



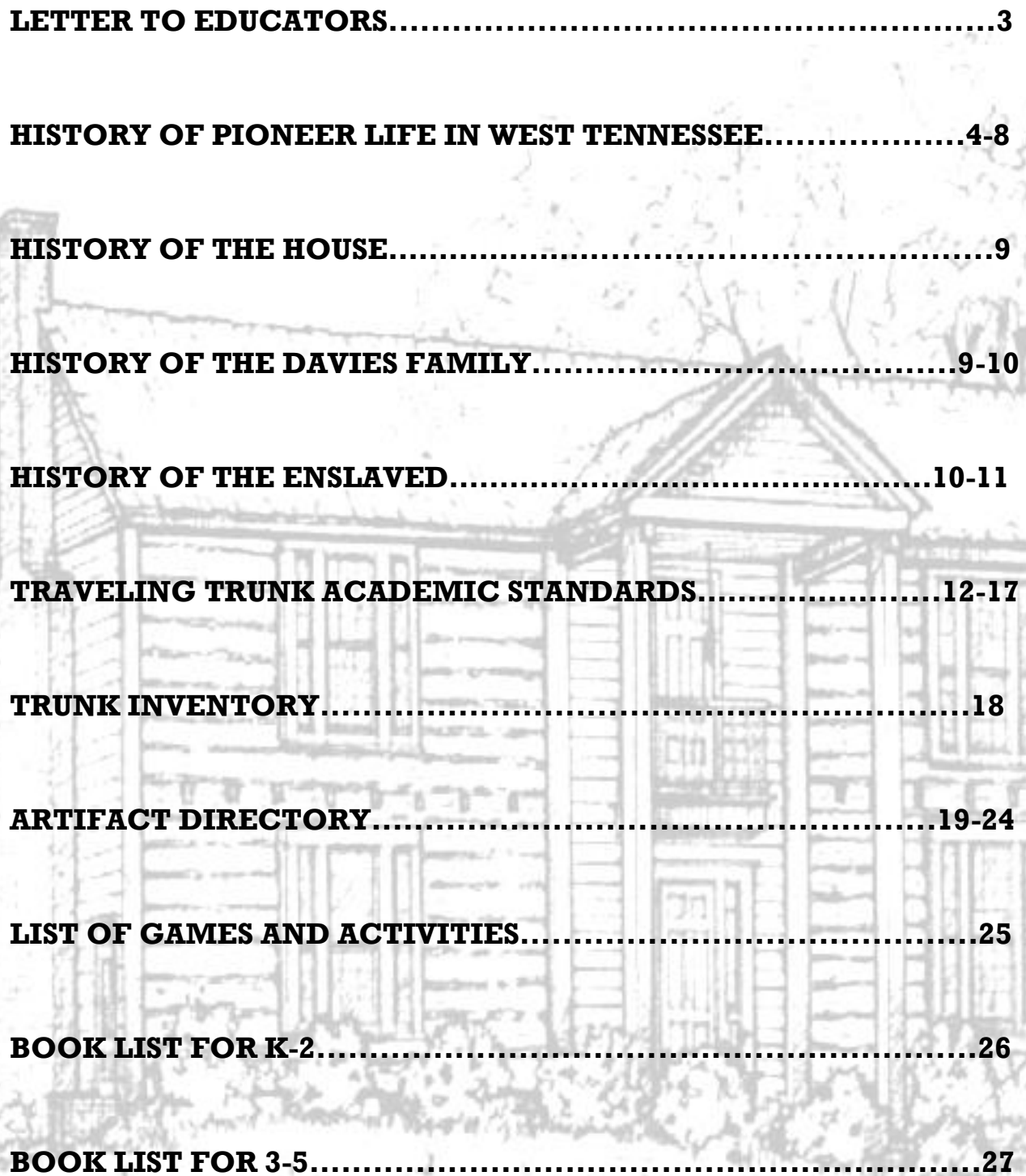
**Teacher's Guide for the
Davies Manor**

“Pioneer Life”

Traveling Trunk Exhibit

Grades K-6

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Dear Educator,

Thank you for choosing Davies Manor to help meet your language arts, science, and social studies curriculum needs. Our mission is to preserve the Davies family historic house to provide an inclusive, multi-faceted space for research and educational study of early Shelby County history, rural culture and the natural environment. The traveling suitcase program, which is matched to Tennessee state educational curriculum standards, is designed to bring the museum to your classroom. All items included in the trunk can be handled by students.

