

## PIONEER CLOTHING

Everyone gets into the role of a pioneer when dressed in costume.

The most appropriate clothing for students and adults are "prairie style" clothes. Girls wear skirts to their midcalf or ankles. "Little House on the Prairie" style cotton pinafores, skirts and blouses, or dresses. Sunbonnets are especially fun for the girls, and a pattern number is listed for your use. Also Sunbonnets are available for a reasonable price at the Museum's gift shop. During cold weather girls should have shawls or sweaters which can be made from old blankets.

Boys should wear dark or denim trousers, cotton shirts with collars and buttons (broadcloth, oxfordcloth or flannel), suspenders and straw hats. For cold weather, boys need vests or sweaters.

Classes within schools frequently develop a lending library for clothing to be used year after year. Thrift shops are excellent resources for clothing. There also are patterns available at fabric/craft stores. Simplicity 9713 and 9708 and McCall 7199 have a variety of pioneer clothing.

For safety reasons, modern shoes are best for running and playing, as well as for comfort.



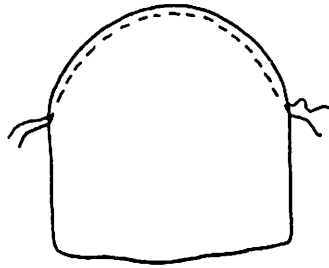
Turn the brim right side out. Press it flat with a steam iron. Pin the open edges together. Stitch the open ends together with long hand stitches along the edge to hold the pieces together.

Using a needle and thread, gather the bonnet piece along the curved edge between the dots. Adjust the bonnet gathers to fit the edge of the brim by pulling up on the ends of the thread. Pin the pieces together. Sew a  $\frac{5}{8}$ -inch-wide seam.

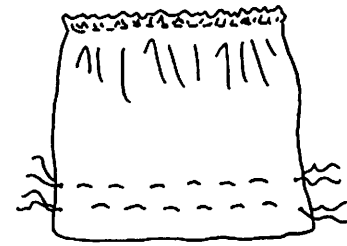
Using a needle and thread, gather the back of the bonnet, between the dots, to make the bonnet fit the back of your head. Try it on to adjust the gathers for a good fit. Tie the threads in a knot and clip them.

Hem the back edge of the bonnet by turning under  $\frac{1}{4}$ -inch along the raw edge and stitching by hand or machine.

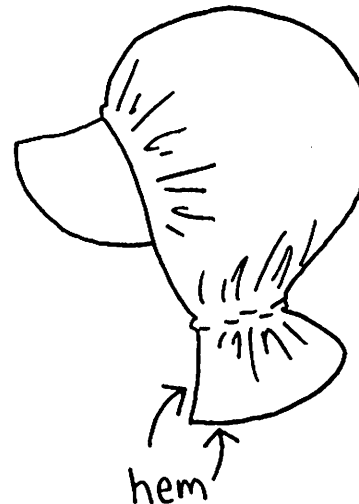
Cut 2 lengths of ribbon, each 18 inches long. Sew the ends of the ribbon to the sides of the bonnet below the brim. Trim the ends of the ribbons on a slant, to keep them from unraveling. Tie the ribbons under your neck.



Gather the bonnet along the curved edge.

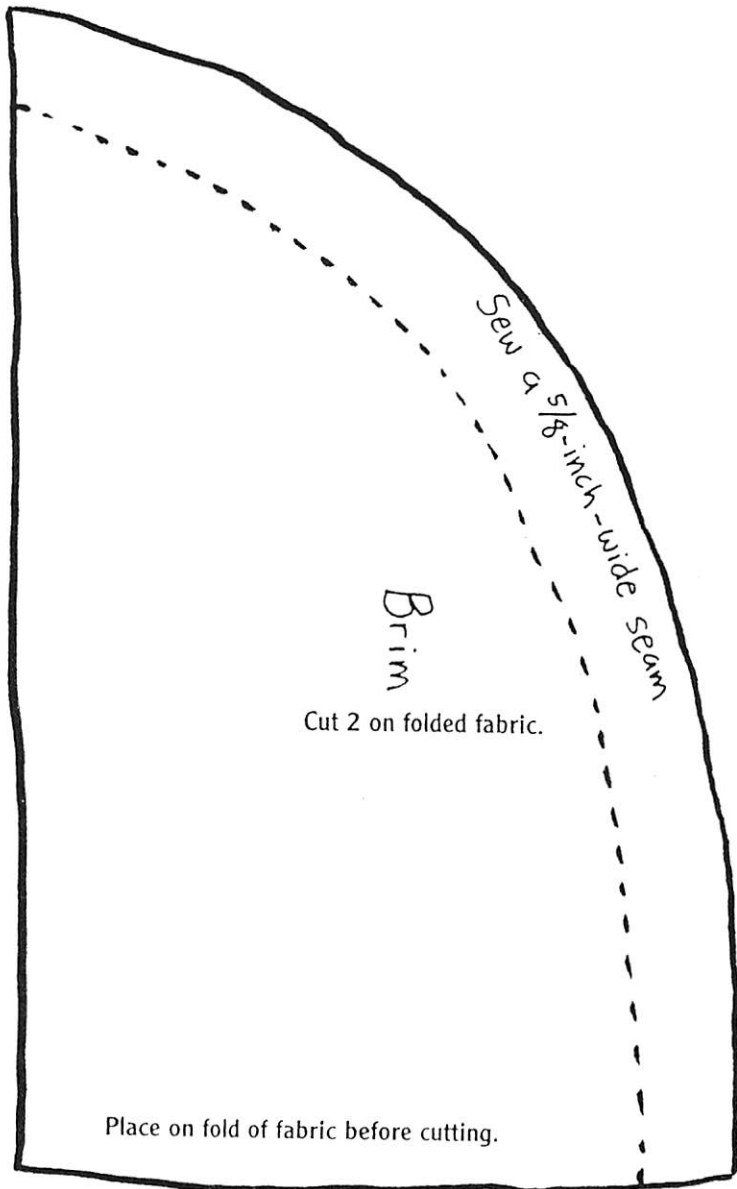


Pull up the gathers to fit the brim. Stitch the seam. Make long gathering stitches between the dots you marked 5 inches from the edge.

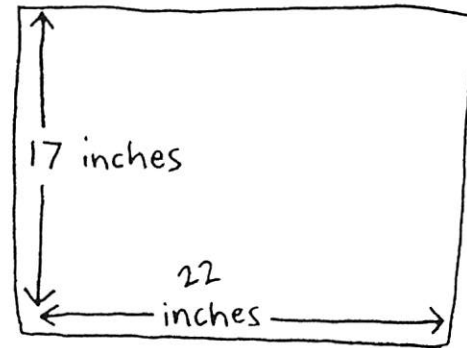


Pull up the threads so it fits the back of your neck. Knot the ends. Hem the edges by turning and stitching. Sew on ribbons for tying.

