

PONY EXPRESS RIDERS

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 10 minute activity. Before beginning with the activities, you will receive a brief training to show you how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

The Pony Express mail service between St. Joseph, Missouri, and Sacramento, California was a short-lived business venture operated by the firm of Russell, Majors, and Waddell. The Pony Express system planned to relay mail carried by horseback riders. Each rider rode from 75 to 125 miles during a day or night run. Way stations, ten to fifteen miles apart, furnished fresh horses and whatever the riders needed. There were 190 stations between Missouri and California. At the time of operation, 28 of the 190 stations were in Utah, one of which was Camp Floyd.

The cost to send a letter was one to five dollars per ounce. The goal of the company was to carry the mail across the country in ten days, half the time established by stagecoach. The Pony Express was inaugurated 3 April 1860. The venture was a publicity success but a financial failure, lasting only eighteen months. Losses mounted to \$500,000. The ponies and their riders could not compete with the Overland Telegraph, which was completed on 6 April 1861.

ACTIVITY

This station will give students the opportunity to experience the ride of a pony express rider. Divide your group up into two groups. These groups will race each other to see who can deliver mail the fastest. Riding the stick horses provided, students will ride from the home station (from where you are) to station "A" where they will pick up the mail; from there to station "B" where they will exchange horses; from there to station "C" where the mail is delivered; and from there back to the home station. Their horse is then handed to the next student who then begins the course again.

The second team will also start at the same time, but will be going in opposite directions; home base, station "C", station "B", station "A", and then back to the home station.

This helps to emphasize that the mail was carried in both directions; Missouri to California; California to Missouri. The team to first complete the course, wins the game.

A FEW RULES TO THE GAME

- **Students must ride their horse!** We don't know of any rider who carried his horse!
- **When exchanging horses**, it must be securely put in the "corral" (hung up on the pegs). If the horse escapes (falls to the ground), the rider must return and secure the horse.
- **When delivering the mail**, it must be put securely in the box. If the mail falls to the ground, the rider must return to secure it in the box.

CANDLE MAKING

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 10 minute activity. Before beginning with the activities, you will receive a brief training to show you how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

As soon as the students arrive, quickly get them started on their candle; then tell this history as they are making their candle.

Prior to the invention of the electric light, all light came from some source of fire. Lamps and candles are some of the oldest forms of light. The most common item burned in early lamps was some form of animal fat or whale fat and tallow (cow fat) were two of the more common fats used. Plant oils were also used. Olive oil was one of the more common plants used for lamps. The preferred material for candles was bees wax. It burns cleanly and releases a pleasant odor, but it was expensive because it is somewhat difficult to obtain. Tallow was the most common item used to make candles because of its low cost and easy availability. Two different processes were used to make candles; the first and least expensive is dipping, where you create a candle by alternately dipping it in the tallow and cooling it in water. The other method which is easier but more expensive is to pour the candles into a mold. The higher cost of this method comes from the price of the candle mold.

ACTIVITY

Have each of the students make a candle by alternately dipping a wick into the wax on the hot plate and then into the cold water. If they walk in a circle as they do this, things usually run smoother. **Please have the students stop when their candle is about the size of your little finger.** We will use paraffin wax for our candles; it is much cheaper than bees wax and much less smelly than tallow.

ADOBE BRICK MAKING

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 10 minute activity. Before beginning with the activities, you will receive a brief training to show you how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

Immediately after their arrival in Cedar Valley, the men of Johnston's Army began constructing buildings and quarters to house the troops. These structures were mainly comprised of adobe brick. Large pits were dug in the sloughs of Cedar Creek to extract clay for the 1,600,000 adobe bricks required for construction of the buildings. Civilians from the neighboring communities found employment making "dobies". They were sold to the Army at one cent per brick. The soldiers did the actual construction on the buildings.

Brick by brick the walls rose until they were eight feet high. As the wall grew, space was left for doors and windows. Frames were fashioned from pine sawed by the army in the canyons of the Oquirrh Mountains. The floors were made of hard pounded clay and straw, except for the headquarters and staff structures which had wooden ones. The roofs were sawed planks from Brigham Young's mill in Mill Creek Canyon. These were laid against the ridge beams and covered with 3 or 4 inches of adobe mud. When Camp Floyd was at its largest, it contained 300 – 400 buildings, most of which were made of adobe brick.

ACTIVITY

Please involve all the student in your groups, in making an adobe brick with the following steps:

Thoroughly mix the adobe clay provided. The straw in the mix serves to hold the brick together once it has dried. Pack the brick mixture into the brick mold; it must be packed in tightly using the board provided. Once filled, scrape level with the board. The bricks can be removed from the mold by slightly raising one end of the mold and vigorously rocked back and forth. The bricks normally take several days to dry in the sun. Once the activity has been completed, have the students mix their adobe bricks back into the mix for the next group. The five gallon bucket of water is for the students to wash off their hands after the activity. As the leader, we have rubber gloves for you upon request.

A question for thought: with the information provided, how much did the U.S. Army pay altogether for the adobe bricks used to construct Camp Floyd? (Answer: \$16,000)

CAMP FLOYD COMMISSARY

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 10 minute activity. Before beginning with the activities, you will receive a brief training to show you how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

The Camp Floyd Commissary Building was constructed in 1858 by the soldiers of Johnston's Army. It is made of adobe brick, which were produced locally at Camp Floyd. A commissary is a building which is used to store equipment and provisions for military personnel.

