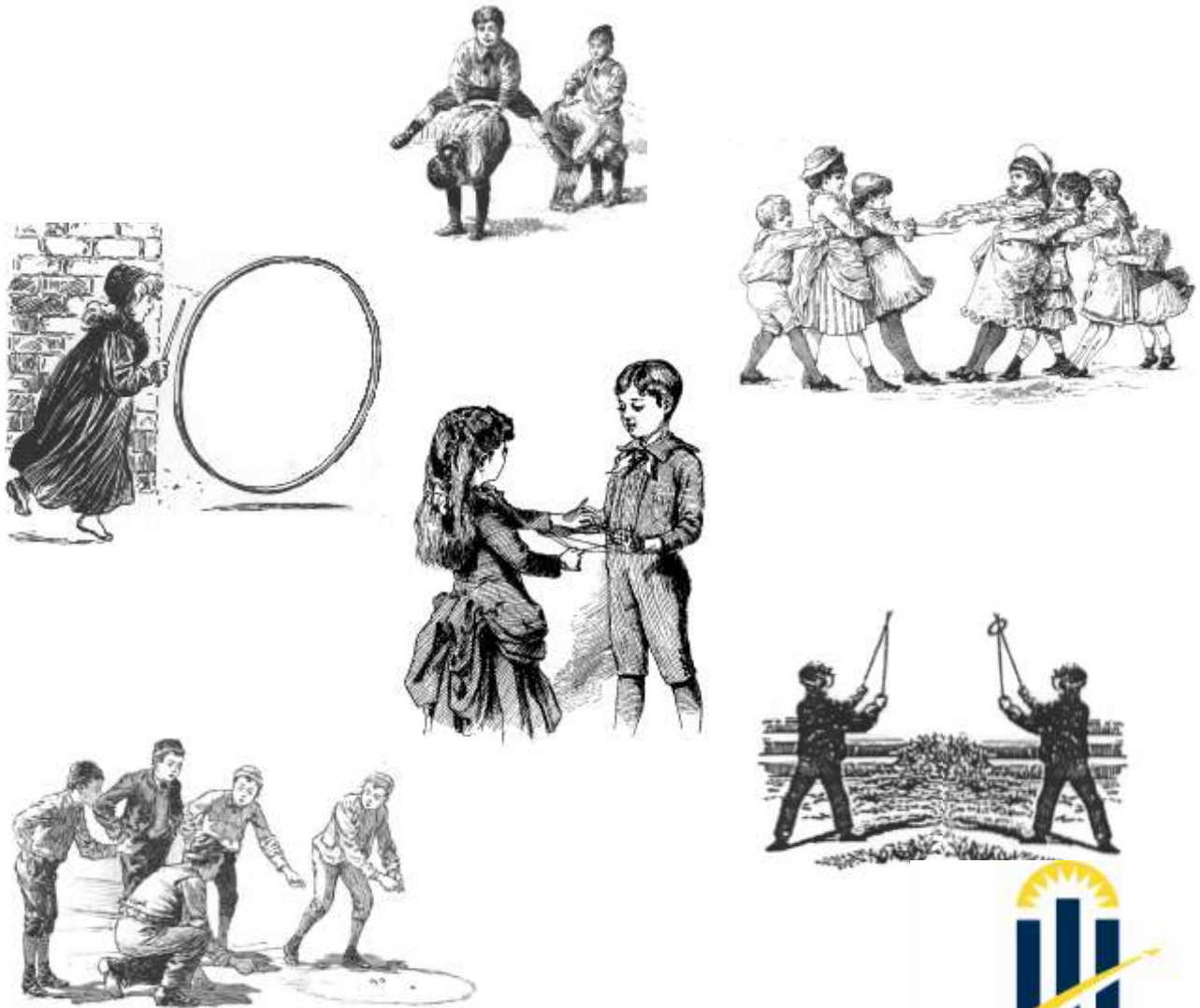


DAILY LIFE: 1870S CITY LIVING

(GRADES K - 3)



Education / Interpretation Department
1865 West Museum Blvd
Wichita, KS 67203
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CITY OF
WICHITA
www.wichita.gov

CONTENTS

MUSEUM MISSION AND PURPOSE	3
TOUR OVERVIEW	3
TOUR OBJECTIVES	3
BEFORE YOUR FIELD TRIP	6
PRE-VISIT CHECKLIST.....	8
FOR THE CHAPERONE.....	9
WE NEED YOUR HELP	10
DAY OF THE FIELD TRIP	11
HISTORICAL BACKGROUND: CHILDHOOD IN 1870S WICHITA.....	12
PRE-/POST-VISIT ACTIVITIES	13
CHILDREN’S GAMES.....	15
SUGGESTED READINGS FOR TEACHERS.....	18
SUGGESTED READINGS FOR STUDENTS.....	19

Welcome to Old Cowtown Museum. We are glad you are coming and look forward to working with you to meet your educational goals. If you have any ideas, requests, or comments don't hesitate to call 316-350-3322.

