



Let's Work, Learn and Play at Pipe Spring!

Field Trip Description

Theme

The various lifeways and subsistence strategies utilized at Pipe Spring by different cultures offer diverse opportunities to experience and reflect upon the difficulties of survival and adaptation in an arid setting, decisions about where and how we live, reasons for westward expansion, and the impacts it has had on the local environment.

Utah State/Arizona Integrated Core Curriculum:

Utah **Kindergarten** Social Studies **Standard 1** (Objectives 1, 2), **Standard 3** (Objective 1), **Standard 4** (Objectives 1, 2)
Utah **1st Grade** Social Studies **Standard 1** (Objectives 1, 2), **Standard 4** (Objective 1)
Utah **2nd Grade** Social Studies **Standard 1** (Objectives 1, 2), **Standard 3** (Objective 1), **Standard 4** (Objectives 1, 2)

Arizona **Kindergarten** Social Studies **Strand 1** (Concepts 1, 2), **Strand 4** (Concepts 2, 4, 5), **Strand 5** (Concept 1)
Arizona **1st Grade** Social Studies **Strand 1** (Concept 1), **Strand 4** (Concepts 2, 4, 5), **Strand 5** (Concept 1), Science **Strand 6** (Concept 1)
Arizona **2nd Grade** Social Studies **Strand 1** (Concepts 1, 5, 10), **Strand 4** (Concepts 2, 4, 5), **Strand 5** (Concept 1)

Field Trip Location

Pipe Spring National Monument

Times

All lesson stations are around 15 to 20 minutes.
Recommend selecting three to four stations for field trip.

Background

Students participating in this program will run through an accelerated “day in the life” of a typical kid their age at Pipe Spring in the 1870’s. The idea is to get them thinking about what may be different and what may be the same (universal, in fact) about the lives of children in different places and time periods. Students will develop a sense of what work, family, learning and play was like for a Pipe Spring Kid living in the late 19th century!

Pipe Spring lies the high desert Arizona Strip, but geological processes bring water in select places when precipitation is stored in permeable sandstone aquifers until finally hitting impermeable layers that force water to the surface at Pipe Spring. This water has drawn humans to the location for over millennia, in successive waves. Some of the earliest inhabitants were ancestral Puebloans that initially hunted with bow and arrows, while gathering edible plants.

Over time, they established permanent settlements and developed agriculture. Around 1250 their presence in the area was diminished possibly due to prolonged drought.

Bands of Kaibab Paiutes eventually moved into the area, adapting to their environment with migratory moves seasonally to hunt and take advantage of the natural harvests, while also cultivating staple crops like corn and beans. In time, American westward movement made it to the area, preceded by European diseases. Mormon settlers escaping religious persecution and seeking economic opportunities soon discovered the spring and looked to use the land and spring for ranching and cultivation to contribute to the self-sufficiency of Utah’s Mormon settlements. The Mormon occupation of the spring and building of Winsor Castle over it, among other factors, greatly contributed to the diminishing fortunes of the Kaibab Paiute in the area. Many soon

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turned to the Mormons for survival out of desperation, but at the cost of identity and agency. Ranching and cultivation practices also had ecological effects in the area, diminishing water reserves and causing the desert to overtake the original grasslands.

For the field trip, students will be going through a typical day of a kid their age from Pipe Spring settler ranch days. A Mormon tithing ranch like Pipe Spring was more like a church run community than just a business for raising livestock. Before the Mormons, Kaibab Paiutes would have called Matungwa'va (Yellow Dripping Rock) home too. All the parts of their 21st century day will be represented: family, work, learning, community, and play by participating in station activities. These activities will highlight the day-to-day lives of kids their age to help them relate to life in the 19th century.

The majority of these activities will take place outdoors, utilizing the monument's Kahn site, orchard, garden, corral, as well as the fortified ranch house. The activity stations represent everyday doings of Paiute and Mormons settler children during the 1870s: rice grass grinding and stick game for Paiute family chore and play, three R's blackboard lesson and tic-tac-toe for settler learning and play, butter churning and apple picking for settler community/work, and cattle roping for ranching work at Pipe Spring.

At field trip's end students will be able to think about the concerns of Pipe Spring kids that lived 150 years ago, the positives and negatives of various aspects of life on the Arizona Strip, and what was different as

well as what was similar about the lives of kids from Pipe Spring compared to their own.