In 1859 Camp Floyd was comprised of 300 – 400 buildings. When Johnston's Army was disbanded in 1861 at the outbreak of the Civil War, all military buildings were sold or destroyed. The commissary building is the only structure still standing. William Beardshall, one of the original pioneers of Fairfield, purchased the building at the army's auction. With the army's help, he moved it from its original location across the nearby creek, to its present location for use as his family home. Wall covering and partitions were provided to create a four-room home and an attic. Today, the commissary has been restored and serves as a museum of Camp Floyd artifacts.

ACTIVITY

As the students view the displays and exhibits in the Commissary, have them find the following items listed below. Once they have had a few minutes to look, gather them back into a group, and see how many students were able to locate the items. Can they find:

- **Who was the Governor of the Utah Territory in 1857?** (Brigham Young)
- **At least three things that the soldiers ate.** (beans, coffee, eggs, peaches, potatoes, melons)
- **Two recreational games.** (dice and domino's)
- **What the tooth brush handles are made of?** (bone)
- **How much did an adobe brick sell for?** (.01)
- **How much does the cannon ball weigh?** (12 pounds)

STAGECOACH INN

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 10 minute activity. Before beginning with the activities, you will receive a brief training to show you how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

In the early 1850's several pioneer families settled what is now known as Fairfield. It was named because of its pleasant situation and also in honoring its founder Amos Fielding – Fair Field. A fort was constructed for protection against the Indians.

In 1856 Indian troubles started when two of John Carson's brothers were killed. Because of the conflict, the settlers of Fairfield had to withdraw back to the town of Cedar Fort. With the arrival of Johnston's Army in 1858, the Indian problems were subdued and the settlers were able to return to Fairfield. It was this same year that John Carson built what is known as the Stagecoach Inn. Its main purpose was to house the passengers of the Overland Stage.

John Carson was an Elder in the Mormon Church and his Inn was considered an "Oasis of Decency" when compared with the influences of Camp Floyd. He permitted no liquor or gambling to take place at the Inn and would only allow square dancing in the large recreation room. General Johnston apparently thought highly of John Carson, and the Inn served as a decent hostelry for prominent visitors to Camp Floyd.

John Carson's family operated the Inn until its doors were finally closed and its windows boarded up in 1947. It was later donated to the State of Utah where it was restored by the Utah Parks and Recreation Commission. It was dedicated on May 16, 1964 and became one of Utah's first state parks.

ACTIVITY

Using the provided guide, lead the students through the Inn, giving them a description of each room and what it was used for. Please tell the students in your own words; don't read it to them. Have them compare the Inn to the house that they live in now, noting differences and similarities. **Because of our time limit (10 minutes) and the size of the Stagecoach Inn, please be careful not to linger during the tour.**

MILITARY DRILL

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 10 minute activity. Before beginning with the activities, you will receive a brief training to show how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you, until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

Military drill developed many skills and values in the Soldiers. One was learning to obey instructions and commands. For a unit to be safe and successful all of the members need to follow commands. A second skill was to teach the importance of working together as a team. They also learned discipline; a key factor when in combat. The group also learned that they needed a leader and the value of following that leader.

***ACTIVITY**

Have the group learn to:

- **Form rank, Stand at Attention, Salute, Stand at Ease**
- **Hand out Rifles (Strict rule to not cock & fire)**
- **Order Arms** (Butt on ground, in right hand.)
- **Right Shoulder Shift** (on right shoulder to march)
- **Load Rifle** (pretend),
- **Fire by company** (all at once.) (Now no one is loaded, enemy can rush in and charge)
- **Fire by rank**, divide into two ranks. First rank fires, drops to a knee and begins to reload. While they load the second rank fires and they begin loading, repeat.
- Collect Rifles
- When finished – “Company dismissed”

*** We recommend two parents instruct in this activity.**

SCHOOLHOUSE

As a volunteer your job is to assist the students. It is not difficult and it doesn't take in-depth knowledge of the task. The information on this page should be enough to answer most of their questions, and to get them through a 20 minute activity. Before beginning with the activities, you will receive a brief training to show how the items at your station work. As the students come to your station you will introduce them to the subject and help them to complete the activity. When time has elapsed, we will give a signal for your group to move to the next station. **Please keep your students with you, until the signal is given for them to move.** At that time, you will send your group to the next station and receive a new group.

The Fairfield District School was constructed in 1898 with federal funds received when Utah became a state in 1896. The school is notable for the two-color brick masonry. It was designed by architect Richard Watkins, who also designed the Peteeetneet Elementary School in Payson and Maeser Elementary in Provo. An addition was added to the building in 1924 for indoor restrooms. The building was closed in 1937, when students were bused to Lehi.

ACTIVITY

Greet the students outside the school. Have the student's line up in front of the door with the boys on one side and the girls on the other. Greet the student's at the door. Allow the girls to enter first as you curtsy or bow, and say "Good Morning" to each. Remind them to curtsy and bow as they greet you in return.

Be sure the girls sit on one side and the boys sit on the other.

Tell the children that when they recite their lessons or answer a question, it is very important to do it correctly. Have everyone stand, placing the right foot a little in front of the left. Stand very tall, expand the lungs, and hold the hands together in front of the body. Thank them and have them be seated.

Begin with a mental arithmetic lesson. "If you plant four kernels of corn in each hill, how many kernels do you need to plant three hills of corn?" Help the student's count, making marks on the slate to help them if necessary.

Stand together and read from the McGuffey's Readers. Remember to emphasize good posture and clear enunciation when students read aloud.

Dismiss them for recess and play recess games with the students. The games include graces, cup and ball, hoop and stick and Jacob's ladder and buzz saw.

*** TWO PARENTS FOR THIS ACTIVITY**