MUSEUM MISSION AND PURPOSE

Old Cowtown is an open-air, living history museum that interprets the history of Wichita, Sedgwick Country, and life on the southern plains, circa 1865-1880. The Museum accomplishes this through the preservation of artifacts, by exposure to interactive historic experiences, and other activities for the education and entertainment of our visitors.

TOUR OVERVIEW

Students will compare the work and leisure activities of a child in the 1870s to their own experience by participating in typical activities of the era. This program requires *active participation* on the part of all adults who accompany the class to monitor and participate in outside activities. *If you would like a more detailed description of the activities, please contact the Education Department.*

A complete tour of Cowtown is not provided. Be sure to allow time in your schedule if you would like to take one of our self-guided tours of the grounds either before or after the Daily Life program.

TOUR OBJECTIVES

This program, including the pre- and post-visit activities, should help your students meet the following Social Studies curriculum standards set forth by the Kansas State Board of Education.

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Indicators:

- 1st (1) The student discusses the need for rules in the family, school, and community with an understanding of both positive and negative consequences.
- 2nd (1) The student recognizes that rules provide order and safety and benefit all school and community members.

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Indicators:

- K The student demonstrates good citizenship (e.g., sharing, listening, taking turns, and following rules).

- 2nd (1) (A) discusses how *rights* and *privileges* change over time and in different situations (e.g., the right to vote at eighteen, the privilege of being louder on the playground than in the classroom).
- 3rd (2) The student recognizes that citizenship has rights, privileges, and civic responsibilities.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

- K** The student gives examples of types of jobs that he/she does within the family.

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

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

Indicators:

- 2nd The student identifies the past and present settlement or development patterns of his/her community or local area.

Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicators:

- 1st (1) The student identifies ways in which people depend on the physical environment to meet needs and wants (e.g., water, food, fuel).
(2) The student describes how the physical environment impacts humans (e.g., choices of clothing, housing, crops, recreation).
- 2nd The student describes how physical systems influence people and their activities.
- 3rd (2) The student identifies ways in which human activities are impacted by the physical environment.

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

Benchmark 1: The student understands the significance of important individuals and major developments in history.

Indicators:

- K** The student identifies and explains how tools and technology used in the home/school meet people's needs.

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

Indicators:

- K** (2) The student compares and contrasts his/her own life within life and a city and/or a rural community.
- 1st** (1) The student describes the needs of a family.
(5) The student identifies types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).
- 2nd** (1) The student compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.
(3) The student defines history as the story of the past.

Benchmark 4: The student engages in historical thinking skills.

Indicators:

- K** (3) The student scans historic photographs to gain information.
(4) The student asks questions, shares information, and discusses ideas about the past.
- 1st** (3) The student asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.
- 2nd** (3) The student uses information to understand cause and effect.
(4) The student compares and contrasts to draw conclusions.
(5) The student uses decision making skills.
- 3rd** (2) The student locates information about communities from a variety of sources.
(3) The student uses information to frame important historical questions.
(4) The student observes and draws conclusions in his/her own words.

BEFORE YOUR FIELD TRIP

REVIEW THE PURPOSE FOR YOUR TRIP—Old Cowtown Museum sets out goals and themes for its tours and programs; help your students gain the most from their experience by sharing with them the goals you have for this field trip. For this program your class will be divided into 3 small groups; you may wish to assign students to those groups prior to arriving at Cowtown.

CHAPERONES—Chaperones can enrich the educational value of the trip and help to keep your students safe and focused on the educational activities. Please bring **at least one chaperone for every 10 students**. A handout for chaperones has been included with this packet; distribute it to all chaperones prior to your arrival at Cowtown.

LUNCH PLANS—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student **not** to take snacks from the picnic area into the rest of the Museum.

NAME TAGS—We require name tags that list the name of the school and first name of each child and chaperone in your tour group (as well as last name if possible). This helps our interpreters address student questions and is helpful when dealing with unforeseen injury or security issues.

