

JUDGING AT THE COUNTY FAIR – a pre-visit lesson

Evaluation of exhibits has always been an important part of the county fair judging contest. In the 1870s, Ribbons and awards were used to identify new products and outstanding innovations at the county fair. Today the judging contest at the county fair helps youth and adults to practice and improve their skills and abilities.

Several methods of judging have been used at county fairs, but the Danish and American Systems are the most popular. The Danish System is used to evaluate exhibits to a preset standard, while the American system ranks exhibits in order from “best to worst”. Both systems use standard and qualities to help with the evaluation process and to award a ribbon whose color indicates quality. This lesson will allow students to learn about the process of judging at the county fair as they practice their critical thinking and decision-making skills.

How are exhibits judged at the county fair?

OBJECTIVES

- ✓ Students will explain how standards and qualities are used in the evaluation process and why they are important.
- ✓ Students will demonstrate their decision-making skills as they evaluate a product or activity
- ✓ Students will display their critical thinking skills as use the Danish system to award ribbons and explain their choice.
- ✓ Students will describe how judging contests meet the needs of the people in 1870 and today.

CURRICULAR CORRELATIONS

JUDGING AT THE COUNTY FAIR

- ◇ **Economics Standard:** Learners demonstrate an understanding of major economic concepts, issues, and systems of the United States and other nations: and applies decision making skills as a consumer, producer, saver, investor and citizen in an interdependent world.

Benchmark 1: The learner will understand how scarcity of resources requires choices.

- * *Indicator 2 (Grade 4):* Identifies examples of how natural, capital and human resources are used in production of a good or service.

Geography Standard: The student uses a working knowledge and understanding of the spatial organization of the Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 2: The student analyzes the spatial organization of people, places, and environments that form regions on Earth's surface.

- * *Indicator 1 (Grade 2):* Describes the physical and human characteristics of the local community
- * *Indicator 4 (Grade 8):* Identifies ways technology and culture have influenced regions

Benchmark 4: The student understands how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- * *Indicator 2 (Grade 2):* Identifies how people in his/her community satisfy their basic needs and wants
- * *Indicator 3 (Grade 8):* Describes the patterns of cultural diffusion and the resulting distinctive cultural landscapes

* = assessed indicator

MATERIALS

- Copies of “Judging at the County Fair” reading (p. 73)
(One per student)
- Copies of “Judging Practice Situations” handout (p.75)
(One per student)
- Copies of “The Danish System/The American System” handout (p.76)
(One per student)
- Copies of Vocabulary List (p.72)
(One per student)
- Copies of “Judging Standards for Cookies” Handout (p.77)
(Three per activity group)
- Copies of “Judging Standards” form (p.78) (One per activity group)
- Generic chocolate sandwich cookies
(One per student)
- Store brand chocolate sandwich cookies (One per student)
- Brand name (ex: Hydrox, Oreo, etc.)
chocolate sandwich cookies
(One per student)
- Paper plates
(Three per activity group)
- Pencils or pens
(One per student)

PREPARATION ACTIVITIES

“Judging at the County Fair” (p. 73) reading. After reading the article, compare and contrast judging in the 1870s and today using the following questions as a guide:

- * How were standards set at the old county fairs? Who set them?
- * Are they set the same way at our modern county fairs? How are they set?
- * How does a judge use standards when he/she judges an exhibit at a modern county fair?
- * Would you like to win a red ribbon at a county fair? Why or why not?
- * Compare the American System of judging with the Danish system of judging. What things are the same? What things are different?

Build a Better Candy Bar

① Introduce the importance of standards in the decision-making process using the following questions:

- * Describe a recent purchase when you had to choose between two products. How did you decide which one to choose?
- * What were some of the things you considered when making your choice? These things are called *criteria*.
- * How is the process of choosing a product the same as the process of using a rubric in the classroom?

② Practice using standards in the decision making process:

- * Choose an item about which to make a decision. A candy bar will be the item used as an example in this lesson.
- * List the qualities that would be a factor in a purchasing decision about this item. A list written on a chalkboard or large paper pad will be helpful in the next section of the lesson.
- * Decide which standards are important to consider when choosing a candy bar (*the students may have other standards to add to this list*):

What are the ingredients in the candy bar? (chocolate, caramel, nuts, fruit, etc)

What kind of texture does it have?

How big is the candy bar?

How much does it cost?

How should it be packaged?

Have they had it before?

If it is new, how did you learn about the product? (Commercials, word of mouth, store displays, etc)

* Teacher input:

When you make decisions about what you want in a candy bar, or any product, you are using standards. A standard is a description of the qualities that should be found in a particular product, or skill, or expected behavior. Often a standard has more than one quality to consider. Let's see what qualities you might choose to set the standards for your candy bar. Recognizing that personal tastes vary, the class will create a generic classroom candy that suits most of the students.

③ Introduce qualities as the basis for standards

Make a list of the qualities that might form the basis of each of the standards listed in the previous part of the exercise. Listed below are some questions that might help students identify some of the qualities that they would like to consider.

Standard- Ingredients

Should it be chocolate? If so, what kind of chocolate should it be?
If not, what should be the main ingredient?
Should it have nuts? If so, what kind of nuts?
Should it include caramel, or coconut, or fruit?

Standard- Cost

How much should it cost?
How much should it cost per ounce?
What would you would pay for this candy bar? (Is \$.75 too much? How about \$1.50?)

Standard- Size

How many ounces should it weigh?
Should there be more than one piece of candy in the package?
If so, how many pieces should it have?

Standard- Taste

Should the taste be sweet, semi-sweet, sour, salty or some other taste?
How strong should the main flavor be?
How should the flavors of the ingredients complement each other?



Standard- Texture

Should it be crunchy or chewy?

Should it have a contrast of textures, or only one texture?

How hard should it be to bite?

Standard- Packaging

Should it have minimal packaging? What would that be?

Are plastic or paper packages better? Boxes or bags?

How easy should it be to open? Will that make it safe from tampering?

Should it be dated for freshness?

- ④ Connect the use of qualities and standards to the practice of county fair judging. You may choose to use the following teacher input:

“We now have a way to describe our ideal candy bar using standards. We have decided what qualities we should use to set standards about ingredients, size, taste, texture and packaging and we could now go to the store to look for exactly what we want.

“Judges at county fairs use standards when they judge the exhibits that people bring to the fair. When our class brings an exhibit to the County Fair Education Day, the judges will use standards to evaluate it. “

Compare the Danish System with the American System of judging. Using the handout on page 76 compare and contrast the two judging systems using the following questions as a guide:

- * In the Danish system of judging, how many people in the class will get a ribbon? Is that a good idea? Why do you think so?
- * How does the judge decide who gets what color ribbon? Would all judges award the same ribbon to the same exhibit? Why?
- * In the American system of judging, the judge has to choose one exhibit that is the best. How is the Danish system different?
- * When we talk about standards and qualities, what do we mean? Why are they important?

Practice county fair judging with the “Judging Practice Situations”

- * Divide the class into small groups (2 to 4 students per group)
- * Each group receives a copy of “Judging Practice Situations” (p.75) If time is short, groups may be limited to one or two practice situations.
- * Each group uses their knowledge of the Danish System to simulate judging at a county fair as they decide which color ribbon to award in each situation, and **why**.
- * When all groups have finished the exercise and decided on ribbon placements, each group should share its results and reasons with the rest of the class.
- * There may be considerable variation in ribbon placement; no group is right or wrong as long as they have well thought-out reasons to back up their decision.

PROCEDURAL STEPS

Classroom Judging Contest

Divide the class into small groups (2 to 6 students) and distribute three blank copies of “Judging Standards for Cookies” (p. 77) handouts to each group. One Danish-style ribbon set (purple, blue, red and white) may be provided to each group, if desired.

One at a time, provide each group with 3 plates of chocolate sandwich cookies (one cookie per group member). Do not tell your students what type of cookies are on each plate; use a number on the plate to identify them.

For example:

- #1 -- generic brand cookies
- #2 -- store brand cookies
- #3 -- name brand cookies

Number the pages 1 to 3 to match the numbers on the plates of cookies.

Working as a team, the groups will use the standards to evaluate each type of cookie. Remind the students that they should NOT complete the flavor or tenderness evaluations until they have completed all the other standards FIRST!

After completing the worksheet, the group should award a ribbon to each plate of cookies, and *be able to tell why they have made that choice*. Remember that the same color ribbon may be awarded more than once, and that all the colors do not need to be used.

- ④ If desired, use the blank space on the handout to add another standard that the students think should be considered when judging cookies. Working as a class, choose a standard name and list the qualities that should form the basis of that standard on **all three** judging sheets.

Each group should share their ribbon placings and their reasons with the rest of the class. There may be significant variation in the color of ribbons awarded to the same type of cookies. There are no right or wrong choices if the students have reasons for their decision.



Mini-Olympic Contest

Divide the class into small groups (2 to 6 students).

Choose several physical, academic or mental exercises for the contest.

As a class, choose the standards that will be used to evaluate the contest exercises. Make a list of qualities for each standard. Write them onto the blank "Judging Standards" form (p. 78)

Here are a few physical contest standards and a list of qualities that might apply to each standard. Your class may enjoy choosing others.