Let's Work, Learn and Play at Pipe Spring!

Field Trip Stations

Station A: The three R's at Pipe Spring (Learn and Play)

Objectives (Student will be able to):

#1 Describe ways Mormon settlers at Pipe Spring passed on their culture and skills

#2 Identify basic subjects and play for settler kids at Pipe Spring in the 1870s

#3 See similarities and differences to their own education experience

Utah /Arizona State Curriculum:

Utah Kindergarten Social Studies Standard 1, Objective 1, Indicator d. Explain the elements of culture, including language, dress, food, shelter, and stories.

Utah Kindergarten S.S. Stand. 4, Obj. 2, Ind. a. Identify the jobs in the home and in the school.

Utah 1st Grade S.S. Stand. 1, Obj. 1, Ind. c. Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).

Utah 1st Grade S.S. Stand. 4, Obj. 1, Ind. a. Identify examples of goods and services in the home and in the school.

Utah 2nd Grade S.S. Stand. 1, Obj. 1, Ind.:
b. Explain ways people respect and pass on their traditions and customs.

Arizona Kindergarten S.S. Strand 1, Concept 1, PO 2. Listen to recounts of historical events and people and discuss how they relate to present day.

PO 4. Use primary source materials to study people and events from the past

Arizona Kindergarten S.S. Strand 4, Con. 2, PO 1. Recognize through images how

people live differently in other places and times.

Arizona Kindergarten S.S. Strand 4, Con. 4, PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.

Arizona 1st Grade S.S. Strand 1, Con. 1, PO 3. Use primary source to study people and events from the past.

Arizona 1st Grade S.S. Strand 4, Con. 2, PO 1. Discuss human features (e.g., schools) in the world.

PO 4. Discuss ways places change over time.
Arizona 1st Grade S.S. Strand 4, Con. 4, PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona)

Arizona 2nd Grade S.S. Strand 1, Con. 1, PO 4. Use primary source and secondary source materials to study people and events from the past.

Arizona 2nd Grade S.S. Strand 4, Con. 2, PO 2. Discuss human features (e.g., schools)
PO 3. Discuss physical features (e.g., springs, deserts) in the world.

PO 4. Discuss the ways places change over time.

Arizona 2nd Grade S.S. Strand 4, Con. 4, PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.

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Materials:

- 10 black board slates
- 20 pieces of white chalk
- 2 large jump rope

Procedure:

Opening (3-5 min)

When the students arrive at the chuck wagon, ask them what they do on a typical Monday. Answers should include that they go to school! For most kids now, they go to a building designated as a school in their town or city. Kids at Pipe Spring would have had school too, but instead of a school it would be done at home on the ranch. Today kids will get to see what school was like in the 1870s!

Activity (10-15 min)

Have students pick up a blackboard slate and chalk (group two students per slate if more than ten students). Compare and contrast this “classroom” with what they have back home. Have students write out the first three letters of the alphabet by demonstrating and then having them copy (have them do it in cursive if possible!). Next do simple math problems of addition and subtraction (let them solve the answer if age appropriate).

Next ask what kind of subjects they study in school. Discuss the differences in teaching methods, subjects, and purposes between their teacher and a teacher from Pipe Spring. Early instruction would have included Mormon Church teachings as well.

After doing school work, ask the kids if they have recess and what they do for fun. Let them know kids back then would have played games and had fun too. Demonstrate using the jump rope and other

games like tic-tac-toe that they can use their slates to play!

Closing (5 min)

Remind students that the range of subjects being taught 150 years ago was very limited – Reading, writing, and arithmetic! Kids back then would have studied some of the same subjects they study now, but not as many as today (they spent more time working back then). Even with work and learning, they still would have had time to play!



Station B: Cowkids cattle round up! (Work)

Objectives (Student will be able to):

- #1 Identify the natural resources of the AZ Strip needed for cattle (water, grasses)
- #2 Recognize the economic benefits of a cattle ranch for the community
- #3 Discuss the role of the cowboy

Utah /Arizona State Curriculum:

Utah Kindergarten Social Studies Standard 3, Objective 1, Indicator b. Identify and describe physical features.