SPENDING MONEY—The Old Cowtown Museum gift shop, S. G. Bastian and Sons Mercantile, will be open during your visit. The shop offers products that are educational, fun, and sentimental in a wide range of prices (from approximately \$1.00 to \$15).

(Please note that S. G. Bastian and Sons sells toy “weapons” to the general public; however, we respect the zero tolerance weapons policy enforced at school. To assist your students in complying with that policy, Old Cowtown Museum will not intentionally sell any toy “weapons” to school children on school-approved field trips.)

Some teachers do not allow students to bring money because they are afraid that students will lose it, have it stolen, or that some will bring more than others. Other teachers encourage students to purchase mementos of their field trip. Whether you permit or discourage your students to bring money, we encourage you to **state and enforce your preference before** the trip to eliminate confusion and conflict.



CLOTHING—To enhance the sense of going back in time, we encourage students to dress as they did in the 1870s.

For girls, calico and cotton dresses were usually full, with long sleeves, and frequently aprons were worn over their dresses. Their hair was often worn in long braids, sometimes with ribbons. Bonnets or straw hats were worn in summer and stocking caps in the winter.

For boys knickers (short trousers that fit tightly just above or just below the knee) were favored; however, sometimes long trousers were worn. Suspenders were worn to keep their pants up. Boys' shirts had long full sleeves and often round collars. Boys wore hats or caps of straw or felt in the summer and, just like girls, stocking caps in winter.

PRE-VISIT CHECKLIST

- ___ Schedule your tour as far in advance as possible.
- ___ Share with the students your tour objectives and expectations.
- ___ Select at least one pre-visit activity that is suited to your students.
- ___ Brainstorm with your students questions they wish to have answered on the tour.
- ___ Determine (tentatively) at least one post-visit activity.
- ___ Confirm your transportation arrangements.
- ___ Make lunch arrangements if necessary.
- ___ Collect fees and have a single check prepared payable to **Old Cowtown Museum**.
- ___ Review behavior expectations with students.
- ___ Encourage students to wear 1870s clothing.
- ___ Create and distribute name tags.
- ___ Collect signed permission slips if necessary.
- ___ Chaperones
 - ___ Be sure you have a *minimum* of **1 chaperone for every 10 students**.
 - ___ Inform chaperones about the tour and their expected participation.
 - ___ Provide a map and educational background material.
 - ___ Provide with strategies for dealing with unacceptable behavior.
 - ___ Provide a copy of “Your Role as a Chaperone” and “We Need Your Help.”
 - ___ Inform chaperones of time schedule (departure and arrival back at school)

FOR THE CHAPERONE

We at Old Cowtown Museum are grateful that you will be coming to the Museum with your child/group. This is a wonderful opportunity for children to see and experience many things they do not normally encounter.

Your participation is very important; you have an opportunity to assist in the education of the children you are with by helping them focus on the educational activities. You can also enrich their visit by sharing your knowledge and by the quality of your interactions with them. Stay with the children at all times and help to direct their attention as you walk through the Museum.

General Guidelines

- 1) Be familiar with what the teacher expects to be accomplished during the tour.**
- 2) Stay with your students at all times.**
- 3) You are entrusted with the safety and care of the children you are with; watch and make sure they are acting in a safe manner at all times.**
- 4) Remind students to ask before touching; some items are artifacts and should not be touched.**
- 5) When encountering animals, please do not allow children to chase or pick them up.**
- 6) Model the behaviors you expect the students to follow.**

We want your visit to Old Cowtown Museum to be a safe and enjoyable experience for all our visitors. For the benefit of all our guests please encourage your students to follow all our guidelines.

**Thank you again
for accompanying this group to
Old Cowtown Museum!**

ATTENTION TOUR LEADER:

*Please read the following information to your students **prior to arriving** at the Museum even if they have participated in programs at the Museum before. **Thank you!***

We are glad you will be coming to visit the Old Cowtown Museum!

WE NEED YOUR HELP

In order that your visit will be a safe one and to make sure that Old Cowtown will last a long time for others to see and enjoy, please follow these rules.

- 1) There may be many other classes here at the same time you are here. Please **stay with your teacher/chaperone at all times and wear your nametag.**
- 2) The boardwalks are uneven, rough, and may be slick especially when it is raining or snowing. **Please walk carefully on the boardwalks so you do not slip or trip and fall.**
- 3) Please drink water **only** at the water fountains by the restrooms. **The water you pump from the hand pumps is not clean enough to drink!**
- 4) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 5) **When encountering animals, please do not pick them up or chase them.** Pet the cats and watch the chickens (they have claws and sharp beaks).