Standard- Jump on One Foot

- Quality #1 - Only one foot should touch the ground at each jump
- Quality #2 - The jumper should jump on the same foot all the time
- Quality #3 - The jumper's hands and arms should be held close to the body while jumping
- Quality #4 - An appropriate number of jumps have been completed (class may decide how many jumps are appropriate)

Standard- Clapping Hands

- Quality #1 - Hands should be held flat when clapping
- Quality #2 - The claps should be spaced evenly
- Quality #3 - The claps should be loud enough to hear
- Quality #4 - An appropriate number of claps have been completed (class may decide how many claps are appropriate)

Standard- Sit-ups

- Quality #1 - The hands should stay crossed across the chest during the sit-up
- Quality #2 - The feet should remain on the floor while sitting-up
- Quality #3 - The knees should be bent while doing sit-ups
- Quality #4 - The head should be raised 6" to 8" off the floor for each sit-up
- Quality #5 - An appropriate number of sit-ups have been completed (class may decide how many sit-ups are appropriate)

Each group completes the activities and uses the standards to evaluate their performance. This may be done as a self-evaluation within each group, or as a class evaluation.

Using the information on the “Judging Standards” form, each group should award a ribbon for their performance. Remember that the same color ribbon may be awarded more than once, and that all the colors do not need to be used.

The classroom mini-Olympic contest may be related to the county fair judging contest in several ways:

- * Ribbons are given at the county fair just like medals are given at the Olympics.
 - Purple ribbons are like gold medals
 - Blue ribbons are like silver medals
 - Red ribbons are like bronze medals
 - White ribbons are for those that didn't quite meet the standards
- * Each person who enters the county fair or the Olympics is trying to show that they can do a good job, and they show off their very best work.
- * The judge at the county fair and the judge at the Olympics are giving their opinion about your work when you enter the contest. Different judges will have different opinions.

The judges at the County Fair Education Day will use the Danish System to award ribbons to the class exhibits that are entered in the judging contest. You may wish to visit the judging area with your class so they can see a practical application of evaluation using standards. They may also enjoy seeing the ribbons that have been awarded using the Danish System.



INQUIRY AND FOLLOW UP ACTIVITY

Look through the local newspaper or magazine advertisements and find your favorite toy or game. Choose standards that will help you evaluate where (or if) you might purchase this product and how much you are willing to pay for it. The following questions may serve as a guide for choosing your standards:

- * How much does the product cost at each store?
- * How long will it take to travel to each store?
- * What type of transportation is available to get to the stores?
- * If you use public transportation, how much will it cost?
- * If your parents provide transportation, what are their expectations from you?
- * At which store do you prefer to shop?
- * What is the opportunity cost of this product or shopping trip? (Going to a movie with your friend, buying a different product)



VOCABULARY LIST

Judging - making a decision about an exhibit at a fair

American System - a system of judging that ranks the exhibits from best to worst

Danish System - a system of judging that evaluates how closely an exhibit meets a set of ideal standards

Standard - a description of the qualities that should be found in a particular product or skill

Qualities - the characteristics that describe an ideal. Each standard will have several qualities that describe what is expected of an exhibit

Competition - a contest between individuals or the products that they have produced

Ribbons - awards given at a county fair to exhibits. In the Danish System, the ribbon color shows how closely the exhibit meets an ideal standard.

Purple ribbon - exceeds most of the ideal expectations

Blue ribbon - exceeds some of the ideal expectations

Red ribbon - meets the ideal expectations

White ribbon - does not meet the ideal expectations

JUDGING AT THE COUNTY FAIR

County fair judging has a long history. For over 100 years, county fair contests have been the main way that local residents displayed their products and skills. All the residents of the county were interested in the competitions; it gave them an opportunity to see the newest products, skills and ideas.

The prize winners from each fair were widely copied throughout the county. They were considered to be the “best”, and they set new standards for everyone else to follow.

Because many people in the county learned from the exhibits at the county fair and imitated them, the county fair was an important way to spread new information throughout the community and encourage residents to learn new skills.

In the 1870s, most judges used the *American system* to award prizes and ribbons. In this system, the exhibits are ranked from “best” to “worst”, with only the top 4 or so receiving a ribbon. The exhibits are compared to each other to choose the best one, much like the Olympics or other sports contests. Only one ribbon of each color is awarded in each class.

Although the American system of judging is still used at some county fairs today, the *Danish system* is more popular for young people who participate in modern county fairs. In this system, the exhibits are not compared to each other, but to ideal standards that are set before the judging contest starts. These standards describe what a perfect exhibit would be like, and everyone who enters the contest tries to get their exhibit to “measure up”. Each exhibit is given a ribbon which indicates how well it meets the ideal standards. There may be more than one ribbon of each color awarded in each class.

In the Danish System of judging, an exhibit that receives a purple ribbon is excellent. It is outstanding in all respects and needs no improvement. A blue ribbon means that the exhibit exceeds all the minimum standards, but may have a few minor flaws where improvements can be made. Red ribbons are considered to be average. Those exhibits meet all the minimum standards, but need more improvement. No exhibitor wants to receive a white ribbon. A white ribbon indicates that the exhibit has failed to meet the minimum standards and needs major improvements.

Judging is the process of making a decision through reasoning. By using reasoning skills, we can decide what characteristics are important, and how important they are. For example, you might like white horses better than black horses. When a horse is pulling a wagon, though, how strong the horse is matters more than what color it is. When judging, we must decide which things are important and which are less important, and why.

One way to do this is to use standards. At most county fairs, there are standards that list the qualities that are most important for the exhibits in a judging contest. By comparing the exhibits to the standards, it becomes easier to see what is the most important thing to evaluate and what is less important.

Usually, a standard will have several qualities that must be considered before making a decision. The standard that helps us decide how strong our horse is may include the qualities of sturdy legs, muscles in the shoulders and a strong back. Standards make it easier to evaluate because they let us consider one quality at a time until we can come to a conclusion.

Judging at the county fair has changed over the many years that Kansas has had fairs, but it is still an important way to learn how to evaluate and make decisions.



JUDGING PRACTICE SITUATIONS

Here are some situations that you might find as a judge at a county fair. A judge needs to consider:

1. Age - how old is the person who made this exhibit?
2. Years of experience - how long have they practiced doing it?
3. How much does the exhibitor know about his/her exhibit?
4. How much help did they receive from other people?

You are the judge. Considering all these things, what color ribbon would you award each of these exhibitors and why?

Zachary's Photograph

Zachary is 14 years old. He has been taking pictures since he was 8. He uses a relatively inexpensive camera, but can borrow his Aunt Kathy's good camera if he has something special to photograph. His 4-H county fair exhibit in the photo contest is a close-up of flowers he saw at camp.

The composition of the photo is excellent, but the background detracts from the overall effect. He has taken it so the natural light enhances the color of the flower. Zachary likes the photo because his grandmother helped him pick out the flower to photograph. The picture is appropriately mounted.

Lauren's Cookies

Lauren, a 9 year old, has just started to learn to cook. She has chosen to

exhibit a tray of 6 cookies. Her reason is that her older brother, Ben, likes chocolate chip cookies and she likes to bake.

The cookies are uniform in size and have a nice brown color. They are slightly under baked because Ben likes them chewy. She knows all of the details about the recipe and baking instructions.

Abby's Doll

Abby is 12, and has decided to make a corn husk doll to enter in the county fair. This is her first year doing arts and crafts. She made the doll with no help from her leader.

She has added a matching sunbonnet and hat to her doll, and she put flowers on the doll's hat. She knows all of the details about how her doll was made.

THE DANISH SYSTEM

- ALL EXHIBITS RECEIVE A RIBBON
- EXHIBITS ARE JUDGED IN COMPARISON WITH AN IDEAL STANDARD, NOT TO EACH OTHER
- EXHIBITS ARE PLACED IN 4 RIBBON GROUPS: PURPLE, BLUE, RED OR WHITE. THERE MAY BE MORE THAN ONE RIBBON OF EACH COLOR IN EACH CLASS.

Purple ribbon - The exhibitor did everything they should have done and did it exceptionally well. He/she also added lots of extras to his/her exhibit and did a lot more than was required.

Blue ribbon - The exhibitor did everything that was required and did it well. He/she also added 1 or 2 extra touches. He/she did a good job.

Red ribbon - The exhibitor did only what was necessary and made no extra effort. He/she did an average job.

White ribbon - This exhibitor made no effort and did not meet the minimum standards. He/she did less than expected.

THE AMERICAN SYSTEM

- NOT ALL EXHIBITS RECEIVE A RIBBON
- EXHIBITS ARE COMPARED TO EACH OTHER
- EXHIBITS ARE RANKED 1 - 2 - 3, ETC. WITH A DIFFERENT COLORED RIBBON FOR EACH PLACING

JUDGING STANDARDS FOR COOKIES

PLATE # _____

STANDARDS	Excellent	Good	Needs Some Improvement	Needs Much Improvement
APPEARANCE 1. Uniform Shape- all the cookies are the same size and shape 2. Even edges- no lumps or bumps or bits of baked-on dough 3. Uniform color, no lighter or darker patches 4. Filling- all the cookies have the same amount				
TEXTURE 1. Crispy- cookie part is not soggy, crumbly or too hard 2. Filling- moist, not dry, crumbly or soggy				
STANDARD: _____ Quality 1. _____ _____ _____ Quality 2. _____ _____ _____ Quality 3. _____ _____ _____				
TENDERNESS 1. Breaks apart easily when chewed 2. Not crumbly or hard				
FLAVOR 1. Pleasing and well blended. Filling and cookies taste good together 2. No unpleasant or distracting flavors - no burnt, stale or other bad tastes				

JUDGING STANDARDS

Activity _____

STANDARDS	Excellent	Good	Needs Some Improvement	Needs Much Improvement
STANDARD: _____ Quality 1. _____ _____ Quality 2. _____ _____ Quality 3. _____ _____ _____				
STANDARD: _____ Quality 1. _____ _____ Quality 2. _____ _____ Quality 3. _____ _____ _____				
STANDARD: _____ Quality 1. _____ _____ Quality 2. _____ _____ Quality 3. _____ _____ _____				
STANDARD: _____ Quality 1. _____ _____ Quality 2. _____ _____ Quality 3. _____ _____ _____				

OTHER RESOURCES

"Judging 4-H Projects"
Kathryn Penrod, Extension 4-H Specialist
Purdue University Cooperative Extension Service
West Lafayette, Indiana

"4-H Awards and Recognition Model"
CREES/USDA and National 4-H Council
Washington, D.C.