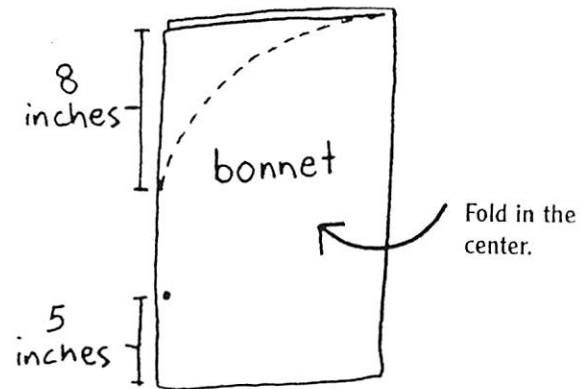
*Men and boys wore hats to shade their faces, too. Sometimes hats and bonnets weren't enough. Sun glaring off the white desert or off a field of snow could cause blindness. Some people wore glasses with blue or green glass held together in a wire frame or held in leather goggles. Others who didn't have protective eyeglasses rubbed charcoal around their eyes and on their nose—the black cut down the glare of the sun.*



Cut a piece 22 by 17 inches for the bonnet.



Measure down 8 inches. Cut the top to curve to the folded edge.



Measure up 5 inches and mark with a dot.

# Pioneer Women

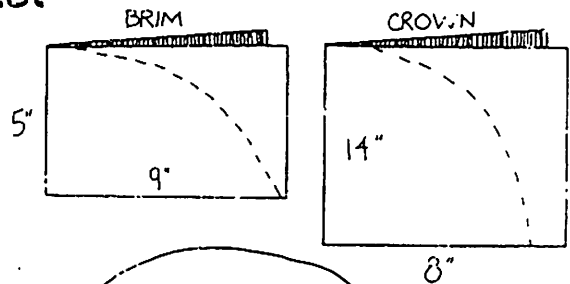
**Historical Aid:** The women who helped settle the frontier shared the same risks as the men. Life expectancy for these hard-working women was 38 to 40 years. They washed, cooked and baked with minimal supplies. They served as doctors for the ill and caretakers for the children. They spun their own wool and made all the clothing.

Their clothing was practical. Sunbonnets with wide brims protected their faces from the harsh sun. A simple calico or gingham dress was covered by an apron and a shawl was worn for warmth.

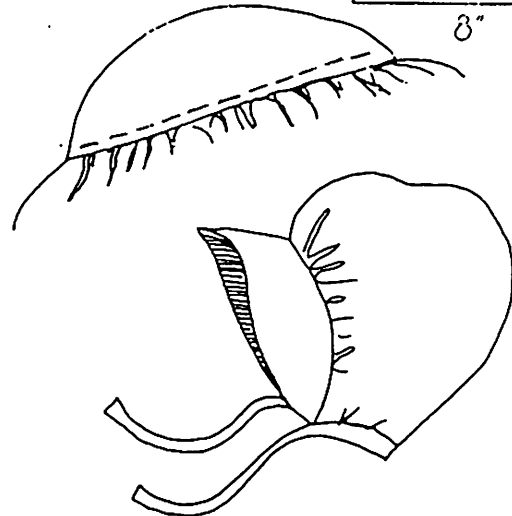
**Make a sunbonnet and shawl and dress like a frontier woman.**

## Sunbonnet

Fold an 18" x 5" construction paper in half, lengthwise. Cut as shown by the dotted lines.

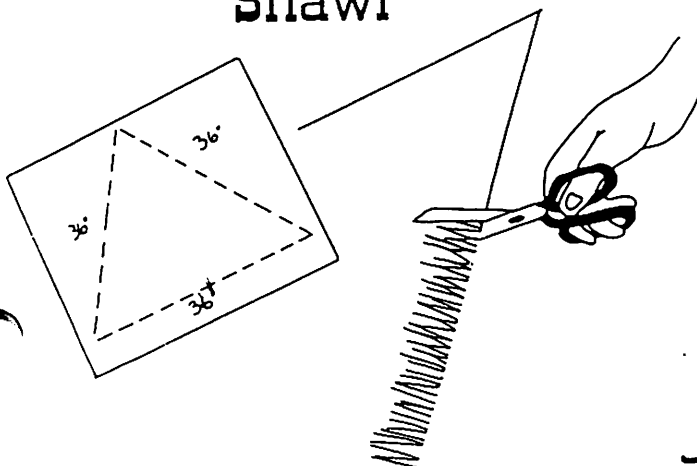


Fold a piece of 16" x 14" piece of tissue paper in half lengthwise and cut as shown. Make several pleats in the curved edge of the tissue. Staple to the straight edge of the brim.

