

Ranch Field Trip Outline and Rotation Schedule

You will spend 2 hours participating in activities at the Ranch. This is the time required for the rotation activities and does not include time for lunch. If you are planning to have lunch at the Ranch, this will need to be scheduled either prior to or after the two-hour rotation block.

When you first arrive, the first 30 minutes will consist of all students participating in either the Wetlands Walk or a game of Farm Ball. Smaller groups (of 40 or less) also have the option of participating in one or more building tours*. During this time, teachers and parents conducting the activities will be given their instructions and have time to set up and get oriented.

There are 12 activities to choose from. However, you will only have time to participate in eight (8) of these teacher/parent activities. You should visit with the Park Naturalist prior to your visit to select the eight activities your students will participate in. Groups will rotate every 10 minutes.

Groups will rotate in numerical order regardless of the activity in which they begin. For example:

Group A: 1, 2, 3, 4, 5, 6, 7, 8
Group B: 2, 3, 4, 5, 6, 7, 8, 1
Group C: 3, 4, 5, 6, 7, 8, 1, 2
Etc.

This same pattern follows regardless of the categories chosen (i.e. your group chooses to do activities 1, 2, 3, 4, 5, 7, 9, 11 – you will still rotate in numerical order). You will be given your starting number when you arrive at the Ranch.

Please have your group divided into 8 smaller groups **prior** to your arrival at the Ranch.

Ranch Activities:

Building Materials (suggest doing both)

1. Adobe Brick Making
2. Masonry

Wool Processing (suggest doing all three)

3. Carding
4. Spinning
5. Weaving

Children's Chores (one or both)

6. Laundry
7. Cutting Wood

Cowboy Activities

8. Saddle and Roping

Blacksmithing (one or both)

9. Branding
10. Pioneer Rings

Pioneer Games (one or both)

11. Hoop & Stick Game
12. Gunny Sack Races

Building Tours (opening activity for groups of 40 or less) *Shearing Barn, Ranch House, Museum/exhibit lean-to

Building

Adobe Brick Making

The Ranch House, Spring House, Blacksmith Shop and Bunk House were all constructed using adobe brick. Some were later covered with other building materials, however, you can still see the original adobe on many of these structures.

Adobe, or sun-dried mud, is among the most ancient and widely used building materials, mainly because the ingredients needed for making adobe are cheap and abundant: soil, water and straw. The bricks are easy to make and use, are durable and energy-efficient. Thick-walled adobe brick homes keep the summer heat out, while interior winter warmth is kept in.

In dry climates, such as is found in the west, adobe brick can last almost indefinitely. Remains of adobe structures more than 700 years old still stand in parts of Arizona and New Mexico.

There are two ways of casting adobe brick: Gang Mold and Cut Slab. With the Gang Mold method, each brick is cast separately. With Cut Slab, as the name implies, a large slab is cast and then cut into bricks. In this activity, we will be using the Gang Mold method. Newly formed bricks must be dry uniformly; otherwise they will crack when used for building. For this reason, wet bricks are protected from uneven exposure to wind and sun. Generally, bricks should be allowed to cure for at least 10 days before stacking them.

Activity

Using metal buckets provided, make a mixture of $\frac{1}{2}$ mud, $\frac{1}{4}$ sand and $\frac{1}{8}$ grass. Mix it until it is a dough-like consistency. Lightly dust wooden molds with sand, and then pack the adobe mixture into the molds. Tip the molds over to remove the adobe and allow them to dry in the sun.

Building

Masonry

Making adobe bricks is only the first step in constructing a building of brick or stone. Masonry is the art of joining pieces of stone or brick together. Mortar is the substance used to join the stones together and is usually softer than the stones being used. This allows for some expansion which occurs when the mortar has dried and the bricks have settled.

Mortar generally consists of some type of sand and/or gravel, water and a jointing compound such as cement or lime. The bricks are stacked on top of one-another with mortar placed between the bricks with a tool called a trowel. Usually the stones are placed alternately so that the joints rest on another brick rather than on another joint.

Activity

In this activity, the mortar we will use is made of gravel, sand and water.

Student will use a trowel to spread the mortar on the bricks and practice stacking them together to make a wall.

In the large metal tub, mix sand and water together until it is of a dough-like consistency. Have the students apply the mortar with the trowel to the dried bricks which they will use to build a small adobe wall. There may not be time for each student to lay their own brick, so have them work together. Place enough mortar on the bricks on the top of the wall to completely cover it. Place a dried brick on top of the wet mortar and press down firmly. Use the trowel to scrape off excess mortar, and put the excess back into the tub.