Utah Kindergarten S.S. Stand. 4, Obj. 2, Indicators:

b. Explain why people work (i.e., to earn to buy the things that they need or want).

c. Describe different types of jobs that people do and tools/equipment they use.

Utah 1st Grade S.S. Stand. 1, Obj. 2, Ind. b:

Explain the roles of the people in the neighborhood (e.g., farmer, rancher, etc.)

Utah 2nd Grade S.S. Stand. 3, Obj. 1, Ind.:

b. Describe how geographic aspects of the area affect a community and influence culture (e.g., spring, grass and desert).

c. Describe ways in which people have modified the physical environment in a community (e.g., grazing).

Utah 2nd Grade S.S. Stand. 4, Obj. 1, Ind.:

a. Define and explain the difference between producing and consuming.

b. Explain ways in which people can be both consumers and producers of goods and services.

c. Recognize that people supply goods and services based on what people want.

Utah 2nd Grade S.S. Stand. 4, Obj. 2, Ind. a:

Explain the goods and services that businesses provide.

Arizona Kindergarten S.S. Strand 1, Concept 1, PO 4. Use primary source materials to study people and events from the past

Arizona Kindergarten Science Strand 4, Con. 3. Identify plants and animals in the local environment.

Arizona Kindergarten S.S. Strand 4, Con. 4, PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

PO 3. Describe how people earn a living in the community and the places they work.

Arizona Kindergarten S.S. Strand 4, Con. 5, PO 1. Identify the origin of natural resources (e.g., spring, grasses).

PO 2. Recognize that resources are renewable, recyclable, and non-renewable.

Arizona Kindergarten S.S. Strand 5, Con. 1, PO 1. Discuss different types of jobs that people do.

PO 2. Match simple descriptions of work with the names of those jobs.

Arizona 1st Grade S.S. Strand 1, Con. 1, PO 3. Use primary source to study people and events from the past.

Arizona 1st Grade S.S. Strand 4, Con. 2, PO 1. Discuss human features (ranch)

PO 2. Discuss physical features (e.g., spring, deserts) in the world.

PO 4. Discuss the ways places change over time.

Arizona 1st Grade Science Strand 6, Con. 1, 1 Identify the basic properties and uses of earth materials (soil, water, conservation)

Arizona 1st Grade S.S. Strand 4, Con. 4, PO 2.

Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.



Arizona 1st Grade S.S. Strand 4, Con. 5, PO 1.
Identify ways humans adapt to their environment.

PO 2. Identify resources that are renewable, recyclable, and non-renewable.

Arizona 2nd Grade S.S. Strand 1, Con. 1, PO 4. Use primary source and secondary source materials to study people and events from the past.

Arizona 2nd Grade S.S. Strand 1, Con. 5, PO 5. Discuss the effects (e.g., loss of land) of Westward Expansion on Native Americans.

Arizona 2nd Grade S.S. Strand 4, Con. 2, PO 2. Discuss human features (e.g., ranches)

PO 3. Discuss physical features (e.g., springs, deserts) in the world.

PO 4. Discuss ways places change over time.

Arizona 2nd Grade S.S. Strand 4, Con. 4, PO 2. Describe the reasons for human settlement patterns.

PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

Arizona 2nd Grade S.S. Strand 4, Con. 5, PO 1. Identify ways (e.g., ranch) in which humans depend upon, adapt to, and impact the earth.

Arizona 2nd Grade S.S. Strand 5, Con. 1, PO 3. Identify differences among natural resources (e.g., water, soil), human resources (e.g., people at work), and capital resources (e.g., tools and buildings).

PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.

PO 7. Discuss how people can be both producers and consumers of goods and services.

Materials:

- 3 PVC pipe cattle
- 4 lariats

Procedure:

Opening (3-5 min)

Kids will gather around the corral for lively discussion on the importance of the roles of a cowboy on the Pipe Spring cattle ranch.

Key Points:

- LDS church owned this ranch initially
- WHY was the ranch built here instead of somewhere else? (water & grass)
- This used to be grasslands and overgrazing caused changes
- Cattle were sold to raise money, some sold to other ranches, some herded to railhead in Lund, UT (to be shipped East) some were used by the LDS church to feed church members

Students will be assigned the job of cowboys who are going out on the range for a round up. A good way to start is by asking them what they know about cowboys.

