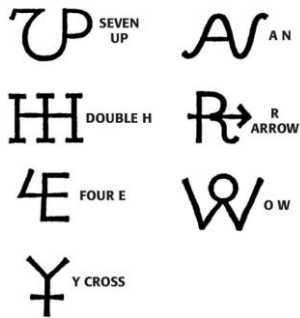


Blacksmith - Branding

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

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

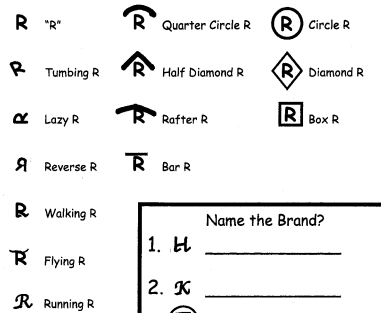
There has never been anything to take the place of a brand as a permanent mark of ownership and deterrent to theft; after all, a brand is something that won't come off in the wash.



Reading a Brand

Rules:

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



| Name the Brand? | |
|-------------------|-------|
| 1. H | _____ |
| 2. K | _____ |
| 3. (E) | _____ |
| 4. (upward arrow) | _____ |
| 5. (S) | _____ |

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

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

Activity

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

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

Letters are always capital

An upside down letter is read as “crazy”

A backwards letter is read as “reverse”

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

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

Blacksmith – Pioneer Rings

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

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

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

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



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

Activity

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

Laundry

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

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

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

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

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

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

Activity

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

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

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

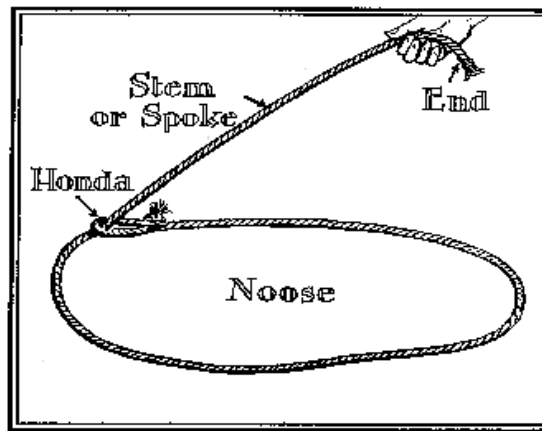
Saddle And Roping

Roping

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

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

Activity



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

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

Saddle

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

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

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

Activity

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



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

Carding Wool

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

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

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

Activity

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



Spinning

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

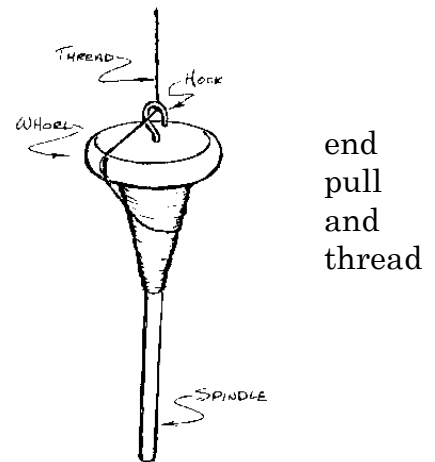
The earliest method of spinning was done by twirling fibers between the fingers, or rolling the fibers across the leg or some other smooth object. Drop spindles, which are similar to what we will use today, have been used since before 8000 B.C. Although many types of fibers can be used for spinning,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

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

Activity

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

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



Weaving

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

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

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

Activity

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

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

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

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