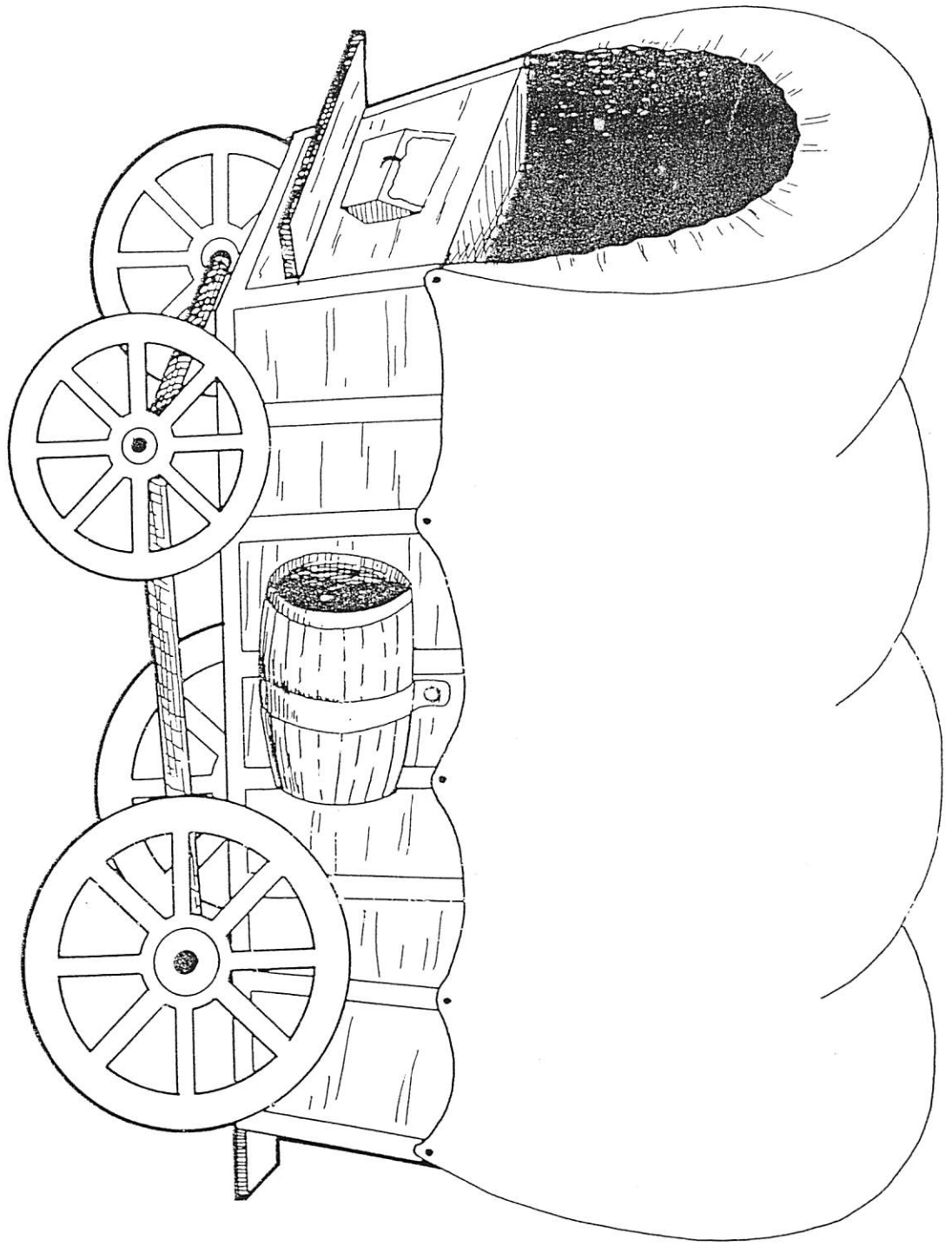


Pleat the bottom edge of the tissue and staple to a length of ribbon for tying under the chin.

## Shawl



Cut a large triangle with three 36" sides from fabric or butcher paper. Fringe two sides. Tie around the shoulders.



-4-



# Boom Town

**Historical Aid:** Frontier towns seemed to be built overnight as centers for cattle transporting, mining and shipping. These instant towns were called boom towns. There were few comforts in these boom towns. Many homes were built from rocks,

bottles or packing cases. The towns were dusty and often filled with more cattle than people.

Main street buildings were built in a hurry too. Many were simple frame structures with false fronts.

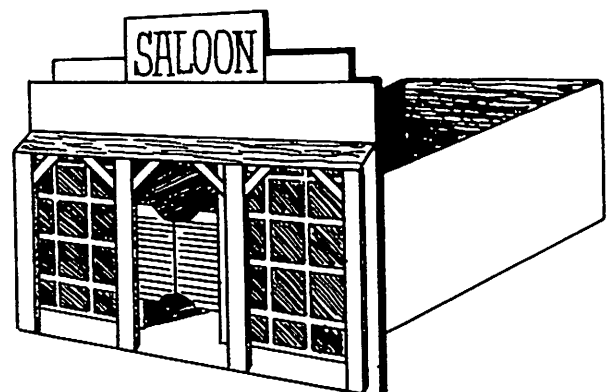
The first cattle town was built in 1867 in Abilene, Kansas. The last was the busiest—Dodge City, Kansas. There were, however, many more towns scattered across the west.

**Each student can contribute to the construction of "Main Street" in a western boom town.**

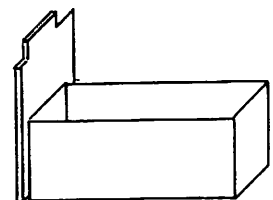
Cut a simple store front from tagboard, construction paper, or a cereal box. Glue the store front shape to the end of a shoebox. Add detail—windows, door, sign.

Some of the buildings found in a boom town were:

- |               |                  |
|---------------|------------------|
| Saloon        | Hotel            |
| Town Hall     | Telegraph Office |
| Barber        | Boarding House   |
| General Store | Assayers Office  |
| Blacksmith    |                  |



Assemble all the buildings and place them side by side. Children may want to add more to the town—stick sidewalks, raffia tumbleweeds, hitching posts etc. They can also create dioramas depicting the business.



Our One Room School,  
You are about to begin a simulation of a one room school. The simulation begins when you are given a new name, an age, and a family history. Your teacher will tell you how you can earn points to graduate at the Top of the Class.

We will be using some family names from real Tracy area pioneer families. It will be fun to call one another by our pretend names during this unit. You can even ask your parents to call you by these new names. We will use name tags to help us learn each others new name.

### The Banta Family,

H. C. Banta and Minnie Truitt Banta crossed the plains from Missouri in 1854 and settled in the village that now bears their name. Mr. Banta built the first hotel, store post office and schoolhouse on the west side. They had 9 children; 5 survived:

Mary, 17 \_\_\_\_\_ Grover, 9 \_\_\_\_\_

Eva, 15 \_\_\_\_\_ Henry, 6 \_\_\_\_\_



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## The Chrisman Family

John and Savilla Hatfield Chrisman came to Tracy In 1869 from Pennsylvania. They were ranchers on 200 acres of land in South Tracy. Mr. Chrisman helped establish the Presbyterian Church in Tracy. Mr. and Mrs. Chrisman had 4 children:

Ruth, 12 \_\_\_\_\_

Elizabeth, 8 \_\_\_\_\_

Martin, 6 \_\_\_\_\_

Maxwell, 6 \_\_\_\_\_





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## The Eagan Family

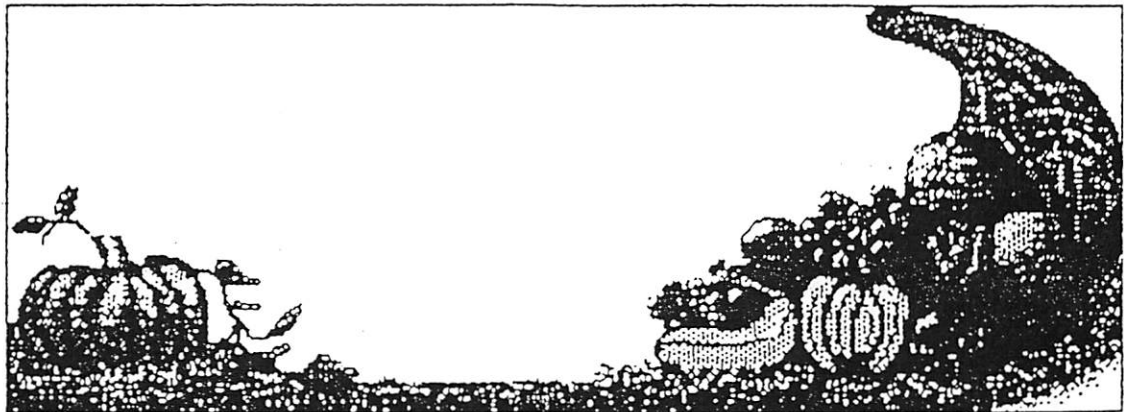
James and Mary Eagan arrived in Tracy in September of 1878. They were both natives of Ireland and had moved here from Ellis, near the foot of Altamont Pass. They were the first citizens of Tracy. Mr. Eagan was a foreman with the Southern Pacific Railroad. They had 10 children: 4 school age.