Cowboys had many duties on the ranch, such as rounding up and leading livestock, branding cattle, milking cows, and helping with construction projects. The corral and longhorn cattle at Pipe Spring will help students visualize how the ranch appeared in the 1870s.

Activity (10-15 min)

Have students now gather around the PVC pipe cattle. Explain that with the need to round up cattle, cowboys used a very valuable tool, the lariat! The lariat was used to lasso cattle that strayed from the rest of the herd by roping their limbs or head to direct them to where they needed



to be. Demonstrate the proper use of a lariat on the PVC pipe cattle.

- **Step #1:** Place your throwing hand in the loop of the lariat, making the loop at least as long as the distance from your waist to your knees. Your other hand will loosely hold the end of the rope. Your feet should be at least shoulder width apart. (In the palm of your hand, the noose loop should point into the loop and not away from it)
- **Step #2:** Stand about 3 to 6 feet away from the calf. You should be facing the hind end of the animal. Raising up your throwing hand above your head and twisting your wrist (clockwise or counterclockwise), spin the rope in big loops. Your weight should be resting back on your dominant foot. Remember, you don't necessarily have to spin the rope as fast as you can as long as you have good momentum!!!
- **Step #3:** Release the rope towards the calf when your arm swings forward. At the same time you should step forward with your dominant foot towards the calf.

After demonstrating how to rope the cattle, split the group in three. Have each group line up behind one the cattle at least 6 feet away. Allow each kid three tries to rope the cow.

Closing (2-5 min)

Ask students what are the resources needed to raise cattle at Pipe Spring. Was a cowboy's job physically demanding? Do any of them work on a ranch themselves? Allow students to keep roping if time permits until it is time to move to the next station.



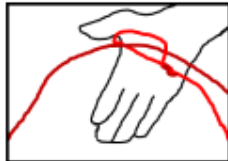
ROPING STATION: STEP #1

Welcome to the roping station, help Cowboy Rick lasso up some runaway cattle using a lariat!

Place your throwing hand in the loop of the lariat, making the loop at least as long as the distance from your waist to your knees.

Your other hand will loosely hold the end of the rope.

Your feet should be at least shoulder width apart.



(In the palm of your hand, the noose loop should point into the loop and not away from it)



ROPING STATION: STEP #2

Stand about 3 to 6 feet away from the calf. You should be facing the hind end of the animal.

Raising up your throwing hand above your head and twisting your wrist (clockwise or counterclockwise), spin the rope in big loops.

Your weight should be resting back on your dominant foot.

Remember, you don't necessarily have to spin the rope as fast as you can as long as you have good momentum!!!



ROPING STATION: STEP #3

Release the rope towards the calf when your arm swings forward.

At the same time you should step forward with your dominant foot towards the calf.

Try it three times, then give someone else a chance!





Station C: Paiute Home Life (Work, Community and Play)

Objectives (Student will be able to):

- #1 Identify natural resources traditionally utilized by the Kaibab Paiute at Pipe Spring
- #2 Understand importance of Indian ricegrass to Paiute diet at Pipe Spring
- #3 Describe one way the Paiute taught life lessons to children

Utah /Arizona State Curriculum:

Utah Kindergarten Social Studies Standard 1, Objective 1, Indicator d. Explain the elements of culture, including language, dress, food, shelter, and stories.

Utah Kindergarten Social Studies Standard 1, Objective 2, Indicators:

- c. Describe family members' duties and responsibilities within the family.
- e. Explain how families change over time (i.e., past, present, future).
- f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.

Utah Kindergarten Social Studies Standard 3, Objective 1, Indicator b. Identify and describe physical features.

Utah Kindergarten S.S. Stand. 4, Obj. 1, Ind. c. Describe how basic human needs, such as food, shelter, and clothing, can be met.

Utah Kindergarten S.S. Stand. 4, Obj. 2, Ind. a. Identify the jobs in the home and in the school.

Utah 1st Grade S.S. Stand. 1, Obj. 1, Ind. c. Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).

Utah 1st Grade S.S. Stand. 1, Obj. 2, Ind. b. Explain the roles of the people in the neighborhood (e.g., tribal leader).

Utah 2nd Grade S.S. Stand. 1, Obj. 1, Ind.:

- b. Explain ways people respect and pass on their traditions and customs.