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

DAY OF THE FIELD TRIP

CHECK IN—Please arrive at the Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. Please bring **one check** payable to **Old Cowtown Museum**. (Those with memberships will need to present their membership card before entering.) After rejoining your group, our staff will permit you onto the grounds.

DEPARTURE—The museum is a closed loop so you will depart the same direction way you entered. **We strongly encourage you to leave your tour evaluations at the entrance complex** when you are leaving. Should you choose to submit it by mail, send it to Old Cowtown Museum, Education Department, 1865 West Museum Blvd, Wichita, KS 67203.

MAP—A map is provided on the back of this guide. When you arrive you and your chaperones will be provided with complete maps of Old Cowtown Museum.

RESTROOMS—There are three restrooms available to the groups—one in the Visitors Center; two on the Museum grounds on the east in a red building near the School House and on the west behind the Meat Market. Drinking fountains are also available at these locations.

EMERGENCIES—In case of emergency a telephone is available in the Visitors Center. Should anyone need to contact you or your group, they may call the Visitors Center (**350-3323**) and a staff member will locate you. Identification is easiest if your students are wearing name tags.

FIRST AID—For minor injuries we have a first aid kit in the Visitors Center. For more serious incidents we will call 911.

SECURITY—Should an emergency occur that would require Security assistance, such as a lost child, contact any employee on the grounds who will place you in contact with Old Cowtown Museum Security personnel.

SEVERE WEATHER—The personnel in the Visitors Center monitor weather conditions. In case of severe weather, our interpretive staff will alert you and guide you to shelter.

LOST AND FOUND—Items found at the Museum can be turned in at the Visitors Center. Check for lost items at the same location.

HISTORICAL BACKGROUND: CHILDHOOD IN 1870S WICHITA

Wichita of the 1870s is popularly thought of as an unsophisticated cattle town with little cultural activity, whose inhabitants were exposed to a life of economic hardship and suffered from a lack of available goods. In truth, after the arrival of the railroad Wichita consumers had access to the same products as consumers in the East. Though every family was not wealthy, all families had access to a wide variety of goods. Any product imaginable could be ordered by Wichita merchants and enjoyed by their customers.

Wichita's citizens were also not isolated from the cultural influences of the East, rather they sought them. They established churches, schools, and social organizations that reflected Eastern culture as well as an interest in the latest styles of clothing, furniture, and housewares. Most importantly, they also adopted the same patterns of Victorian lifestyle and ideals about home, life, and the new idea of *childhood* as the East.

Home was seen as a refuge for the weary spirit, a sacred asylum, and a place where the "care-word heart retreats to find rest from the toils and inquietudes of life." They also promoted home as a sacred haven of protection for innocent and impressionable children, who, with the proper home atmosphere and parental training, could be expected to maintain their virtuous nature throughout their lives.

During the last half of the nineteenth century, children came to be seen not as small adults but as ones in a unique stage of life. Benevolence was the rule and many books, such as *The Royal Path of Life* published in 1874, provided guidance.

"Children are more easily led to be good by examples of loving kindness and tales of well-doing in others, than

threatened into obedience by records of sin, crime and punishment. Then, on the infant mind impress sincerity, truth, honesty, benevolence and their kindred virtues and the welfare of your child will be insured not only during this life, but the life to come. Never scold children, but soberly and quietly reprove. Do not employ shame except in extreme cases. The suffering is acute; it hurts self-respect in the child to reprove a child before the family; to ridicule it, to tread down its feelings ruthlessly, is to wake in its bosom malignant feelings."

The new idea of childhood as a time of fun and happiness as a priority in their lives developed in sharp contrast to the previous idea of sin and work; but, children were not to be left to create their own values. They needed and received proper moral instruction through their schoolwork, literature, toys, games, music, and church participation.

Toys and activities were structured along traditional gender patterns and geared toward training them in their future societal roles. Their toys were miniature models of the real-life items. The idea of playing house and working with miniature carpentry tools was a method of instruction for their future roles as wives and mothers and fathers and providers. Children's roles in the home reflected these gender differences.

Despite this, children did have chores, but they were more than tasks. They were a contribution to the building of the home as an ideal haven of nurturing.