Harry, 15 \_\_\_\_\_

James, 14 \_\_\_\_\_

Anna, 13 \_\_\_\_\_

Mamie, 12 \_\_\_\_\_



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The Frerichs Family

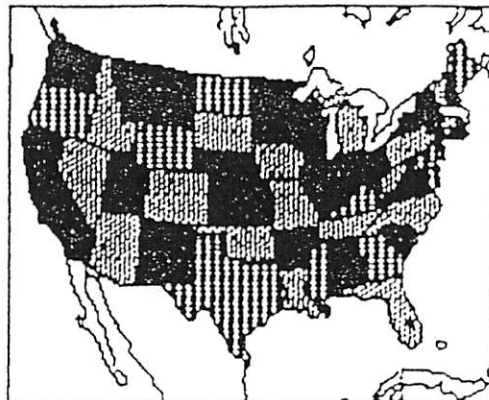
William J. Frerichs came to Tracy from San Francisco as a young man. He married Mary Francis Ballard in 1877. Mr. Frerichs was the proprietor of the Bank Barber Shop and Cigar Store in Tracy. Mr. and Mrs. Frerichs had 9 children, four are school age.

Samuel, 16 \_\_\_\_\_

Randolph, 15 \_\_\_\_\_

Georgia, 12 \_\_\_\_\_

Bert, 10 \_\_\_\_\_



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### The Lammers Family

Martin Lammers came to Tracy from Germany in 1870. He met Dorothea Finck and they were married. They built a 4 room house on a farm near Lammersville School. Mr. and Mrs. Lammers had 2 daughters: (2 names added here to make four)

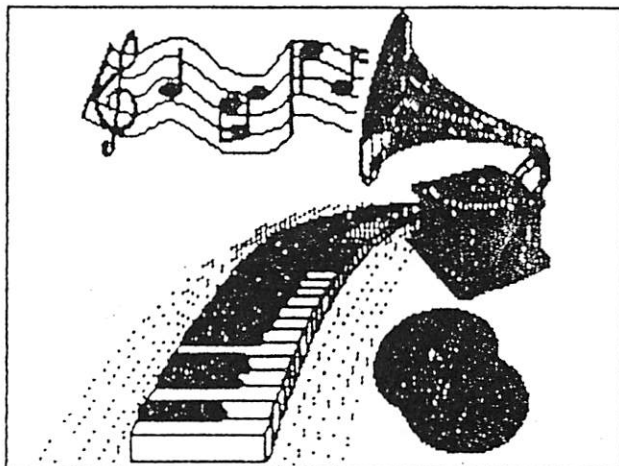
Ethel, 10 \_\_\_\_\_

Hazel, 8 \_\_\_\_\_

Ethan, 7 \_\_\_\_\_

Hank, 6 \_\_\_\_\_

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### The Parker Family

Adam Parker and his wife Millie came to Tracy in 1884. They owned a 400 acre ranch on old Lincoln Highway. Mr. and Mrs. Parker had 7 children: 4 school age

Bessie 15 \_\_\_\_\_

Edna, 13 \_\_\_\_\_

Raymond, 10 \_\_\_\_\_

Adam, 8 \_\_\_\_\_



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The Von Sosten Family

Frederick Von Sosten came to San Joaquin county from the Isthmus of Panama in 1867 and built a home near Bethany. He married Anna Finck and they had a farm. They had 4 children:

William, 13 \_\_\_\_\_

John, 7 \_\_\_\_\_

Emma, 9 \_\_\_\_\_

Frederick, 5 \_\_\_\_\_



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## The Walters Family

Hans F. Walters and his wife, August Seegers Walters were both German born and came to Tracy in 1881. They made their home on a large ranch near Tracy and were devout members of the Lutheran church. Mr. and Mrs. Walters had six-children: 4 school age

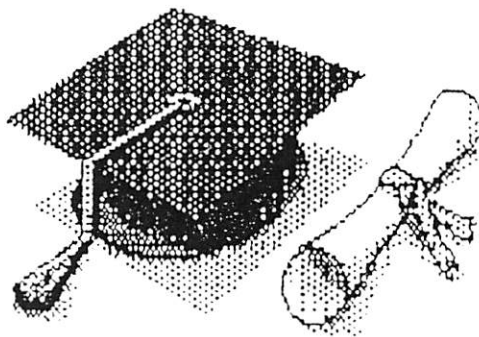
Mavis, 12 \_\_\_\_\_

George, 11 \_\_\_\_\_

Herman, 9 \_\_\_\_\_

Dorothea, 8 \_\_\_\_\_

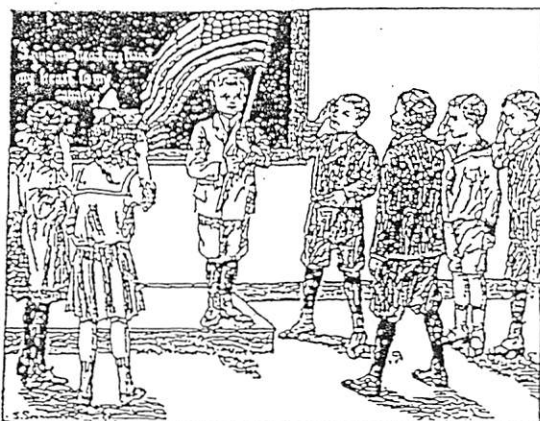
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FLAG SALUTE

I give my head,  
I give my hand,  
I give my heart  
To my country  
One God, one country, and one flag.

This pledge was used until 1892.



*Pledge of Allegiance*

*Public school children first recited the Pledge of Allegiance during the National School Celebrations held to commemorate Columbus Day in 1892. President Benjamin Harrison called for patriotic exercises in school to mark the 400th anniversary of Columbus's discovery of America.*

*Francis Bellamy (1855-1931) an assistant editor of the Youth's Companion, wrote the original pledge. Intended for a one-time recitation, the Pledge became instantly popular, and it soon became a daily classroom ritual.*

*In 1923, the National Flag Conference of the American Legion expanded the original wording. In 1954, the words "under God" were added.*

I pledge allegiance to the flag of the United States of America,  
And to the Republic for which it stands  
One nation, under God, indivisible, with liberty and justice for all.

SCRIPT EXERCISE.

Where is the kite?

Up in the sky.

Let. see it fly.

Kate and Jane

read very well.

Eddie and Mary

can write well.

Ducks swim fast.

Look at the coat.

Paul likes milk.

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## SPELLING

Words that may be memorized for spelling bees!

tablet  
cloak  
barley  
recite  
pantry  
reap  
rafter  
vines  
lamb  
carriage  
globe  
cooper  
trousers  
valley  
pheasant  
calico  
coach  
katydid

slate  
bonnet  
grain  
write  
basin  
hitch  
eaves  
peas  
building  
atlas  
farmer  
skillet  
range  
partridge  
gingham  
mosquito  
heifer  
shepherd

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We will have  
a Spelling Bee!