Utah 2nd Grade S.S. Stand. 1, Obj. 2, Ind.:

- a. Identify various cultural groups within the state and the nation.

- c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).

- d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).

Arizona Kindergarten S.S. Strand 1, Concept 1, PO 4. Use primary source materials to study people and events from the past

Arizona Kindergarten S.S. Strand 1, Concept 2, PO 1. Recognize that Native Americans are the original inhabitants of North America.

Arizona Kindergarten S.S. Strand 4, Con. 2, PO 1. Recognize through images how people live differently in other places and times.

Arizona Kindergarten Science Strand 4, Con. 3. Identify plants and animals in the local environment.

Arizona Kindergarten S.S. Strand 4, Con. 4, PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.

PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

Arizona Kindergarten S.S. Strand 4, Con. 5, PO 1. Identify the origin of natural resources (e.g., spring, grasses).

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PO 2. Recognize that resources are renewable, recyclable, and non-renewable.
Arizona 1st Grade S.S. Strand 1, Con. 1, PO 3.

Use primary source to study people and events from the past.

Arizona 1st Grade S.S. Strand 4, Con. 2, PO 2.
Discuss physical features (e.g., spring, deserts) in the world.

PO 4. Discuss ways places change over time.
Arizona 1st Grade S.S. Strand 4, Con. 4, PO 1.
Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona)

Arizona 1st Grade S.S. Strand 4, Con. 5, PO 1.
Identify ways humans adapt to their environment.

PO 2. Identify resources that are renewable, recyclable, and non-renewable.

Arizona 2nd Grade S.S. Strand 1, Con. 1, PO 4.
Use primary source and secondary source materials to study people and events from the past.

Arizona 2nd Grade S.S. Strand 1, Con. 5, PO 5.
Discuss the effects (e.g., loss of land) of Westward Expansion on Native Americans.

Arizona 2nd Grade S.S. Strand 1, Con. 10, PO 3.
Recognize current Native American tribes in the United States (e.g., Paiute).

Arizona 2nd Grade S.S. Strand 4, Con. 2, PO 3.
Discuss physical features (e.g., springs, deserts) in the world.

PO 4. Discuss ways places change over time.
Arizona 2nd Grade S.S. Strand 4, Con. 4, PO 4.
Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.

Arizona 2nd Grade S.S. Strand 4, Con. 5, PO 1.
Identify ways (e.g., ranch) in which humans depend upon, adapt to, and impact the earth.

PO 2. Recognize ways of protecting natural resources.

Materials:

- 4 Moouts' & Mawd' (grinding stones)
- Sack of Indian Rice Grass seed
- 4 sets of Too'Dook Weep game (mats, stick dice, tokens)

Procedure:

Opening (3-5 min)

Mormon Settler kids weren't the only children at Pipe Spring, in fact the Kaibab Paiute had lived here much longer (known as Matungwa'va) with their own beliefs, and way of doing things. Kaibab Paiute children would have dressed differently from Mormon kids, girls wore cliff-rose skirts with no shirts until winter, and they wore rabbit skin robes in cold weather. The boys wore loin cloths made from buckskin or mule deer that was brain tanned and no shirts in the summer, and in the winter they wore rabbit skin just like the girls. Most Kaibab Paiute kids who lived near Pipe Spring would have used a structure like a Kahn for sleeping. This was the traditional dwelling for a migratory Paiute family during the 19th century. Its basic construction of Juniper tree branches, Willow, and hides that provided shade in the summer and warmth in the winter when lined with bark and skins.

This station covers Kaibab Paiute life at Pipe Spring. This in turn shaped their culture and lifeway, which helped to sustain the water and grasslands essential to their continued existence. Cover the following points:

- Why did the Kaibab people live HERE for hundreds of years? (water, Indian ricegrass)

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- What did they need to survive here?
(The spring for water and food from plants and animals that lived here)
- * sheep and cows were not here until the 1860s
- What ways/methods did Kaibab Paiute teach their children how to survive in the Arizona Strip

Activity (10-15 min)

Note: If station is 15 minutes, have students only grind ricegrass or play Too'DookWeep

Indian Ricegrass Grinding:

Just like kids in modern houses, Paiute kids would have had household chores to do, like replacing branches for the Kahn or helping to collect food for meals. Most daily activities took place outside of the Kahn. Ask students if they ate grass today, If they ate bread, cereal, cookies, rice crispy treats, or even Doritos, then they have (some of the most common grasses we eat today are corn, rice, and wheat)! The Kaibab Paiute relied on the Indian rice grass that grew here, taking the seeds and grinding them into flour to make breads and other foods. Let the students grind up ricegrass seeds using the Moouts' and Mawd'.