"Guide for Judges" (Pa14)
The National 4-H Recognition Model Training Guide
CREES/USDA and National 4-H Council
Washington, D.C.

"Fast facts for Interview Judging"
Vanessa Hoines
Marilyn Lesmeister
NDSU Extension Service
210 2nd Avenue NW
Mandan, ND 58554



LESSON SOURCES

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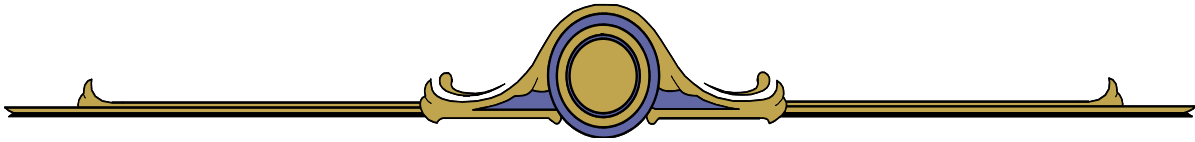
AND

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References:

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“Recognition in Youth Programs: Helping Young People Grow”
K-State Research and Extension Publications
24 Umberger Hall
Manhattan, Kansas 66506



COUNTY FAIR EDUCATION DAY

JUDGING CONTEST ENTRY – a pre-visit lesson

In the 1870s, county fairs provided an opportunity for local residents to share new ideas and better or more efficient ways of doing things with their neighbors. They provided a way for inventors and manufacturers to show off their new inventions and products. Judging displays were one important way to share information, skills, and products each year.

Part of the fun of attending a county fair is getting to see your very own exhibit on display, and receiving a ribbon for your hard work. This lesson will help you and your class prepare an exhibit to enter in the County Fair Education Day judging contest. It includes a list of possible entries, and all relevant recipes and instructions needed to produce those entries.

How are county fair judging exhibits prepared?

Why were county fair judging exhibits important to the people of the 1870s?

CURRICULAR CORRELATIONS

COUNTY FAIR EDUCATION DAY JUDGING CONTEST ENTRY

Economics Standard: Learners demonstrate an understanding of major economic concepts, issues, and systems of the United States and other nations: and applies decision making skills as a consumer, producer, saver, investor and citizen in an interdependent world.

Benchmark 1: The learner will understand how scarcity of resources requires choices.

- * *Indicator 2 (Grade 2):* Provides examples of goods and services.
- * *Indicator 2 (Grade 4):* Identifies examples of how natural, capital and human resources are used in production of a good or service.
- * *Indicator 5 (Grade 6):* Determines how inventions may lead to innovations that have economic value.
- * *Indicator 2 (Grade 8):* Identifies substitutes and complements for selected goods and services.

United State History Standard : The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and development in the history of Kansas, the United States, and the world, using essential analytical and research skills.

Grade 4

Benchmark 2: The student understands the importance of the experiences of the groups of people who have contributed to the richness of heritage.

- * *Indicator 1:* Describes the experiences of cultural groups who settled in various regions of the U.S. and the local community.

Grade 8

Benchmark 3: The student engages in historical thinking skills.

- * *Indicator 1:* Examines historical materials relating to U.S. history during the 1800s to analyze change over time and make logical inferences concerning cause and effect.

* = assessed indicator

OBJECTIVES

Students will create their own 1870s style exhibits to be displayed and judged at the County Fair Education Day.

The class will choose exhibits to enter in the judging contest at the County Fair Education Day.

Students will demonstrate how natural, human and capital resources are used to complete an exhibit for the County Fair Education Day judging contest.

MATERIALS

- Copies of recipes and standards for 1870s style baked goods (p. 89)
- Copies of class exhibit entry form (p.102)
- Copies of directions and standards for sampler or quilt block (p.93)
- Ingredients for recipes
- Copies of directions and standards for a water color painting or pencil/charcoal drawing (p.100)
- Measuring and baking utensils
- Copies of directions and standards for invention advertisements (p. 101)
- Sewing materials and supplies
- Art supplies and paper
- Transportation to deliver class exhibit(s) to Old Cowtown Museum

PROCEDURAL STEPS

Your class is eligible to enter exhibits in the County Fair Education Day judging contest. Because each school, classroom, and curriculum is different, there are a number of projects from which to choose. Please choose projects from one or more of the following categories:

BAKED GOODS

Cakes

Gold Cake
Silver Cake

Breads

Wheat Bread
Corn Bread

Cookies

Ginger Cookies
Sugar Cookies

SEWING PROJECTS

Sampler
Quilt Block



ART PROJECTS

Water Color Painting
Charcoal Drawing
Pencil Drawing

INVENTIONS

Create a Solution to an 1870s Problem

When you have chosen your class project, introduce it to your students. Directions, recipes and judging standards for all projects are printed on the following pages. While you may choose any method you like to produce a classroom entry, we suggest that you allow each of your students (or groups of students) to complete the same project.

When each student (or student group) has completed his/her project, you could hold a classroom judging contest to choose the best entries to be brought to

County Fair Education Day. It would be much like the classroom contest in the previous pre-visit lesson. Once the purple ribbon winners have been identified, the students or teacher can choose and send the ones they think would best represent your class.

Alternatively, you might invite a guest judge (principal, counselor, parent or community leader) to choose the class entry. Be sure he/she has a copy of the judging standards and understands how to use them before choosing; perhaps your students would enjoy teaching your guest how to judge.

Once an exhibit is chosen, it will need to be displayed in the manner of the 1870s.

- * Samplers may be mounted on a board or cardboard, with the edges taped behind the board, or framed.
- * Quilt squares may be exhibited with no further preparation
- * All artwork should be drawn on 8½" X 11" white paper, and matted or mounted on a 11½" X 14" white or off white mounting board (poster board or mat board work well). There must be a 1½" border showing on all 4 sides of the picture.
- * Baked goods should be exhibited on foil wrapped cardboard. They may be covered with plastic wrap to keep them fresh until the judging (try putting toothpicks on the top and sides of the cakes to keep the plastic wrap away from the frosting). Cakes and breads will be exhibited whole. Cookies should be in groups of 5.
- * Inventions must be submitted in the form of an advertisement. The advertisement must include
 - a statement of the problem
 - a sketch of the solution
 - the name of the invention

Invention displays should be exhibited on 8½" X 11" white paper, and matted or mounted on a 11½" X 14" white or off white mounting board (poster board or mat board work well). There must be a 1½" border showing on all 4 sides of the advertisement.

You will need to make arrangements to deliver your exhibits to Old Cowtown Museum BETWEEN 8:00 AM AND 5:00 PM, **WEDNESDAY October 5** AND EXHIBITS (EXCEPT GRAND PRIZE WINNERS) MAY BE PICKED UP AT OLD COWTOWN

MUSEUM BETWEEN THURSDAY, OCTOBER 13 AND FRIDAY OCTOBER 14,
BETWEEN 8:00 AM AND 5:00 PM.

GRAND PRIZE WINNERS MAY BE PICKED UP THURSDAY, OCTOBER 20
OR FRIDAY, OCTOBER 21 BETWEEN 8:00 AM AND 5:00 PM.

*All exhibits left after that time will become the property of Old Cowtown
Museum.*

Because of health concerns after 3 days of exhibition, food entries will not be
returned.



INQUIRY AND FOLLOW UP ACTIVITIES

Visit a local county fair. Choose a class that has not yet been judged, and decide what color ribbon you would award each exhibit, and why. Keep a record of your choices and your reasons. Look at the class again after the judge has awarded ribbons, and see if you agree with his/her placings. If possible, talk to the judge about the reasons for his/her placings.

Contact your local County Extension Office or County Fair Board President to find a local judge. Invite the judge to come visit your classroom and discuss the process of judging at the county fair (prepare a list of questions in advance).

Research the recipes for a typical an 1870s meal. How do historical recipes differ from modern recipes? Are the ingredients different? Plan an 1870s menu that you could prepare using food available today. Purchase the ingredients and prepare the meal. If you like, invite guests (such as parents, school staff or volunteers) to join you. Using the standards and in the evaluation and food tasting experience.

(Feeding America: The Historic American Cookbook Project - <http://digital.lib.msu.edu/projects/cookbooks/>)

Visit an art museum with a list of artists from the 1870s. See if you can find an artist from this era who has more than one work displayed at the museum.

Divide the class into groups of 2 to 4 students. Using the standards on page 100, chose one artist and evaluate his/her work. Are there any common techniques, themes, colors, or ideas that can be found in all of this artist's pictures or sculptures? Did you like his/her work? Share your findings with the class.