Wool Processing

Carding Wool

Because wool cloth was a primary fabric for clothes and other items, sheep became a necessity for the pioneers seeking to be self-sufficient. The ranch originally began as a cattle ranch, but soon sheep were brought to the Island. The demand for wool was high and in the 1920s, the sheep-shearing barn was constructed to aid in the shearing and gathering of large amounts of wool.

Carding wool is the process that aligns the wool fibers prior to spinning it into yarn. It also helps to remove any large pieces of dirt that may have remained in the wool after the washing process. Wool carding in pioneer homes remained the same for many years, as machines for this purpose were too expensive for most people. Wool cards consist of two boards with handles and wire brushes attached to the inside.

Carding involves placing wool on the cards and brushing the two together to form what is called roving, which is then ready to be spun into yarn or thread.

Activity

Have the students get a very small amount of wool. Place the wool evenly across one card and lightly brush the cards against each other with the handles pointed in opposite directions. You should be able to work the wool slowly from one card to the other. After this is done several times, the wool can be removed by lightly dragging the other card across the top of it with the handles pointing the same direction. The small bunch of wool removed from the card (roving) is now ready to be spun.



Wool Processing

Spinning

The next step in wool processing is spinning the wool into thread. The wool fibers are twisted or spun together tight enough to create a strong thread. By pioneer times, the majority of thread or yarn was spun on a spinning wheel. But this was not always the case.

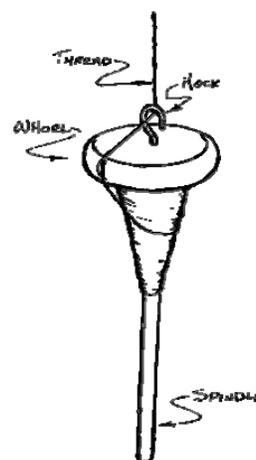
The earliest method of spinning was done by twirling fibers between the fingers, or rolling the fibers across the leg or some other smooth object. Drop spindles, which are similar to what we will use today, have been used since before 8000 B.C. Although many types of fibers can be used for spinning, including plant fibers, wool remains one of the best fibers to work with.

By the time the pioneers moved to Utah, much of the yarn used in cloth was spun in factories, but for frontier families and those living here at the Ranch, hand spinning was still necessary. The spinning wheel was utilized for much of this work, although the drop spindle, like some we will be using today, continued to be used through pioneer times. They were inexpensive and easy to make. They were also portable, so pioneer women could carry them and spin while walking or riding in a wagon.

Activity

Hook spindles work on much the same principle as drop spindles, but are a little easier to get the hang of. Start by spinning a small amount of thread by hand, enough to tie the end onto the hook. Then, twisting the hook continuously, gently pull the hook and the roving in opposite directions. The twisting and pulling will create a strand of thread. Two or three stands of thread can then be twisted together to make yarn for weaving, knitting or crocheting.

Each student can take a small piece of thread they spin (between 6 to 8 inches works well for a bracelet).



Wool Processing

Weaving

Weaving has been going on longer than writing. Looms are the tools used to weave thread or yarn into material. The first looms were basic and limited in the size of cloth that could be produced. The loom we have for this program is one of these simple looms.

As time went on, looms became more advanced, with more moving parts and could create continuous, long pieces cloth.

The loom we have at the Ranch is a standing loom, and is one of the most basic types. The fabric running vertically is called the warp. The instrument used to tap the weave tighter is called a beater.

Activity

Each student will have the chance to weave some fabric on the loom.

There are two strands of fabric which alternate front to back/over and under the warp, creating a simple weave. At the ends of the rows, the same action is carried through and around the last piece of warp, and then the process is repeated going in the opposite direction. After each row is weaved through the warp, the beater is used to press the weave close to the row below it.

Have the students think about why it is important to have a tight weave (so there won't be holes in your rug, or whatever you are making), what it would be like to make all of their cloth this way, and whether or not they would take extra care of their clothes if they had to weave all the cloth to make them.

There is an old saying: "Use it up, wear it out, make it do, or do without." When a piece of fabric was woven or purchased, every scrap was used and then reused and reused again. You might have a dress first, then a petticoat, then an apron. After which the material might be cut up and used in a quilt or a rug. And then rags. Even rags and old rugs were used by the local newspaper companies to make the paper on which to print the news.