Demonstrate how to grind the seeds into flour, showing good grinding techniques. Remind them not to eat the seeds they grind up. Have students line up behind the grinding stones and take turns grinding ricegrass seeds into flour.

History lesson on assimilation: As time went on the Kaibab Paiute had access to the water at Pipe Spring cut off by Winsor

Castle, grasslands they depended on for food were desolated by the cattle business, the Navajo were a constant threat, many Paiute had to hide in the mountains or get help from Mormons but at a cost. The Mormons saw an opportunity to "civilize" them through western methods of work, living and religion. Later the federal government created reservations and water rights but at cost of identity (Indian boarding schools).

Too'DookWeep Game:

Ask students if they like playing games, and what type of games they like to play. Reveal that they will now get to play a Southern Paiute game. Inform students that the Paiute played games for fun, but they also used them to teach life lessons to children to prepare them for adulthood, and inform them about their beliefs and culture. Another way the Paiute taught their children was through stories and dances. Around one of the game boards, explain the rules of Too'DookWeep and show students how to use the stick dice. Have students play in groups of four or five per game mat.

An alternative activity can be to demonstrate a circle dance and the various reasons Paiutes would have performed them (prayer for rain or food sent up by the dust created from the dance). Allow the kids to do a circle dance around the fire pit with a drum beat and repeating phrases.

Closing (2-5 min)

Today we purchase many of the things we need for the home in stores already made, but traditionally people like the Paiute had

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to make everything themselves. Ask students if they do chores at home, if so what do they do? What kind of games do they play at home for fun? What are ways that their parents teach them about their culture?