Invite a quilter to visit your class and demonstrate some quilting techniques or share some historical or modern quilts. Using paper, colored pencils, ruler and protractor, design and color your own quilt pattern.

Construct a quilt from the quilt squares made by your class. If you need help with sewing techniques, ask a member of a local quilt group, American Sewing Guild, or other adult volunteer to help you.

Plan a school-wide county fair. Use the suggestions below to help with your event planning and scheduling.

- * Arrange a location and date for the fair with your school principal. Some possible locations might be the gym, playground, school parking lot, or local community center.
- * Invite each class to plan and staff an activity booth at the fair. Encourage them to brainstorm and use their creative thinking skills! Games, contests, and skill tests are always popular fair activities, but there are many other good choices.
- * Plan a school-wide judging contest. Decide what kind of exhibits will be entered in the contest, and research the standards for each type of exhibit. Decide whether your judging contest will allow individual entries or class entries (or both). Design an entry form. Share this information with the other classes in written form.
- * Decide whether your fair will include refreshments. Talk to local food service professionals to learn about food handlers requirements. Calculate how many food supplies you will need, and ask for food donations from local businesses.
- * Discuss who you might like to invite to your fair. Some possible guests might be school district staff, local business and professional people, family members, and members of the media. Design an invitation and send it to your guests at least a week before the event.
- * Using a map of your “fairgrounds”, decide where each classes’ exhibit will be located. The day before the fair, use tape, chalk or flags to mark and label the booth areas.
- * Make arrangements to collect and judge the exhibits the day before the fair. Decide if your judge will use the Danish system or American system of judging. Make or buy (or ask someone to donate) ribbons for the judging contest.
- * Recruit volunteers to help set up the booths and judging exhibits the day before the fair. Some possible volunteers might be parents, older students, retired people, or members of local service organizations.
- * After the fair, evaluate your experience using the following questions as a guide:
Did your fair turn out as you had expected?
Did you change your plan during the planning process? If so, how?
What did you find harder than expected? What was easier?
Did anything surprise you about this experience? What?
If you were to do this again, what would you do differently? The same?
What did you learn during this experience that will be helpful to you later?

CAKE RECIPES

Gold and silver cakes were often made and served together, as a way to use both the whites and yolks of the eggs.

SILVER CAKE

1 ½ cups sugar	½ cup butter, softened
2 ¼ cups sifted flour	1 cup milk
3 ½ tsp baking powder	4 egg whites
1 tsp salt	1 Tbs. peach or almond water to flavor

Sift flour, baking powder, sugar and salt together. Add butter, milk, and flavoring. Beat for 2 minutes. Add unbeaten egg whites and beat 2 more minutes.

Line the bottom of a greased 9x13 pan with waxed paper that has been cut to fit, and pour batter into it. Bake at 350° for 30 to 40 minutes, or until a tooth pick inserted to the middle comes out clean. When cool, turn upside down onto a piece of foil-covered cardboard and remove waxed paper.

The cake should be iced with 1 cup of powdered sugar, mixed with 2 Tbs. of cold water. This makes an icing with a hard shell.

GOLD CAKE

1/3 cup butter, softened	1 cup milk
1 1/3 cups sugar	4 egg yolks
3 tsp baking powder	½ tsp lemon flavoring
1 tsp salt	½ tsp vanilla

2 cups sifted flour

Sift flour, sugar, baking powder and salt together. Add butter, milk, lemon flavoring and vanilla and beat 2 minutes. Add egg yolks and beat another 2 minutes.

Line the bottom of a greased 9x13 pan with waxed paper that has been cut to fit and pour batter into it. Bake at 350° for 30 to 40 minutes, or until a tooth pick inserted to the middle comes out clean. When cool, turn upside down onto a piece of foil-covered cardboard and remove waxed paper.

The cake should be iced with 1 cup of powdered sugar, mixed with 2 Tbs. of cold water. This makes an icing with a hard shell.

COOKIE RECIPES

GINGER COOKIES

1 cup sugar	2 tsp baking soda
2/3 cup butter	½ tsp cinnamon
1 egg	½ tsp ginger
1/4 cup molasses	½ tsp salt
2 cups flour	

Cream sugar and butter together. Add egg and beat well. Stir in molasses and add sugar, flour, baking soda and spices. Mix well.

Shape cookies into 1" balls and roll in sugar. Place on ungreased cookie sheet and bake 10 minutes at 350°. Remove from cookie sheet and cool on wire racks. Choose the five best cookies for the contest entry. Recipe yields about 4 dozen cookies.

SUGAR COOKIES

4 cups sifted flour	2 cups sugar
3 tsp baking powder	1 cup butter
1 tsp baking soda	3 eggs
½ tsp salt	1 cup sour cream
1/4 tsp ground nutmeg	Sugar

Sift together flour, baking powder, baking soda, salt and nutmeg and set aside. Cream butter and sugar together. Add eggs, one at a time, and beat well.

Add half of dry ingredients to butter and sugar, and mix well. Add half of sour cream and mix well. Repeat with the other half of dry ingredients and sour cream. Chill dough in refrigerator overnight.

Divide dough in fourths. Roll out one fourth on a floured surface to 1/4" thickness; leave the other three in the refrigerator. Cut the dough with a round cookie cutter (2½" suggested size) and place on greased baking sheets 2" apart. Sprinkle each cookie with sugar.

Bake in a 400° oven for 6 to 8 minutes, or until lightly browned. Remove from cookie sheet and cool on wire racks. Choose the five best cookies for the contest entry. Recipe yields about 6 dozen cookies.

BREAD RECIPES

CORNBREAD

3 Tbs butter or bacon drippings	1 Tbs baking powder
1 cup flour	2 eggs
1 cup cornmeal	1 cup milk
2 Tbs sugar	1 tsp salt

Melt butter or bacon drippings in 8" x 8" pan or 10" cast-iron skillet. In a separate bowl, mix together flour, cornmeal, sugar, salt, and baking powder. Stir eggs, milk, and melted butter or drippings into the dry ingredients. Do not over mix. Spoon into greased pan or skillet.

Bake 25 to 30 minutes at 400°. When cool, place on a piece of foil-covered cardboard.

WHITE BREAD

2 packages active dry yeast	1 Tbs salt
1 1/4 cups warm water (105° to 115°)	3 Tbs butter
1 cup warm water or milk	4 to 4½ cups bread or all-purpose flour
3 Tbs sugar	2 cups whole wheat flour

Mix dry yeast with 1¼ cups warm water. Stir in remaining liquid, sugar, salt, shortening, 2 cups whole wheat flour and 1½ cups bread flour. Beat until smooth. Mix in enough of the remaining bread flour to make the dough easy to handle.

Turn dough onto lightly floured surface; knead until smooth and elastic, adding only enough flour to keep dough from sticking to hands.

Place kneaded dough in a greased bowl and cover tightly with plastic (or place bowl and dough in a plastic bag). Let rise in a warm place (about 85°) until dough has doubled.

Punch dough down and divide in half. Form each half into a ball and place on lightly floured surface. Cover with plastic and let rest for 15 minutes. Roll each half into a 13" x 8" rectangle. Roll into a tight cylinder, and press ends into roll.

Place dough rolls, seam side down, into two greased loaf pans. Cover with plastic or place in plastic bags. Let rise about an hour until doubled.

Place bread in preheated 425° oven on a low rack. Bake 25 to 30 minutes or until bread sounds hollow when tapped on top crust. Remove from pans and cool on wire rack. Display on foil-covered cardboard.

BAKED GOODS STANDARDS

Cakes should have a round top, be free of cracks, uniform in color, have a thin crust and high volume. They should offer little resistance when bitten, not dry or crumbly, and have good flavor.

Cookies should be uniform size and shape, with even edges, lightly browned on the top and bottom. They should be rich and moist when bitten, not dry, crumbly or soggy, and have a good flavor.

Breads should be evenly browned on the top and bottom, have a fine even grain, an even contour, and a soft, dry crust. They should not be soggy or dry, and should have a good flavor.



QUILT BLOCK DIRECTIONS

A quilt is a blanket that is made of three layers of material. It has a top that is a solid piece of material or blocks sewn together, a center section of batting made of wool or cotton, and a bottom piece of solid fabric.

Types of Block Construction: Individual quilt blocks or create a class quilt

In the past, some classes have had each student construct a quilt block, have exhibited several in the contest, and then have sewn all the blocks together after Education Day to make one large class quilt. Other classes have allowed each student to take home his or her quilt block after they were constructed and displayed. Your class may choose to do either, but will want to construct the quilt blocks differently for each purpose.

If your class is planning to construct **one large quilt** after Education Day, your students will leave the edges of their quilt blocks unfinished. To do this, layer the top, middle and bottom together, so that the good sides of the top and bottom fabrics are showing. Pin or baste the layers together so they don't slip while the students are stitching or tying their quilt blocks.

If your students want **individual quilt squares**, they will finish the edges. To do this, the top and bottom are sewn, good sides facing each other, on three edges, making a fabric "sack" with one open side. The "sack" is then inverted so that the good sides face out, and the batting is inserted. The last side should be hand stitched with small stitches. The block may then be knotted or stitched.

Fastening the batting in place: Knotted or Stitched

To hold the batting in place, the quilt is either **knotted** (thread sewn once from the top piece, through the batting and the bottom, and then back again and knotted on top) or **stitched** (a sewn-in geometrical or pictorial design). See directions for Grade 4 and Up below.