The theme of the traveling trunk exhibit “Pioneer Life” is based on the lives of pioneer children in the nineteenth century and is intended to integrate West Tennessee pioneer history and the history of Davies Manor Plantation with the core curriculum of kindergarten through sixth grade. The activities contained in this suitcase are focused on K-5th grade core objectives in social studies, science, or language arts.

The items in the traveling trunk include artifacts from Davies Manor, as well as objects that are reproductions from the period, photographs, books related to the period, and grade appropriate activities and games. We hope you and your students enjoy learning about pioneer life in West Tennessee during the 1800s.

Sincerely,

Davies Manor

Early Pioneers of West Tennessee

With the signing of the Chickasaw Treaty on October 19, 1818, West Tennessee was opened to white settlers. Pioneers led the march into new territory and prepared the way for the next generation of settlers. They came into the wilderness to make their homes, better their fortunes, and enjoy freedoms they did not have in more settled areas of the United States. They expected to encounter dangers and endure hardships and they faced both with courage and determination.

Most of the pioneers entering the Western part of Tennessee were descended from the English, Scottish, Germans, Irish, and French. These first frontiersmen were hunters and herdsman, followed by agricultural settlers looking for land to farm and a place to raise their families.

The Long Road Home

There were no roads or bridges in this area at the time, therefore wagons and carts could not be used. The pioneers moved into the wilderness on foot or horseback and brought their household on packhorses or mules. There were few goods that traveled with a pioneer family: clothes, blankets, mattresses filled with grass, horsehair, moss, or other suitable materials, a large cooking pot, an oven, a skillet, a frying pan, a hand mill to grind grains, a wooden bowl to make bread, a few pewter plates, cups, and other dishes,

axes, hoes, iron parts for plows, a broad ax, a froe, a saw, and an auger. A supply of seeds for field crops, garden vegetables, and fruit trees were also carried.

Home Sweet Home

When a pioneer family reached a place to settle, the men and boys cut down trees to build a log house. They split boards with a froe and made a roof. They split logs, sawed the sides flat, and smoothed them in order to make a floor and door shutters. They built the chimney with logs and split sticks, covering the inside of the chimney with a heavy coat of clay to keep the wood from catching on fire. To keep out the cold wind, they finished the house by filling the spaces between the logs with clay mortar called chink. The cabin was rather rustic, but strong and warm.

Frontiersmen made rough, strong beds, tables, benches, and three-legged stools. They drove pegs into the walls or fastened deer horns to the wall to be used as racks for clothing, guns, and other articles. Bed frames were slabs of wood supported at one end by wooden pegs that were driven into the wall. Tables were wooden planks set on four legs. Craftsmen were hired to make spinning wheels and handlooms for wives and daughters.

Horses and cattle were turned into the woods to eat grass in the summer and cane in the winter. They came home in the evening to get salt and grain. Fathers and sons cut trees and bushes to clear

land for planting crops. They made rail fences, piled brush and burned it, then plowed and planted.

Pioneer Style

Fathers and sons wore deerskin pants and shirts. The hunting shirt fitted loosely, reached halfway down the thigh, and was fringed at the bottom. It was open down the front and had a belt that tied at the waist. In this belt the frontiersman carried a small hatchet or tomahawk and a very long, sharp hunting knife. He wore a hat of animal skin, generally with the tail of the animal forming a tassel. He had a long muzzle loading, flintlock rifle and a leather pouch. He carried gun wipers, tow (unspun flax fibers used to make fires and good for cleaning muskets), patching, bullets, and flints in the pouch. Fastened to the strap was a horn in which he carried powder for his gun.

Mothers and daughters wore bonnets, dresses, and shawls. Dresses were generally made out of coarse linen, dyed in different colors using nuts, berries, and plants. There were no sewing machines, so dresses were very plain with few ruffles and tucks for decoration. Most women and girls had little or no jewelry. Cotton was not plentiful then— people used linen (made from the flax plant) and wool. They spun these materials into thread with a hand/spinning wheel, wove the thread into cloth, and used the cloth to make clothing.

Pioneer Children

Pioneer children had hard lives. They were up at dawn, working in the fields or in the home. Most children who lived on farms did not go to school. Working on the farm was too important to be interrupted by education. Those who did go to school walked for miles to go to the area's one-room schoolhouse. Students were taught the three Rs: Reading, Writing, and Arithmetic. School supplies would have included a quill, ink, and a slate. Classroom games, such as Ducks Fly, the Initials game, and Rebus word games, were used as teaching tools.