The treatment of Wichita children reflected the societal values of the time. The understanding of the idea of childhood in the nineteenth century is crucial in order to understand their experience and the role they played in society as a whole.

PRE-/POST-VISIT ACTIVITIES

Read the following chapters in Laura Ingalls Wilder's book *On the Banks of Plum Creek*: Chapter 16, "The Wonderful House"; Chapter 17, "Moving In"; Chapter 22, "Town Party"; and Chapter 23, "Country Party". This book will expose your students to a country house of the era, as well as a house similar to the Story-and-a-Half House they will be visiting at Cowtown and the differences between city and country lifestyles.

Town Party

The girls going to the country party wore their only dresses, pressed bonnets, and ribbons in their hair, but no shoes and stockings; however it becomes clear that Nellie wears shoes and stockings and has a new dress to wear to the party.

The house had a carpet on the floor (a rarity) and the walls and ceilings were covered with wainscoting with colored pictures on the walls. The table and chairs were a polished yellow wood, and the bedroom had a finished wood bed as well as a dresser and washstand.

The children living in town had store-bought, manufactured toys. Nellie had two store-bought dolls: a china doll and a wax doll that talked and had moveable eyes. The wax doll also had clothes that were expensive. Willie had a velocipede (tricycle), a Noah's Ark, tin soldiers, and a wood jumping jack. They also had books with printed color pictures.

A sugar-white cake (white sugar was a luxury) was served on china plates on a glossy white tablecloth with lemonade to drink.

Country Party

The Ingalls' house, where the country party was held, was clean but had exposed stud walls and home-made curtains on the windows. The floors were bare, and the girls slept in the attic on straw ticks. The furniture was sparse; Laura's mother served meals on a table with a plain white cloth, and they sat on benches to eat.

The children had very few toys: Laura's paper dolls, her rag doll, and a well-worn picture book of animals.

Vanity cakes, fried with no sugar and no expensive white-sugar frosting, were served at the party with cold milk from the cellar in tin cups.

WHY DOESN'T EVERYONE HAVE THE SAME THINGS?

In small groups ask students to compare the two houses and create a list of differences and similarities; then speculate why there was a difference in the kind of possessions. Bring the class back together and discuss each group's findings.

IF YOU JUST HAD ONE . . .

Laura has very few toys, none of them manufactured, and Nellie has a few more but not many. Ask students to pick a toy from those they have at home that they would keep if they could only have one toy. Then, write a story about using that toy and how they would modify or change it to use in different ways.

CAN YOU PROVIDE FOR YOURSELF?

The Ingalls family created things they needed (like curtains) largely out of economic necessity. Ask students to speculate about what things they could make to play with if they were unable to

purchase toys. (e.g., castle from a box, game of checkers from colored cardboard and pennies—head up/tails down—for pieces)

THEY DRESS FUNNY, DON'T THEY?

Show your students the photograph of the children in front of the school (page 6 of this packet). Explore the following.

Can your students think of situations today when they might be dressed in a similar manner?

Explain that this was daily dress of the 1870s; compile a list of the ways that the 1870s children's clothing differs from what children wear today.

Can the students tell what time of year the picture was taken? What clues did they use on which to base their answer? Does the fact that they are wearing long sleeved clothing mean particularly that it was fall or early spring? (*Most schools were held in the late fall, after harvest, and early spring before planting. Children, as a matter of fashion and morals, wore long sleeved garments all year round.*)

Clothing in the 1870s was made of natural fabrics such as wool and cotton. What would be some of the problems in wearing this type of clothing all the time? Remind them that much of today's clothing is made for "comfort." Ask them if it would be possible to be comfortable all year round in the clothing in the photograph. (*Cotton has the ability to "wick" perspiration from the skin to be evaporated. Wool has the reputation of keeping one cool in the summer, and warm in the winter. Because of its weave, moisture [perspiration or rain/snow] passes through it, and as it is woven, the air spaces provide insulation in the winter.*)

Bring in samples of wool and cotton and ask the students how they feel on their skin. Have the students examine two manmade and two natural fibers, focusing on the skin feel, the comfort level and durability of each. (*Polyesters and nylon do not "breathe," and often feel rough on the skin.*) After this examination, have the students make charts that list the merits and flaws of each, and how they would best be used. (*Nylon is used for tents, cotton for close-to-skin garments, etc.*) Direct the students to then list what qualities they believe the ideal fabric should have.