## Pioneer Vocabulary

Do we still use these words today?

counterpane  
parlor  
washstand  
pantry  
skillet  
victuals  
tinware  
bolster  
flatiron  
threshold  
cruet  
kindling  
veranda  
crocker

frock  
sash  
chemise  
hose  
leggings  
breeches  
bodice  
wrapper  
waistcoat  
muff  
drawers  
cape  
ruffle

Progressive Spelling Part One  
Early Schools

Objects in Schoolroom

globe  
chart  
desk  
seat  
chair  
primer  
reader  
speller  
teacher  
pupil  
paper  
pencil  
tablet  
slate  
pointer  
eraser  
blackboard

At School

study  
copy  
practice  
read  
write  
draw  
sing  
recite  
recess  
spelling  
pronounce  
arithmetic  
writing  
observe

Parts of Schoolhouse

door  
floor  
roof  
rafter  
eaves  
window  
pane  
shutter  
chimney  
ceiling  
walls  
porch

Articles of Clothing

vest  
shawl  
boots  
scarf  
glove  
waist  
skirt  
shirt  
cuff  
collar  
bonnet  
ribbon  
suspenders  
trousers  
garter  
stocking  
cloak

In a Dwelling

kitchen  
pantry  
bedroom  
pillow  
mattress  
quilt  
closet  
mirror  
parlor  
carpet  
kettle  
griddle  
stewpan  
basin

In the Garden

plants  
weeds  
roots  
stalks  
vines  
bushes  
peas  
beans  
cabbage  
tomatoes  
potato  
berry  
grape  
corn

Objects on a Farm

gate  
fence  
rails  
posts  
corncrib  
haystack  
meadow  
pasture  
clover  
garden  
field  
orchard  
wheat  
oats  
barley  
grain  
ditch

Words of the Farm

sow  
reap  
mow  
load  
haul  
hitch  
thresh  
feed  
build  
repair  
hoeing  
plowing  
harrowing  
harvesting

Animals

cow  
calf  
horse  
mare  
foal  
colt  
mule  
goat  
kid  
sheep  
lamb  
heifer  
rooster  
chicken  
sow  
piglet

VOCABULARY (continued)

Objects in the City

sign  
store  
shop  
street  
dray  
wagon  
carriage  
trolley  
awning  
office  
building  
warehouse  
alley  
gutter  
pavement  
sidewalk

Articles of Hardware

nail  
bolt  
hook  
knob  
hinge  
screw  
auger  
chisel  
trowel  
hammer  
chain  
file  
spike

Things in a Dry-Goods Store

cloth  
gingham  
calico  
velvet  
silk  
lace  
linen  
muslin  
satin  
thimble  
needles  
buttons  
flannel

Terms used in Geography

globe  
axis  
equator  
latitude  
longitude  
degree  
boundary  
climate  
relief  
exports  
imports

Terms Relating to Land

valley  
delta  
range  
prairie  
slope  
ridge  
gully  
mountain  
foothills  
canyon  
island  
desert  
plain

Means of Transportation

freight  
stagecoach  
wagon  
packtrain  
carriage  
raft  
canoe  
ferry  
horseback  
barge  
clipper  
railroad  
engine

Terms Relating to Water

river  
lake  
stream  
creek  
slough

Relating to Occupations

farmer  
miner  
shepherd  
teamster  
blacksmith  
cooper  
weaver  
printer  
butcher  
carpenter  
teacher  
storekeeper

Names of Birds

eagle  
hawk  
crow  
dove  
meadowlark  
pigeon  
owl  
grouse  
pheasant  
partridge  
buzzard  
condor

Names of Insects

flea  
gnat  
wasp  
hornet  
beetle  
spider  
locust  
weevil  
cutworm  
cricket  
mosquito  
katydid  
moth  
butterfly  
bumblebee  
grasshopper  
caterpillar  
cutworm

SOME MEMORIZING AND RECITATION EXERCISES

One thing at a time  
And that done well,  
Is a very good rule  
As many can tell.

---

All that you do  
Do with your might,  
Things done by halves  
Are never done right.

---

Five things observe with care:  
Of whom you speak,  
To whom you speak,  
And how, and when, and where.

---

If a task is once begun,  
Never leave it 'till it's done,  
Be the labor great or small,  
Do it well or not at all.

---

When you've work to do,  
Do it with a will,  
They who reach the top—  
First must climb the hill.

---

Mid pleasures and palaces  
Though we may roam,  
Be it ever so humble  
There's no place like home.

---

Time is the sand of life,  
And when we waste a grain  
And wish to get it back  
We can but wish in vain.

---

Thirty days hath September  
April, June and November.  
All the rest have thirty-one,  
Save for February, which alone  
Has twenty-eight.  
But one day more we add to it  
One year in every four.

Progressive Spelling, Part One  
J.N. Hunt  
American Book Company, 1890

Beautiful lips are those whose words  
Leap from the heart like songs of birds.  
Beautiful hands are those that do  
Work that is earnest, brave and true.

---

"Come, little leaves", said the  
wind one day,  
"Over the meadow with me and play;  
Put on your dresses of red and gold,  
For summer is gone and the days grow cold."

Soon all the leaves heard the wind's  
low call,  
Down they came fluttering one and all;  
Over the brown fields they danced and flew,  
Singing the soft little songs they knew.

Dancing and whirling the little leaves  
went;  
Winter had called them, and they were  
content.

Soon fast asleep in their little beds,  
Snow lay a blanket all over their heads.

McGuffey's Second  
Eclectic Reader, 1879

---

There's a neat little clock,  
In the schoolroom it stands,  
And it points to the time  
With its two little hands.

And may we, like the clock,  
Keep a face clean and bright,  
With hands ever ready  
To do what is right.

---

The world is so full  
of a number of things,  
I'm sure we should all be  
as happy as kings.  
Robert Louis Stevenson





# APPLE VALLEY SCHOOL

A simulation of pioneer life in a one-room schoolhouse

## STUDENT GUIDE

You are about to begin a simulation called APPLE VALLEY SCHOOL. You will find out what it was like to attend a one-room school about 100 years ago. Your school is called Apple Valley School. The simulation begins when you are given a new name, age, and family history. Your pioneer teacher will tell you how you can earn points to graduate from Apple Valley School at the Top of the Class.

Listen to your teacher now to hear your new name and find out about your new family!

## BACKGROUND ESSAY

### Why schools were established

Children learned in other ways before schoolhouses were built and schoolteachers were hired. Parents and grandparents taught children the skills they needed to survive. Boys learned how to cut down trees, build houses and barns, plant and harvest crops, and care for animals. Girls learned to clean, cook, spin, sew, and take care of younger children. Parents who wanted their children to read or to learn math had to teach them at home. Some sent them to church where the minister could teach them a little. Most early settler families were too busy working to build schools for their children.