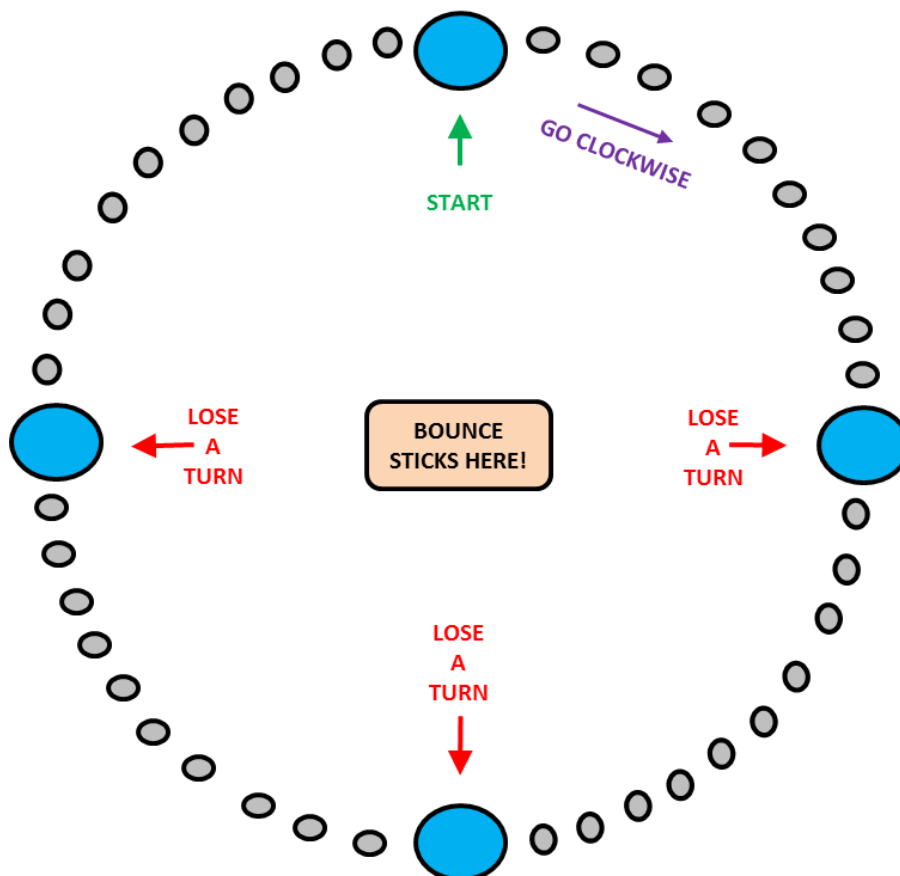
How to Play Too'DookWeep

1. Choose a game token to move around the game board.
2. Decide the order in which players will take turns.
3. With the sticks in your hand, bounce them off the flat stone in the center of the circle.
4. Move your token the number of spaces based on the points from how the sticks land (double points for a quicker game).
5. If you land on one of the large blue circles (water), you lose a turn.

	2 Points
	3 Points
	5 Points
	10 Points

Point System

FIRST ONE ALL THE WAY AROUND WINS!





Station D: Making Butter, *and other chores...* (Community)

Objectives (Student will be able to):

- #1 Identify the types of chores kid did at Winsor Castle
- #2 Understand the importance of dairy operations at Pipe Spring for the larger Mormon economy in the Arizona Strip
- #3 Learn uses for common items used at Pipe Spring in the 1870s

Utah /Arizona State Curriculum:

Utah Kindergarten Social Studies Standard 1, Objective 1, Indicator d. Explain the elements of culture, including language, dress, food, shelter, and stories.

Utah Kindergarten Social Studies Standard 1, Objective 2, Indicators:

- c. Describe family members' duties and responsibilities within the family.
- e. Explain how families change over time (i.e., past, present, future).
- f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.

Utah Kindergarten S.S. Stand. 4, Obj. 2, Indicators:

- a. Identify the jobs in the home.
 - b. Explain why people work (i.e., to earn to buy the things that they need or want).
 - c. Describe different types of jobs that people do and tools/equipment they use.
- Utah 1st Grade S.S. Stand. 1, Obj. 1, Ind. c.* Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).
- Utah 1st Grade S.S. Stand. 4, Obj. 1, Ind.:* a. Identify examples of goods and services in the home and in the school.

- b. Explain ways that people exchange goods and services.

Utah 2nd Grade S.S. Stand. 3, Obj. 1, Ind.:

- b. Describe how geographic aspects of the area affect a community and influence culture (e.g., spring, grass and desert).
- c. Describe ways in which people have modified the physical environment in a community (e.g., grazing).

Utah 2nd Grade S.S. Stand. 4, Obj. 1, Ind.:

- a. Define and explain the difference between producing and consuming.
- b. Explain ways in which people can be both consumers and producers of goods and services.
- c. Recognize that people supply goods and services based on what people want.

Arizona Kindergarten S.S. Strand 1, Concept 1, PO 4. Use primary source materials to study people and events from the past

Arizona Kindergarten S.S. Strand 4, Con. 2, PO 1. Recognize through images how people live differently in other places and times.

Arizona Kindergarten S.S. Strand 4, Con. 4, PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.

PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

Arizona Kindergarten S.S. Strand 4, Con. 5, PO 1. Identify the origin of natural resources (e.g., spring, grasses).

Arizona Kindergarten S.S. Strand 5, Con. 1, PO 1. Discuss different types of jobs that people do.



PO 2. Match simple descriptions of work with the names of those jobs.

PO 3. Give examples of work activities that people do at home.

Arizona 1st Grade S.S. Strand 1, Con. 1, PO 3. Use primary source to study people and events from the past.

Arizona 1st Grade S.S. Strand 4, Con. 2, PO 1. Discuss human features (ranch)

PO 2. Discuss physical features (e.g., spring, deserts) in the world.

PO 4. Discuss the ways places change over time.

Arizona 1st Grade S.S. Strand 4, Con. 4, PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona).

PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

PO 3. Describe how people earn a living in the community and the places they work. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

Arizona 1st Grade S.S. Strand 4, Con. 5, PO 1. Identify ways humans adapt to their environment.

PO 2. Identify resources that are renewable, recyclable, and non-renewable.

Arizona 1st Grade S.S. Strand 5, Con. 1, PO 3. Describe how people earn a living in the community and the places they work.

Arizona 2nd Grade S.S. Strand 1, Con. 1, PO 4. Use primary source and secondary source materials to study people and events from the past.