For the Education Day contest, your students will make one quilt block that has either finished or unfinished edges, and is knotted or stitched. The 12" X 12" contest quilt blocks will contain 3 layers, a top piece, a middle batting and a bottom layer. Top and bottom pieces should be made of cotton material that is striped, solid, or calico. Batting of wool or cotton is traditional, but polyester batting may be substituted. Blocks are stitched with white thread.

Grades K-3: Should create a knotted quilt square out of 2 solid pieces (one for the top and one for the bottom). There should be knots every 3" (a total of 9 knots).

Grade 4 and up: Create a knotted quilt with a solid bottom and a top made of four 6" x 6" pieces sewn into a larger square with 4 knots tied in each 6" square (a total of 16 knots) **OR** a stitched quilt with a solid top and bottom quilted with one of the stitching patterns shown on pages 51 and 52. These patterns may be transferred to the quilt top with carbon or tracing paper.

Entries will be judged on:

- The uniformity of top stitching
- The straight edges of the finished block
- The uniformity of the stitches in the finished edges
- The color and design coordination of the 4 blocks

Grade 4 and up (optional): May choose either a pieced top made of nine 4" x 4" squares, or a "crazy work" design block. Crazy work quilts start with a solid top piece upon which irregular scraps are sewn using embroidery stitches. Each irregular piece must have 1/4" turned under before sewing. The top is finished before the bottom is sewn on, and no batting is used.

SAMPLER DIRECTIONS

All Grades: Students may complete the sampler design included in this booklet on page 53. Directions for basic embroidery stitches can be found on page 54.

Supplies needed: embroidery hoop, light pastel embroidery floss, white or off white light to medium weight fabric, embroidery needle.

The sampler pattern, if copied on a copier set at a very dark setting, may be placed under the muslin and traced lightly with a pencil. After placing in an embroidery hoop, the design should be sewn in two colors- the outside border will be one color, the interior will be embroidered with a different color. Samplers were meant to be attractive as well as demonstrating the skill of the one sewing.

TIED QUILT BLOCK JUDGING STANDARDS

Entries will be judged on:

- The measured placement of the knots
- The straight edges of the finished block
- The appearance and uniformity of the stitches in the finished edge

STITCHED QUILT BLOCK JUDGING STANDARDS

Entries will be judged on:

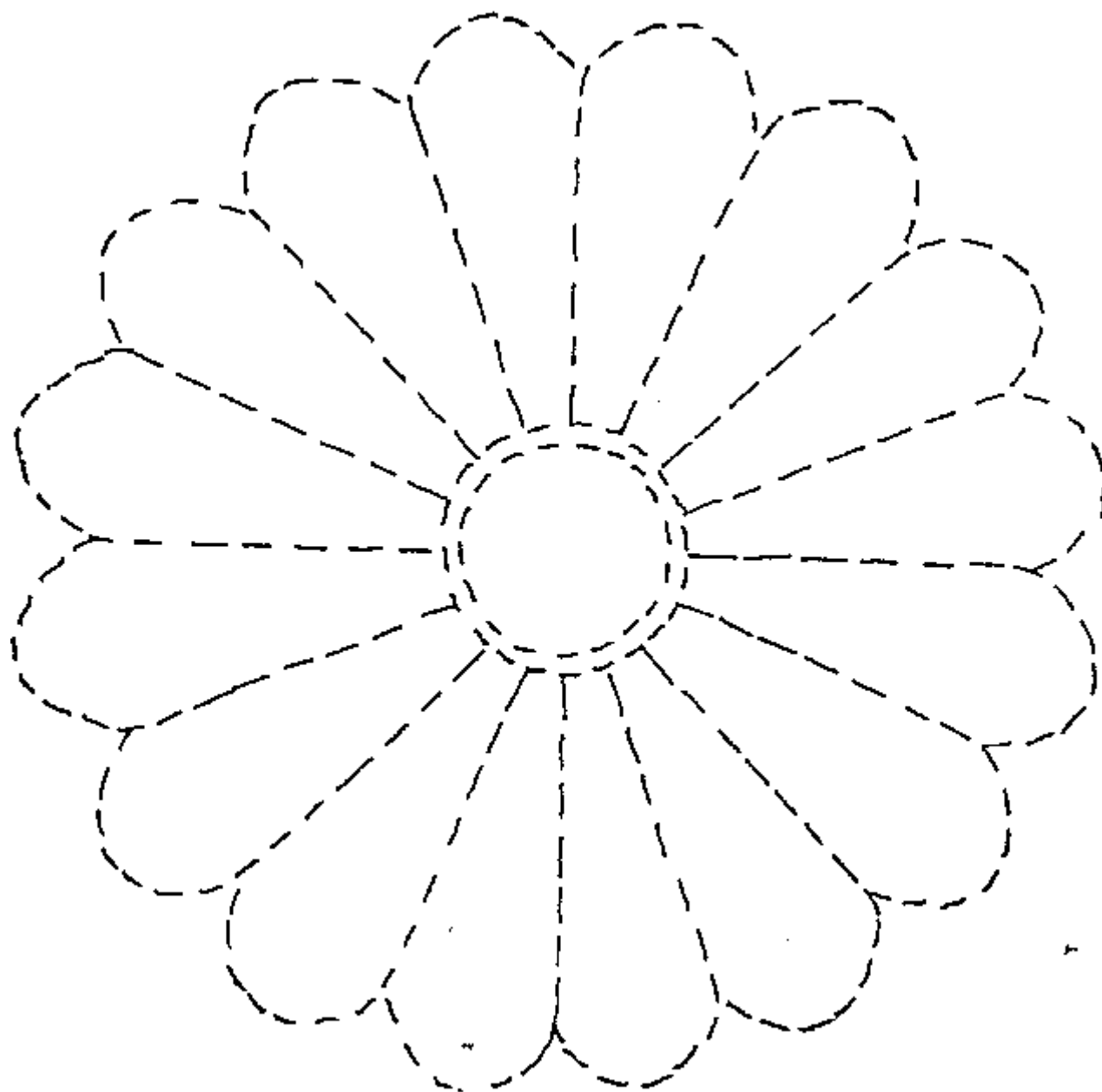
- The straight edges of the finished block
- The uniformity of the stitches in the finished edges
- The color and design coordination of the 9 blocks
- The straightness of the seams joining the 9 blocks
- The spacing and uniformity of the top stitching
- The degree of tension in the stitching
- The appearance of the material between stitches (puckering, etc)

SAMPLER JUDGING STANDARDS

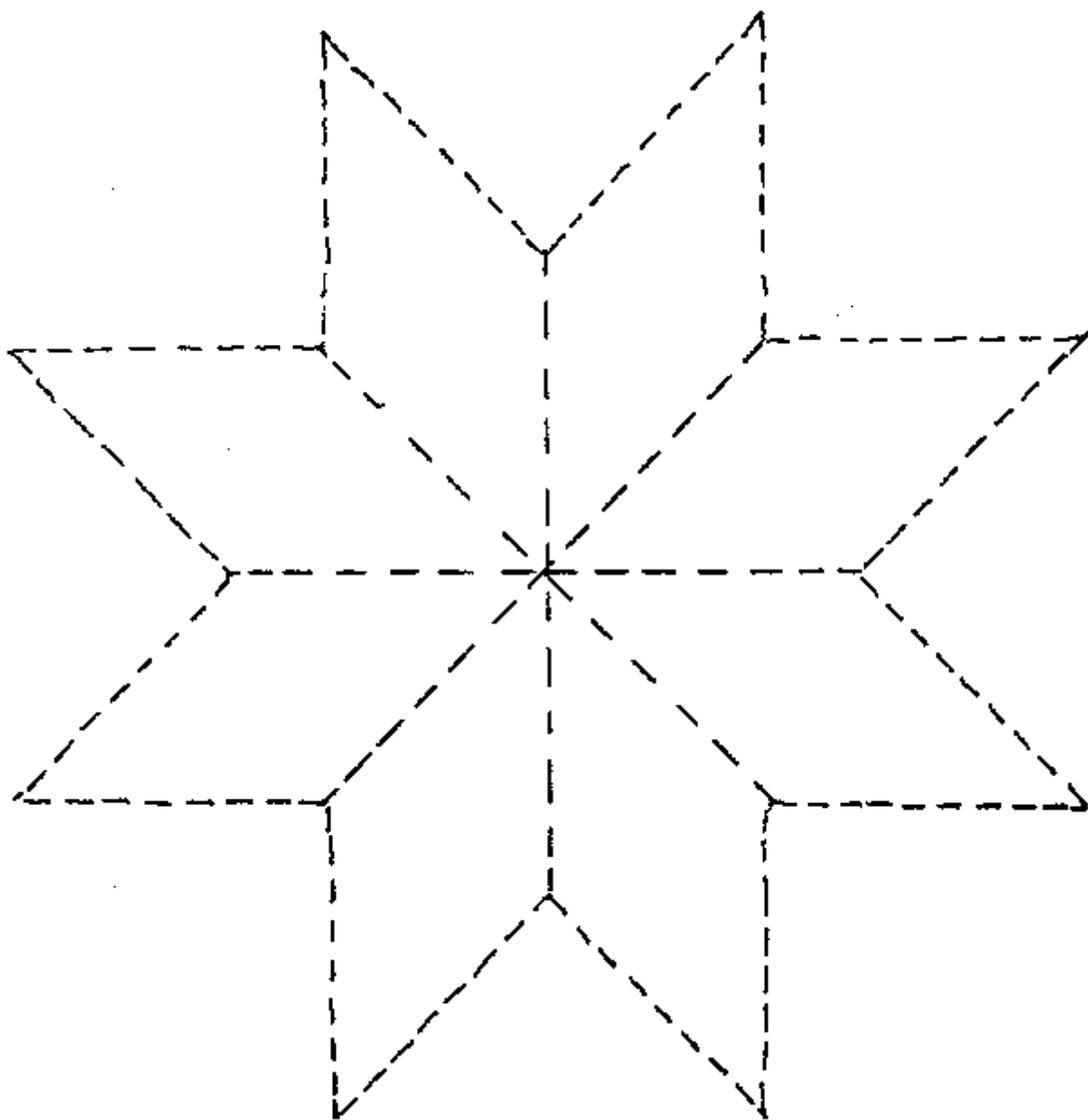
Entries will be judged on:

- The overall sense of neatness- no dirt or smudges, stitching in straight lines
- The spacing and uniformity of stitches
- The degree of tension in the stitching

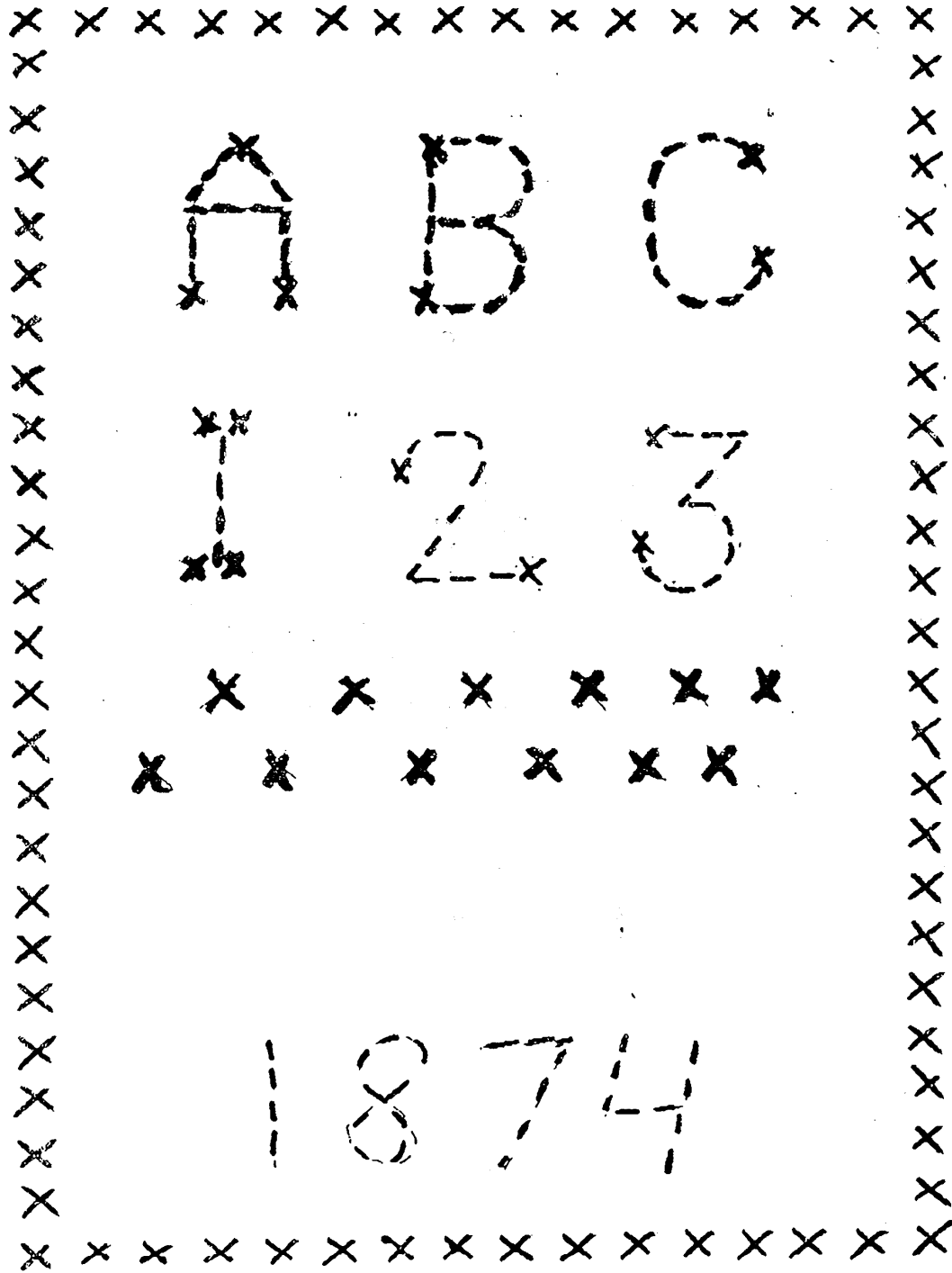
DRESDEN PLATE QUILTING PATTERN



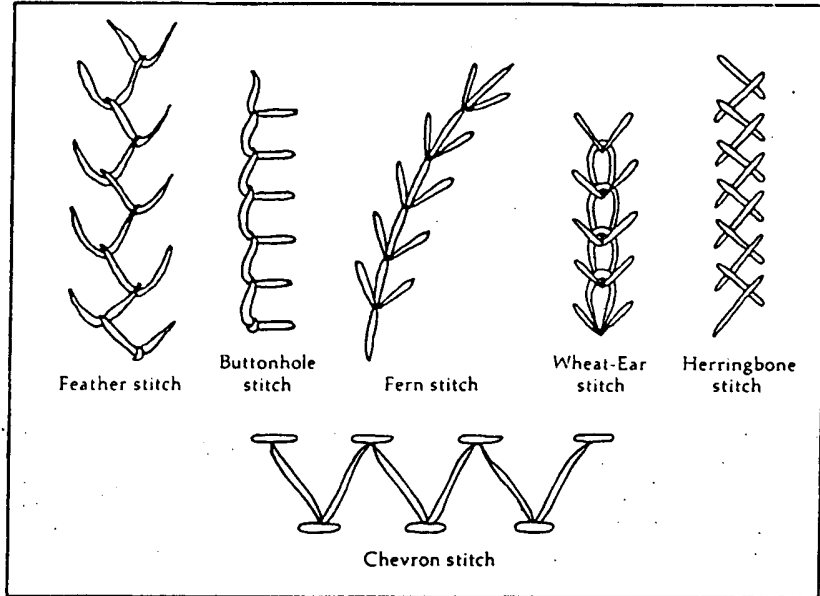
SIMPLE STAR QUILTING PATTERN



SAMPLER PATTERN



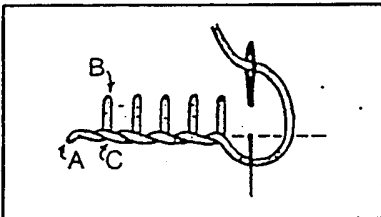
BASIC EMBROIDERY STITCHES



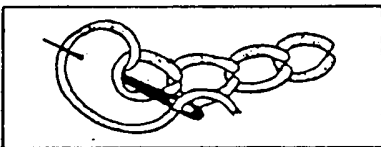
Backstitch



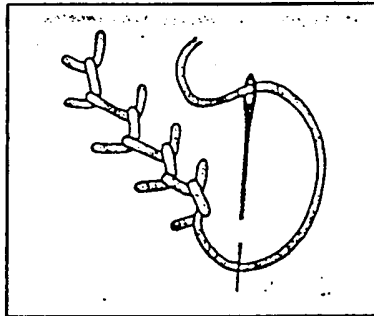
Buttonhole Stitch



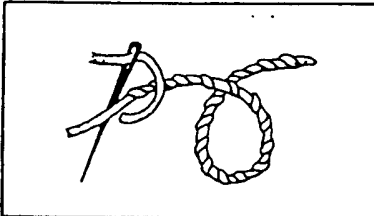
Chain Stitch



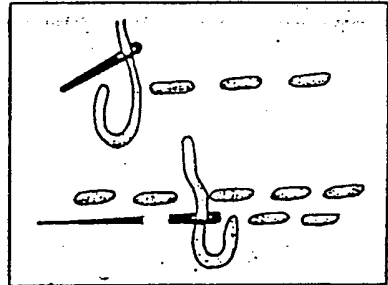
Featherstitch



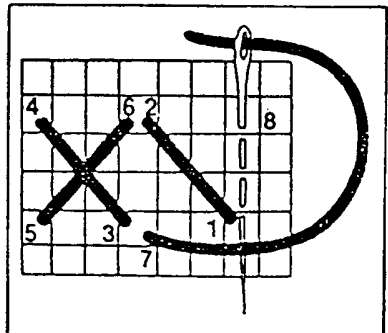
Couching Stitch



Running (or Darning) Stitch



Cross-Stitch



ARTWORK DIRECTIONS

Artwork may be water color paintings, pencil drawings or charcoal drawings. **Pictures drawn with CRAYON OR MARKERS will be disqualified.** Completed artwork should be 8½ x 11 inches and matted or mounted on cardboard, mat board or heavy poster board. A 1½" border of white or off-white should show on all four sides of the picture (total size 11½ x 14). Classes will be divided by media and age.