Later families became more settled. They built houses and ran their farms smoothly. Parents thought more about providing an education for their children. They now had more time to build a schoolhouse. Parents no longer needed as much help at home. Their children now had free time to go to school and learn. Families in a community worked together to build their children a schoolhouse. They each gave a small amount of money to pay the teacher's salary.

Children years ago did not start school every year in September as children do today. Parents still needed their children to help at home during the spring and fall to plant and harvest crops. These early schools were usually open only in the winter and in the summer.

### The first schoolhouses

The first schoolhouses were often built on land unsuitable for farming on roads near the center of town. Like most homes, schoolhouses were built of logs if enough trees were available. Most had dirt floors. Windows had greased paper instead of glass. Children usually sat on long benches and worked at narrow tables.

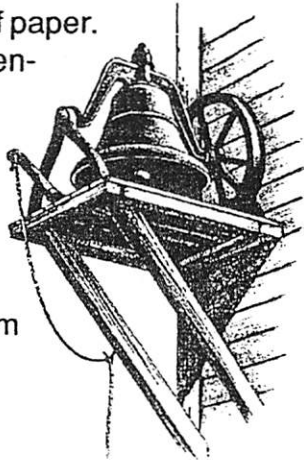


See Bibliography for purchase of Apple Valley School Kit.  
Student copies also available for purchase  
Inquire at IMC to borrow for classroom use.

The first schoolhouses were often either too hot or too cold. Their rooms were heated by a smoky fire or a stove. Children sitting near the fire got too hot. Others far away from the fire got very cold. Summers were miserable. Many schools were built without trees for shade and without windows which could open. The schoolhouses could be as hot as an oven. It was very hard for children to learn when they were so uncomfortable.

Early schoolhouses had very little equipment. There might be only one blackboard, a map, a bell, a few books, and slates. Slates were small chalkboards that children used instead of paper.

Paper was scarce and expensive. Before pencils were invented for writing, children used goose quill pens and charcoal. Children had few schoolbooks so they often brought their own books from home and shared them with other students.



*The ringing bell announced the beginning of school and the end of recess.*

### **A student's day**

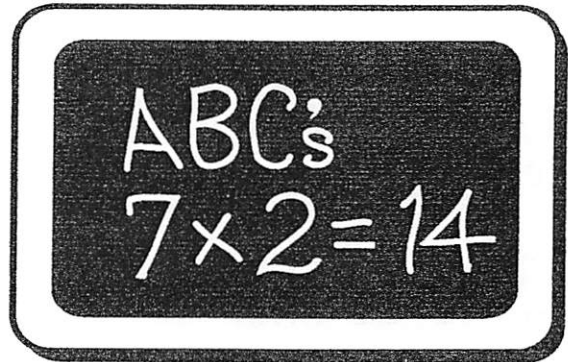
In one-room schoolhouses children of all ages learned in the same room with the same teacher. Children as young as four or five were in the same class as teenagers as old as 19. Some of the students might be even older than the teacher! Even when their ages were different, children read together in the same reader. The teacher often worked with just one or two students at a time. The rest of the class was expected to work alone or help each other.

Before coming to school in the morning, children had to wake up very early. They did their chores before they walked to school. After a long school day, children had to walk home, do homework, and finish their evening chores. Many times children were needed at home to help out with the work. If they had to miss school, they fell behind in their studies. Often the oldest child in a large family didn't get to attend school at all. Those boys and girls were needed more at home.

### **Lessons in early schools**

Early schools had few books and little paper. Most lessons were recited aloud instead of being written down.

*In early American schools teachers made sure you could write and spell and do basic math.*



Schools were often called "blab schools." It was very noisy when all of the students blabbed (recited). Students were expected to memorize and recite a great deal. Things to memorize might include passages from poetry and the Bible, math facts, grammar rules, history dates, place names on the map, and spelling words.

People in the 1800s had different ideas about what was important to learn in school. Handwriting was one of the most important subjects. Children were also urged to read aloud with expression in early schools. In some lesson books sentences were written up and down across the page to show the students where their voices should go higher or lower. The most exciting part of the week was the weekly spelling bee. The best speller in the school was only second in importance to the best mathematician. Some teachers also taught practical lessons on things like farming and sewing.

Pioneer teachers often made fun of children who had trouble learning. Children had to wear dunce caps, stand in corners, or stand on blocks of wood. Some were even beaten. Certain teachers made students miss recess, clean the school, or carry firewood as punishments. When a child got in trouble at school, his brothers and sisters would often tattle to their parents. Most likely, the parents would then punish the child a second time!

## A teacher's life

The first teachers in early schools were usually men. Parents expected the schools to teach their children proper morals and behavior. They felt that the only way to teach these things was to be strict and harsh. Most people felt that men were better able to punish children than women.

Teachers were generally paid very little. They usually had to stay with different families in the area. Moving from house to house during the year was called "boarding round." Teachers were expected to work very hard for their small pay. School duties included filling lamps, cleaning the chimney, bringing in water and coal, and trimming quill pens. Duties outside the school might include visiting the sick, reading to the blind, reading the sermon at church, and even digging graves. Teachers were expected to follow a very strict set of rules. They could be fired at any time if they broke the rules.



*Being a woman teacher was difficult in early American schools. The job was never easy, but women teachers worked hard to teach all the children who came to their school.*

It was very hard for women to get teaching jobs at first because people did not think they could discipline the children. Many of the boys might be older and taller than a young woman teacher. They often tried their best to make a new woman teacher quit. People in town were also quick to find fault with women teachers. In most towns married teachers were not allowed. A woman had to be very dedicated and determined to become a teacher in pioneer days.

## Other types of early schools

Long ago there were several other types of schools besides the "blab school." These "blab schools" in one-room schoolhouses were most common in poor farming areas. Other kinds of schools were available to wealthy people and to those who lived in cities.

Many children of wealthy families were sent to expensive private "boarding schools." The word "boarding" means that the children lived at school instead of in their own homes. Children at such schools had a long day of studies and were often homesick for their families.

Many wealthy girls were sent off to "finishing schools." These schools were boarding schools where girls learned French, dancing, embroidery, and manners to finish their education. Girls at "finishing schools" also suffered from homesickness. Although they learned manners, they still thought a great deal about their parents, brothers and sisters, and their homes many miles away.

In the cities, poor children who wanted an education could be sent to "ragged" schools. These schools were called "ragged" schools because the children had little money and old and tattered clothing. At "ragged" schools the children worked to pay for their education and for their food. They all made shoes, furniture, and clothes and helped take care of the school. Any children who did not come to work or who did not do their lessons were not allowed to eat! Each night the children returned to their homes to see their parents and to sleep.

Other poor children got their education through an apprenticeship. An apprenticeship means that a trained person taught children a skilled craft like blacksmithing, silversmithing, or milling. The child would work with the expert for several years to learn the trade. These craftspeople often taught the children other things like reading, writing, and math.