Most children did not have expensive toys. Most toys were made with scrap fabric or wood. Children generally played with homemade toys, such as whirligigs and thaumatropes. Children also spent their free time playing games. Games such as marbles, Jackstraws, jacks, and hopscotch were all very popular with pioneer children.

Pioneer Girls vs. Boys

Girls were responsible for helping their mothers with chores in and around the home. Girls spun wool, wove, knitted, cooked, washed, tended the garden, took care of farm animals, and helped their mothers with younger brothers and sisters. Boys were responsible for working outdoors. Boys hunted, fished, built homes and furniture, and tended to crops.

Slave Children

Children who were born into slavery did not have much spare time to play. Education was banned on many plantations. Children were working in the fields by seven years of age. Since slave children could not afford toys they would create games. Some of these games were rather violent and included reenacting a beating by the master or being sold at auction. Songs were sung while clapping hands. Mary Mack was a popular song for slave children.

**Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back
She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephant, elephant, elephant.
Jump over the fence, fence, fence.
He jumped so high, high, high,
He reached the sky, sky, sky,
And he never came back, back, back,
'Till the end of July, 'ly, 'ly.**

The song is actually mocking the master's daughter for wanting to pay fifty cents to watch an elephant jump over a fence.

The Davies Manor History

History of the House

The original one room cabin, now the parlor, was built around 1830/ 1831. There is no historical evidence showing who exactly built it, but it was likely Thomas Henderson, Emmanuel Young, or Joel Royster, through who's hands the land passed between 1830 and 1831. We do know Royster expanded the cabin into the dogtrot style house by 1851 when he sold it to the Davies. It remained unchanged until the kitchen was added in the early 1900s, replacing the previous detached kitchen. The dogtrot was enclosed and the back hearth added in the 1960s by Ellen Davies- Rogers.

History of the Family

Zachariah Davies, the grandfather of Logan and James Davies, was a Virginian militiaman who fought in the Revolutionary War. William Early Davies, their father, was a Methodist minister and grist mill operator.

1824- November 11th, Logan Early Davies born Maury County, TN

1826- June 9th, James Baxter Davies born Maury County, TN

1854- James married Penelope Almeda Little

1855- Julius Augustus Davies born

1857- William Little Davies born

1859- Penelope Almeda Little Davies died at the age of 26

1860- November 26th, Logan Early Davies married Frances Anna Vaughn

1861- December 25th, Gillie Mertis Davies born

1862- March 5th, James enlists as a private in the 38th TN Infantry at Morning Sun

1863- Linnie Lee Davies born

1865- Frances Anna dies at the age of 24.

1865- May, James returns from war and married Pauline Little Leake

1867- Pauline Leake files for divorce

1904- June 17th, James Baxter dies, leaves 596 acres to his sons

1924- December 21st, Dr. Julius Augustus dies, leaves his half of Davies Plantation to his brother, Dr. William Little Davies

1931- Dr. William Little dies, leaving 596 acres to his cousin, Frances Ellen Davies- Rogers

History of the Enslaved

By the 1790s, Zachariah Davies owned a successful 1,500 acre cattle and tobacco plantation in Lunenburg County, Virginia. Zachariah enslaved at least twelve people at this point: Brister, Sampson, Nelly, Dilcey, Tom, Nancy, Tabb, Hannah and Hannah's two children, and Grace and Grace's child. In 1794, fearing his own death from illness, 44-year-old Zachariah established a trust that named an inheritance plan to his children for the above-mentioned people, as well as their future offspring. Zachariah would live on until 1827. Shortly before his death, he wrote a final will that negated the terms of the earlier trust and named a new inheritance plan. The will would later be unsuccessfully contested in Lunenburg County Chancery Court by one of Zachariah's daughters, Henrietta, and her husband. The heart of Henrietta's legal dispute centered on the allocation of enslaved people to her siblings.

In 1816, two of Zachariah's sons, William and Robert Davies, migrated from Lunenburg County to Middle Tennessee with their families and enslaved people. Robert took Grace, and Grace's child (both given to him by Zachariah) to Franklin, Tennessee, where he served as a Methodist minister. Grace and her child are believed to have remained with Robert and his family until his death in 1838. William, meanwhile, had established a farm and flour mill in Maury County, near the town of Columbia. One of the women he'd taken to

Tennessee, Vincy, had been given to him by his father. William is also believed to have taken thirteen other enslaved people to Maury County. By 1820, seventeen slaves lived at William's farm, according to census records; ten years later, William was listed as enslaving twenty-three people.