Children's Chores

Laundry

Children living here at the ranch played a critical role in the day-to-day operations. Younger children usually helped their mother in the house. Their responsibilities included gathering eggs, fetching wood for the fire, getting water from the spring for cleaning and cooking, and making butter and other household items.

As they got older, girls would usually help their mother with cooking, laundry, sewing and cleaning. Boys would help their father in the field and with the animals. They might chop wood, plow fields, brand cattle, sheer sheep and help with the harvest of crops.

Though most chores were divided up this way, if a family had no boys, the girls would help their father and vice versa. When times got hard, everyone pitched in to help where needed.

Laundry was a major undertaking in most pioneer homes. Some families had only one pair of clothes, and so would wash their clothes on Saturday, in order to have clean clothes for church on Sunday.

Here at the ranch, water was carried from the spring and placed in buckets. On wash day, no matter the weather, a fire was built to heat the water and boil the clothes. After the clothes were boiled, they were removed and rubbed on a scrubbing board with soap. They were then wrung out, rinsed, wrung again and then hung out to dry. Some families had a wringer (an example of one can be found in the Ranch House) which was used to remove excess water rather than hand twisting the clothes.

The most time consuming part of this was carrying the water from the well or spring. As soon as they were old enough, this chore fell to the children.

Activity

Let's do some laundry! There are two large washtubs and a scrub-board. One of the tubs has soap in it for washing. The other tub is for rinsing. Because of limited time, we will be using cold water. There are two tin buckets for the children to fill at the nearby faucet. When both tubs are about half full, they can begin washing the clothes.

Have them thoroughly scrub the clothes, wring them out, rinse them, wring them again, and then take them in the basket to the clothes line to dry.

When the group leaves, dump out the water so the next group has the chance to fill the tubs. They will re-wash the same clothes.

Children's Chores

Cutting Logs

Children living here at the ranch played a critical role in the day-to-day operations. Younger children usually helped their mother in the house. Their responsibilities included gathering eggs, fetching wood for the fire, getting water from the spring for cleaning and cooking, and making butter and other household items.

As they got older, girls would usually help their mother with cooking, laundry, sewing and cleaning. Boys would help their father in the field and with the animals. They might chop wood, plow fields, brand cattle, sheer sheep and help with the harvest of crops.

Though most chores were divided up this way, if a family had no boys, the girls would help their father and vice versa. When times got hard, everyone pitched in to help where needed.

Although wood was scarce on the island, it was used as fencing material, firewood, and other things. Logs had to be cut down to useable sizes for handling and building. Smaller logs could be chopped with a hatchet or ax. Lager logs had to be sawn. This was often a two-person job.

Activity

Stress safety in this activity.

Students must wear safety goggles and gloves while participating in this activity. Using the large two person saw, two students will cut a small section of log while another holds the log in place. The students must work together in order to be as efficient as possible. Have students take turns sawing and holding the logs. Place cut pieces of wood in the wheel barrow (if no wheel barrow is available, simply make a neat pile of cut wood).



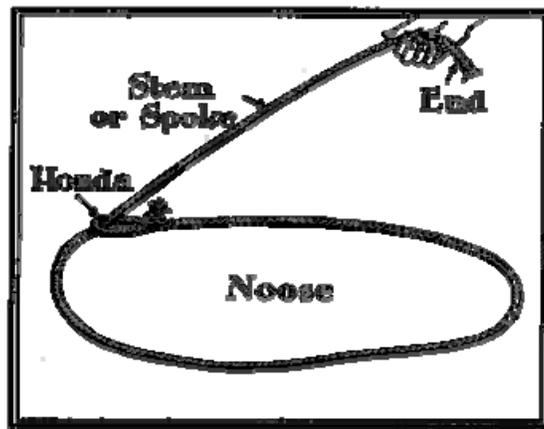
Cowboy

Roping

Cowboys have always been a part of Antelope Island's ranching history. They were vital to the success of the ranch. They worked and moved the cattle to and from the island each year. Cattle drives were common to the cowboys who worked at the Ranch.

Roping is the only way to catch horses and cattle on Antelope Island. Roping was a skill that was vital for all who worked here. So to be a cowboy at Fielding Garr Ranch, you have to practice roping. Today, you will all have a chance to practice roping "cattle".

Activity



First, throw the rope out on the ground and shake out the kinks and twists. Then create a noose in the rope, as pictured above. The Honda should be on the outside, away from you. Coil up the rest of the rope in loose 15 – 18 inch coils. Hold the Honda and noose in your right hand, and the coils in your left hand. Swing the noose up and around, over your head. You should swing your arm around from right to left (counter clockwise).

