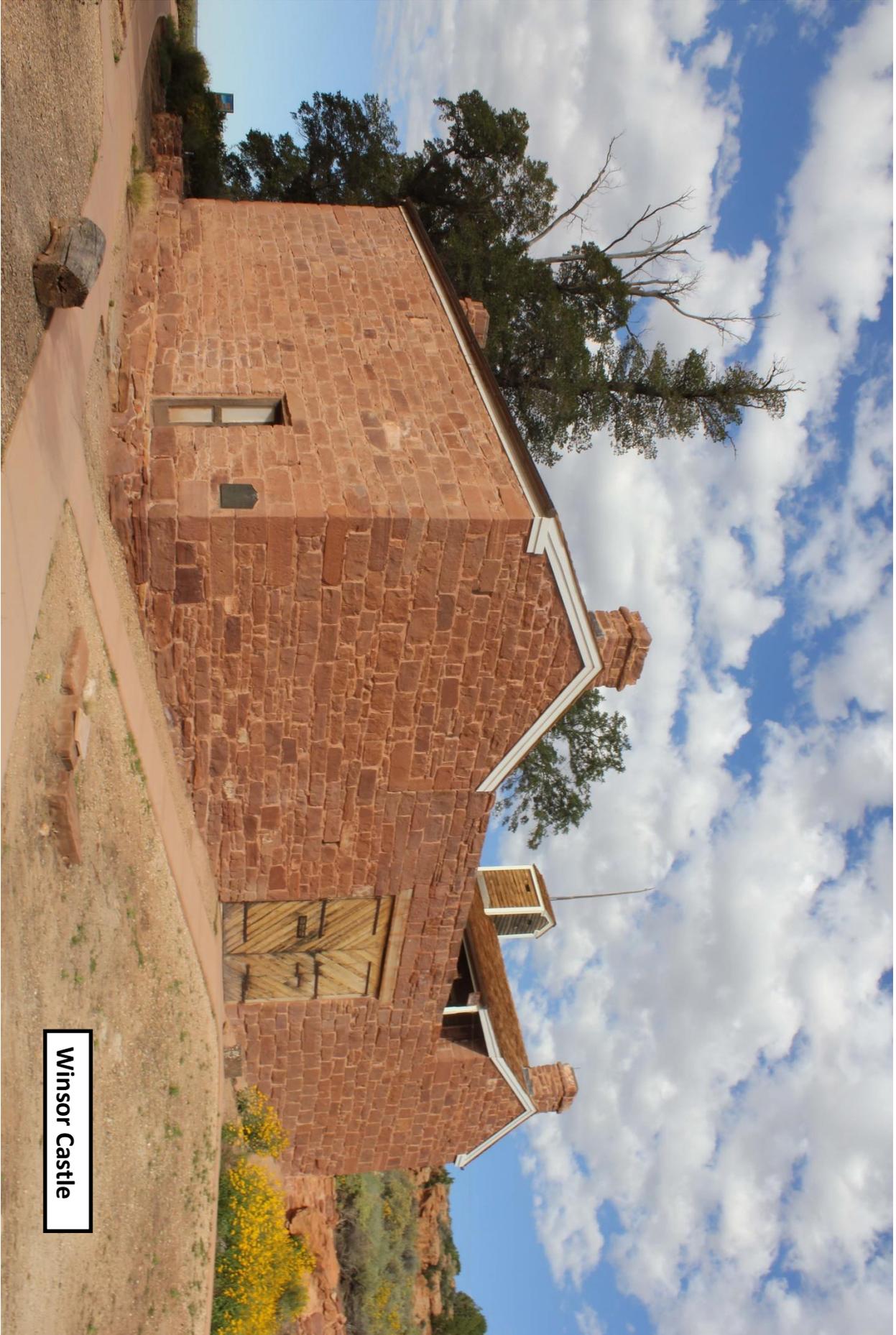




# Pipe Spring National Monument







Winsor Castle



Spring Room



Covered Wagon