In 1843, William decided to leave Maury County behind for the richer cotton lands of West Tennessee. After arranging a land swap with one Gideon Johnson Pillow (later an infamous Confederate general), William established his new plantation in Fayette County, near the community of Macon. By 1850, William's plantation operated off the labor of thirty enslaved black people. A few years later, two of William's sons – James Baxter Davies, and Logan Early Davies – purchased land in Shelby County and established Davies Plantation. By 1860, James and Logan owned a total of 792 acres and twenty-two slaves. Their younger brother Henry enslaved ten people on a smaller farm nearby. In 1862, William Davies died, leaving behind an incomplete will. A group of court appointed commissioners from Fayette County determined the allocation plan to William's children of the people he enslaved at the time of his death.

Throughout the Civil War years – and despite the Union Army's occupation of West Tennessee – what's now the modern-day site of Davies Manor Plantation continued to exploit slave labor. As late as 1865, Logan Davies was earning income by renting out enslaved people to neighboring plantations. James Davies spent the war serving as a private in the 38th Tennessee Infantry. When he enlisted in 1863, James took along an enslaved "bodyservant" named Richmond Bennett. Richmond and James returned to Davies Plantation after the Confederacy's defeat. Upon earning his freedom, Richmond married Sarah Jane Tucker, another former Davies family slave. Richmond, Sarah Jane and their children would live in eastern Shelby County well into the twentieth century. At least half a dozen other people formerly enslaved by the Davies worked as sharecroppers at Davies Plantation throughout the nineteenth and early-twentieth centuries. Research into the lives of these freedmen and freedwomen and their descendants remains a work in progress. For more information, see the permanent exhibit in the Manor house *"Omitted in Mass": Rediscovering Lost Narratives of Enslavement, Migration, and Memory Through the Davies Family's Papers.*

Pioneer Traveling Trunk Academic Standards

Overall the trunk can be used to meet any of the Social Studies Practices. The use of the hands on artifacts provides a great chance to specifically talk about

- C. K. 02- Compare and Contrast family traditions and customs
- H. K. 17- Use correct words and phrases related to chronology and time
- H. 1. 23- Use correct words and phrases related to chronology of time
- H. 1. 25- Compare ways people lived in past to how they live today
- E. 2. 05- Recognize major US industries and products (cotton)
- 3. 18- Analyze how people interacted with the environment to satisfy basic needs and wants
- 3.31- Describe life on the Tennessee frontier and reasons why settlers moved West

And just generally ground any discussions of life on a frontier.

The trunk is also useful in talking about the history of science. For example, the trunk can be used to discuss the following Science Standards:

- 2. ETS2.2- Predict and explain how human life and the natural world would be different without current technology
- 5. ETS2.2- Describe how human beings made tools and machines to observe and do things they could not otherwise sense, do, or do as quickly or efficiently

The following pages will outline specific standards met by specific activities included in the trunk.

Activities & Tennessee Academic Standards Overview

This traveling trunk can be used to fulfill standards in Social Studies, Language Arts, and Science. The activities listed below will list the activity, where to find the guide, describe it, and list the academic standards it fulfills.

The Art of Letter Writing Activity

Best Suited: Grades 4-6

Write a letter to a family member or friend, using Mary Scantlin's letter (provided) as an example. In this letter, the student will write five things they learned about the life of pioneers in the 1800s and how he thinks times have changed.

Social Studies

- H. 1. 25- Compare the ways people lived in the past to how they live today
- 3. 31- Describe life on the Tennessee frontier and reasons why settlers moved

Language Arts

- FL. WC. 4- Write legibly- use the provided quill pens and framework to write
- RI. KID. 1- Use key details in the texts as basis for answers
- W. TTP. 3- Write narratives to develop real or imagined experiences or events using effective techniques

Ducks Quack Game

Best Suited: Grades K-1

Originally called "Ducks Fly", this game was played by pioneer children. The game is similar to Simon Says. It assists students in following directions, as well as differentiating farm animals and the sounds they make.

Language Arts

- SL. CC. 1- Participate effectively in a range of conversations and collaborations with varied partners

SL. PKI. 6- Adapt speech to a variety of contents and communicative tasks

Grandma's Quilt Activity

Best Suites: Grades K-6

Choose between the two possible instruction guides for the one best suited for the class. Both guides have the class working together to create a class 'quilt' out of paper shapes.