Grades K-4: Students should draw a picture of things that represent the 1870's. Some examples may be portraits, still lifes, animals, flowers, nature, or industry (trains, etc)

Grades 5 and up: Students should choose an artist from the time period and attempt to duplicate his/her style. Some 1870's artists were: Winslow Homer, Degas, Cezanne, Renoir, Manet, Matisse, Whistler (Whistler's Mother), Rodin (The Thinker).

ARTWORK JUDGING STANDARDS

Entries will be judged on:

- Idea and content
- Creative problem solving
- Organization and composition
- Process and materials
- Craftsmanship



INVENTION DIRECTIONS

All inventions must be submitted in the form of an advertisement. The advertisement must include a statement of the problem, a sketch of the solution, and the name of the invention.

The advertisement should be printed or drawn (no markers, please!) on 8½" X 11" white paper, and matted or mounted on a 11½" X 14" white or off white mounting board (poster board or mat board work well). There must be a 1½" border showing on all 4 sides of the advertisement.

INVENTION ADVERTISEMENT JUDGING STANDARDS

Inventions will be judged on:

- the creativity used to solve the problem,
- the appropriateness of the solution to the 1870s
(no spaceships or lasers)
- the cleverness of the advertisement

EDUCATION DAY CONTEST ENTRY FORM

OLD COWTOWN MUSEUM

Bring this signed form and your contest entry to the Old Cowtown Museum office, 1865 Museum Blvd., Wichita, KS, **between 8:00 am and 5:00 pm Wednesday, October 5, 2011.** All contest entries will be on display from 9:00 am Friday, October 8 until 5:00 p.m. Sunday, October 10, 2010. Entries (except grand prize winners) may be picked up at Old Cowtown Museum on **October 13 through 14.** Grand prize winners may be picked up **October 20 or 21 from 8:00am to 5:00 p.m.**

Name of Student: _____

School Name _____

School Address: _____ School Phone: _____

I give Old Cowtown Museum permission for my child's name, photograph, and County Fair Education Day contest entry to be used in media releases.

Parent/Guardian Signature _____

Ribbon Placing: Purple Blue Red White

Please circle the exhibit type below

BAKED GOODS	TEXTILES	ART	INVENTION
Bread- Wheat	Finished Quilt Block	Water Color Painting	Advertisement
Bread- Corn			
Cake- Gold	Open Quilt Block	Pencil Drawing	
Cake- Silver			
Cookie- Sugar	Sampler	Charcoal Drawing	
Cookie- Ginger			

(Please print or type clearly)

Name of Student: _____ Age: _____

Teacher: _____ School: _____

Ribbon Placing: Purple Blue Red White

RESOURCES

In 1986 the Prairie Quilt Guild began to find and document Kansas quilts. The group has since catalogued 13,107 quilts and quilt tops made in Kansas or brought to the state. Using this catalogue, interviews with quilters and their descendants, and extensive historical research, six Guild members have produced the first comprehensive book of quilts and quiltmaking in Kansas.

<http://www.kansaspress.ku.edu/brakan.html>

A resource page for Kansas quilt guilds, shows, books and web links can be found at

<http://www.quiltguilds.com/kansas.htm>

The Wichita Garden Show and the Prairie Quilt Guild host a display of local quilts every year. More information about dates and times can be found at the Garden Show's website

<http://wichitagardenshow.com>

The "Victorian House" website has recipes, descriptions of "new" kitchen gadgets, and a list of "new" companies and industrial innovations. There are links to other "rooms" where you can find directions for a Victorian dinner party, view children's toys and clothing, read a list of literary works and popular magazines, and watch the progress of a Victorian house renovation.

<http://www.housemouse.net/hkitch7.htm>

This private Civil War website has a link to the "food of the civil war" which includes information about types of food and drink, recipes, military diet, and cooking utensils.

<http://members.aol.com/teachpdlaw/civilwar.htm>

Shelby County, Illinois has a website devoted to pioneer life. It includes a number of links to sites that have information about food, dress, industry and inventions, literature, crafts, homesteading, wagon trains, and housing.

<http://eduscapes.com/42explore/pioneer.htm>

LESSON SOURCES

Lesson written by:

Beth Drescher
County Extension Agent, Youth Development
K-State Research & Extension, Sedgwick
County
7001 W. 21st St. N.
Wichita, Kansas 67205

J. Anthony Horsch
Coordinator of Education
Old Cowtown Museum
1865 Museum Blvd
Wichita, Kansas 67203

References:

Teresa Lang
County Extension Agent, Family and Consumer Science
K-State Research & Extension, Sedgwick County
7001 W. 21st St. N.
Wichita, Kansas 67205

“Be a Better Baker”
Pat Beck, Nutrition Specialist
North Dakota State University
Fargo, North Dakota

Kansas 4-H Foods and Nutrition Leader Notebook
K-State Research and Extension Publications
24 Umberger Hall
Manhattan, Kansas 66506

Kansas 4-H Clothing and Textiles Leader Notebook
K-State Research and Extension Publications
24 Umberger Hall
Manhattan, Kansas 66506

“Recognition in Youth Programs: Helping Young People Grow”
K-State Research and Extension Publications
24 Umberger Hall
Manhattan, Kansas 66506

PREPARING FOR YOUR FIELD TRIP

REVIEW YOUR PURPOSE FOR THE TRIP

We hope this event will encourage your students' interest in learning more about Kansas' history, county fairs, and agricultural heritage. The pre-visit lessons included in this booklet can help maximize the educational value of your tour. We would encourage you to integrate the classroom and on-site activities into your curriculum using the curricular correlations as a guide.

County Fair Education Day is an opportunity for students to experience a taste of a fair from yesteryear. Your 2 hour visit will not be long enough to complete every on-site activity, so you may want to work with your students to prioritize the activities that they will attend on Education Day.

CHAPERONES

Chaperones are a great benefit to your students at Education Day. They have the ability to keep your students safe and focused on the educational activities at this extremely busy event. We encourage you to have **at least one chaperone for every 5 students**. A handout for chaperones has been included with this packet. Please distribute these to all chaperones prior to your arrival.

REGISTRATION AND FEES

You should have received a confirmation sheet and an invoice with this booklet. Each child will pay admission for the Education Day program; teachers and chaperones will be admitted free of charge. Any of your students who are Old Cowtown Museum members will need to include a photocopy of their membership card with the returned invoice in lieu of their admission fee. The ticket price includes admission to the museum, special on-site activities, and Education Day classroom curriculum materials.

Because the popularity of this program, your registration cannot be completed without payment. Payment must be received at Old Cowtown Museum no later than September 29, 2010.

The video can be found on line at <http://services.wichita.gov/CowtownMediaPlayer/CityMediaPlayer.aspx?pubPoint=mms://media.wichita.gov/CometotheFair>

LUNCH PLANS

Because of the busy nature of Education Day there are **NO lunch facilities** available. Please make plans to eat lunch at another location.

NAME TAGS

For the protection of you and your students, Old Cowtown Museum require nametags for students, chaperones and teachers while at the event. The nametags should include the visitor's name and educational institution. It is important that the staff and volunteers be able to address visitors by name in case of unforeseen accident, injury or emergency. This is especially important on Education Day, when we anticipate a large crowd.

CLOTHING

To increase your students' enjoyment of the tour and add to the sense of visiting the past, we encourage any close approximation of an 1870s costume. A county fair of that era was such an important social event that adults and children wore their "Sunday best".

For girls, dress was simple. Calico and cotton dresses usually had long, full skirts and long sleeves. Bonnets or straw hats were worn in the summer. Girls frequently wore aprons over their dresses, and ribbons in their hair. Their long hair was often worn in braids.

Boys wore suspenders and knickers or sometimes long trousers. Boy's shirts had long full sleeves and often had round collars. Both boys and girls wore dark, opaque stockings and boots.

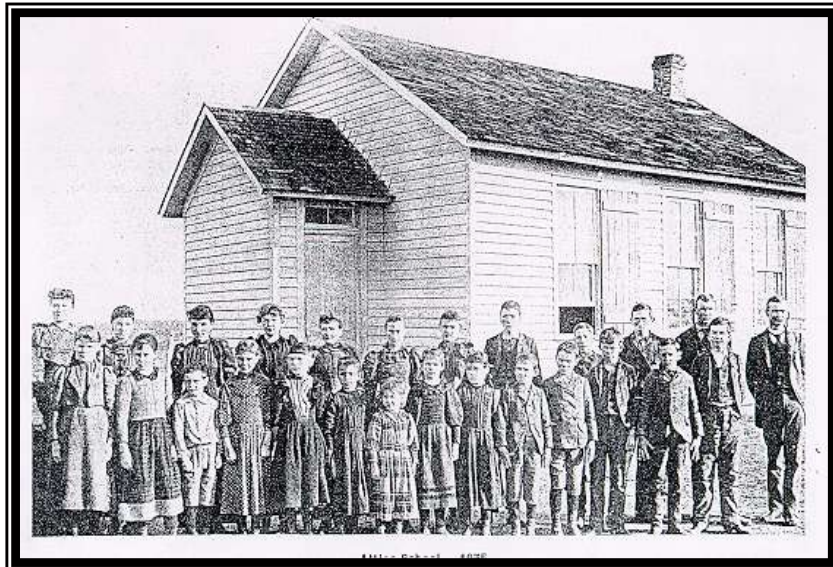


Photo courtesy of the Goddard Women's Club

PRE-VISIT CHECKLIST

- _____ Schedule your tour as far in advance as possible
- _____ Make transportation arrangements
- _____ Make lunch arrangements
- _____ Bring cooler or boxes to store lunches if eating away from school building
- _____ Sign up chaperones for tour (1 adult for every 5 children)
- _____ Share tour objectives with your students
- _____ Select pre-visit activities that are suited to your class
- _____ Brainstorm with students a list of questions that they wish to answer on the tour
- _____ **Send a single check made payable to Old Cowtown Museum before September 29, 2008**
- _____ Review behavior expectations with students
- _____ Encourage students to wear 1870s clothing
- _____ Meet with chaperones
- _____ Discuss tour participation and expectations with chaperones
- _____ Provide educational background material to chaperones
- _____ Provide map of Education Day Activities to chaperones
- _____ Provide copy of policies, rules and suggestions for tour to chaperones
- _____ Discuss strategies for dealing with unacceptable student behavior with chaperones
- _____ Introduce children and chaperones to each other

VISITING COUNTY FAIR EDUCATION DAY

ARRIVAL AND CHECK-IN

Your group will arrive at County Fair Education Day at the same time as several other classes. Only one adult should check in and pay at the entrance complex. The remainder of the class and chaperones will be escorted to a waiting area until check-in is complete.