Have students examine the labels of clothing for material content and speculate why so much of our clothing today is a mixture of fabrics. (*Natural fibers tend to wear quicker, so man made fibers are added for their relative strength.*)

Look at pictures of people from other cultures (India, Middle East, Inuit, Far East, etc.) who wear clothing that fits their culture as well as climate. Have the students write about one piece of clothing that they would add to their outfit, and one that they would delete, that would help them better cope with their environment.

CAN YOU IMAGINE?

After students have examined the photograph of the school children and read selections from the *Little House* books or others from the reading list that describe life in the 1870s, have each of your students select one child from the photograph and create a character for that image, including the name, history of that child, what they think *daily life* would be like for that child, and the child's aspirations for the future. This project could be started before your field trip and completed following their return.

THIS IS THE WAY WE WASH OUR CLOTHES

Now that students have had a chance to try laundry the old-fashioned way, remind them how the agitator of a washing machine works. Ask them if they can think of any other ways this same sort of action could be accomplished. Relate how the scrubbing action on the washboard is the same type of action that the washers of today use. Technology has adapted and mimicked the same type of action to achieve the same results (with less manual labor). Help the students compile a list of other machines that accomplish this same principle. (*a jack hammer mimics the repeated action of a hammer, a chain saw mimics a hand saw, a sewing machine mimics hand sewing*)

CHILDREN'S GAMES

In the 1870s, play activities were seen as an important part of a child's development, and parents were encouraged to provide playtime for their children. The following list of games and activities were popular in the 1870s. You might learn and play a few of them before your field trip. (The outdoor games require equipment your class will find at Old Cowtown Museum.)

Typical 1870s children's games include the following:

Hide and Seek	Dominoes	Drop the Handkerchief
Run, Sheep, Run	Tag	Skipping Rope (Jump Rope)
Ring-Around-the-Rosie	Marbles	Blind Man's Bluff
Tug-O-War	Jacks	Follow the Leader
Farmer in the Dell	Hopscotch	"Round the Mulberry Bush
Simon Says	Backgammon	Checkers

Jump Rope Rhymes

Mabel, Mabel, Set the Table

Mabel, Mabel, set the table
 Don't forget the red hot label,
 Shake the salt and shake the
 pepper,
 Who will be the highest stepper?
 Winds blows hot and winds blow
 freeze
 How many times will Mabel sneeze?
 One, two, three . . .

Lady, Lady, Touch the Ground

Lady, lady, touch the ground,
 Lady, lady, turn around,
 Lady, lady, touch your shoe,
 Lady, Lady, now skidoo.

Wash the Dishes

Wash the dishes, dry the dishes,
 Have a cup of tea,
 Don't forget the sugar,
 A-one, A-two, A-three

I Like Coffee, I Like Tea

I like coffee, I like tea,
 I like sitting on Bobby's knee,
 Salute to the king and bow to the
 queen,
 And turn your back on the gypsy
 queen.

Jacks

Jacks is played with a ball and ten metal jacks. The object of the game is to toss the ball in the air and pick up a certain number of jacks before the ball hits the ground, or in the case of a rubber ball, bounces twice. The ball toss, catch, and jack pick-up are all done with one hand. The play is done in rounds with all players attempting to pick up jacks one at a time, then two, and so on. If a player

misses a number or touches another, he must discontinue his play. When it becomes that player's turn again, depending upon the agreement, that player must begin at one at a time or may begin at the level that was reached previously. The winner is the one who goes through all the levels and picks up all ten at once.

Dominoes

The dominoes are placed face down, and each player draws 5 from the pile. The player with the highest double begins by placing it in the center. The second player places a domino with the same number perpendicular to it. This is followed by another player matching either the open double or the new end of the just placed domino. Doubles are played

perpendicular to the domino number it matches. If a player cannot place one to match an existing number, that player must draw from the pile until one is found that can be played. The first one with no dominoes left wins. Points are scored by giving the winner one point for each dot on the losers domino. Games are usually played to 100.

Marbles (Ring Taw)

Draw a circle in the dirt and let each player place as many marbles in it as agreed upon. Draw a line a little distance off from which the players are, by turn, to shoot at the ring. This line is called the "offing." If a player shoots a marble out of the ring he is entitled to shoot again before the others. When the players have "fired" once, they shoot from the place where their marbles rested at the last

"fire," not from the offing. If a marble is driven out of the ring by a player, it is won; but if a player has knocked any marbles out of the ring before his "taw" gets in, he must put those marbles back in. If one player's taw is truck by another, the one whose taw is truck is "out," and must give to the striker all the marbles he may have previously struck out of the ring.