Arizona 2nd Grade S.S. Strand 4, Con. 2, PO 2. Discuss human features (e.g., ranches)

PO 3. Discuss physical features (e.g., springs, deserts) in the world.

PO 4. Discuss the ways places change over time.

Arizona 2nd Grade S.S. Strand 4, Con. 4, PO 1. Discuss housing and land use in urban and rural communities.

PO 2. Describe the reasons (e.g., jobs, climate, family) for human settlement patterns.

PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.

Arizona 2nd Grade S.S. Strand 4, Con. 5, PO 1. Identify ways (e.g., ranch) in which humans depend upon, adapt to, and impact the earth.

Arizona 2nd Grade S.S. Strand 5, Con. 1, PO 3. Identify differences among natural resources (e.g., water, soil), human resources (e.g., people at work), and capital resources (e.g., tools and buildings).

PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.

PO 7. Discuss how people can be both producers and consumers of goods and services.

Materials:

- 1 Butter churn
- 10 small mason jars (or baby food jars)
- 10 marbles
- 3 cartons of cream
- 30 fake apples
- Wicker basket
- Buckets (2)



- Washtub (2)
- Washboards (2)
- Clothesline
- Clothespins (12)
- Garments (6)

Procedure:

Opening (3-5 min)

Gather the kids outside the fort near the pond area if making butter, or in the orchard for either the apple picking or clothes washing. Point out that Pipe Spring was more like a church run community than just a business for raising livestock. Ask kids what things make up a community (homes, stores, churches, industry, schools). Children would be busy working most days helping their parents around the house, as well as duties around the ranch such as making dairy products like butter and cheese to feed not only people at Pipe Spring, but workers building the Mormon Temple in St. George.

Activity (10-15 min) Choose one activity

Making Butter:

Let the kids know they now will get to see how people made dairy products at Pipe Spring. Inform students that you will take them through the spring room and cheese room of the fort. Lay down the ground rules (no touching anything unless told to do so, it's a museum! Also, stay with the group and don't enter another room until instructed to do so). *If time permits*, before entering the first room, allow students to touch items on the touch table in the courtyard, ask them what they think certain items are. Do they use any of the items now? If not, do they use something similar?

Now students will actually help make butter! Once exiting the cheese room and the fort, explain how cream is poured into the churn and the operator uses the plunger by moving it up and down to turn the cream into butter. The excess liquid leftover is buttermilk! In pairs of two, pass out the jars filled with cream and a marble placed inside the jar (the marble will help churn the cream into butter faster). Have the students shake the jars or roll them to their partners. The cream might not turn into butter in the time allotted for the station, but the student should notice a change in the thickness and appearance of the cream in the jar. Let students know at one time around 40 lbs. of butter and 60 lbs. of cheese were made daily at Pipe Spring, mostly by women!

Picking Apples:

Orchards like the one at Pipe Spring would provide food to families and workers in this era, as well as act as an additional source of income or trade. Mormon settler children as young as seven would regularly work and help with all aspects of the ranch, where everyone shared in the work and the benefits that came out of that work. You still could eat fruit from the orchard, even if your job was to be a ranch hand, for example. Spread apples out along the first two rows of trees. Have the kids use the basket to collect all of the apples and return them to you. Have the children count the apples to make sure all were found, and then have them place the apples under the trees for the next group.

If time permits, next head to the garden and explain that they will now get a chance to see real vegetables growing in the garden!



Point out the differences and similarities in plants and growing techniques between the native side and the settler side. Ask the kids if they eat any of the vegetables found in the garden at home (how do they get their fruits and vegies now?). If possible let the students help pick something in the garden.

Washing Clothes:

Just like kids today, settler kids would have had household chores to do, like washing clothes (water from the spring was used for many purposes!). Washing clothes was much more difficult than now because everything was done by hand! With the clothesline up in the orchard, have kids gather water from one washtub away from the line (simulating the spring) and bring it to the other washtub close to the clothesline. Show kids how to scrub the “dirty” clothes and then use clothes pins to put up the clothes to dry. Let the kids know they must use teamwork to get the clothes clean!

Closing (2-5 min)

Ask the students what kind of foods were produced here (Beef, butter, cheese, milk). What other chores were done here? Do they do the same chores now, and if so, what makes them easier to do now?