Now, keep your eyes on the top of the steer's head and throw straight at it. Don't take your eyes off that steer either while winding up or throwing. You might just simply wrap yourself all up in the rope the first time you try, and that's okay. Just keep trying.

Saddle

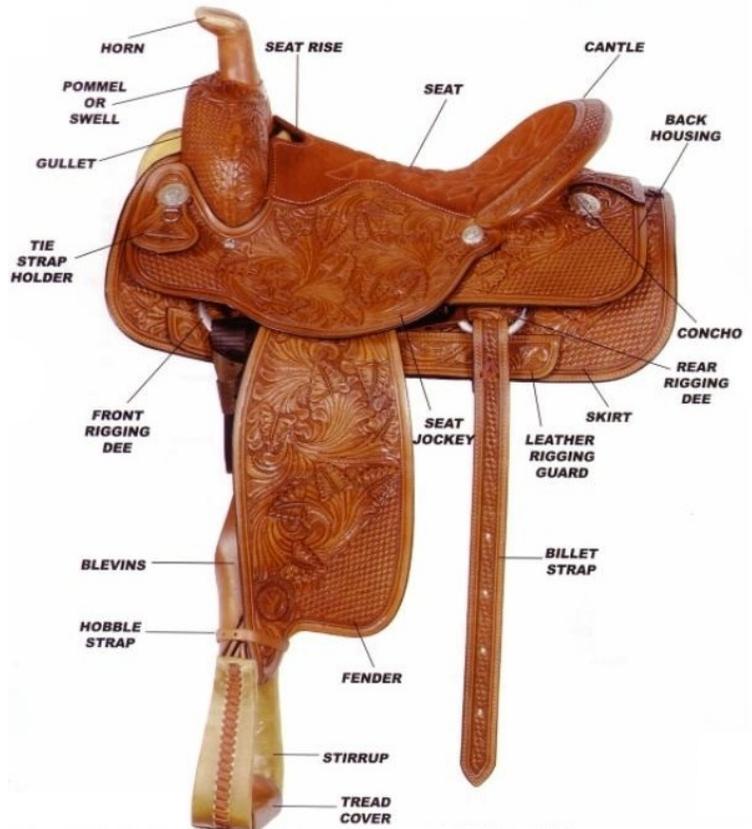
It has been said that there are two things you should make sure to spend your money on: your shoes and your mattress, because you are either on your feet or your back. That same logic can be applied to a cowboy and his saddle.

A good saddle is important to a cowboy or rancher because that is where most of his day is spent; in the saddle on his horse.

Saddles here at the ranch are all western style saddles. There are also English saddles used mainly for pleasure riding; they don't have many of the things western saddles have, including the horn, which is used to secure lassoes and ropes.

Activity

Below is a picture of western saddle with the different parts labeled. While all western saddles look similar, they do vary somewhat. All saddles have a seat, stirrups and billet strap. The seat is where the rider sits; stirrups support the rider's feet; the billet strap keeps the saddle in place. Everything else are additions for comfort, style, and for attaching other items.



Have the students practice identifying the different parts of the saddle as well as how to saddle and unsaddle a horse. They can then climb onto the "horse" with the supervision of the chaperone and try roping some "cattle".

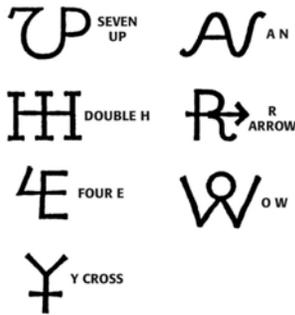
Blacksmith

Branding

Blacksmiths at the ranch worked with all kinds of metal to create needed tools, supplies, household items, etc. He made horseshoes, nails, repaired broken equipment, and made the brands for the cattle.

Branding identified the owner of cattle and other livestock. By necessity, each brand is different than all the others and often conveys the character of the owner. The blacksmith worked the metal to create the unique character of the brand.

There has never been anything to take the place of a brand as a permanent mark of ownership and deterrent to theft; after all, a brand is something that won't come off in the wash.



Reading a Brand

Rules:

- 1. Left to Right
- 2. Top to Bottom
- 3. Outside to Inside

- R "R"
- Quarter Circle R
- Circle R
- Tumbling R
- Half Diamond R
- Diamond R
- Lozy R
- Rafter R
- Box R
- Reverse R
- Bar R
- Walking R
- Flying R
- Running R

Name the Brand?	
1. H	_____
2. K	_____
3. (E)	_____
4. ^	_____
5. S	_____

Brands are composed of capital letters, numbers, pictures, and characters.