## The map of Apple Valley

Now turn to the next two pages. There you will see Apple Valley School and the places nearby where you and your classmates will live during this simulation. Use your imagination. Think of what it would have been like to have lived there years ago!



# *Skipping Rhymes*

Teddy bear, teddy bear,  
Turn around. (turn)  
Teddy bear, teddy bear,  
Touch the ground. (touch)  
Teddy bear, teddy bear,  
Show your shoe, (kick)  
Teddy bear, teddy bear  
That will do. (run out)  
Teddy bear, teddy bear,  
Go upstairs. (move toward end)  
Teddy bear, teddy bear,  
Say your prayers. (fold hands)

Teddy bear, teddy bear,  
Blow out the light. (blow)  
Teddy bear, teddy bear,  
Say good night. (run out)

Up the ladder and down the wall,  
A half penny roll will serve us all.  
You find milk, and I'll find flour  
We'll have a pudding in half  
an hour.

Up and down the ladder wall,  
A penny loaf to feed us all;  
A bit for you, and a bit for me,  
And a bit for all the familiee.

Up the ladder and down the wall  
Half penny loaf to feed us all,  
I'll buy milk and you buy flour,  
There'll be hot PEPPER  
In half an hour.

(On the word PEPPER start to turn the rope very fast.)

Benjamin Franklin went to France  
To teach the ladies how to dance.  
First the heel, and then the toe,  
Spin around and out you go.



## COUNTING RHYMES

Cinderella dressed in yella  
Went upstairs to kiss her fella,  
How many kisses did she get?  
1,2,3,4,5...

Cinderella dressed in red  
Went downstairs to bake some bread,  
How many loaves did she make?  
1,2,3,4,5...

Cinderella dressed in lace  
Went upstairs to powder her face.  
How many pounds did it take?  
2,4,6,8,,2,4,6,8...

Here comes teacher with his pointing  
stick,  
Wonder what I got in arithmetic?  
10,20,30,40,50...

Here comes the teacher and he's yelling.  
Wonder what I got in spelling?  
10,20,30,40,50...

Early in the morning at eight o'clock,  
You will hear the postman knock.  
Up jumps (Katie) to open the door,  
How many letters on the floor?  
One, two, three, four....

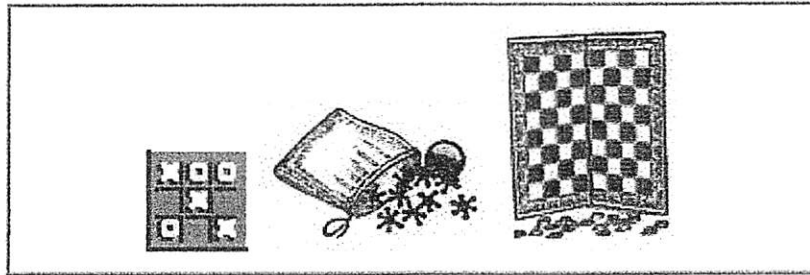
Mother, father, tell me true,  
Who shall I be married to?  
Tinker, tailor, soldier, sailor  
Rich man, poor man, beggar man, thief,  
Lord Mayor, Major General  
Doctor, lawyer, Indian Chief  
(Repeat list until a miss)

My schoolmaster is a very nice man,  
He tries to teach me all he can  
A-reading, a-writing, a-rithmetic  
And he never forgets to use his stick.  
When he does he makes me dance  
Out of England into France,  
Out of France and into Spain,  
Over the hills and down the lane,  
Down the lane and into school.  
In that school there is a stool,  
On that stool there sits a fool,  
(Her) name is (Tracy Robinson)

Bluebells, cockle shells,  
Eevy, ivy, over (sway until OVER)  
Father's in the haystack  
Cutting up the hay.  
Mother's in the kitchen  
Cutting up the meat.  
Baby's in the cradle  
Sound asleep.  
How many hours did the baby sleep?  
One—two—three—four...

Not last night but the night before  
Twenty-four robbers came  
Knocking at the door.  
I ran out (run out and around)  
They ran in (run back in)  
This is what they said to me:  
Old Lady, Old Lady turn around  
(Use the same directions as Teddy Bear)

## PIONEER CHILDREN - toys and games



Pioneer children had simple toys and games made out of any available materials such as pebbles, rope, pieces of wood, and scraps of material. Dolls were made out of scraps of material and wool. Some toys were made of wood. Many of the games they played are still being played today.

### OUTDOOR FUN (active)

- Rolling the hoop
- skipping
- sack races or three-legged races
- tag
- hopscotch
- leapfrog
- hide and seek
- ring toss (or horseshoes)
- swings and teeter-totters

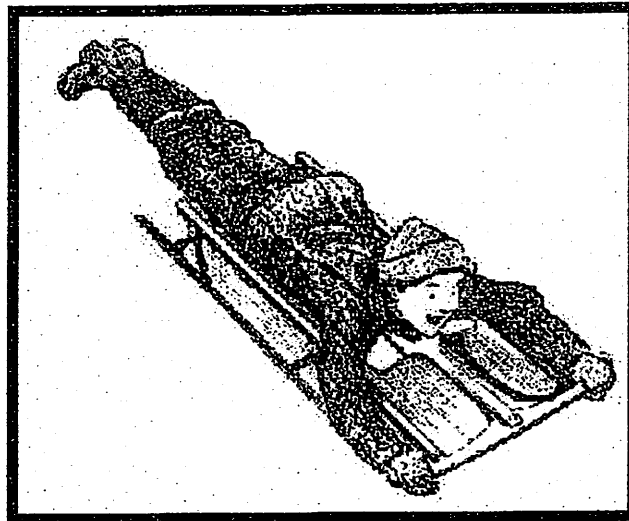
### INDOOR GAMES (or activities that were not as active)

- spinning tops
- Jack Straws
- hand shadows
- I Spy
- hot and cold
- charades
- ball and jacks
- marbles

- checkers
- cards
- Tic Tac Toe ( Xs and Os)
- Cat's Cradle (string games)

## MORE GAMES (group activities)

- Blind Man's Buff
- Who has the button?
- Ducks Fly
- Simon Says
- Drop the handkerchief
- Shadow Tag
- Poor Doggie
- Fox and Geese



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Blind Man's Buff - One person is blindfolded and other players form a circle around

him/her. The blindfolded person is turned around a few times then let go to catch one of the players. There are different ways to play the game. One way is that the blindfolded player has to guess who they have caught.

Drop the handkerchief - Players join hands and form a circle while "it" holds a handkerchief and runs around the circle. "It" drops the handkerchief behind one of the players and keeps running. The player then picks up the handkerchief and runs around the circle in the opposite direction. They race to see who reaches the empty spot first. The loser becomes the next "it".