Your registration will be complete only when the invoice and payment are sent to Old Cowtown Museum no later than September 29, 2008 *If we do not hear from you by that date, we will assume that your class is no longer planning to attend.*

Please bring an accurate count of the students attending Education Day. Each child pays an admission fee for County Fair Education Day; teachers, chaperones, and bus drivers are admitted free of charge. Those with Old Cowtown Museum memberships will need to include a photocopy of their membership cards with the returned invoice. Any increases or decreases in student attendance which require supplemental fees or refunds will be handled by mail after Education Day.

Once your entire class has checked in and received your packet, you may enter the museum grounds. You may wish to distribute the Education Day passports and maps to your chaperones and students before allowing them to begin the fair activities.

PARKING

If you are planning to arrive on a bus, please ask your bus driver to unload the students at the visitors center of the museum and **park in the parking lot across from** Old Cowtown Museum. If you are not arriving by bus, please plan to carpool, and park as far to the East in the parking lot as possible.

DEPARTURE

You will depart from the same gate you entered. Please assemble your group at your assigned location at your appointed departure time, so you can leave in an orderly manner. Please leave your tour evaluations at the entrance as you depart.

BATHROOMS

Public restrooms are located in two places. One set is towards the east end of the museum, near the school house. The other is located in a separate building behind the meat market.

PHONE

In case of emergency, there is a phone at the entrance complex.

IN CASE OF EMERGENCY

Anyone needing to contact you or your group in an emergency can call the entrance complex at 350-3323. One of our security personnel will be sent to locate you on the museum grounds. Identification will be easiest if you have provided your students, your chaperones and yourself with name tags.

FIRST AID

For minor injuries, we have a stocked first aid kit at the ticket gate and trained first aiders on the museum grounds. In the event of a more serious injury or health problem, we will call 911.

SECURITY

Should there be an emergency that requires assistance, such as a lost child, ask any employee or volunteer on the grounds. They will place you in contact with Old Cowtown Museum personnel who can assist you.

SEVERE WEATHER

Old Cowtown Museum's ticket gate personnel monitor the weather conditions. In case of severe weather, event staff and volunteers will alert you to the weather conditions and guide you to shelter.

LOST AND FOUND

Items found on the museum grounds should be turned in at the ticket gate. Please ask at departure for lost items.

COUNTY FAIR EDUCATION DAY

TOUR GUIDELINES

Attention Tour Leader: Please Read the Following Information to Your Children Before You Arrive at the Museum...Even If They Have Attended County Fair Education Day Before.

Thank You!

We are glad you have come to County Fair Education Day. **We need your help so your visit will be safe and fun!** Please do a few things to help us:

1. Even when it is not raining or snowing, the boardwalks are not very smooth. Please walk on the boardwalks so you do not trip and fall!
2. When you are thirsty, please drink at the fountain by the school or at the water station **ONLY**. The water from the hand pumps is not clean enough to drink!
3. There will be **LOTS** of other classes at County Fair Education Day today. Please stay with the adult assigned to your group!
4. Please pet our cats, but don't pick them up! They have sharp teeth and claws, and will use them if they are frightened or startled.
5. You are welcome to watch the chickens look for food but please do not chase them. Remember they have claws and sharp beaks.

Thank you for your helping to make your visit a safe one!

CHAPERONE GUIDELINES

We are pleased that you have chosen to come with your group to Old Cowtown Museum's County Fair Education Day. As a chaperone, you have the opportunity to help educate the children in your group by helping them focus on the educational activities. **Please stay with them at all times and try to direct their attention to the many educational activities that are available today.**

The students will be moving from activity to activity while they are at Education Day. This may be a challenge for you, but it is important that the children be able to experience the excitement of an 1870s county fair. To ensure that they remain safe during their visit, **please stay with them and monitor their behavior at all times.**

For your protection, our staff and volunteers are authorized to see that the County Fair Education Day safety rules are enforced. Education Day is the busiest event of the year, and we do not want children to get lost or hurt in the large crowds of people.

Here is a brief checklist to help you during your visit:

1. Be familiar with the goals for Education Day
2. Stay with your students at all times
3. Model the behaviors you expect students to follow
4. Follow the Education Day Tour Guidelines

We want your visit to be a safe and enjoyable experience.
Thank you for accompanying your group to County Fair Education Day!

COUNTY FAIR EDUCATION DAY - Teacher Evaluation

GENERAL INFORMATION:

1. How many students did you bring? _____
 Chaperones? _____
 Was this an adequate adult/child ratio for the activities that were planned?
 _____ Yes _____ No

2. What grade and/or subject do you teach?

3. For which school district do you work?
 (Optional)

PREPARATION:

1. How did you find out about the County Fair Education Day?

2. Was your tour efficiently scheduled?
 _____ Yes _____ No

3. When did your pre-visit materials arrive?
 _____ Did not arrive _____ 3 weeks
 before 2 weeks before 1 week before

4. Did your class use any of the pre-visit activities before your field trip?
 _____ Yes _____ No

Which one(s)? _____

5. Did your class submit a contest entry?
 _____ Yes _____ No

Was there enough time to complete your contest entry?
 _____ Yes _____ No

6. Were the pre-visit materials appropriate for your students' abilities?
 _____ Too difficult _____ On target
 _____ Too easy

7. Did they help prepare your students for their field trip?
 _____ Yes _____ No

8. Would you change any of the pre-visit activities?
 _____ Yes _____ No

How? _____

PROGRAM:

1. Was the program organization effective?
 _____ Well done _____ A few flaws
 _____ Unorganized

2. Did Education Day meet your expectations?
 _____ Yes _____ Maybe
 _____ No _____ No expectations
 (OVER)

3. Was there enough time to complete at least 6 of the passport activities?

_____ Yes _____ No

4. Would you change any of the Education Day activities?

_____ Yes _____ No

How? _____

5. Please rate the activities in terms of their connection to the stated objectives for Education Day (5 is complete correlation)

Barn Pulley	1 2 3 4 5
Basket Making	1 2 3 4 5
Blacksmith	1 2 3 4 5
Buffalo Hunters	1 2 3 4 5
Burr Feed Mill	1 2 3 4 5
Carpenter	1 2 3 4 5
Chair Caning	1 2 3 4 5
Cowboy Roping	1 2 3 4 5
Corn shelling	1 2 3 4 5
Farm Bureau Grain Products	1 2 3 4 5
Farm Technology	1 2 3 4 5
Farmhouse Activities	1 2 3 4 5
Games and Laundry	1 2 3 4 5
Grain Elevator	1 2 3 4 5
Great Plains Skulls and Skins	1 2 3 4 5
Historic animals	1 2 3 4 5
Horsepower & Treadpower	1 2 3 4 5
Judging Contest	1 2 3 4 5
Marshal	1 2 3 4 5
Midway Games	1 2 3 4 5
Musicians	1 2 3 4 5
Native Prairie Herbs	1 2 3 4 5
Quilting	1 2 3 4 5
Rope making	1 2 3 4 5
Rug Braiding	1 2 3 4 5
Sack Swing &	1 2 3 4 5
Scale house Weighing	1 2 3 4 5
School yard races	1 2 3 4 5
School Activities	1 2 3 4 5
Seamstress	1 2 3 4 5
Soap making	1 2 3 4 5
Sorghum processing	1 2 3 4 5

Tent of Wonders	1 2 3 4 5
Wheat grinding	1 2 3 4 5
Wichita Eagle printing	1 2 3 4 5
Wool Spinning & Weaving	1 2 3 4 5
Wichita Fire Department	1 2 3 4 5

CURRICULUM:

1. This program helped my students meet district standards for my grade level in the following areas:

- _____ Reading
- _____ Writing
- _____ Math
- _____ Social Studies
- _____ Science
- _____ Music
- _____ Art
- _____ Physical Education
- _____ Other

2. Did you integrate this experience into your classroom instruction?

_____ Yes _____ Somewhat
 _____ No

3. Were the activities effective in allowing your students to achieve the learning outcomes?

_____ Yes _____ Somewhat
 _____ No

OVERALL:

1. Did this field trip provide your students with an effective learning experience?

_____ Yes _____ No

2. How would you improve County Fair Education Day? _____

Return completed Evaluations to:

Old Cowtown Museum
 Education Department
 1865 Museum Blvd.
 Wichita, KS 67203