The following outdoor games require equipment your class will find at Old Cowtown Museum.

CUP AND BALL. A ball of ivory or hardwood is attached to a stem of the same substance, having a shallow cup at one end and a point at the other. The player holds the stem in his right hand, as shown in the figure and, having caused the ball to revolve by twirling it between the finger and thumb of the left hand, jerks it up and catches it either in the cup or upon the spike. We need scarcely say that the latter feat can only be performed by a skillful player. Cup and ball was a favorite pastime at the court of Henry III of France.



T-STICK AND METAL HOOP. Hold the "T" stick handle at the furthest end of the T. At the same time hold the metal hoop against the handle with the same hand. Let the hoop roll down the handle, and when it hits the ground gently push the hoop with the stick attempting to maintain contact all the time. By moving the T to either side of the hoop as you chase it, you can make it turn left or right.

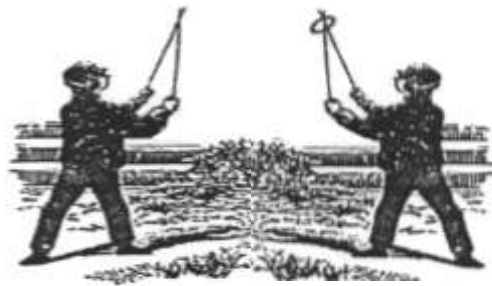
LARGE HOOP AND STICK. Begin by standing the hoop up. Place the stick on top of the hoop as it is standing and push down on it slightly. Then quickly push the stick forward. The friction between the two will push the big

hoop forward. The player then chases the hoop, striking it from the back and towards the hoop as it is rolling in an oval fashion. This will keep the hoop rolling forward.

GRACES.

This is usually an indoor sport that suffices when a boy is kept in the house on a rainy day, but is only an amusement to be indulged in when there are party. Boys never play it with each other, except for a "lark." It is a very graceful exercise, however, and good training for catching a ball. Each party is armed with a hoop and two light sticks. One person places the hoop on his sticks and makes an "X" with the sticks. The hoop is to be thr

party toward his opponents from the crossed ends of his sticks by sliding them to the side. As the hoop slides to the top propelled by the sticks that are being uncrossed, the opponent attempts to catch the hoop on his outstretched sticks. The young lady throws hers in the same way, and each catches the hoops by the other party—the two hoops being kept going back and forth through the
laid with one hoop and is



SUGGESTED READINGS FOR TEACHERS

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- Kasson, John F. *Rudeness and Civility: Manners in Nineteenth Century America*. New York: Hill and Wang, 1990.
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- Sutherland, Daniel E. *The Expansion of Everyday Life: 1860-1876*. New York: Harper & Row, 1989.
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SUGGESTED READINGS FOR STUDENTS

Alcott, Louisa M. *An Old Fashioned Girl*. Boston: Little, Brown and Company, 1897.

Garland, Hamlin. *Boy Life on the Prairie*. New York: Harper & Brothers, 1899.

Harvey, Brett. *My Prairie Christmas*. New York: Holiday House, 1990

Lawlor, Laurie. *Addie Across the Prairie*. Niles, Illinois: Albert Whitman & Company, 1986.

Lawlor, Laurie. *Addie's Dakota Winter*. Niles, Illinois: Albert Whitman & Company, 1986.

Loeper, John J. *Going to School in 1876*. New York: Macmillian Publishing Company, 1984.