The I C brand was used at the Ranch by the Island Improvement Company. You can see evidence of this brand as you tour through the site.

Activity

Using pipe cleaners, students will design and create their own brand. As you review brands, explain that brands cannot be complicated because they are made out of a piece of metal. So keep them SIMPLE.

Have students first design their brand on paper, then bend 1 or 2 pipe cleaners into their own brand. Have students keep the following in mind:

Letters are always capital

An upside down letter is read as "crazy"

A backwards letter is read as "reverse"

Pictures can be used such as quarter moon, half moon, sun, diamond, triangle, heart, #

You can put a number or letter in a box or circle

Attach the brand to one of the branding posts (wooden dowels). Rub the brand on an ink pad, and then have the students stamp their brand on the back of their paper.

Blacksmith

Pioneer Rings

Generally, blacksmiths use heat in the form of fire to mold and shape iron into various tools and other equipment. However, some item can be made from iron using other methods. Nails can be used not just for attaching two things together, but also for creating jewelry, decorations and other items.

When the pioneers traveled west, they brought only what they could carry by hand cart or wagon. They had very limited resources and so would often take things meant for one task, and creatively use them for other things. The following story describes such an occasion:

“Abigail had three young men who wanted to marry her: Joseph, William and Robert. All three were great young men and would make good husbands, and so it was difficult for Abigail to choose between them. She decided that the first person to give her a diamond ring would be the one she married. The pioneers were far from any local towns, and so buying a ring wouldn’t be possible. Abigail knew the person she would marry would not let this discourage him and would find a way to get her a ring. A person willing to take this challenge would be the one that would support her and her future family the best.

William and Robert both gave up, not seeing how they could accomplish this task. But Joseph had another idea. He was a blacksmith by trade and made a living making horseshoes. A horseshoe nail was often called a Prairie Diamond because of the shape of its head.



He knew that when heated, the head of the nail would shine like a diamond. Joseph heated a nail and shaped it into a nice ring. He presented it to Abigail, who accepted it. She knew Joseph was someone who could think creatively and would be able to care for her and her family. She knew Joseph was the man for her, and they were soon married.”

Activity

Two chaperones will be needed for this activity. Place a nail on the mandrel and turn it with the socket and ratchet. Make sure the nails are placed on the mandrel numbered with the same number as the box. Each student can make one ring to take home with them.

Pioneer Games

Hoop & Stick

Even though children at the Ranch worked hard, they always found time to play. Many children today have a huge variety of toys, games and activities to choose from. Children at Fielding Garr Ranch had to play with simple games and a few homemade toys. Most of these games were played outside, using objects found around the ranch.

An old barrel hoop provided hours of fun when it was rolled with a stick. Boys and girls raced their hoops across the ranch yard using a stick to guide them and keep the hoops upright. Contests were often held to test hoop rolling skills. Sometimes, participants would guide their hoops through obstacle courses. In other contests, children tried to keep several hoops rolling at once.

Activity



Give each student in your group a hoop and stick. Have them line up and see how far they can keep the hoop rolling.

You may want to have them try to guide their hoops around trees or other obstacles.

Have students hold the stick off to one side of them, rather than directly in front of them. That way, if the stick strikes the ground and stops, they won't run into it and hurt themselves.

Gunny Sack Races

Even though children at the Ranch worked hard, they always found time to play. Many children today have a huge variety of toys, games and activities to choose from. Children at Fielding Garr Ranch had to play with simple games and a few homemade toys. Most of these games were played outside, using objects found around the ranch.

Old potato sacks could provide children with hours of fun by simply stepping inside and jumping. As early as the late 18th century, around the time of the Revolutionary War, soldiers and countrymen were hopping around in potato sacks to pass the time.

Pioneer children found great fun in this simple activity, as do children (and adults) today.

Activity



Have the students line up and step into their bags. Both feet have to stay in the bag while racing, and the sack should stay as close to the waist as possible. On the signal, racers begin hopping towards the finish line.

You could do a mini tournament by selecting the top four from the first race to race again. Then the top two, and finally the ultimate Gunny Sack Winner!

You could also try a relay race. Divide into two teams, with one sack per team. The first player gets into the sack and races around a designated tree or other object, and back. The next person in line gets in the sack and repeats the once-around. The first team to finish the line wins!