Ducks Fly - Players face the leader, who says what to do. Then they copy the actions of the leader. The leader will say "Ducks fly" and flap his arms. The players also flap their arms. The leader continues with other actions like "cats meow", "dogs bark, etc. But the leader also tries to trick others by saying "sheep oink". The players must remain quiet until the leader says it correctly.

Fox and Geese - This game is played after a snowfall. First the snow is tramped down in paths to make a big wheel with spokes and a hub in the center. One player is the Fox and the rest are the Geese. The Fox tries to catch a Goose (who then becomes the next Fox). Players must stay inside the paths. If a Goose steps off the path, that Goose is caught. The only safe place for a Goose is in the center (hub). But only one Goose is allowed to be in the center.

Hot and cold - One person (it) leaves the room while the others hide a button (or some other object). When "it" returns he/she has to try and find the button. The others give hints by saying "warm, warmer, hot, or cold, colder, etc."

Jack Straws - This game is like "pick up sticks". Straws or very thin sticks were used. The straws were placed in a pile shaped like a haystack or tent (coming to a point at the top and spread out at the bottom). Each player took a turn pulling a straw out of the pile trying not to move any other straws. If a player was able to get a straw without jiggling any other straws he/she scored a point. Then it was the next player's turn. The game ended when the stack fell. The winner was the player with the most straws. To make the game more interesting, there were "special" straws which were worth more points.

Marbles - The object of the game is to win marbles from other players. The first player tosses a marble on the ground. The second player tries to hit the marble by tossing his/her marble at it. If the second player is successful, he/she wins the marble. If not successful, the first player has a turn to try and hit the second

player's marble. There were many other ways to play "marbles".

Poor Doggie (or Poor Kitty) - "It" is the doggie who must try to make someone laugh.

The players sit in a circle and Doggie goes to each player and barks, whines and imitates a dog. The players have to pet Doggie and say "Poor Doggie, Poor Doggie, Poor Doggie!" The player must not smile while saying this or he/she will become the next Doggie.

Rolling the hoop - Children would run along beside a hoop, rolling it by using a stick. Sometimes races were held to see who could be the fastest. There were also contests to see who could roll the hoop the farthest or who could keep it rolling for the longest time.

Shadow tag - "It" tries to step on another player's shadow. If a player gets tired of running away, he/she must lie down so "it" cannot tag them.

Simon says - Players face the leader and must do what the leader says. If the leader says "Simon says, *Thumbs up*" and puts up his thumbs, then the players must do the same thing. The leader calls out and does other actions like "Simon says *hop on one foot*" or "Simon says *touch your toes*", etc. But if the leader does not say the words "Simon says" and just says "*jump up and down*" the players should do nothing. Anyone who is tricked by the leader has to become the next leader.

Who has the button? - The players form a circle and the person who is "it" leaves (or closes his/her eyes) while the others pass a "button" or another object around the circle. One person hides the object behind his/her back. All the other players put their hands behind their backs, too. Then "it" is allowed three guesses as to who is hiding the object. If "it" guesses correctly they exchange places and a new person is "it".

web page by J. Giannetta

# Frontier Recreation

**Historical Aid:** Almost any event on the frontier was turned into a contest. Men, women and children participated in apple paring, logrolling, cornhusking, wood chopping and spelling bees. Men often competed in a shooting match.

children had their own games and toys, including homemade sleds and small wagons. Boys made bows, arrows and slings and became skilled in their use while enjoying target practice competition.

There was always plenty of food, fiddle-playing and dancing too!

## Target Practice

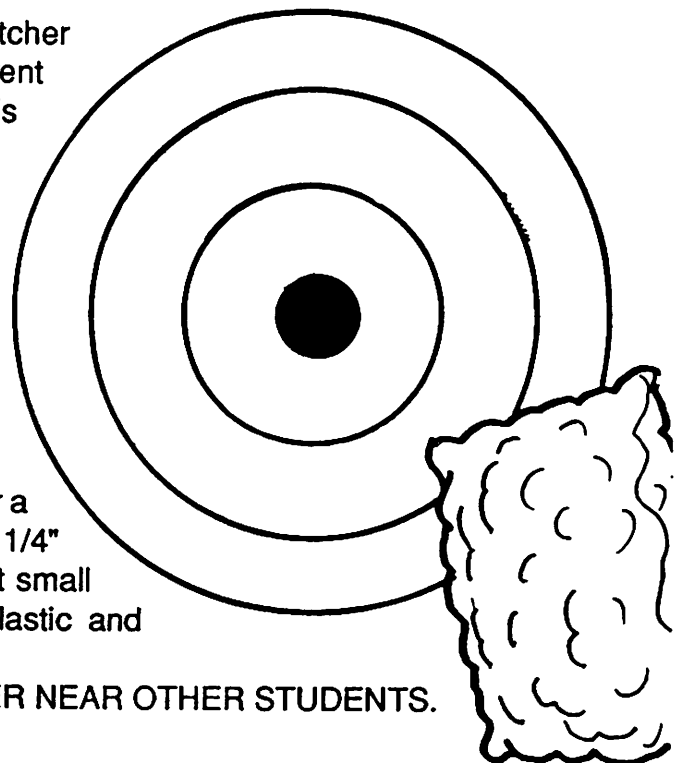
Here are a couple target-practice variations. The slingshot should be made by older children and used only with **CLOSE SUPERVISION**. Discuss safety rules and usage before playing.

Make a target—on a large square of butcher paper. Paint four circular bands in different colors. Paint the center circle red. This is the bull's eye.

Younger children can throw a beanbag. Older students can toss a stone marked with chalk. That way, when the stone strikes the target it can be easily marked. Still older students can make a slingshot for their target practice.

To make a slingshot, ask kids to hunt for a forked twig in their yards. Tie a length of 1/4" elastic to each end of the forks. Collect small pebbles. Practice pulling back the elastic and shooting the pebble.

**SHOOT ONLY AT THE TARGET NEVER NEAR OTHER STUDENTS.**



# Hopscotch

**EQUIPMENT:**

Hop Scotch Court, lager/marker

**TO PLAY:**

1. First player throws his/her lager/marker into box number one.
2. Player hops to the end of the court and out, turns around and hops back. Player may not step into any box that has a lager/marker.
3. When player returns to his/her lager/marker, player stays on one foot and, without putting his/her other foot down or using his/her extra hand for support, picks up his/her lager/marker.
4. Player hops into box 1 from which player has just taken his/her lager/marker and hops out of court. If player has done the first box with no misses, player proceeds to as many boxes as player can do before player has a miss.
5. Misses are: losing balance picking up lager/marker, failing to throw lager/marker entirely into the correct box, hopping into a box that has a lager/marker, stepping on a line, jumping with two feet in a square.
6. Players take turns, always starting where they left off, until someone has completed every number. When a player misses, he/she may place his/her lager/marker in the proper box to be there for his/her next turn.
7. Player hops with one foot in squares 1, 2, 3, 6, 9, and 10. Both feet land in squares 4 and 5, 7 and 8 at the same time. (See diagram below.)