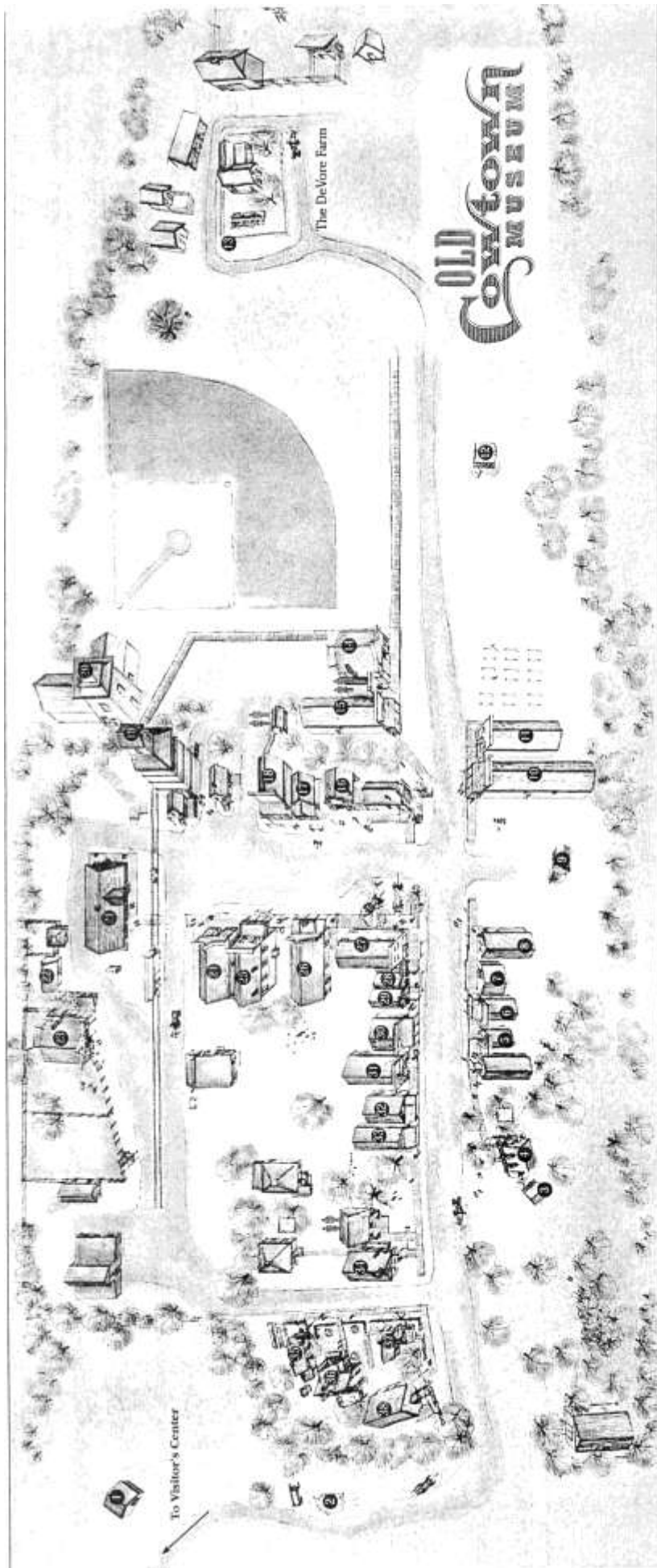
Turner, Ann Warren. *Dakota Dugout*. New York: Macmillian Publishing Company, 1985.

Walker, Barbara M. *The Little House Cookbook*. New York: Harper and Row, 1979.

Wilder, Laura Ingalls. *Little Town on the Prairie*. New York: Harper & Row, 1968.

Wilder, Laura Ingalls. *On the Banks of Plum Creek*. New York: Harper & Row, 1965

Wilder, Laura Ingalls. *The Long Winter*. New York: Harper & Row, 1969



OLD COWTOWN MUSEUM

The DeVore Farm

To Visitor's Center

- 1. Heller's Cabin
- 2. Buffalo Hunter's Camp and Chuckwagon
- 3. Trapper's Cabin
- 4. Munger House
- 5. Harness and Saddlery
- 6. Baldwin's Old Time Prison
- 7. Marshal's Office
- 8. First Arkansas Valley Bank
- 9. Jail
- 10. General Store
- 11. McClain's Feed and Seed
- 12. Blood Family Homestead
- 13. DeVore Farm
- 14. Empire House
- 15. Empire Hall
- 16. Blacksmith
- 17. Land Office
- 18. Meat Market
- 19. Arkansas Valley Grain Elevator and Scale House
- 20. Lakeville Administrative Offices
- 21. Wichita and Southwestern Depot
- 22. Wolf House
- 23. Livery Stable and Veterinarian's Office
- 24. Turnverein Hall
- 25. Southern Hotel
- 26. Fritz Snitzler's Saloon
- 27. Drug Store, Doctor and Dentist Offices
- 28. Barber Shop
- 29. Law Office
- 30. Fechner's Dry Goods and Clothing
- 31. City Eagle Print Shop
- 32. Gill Mortuary
- 33. Carpenter's Shop
- 34. One-Room School
- 35. Story-and-a-half House
- 36. Murdoch House
- 37. Parsonage
- 38. First Presbyterian Church



Restrooms