Social Studies

- C. K. 02- Compare and contrast family traditions and customs
- E. 1. 08- Basic wants and needs, how people at different times got them
- H. 1. 25- Compare ways people lived in the past with how they live today
- E. 2. 05- Recognize major United States industries and products (use with cotton to discuss cotton production)
- 3.18- Analyze how people interact with the environment to satisfy basic needs and wants
- 3.31- Describe life on Tennessee frontier

The Initials Game

Best Suited: Grades 2-3

Word games were very popular with children in the 1800s. This game can be played in pairs or as a class. The Initials Games uses the initials of each student.

Language Arts

- SL. CC. 1- Participate effectively in a range of conversations and collaborations with varied partners
- SL. PKI. 6- Adapt speech to a variety of contents and communicative tasks

Making Butter

Best Suited: Grades K-1

Demonstrate what it was like to make food during pioneer times while also discussing how liquids become solids with this activity. Additionally, consider

counting the number of shakes it takes to turn cream into butter can also be turned into a fun math activity.

Social Studies

- E. K. 04- Identify and explain how a basic human need for food is met
- H. 1. 25- Compare ways people lived in the past to how they live today
- 3. 18- Analyze how people interact with the environment to satisfy basic needs and wants

Science

- K. PSI.2- Identify that matter exists in different states

Pioneer Items Coloring Activity

Best Suited: Grade K

Compare and contrast household items used today compared to items used in the 1800s. Students should color only the items that were used by pioneers during the 1800s.

Social Studies

- H. K. 17- Use correct words and phrases related to chronology and time
- H. 1. 25- Compare ways people lived in past to how they live today

Science

- K. ETSI.2- Describe object accurately by draw and label pictures

Pioneer Items Matching Game

Best Suited: Grades 1-2

Compare and contrast household items used today compared to items used in the 1800s. Cut and paste pictures of the objects next to the matching word.

Social Studies

- H. 1. 25- Compare ways people lived in the past to how they live today
- H. 2. 30- Describe periods of time

- 3.18- Analyze how people interact with the environment to satisfy basic needs and wants

Language Arts

- K. ETSI.2- Describe objects accurately by drawing or labeling pictures
2. ETS2.2- Predict and explain how human life and the natural world would be different without using current technologies

Quill Nameplate Activity

Best Suited: Grades K-5

Use a quill pen to understand what types of school supplies children used in the 1800s and how they used these writing instruments.

Social Studies

- H. K. 17- Use correct words and phrases related to chronology and time
- H. 1. 25- Compare ways people lived in the past to how they live today
- 2.30- Describe periods of time

Language Arts

- FL.WC. 4- Write legibly
- W. TTP. 3- Write narratives to develop real or imagined experiences or events

Science

2. ETS2.2- Predict and explain how human life and the natural world would be different without current technologies
- 5.ETS2.2- Describe how human beings made tools and machines to observe and do things they couldn't otherwise sense, do, or do as quickly or efficiently

Rebus Word Game

Best Suited: Grades 4-5

A popular word game in the 1800s, a rebus uses words, letters and pictures to form sentences.

Language Arts

- RI.IKI.7- Integrate and evaluate content presented in diverse formats
- SL.CC.1- Participate effectively in a range of conversation and collaborations with varied partners
- SL.PKI.6- Adapt speech to a variety of contents and communicative tasks

Thaumatrope

Best Suited: Grades 2-3

This whirling picture toy was popular and easy to make in the 1800s.

Science

- 2.PS2.1- Analyze the push or the pull that occurs when objects collide or are connected
- 2.PS2.2- Evaluate the effects of different strengths and directions of a push or a pull on the motion of an object
- 2.PS2.3- Recognize the effect of multiple pushes and pulls on an object's movement or non-movement

Whirligig

Best Suited: Grades 4-5

A whirligig or button spinner was an easy and fun pioneer toy.

Science

- 4.PS3.1- Use evidence to explain the cause and effect relationship between the speed of an object and the energy of an object
- 4.PS3.2- Observe and explain the relationship between potential energy and kinetic energy

Inventory of Artifacts

- 1 Dubl- Handi washboard
- 1 Cast iron iron
- 1 Wooden bowl
- 1 Wooden butter spoon
- 1 Small cast iron skillet
- 1 Small tin scoop
- 1 Small glass oil lamp
- 1 Brown plaid shirt
- 1 Medium plaid dress
- 1 Small plaid dress
- 1 Small white apron
- 1 Leather hair curler
- 1 Wooden sock darning
- 1 Rag doll
- 7 Quilt squares
- A sample of wool
- A sample of spun wool
- 1 Slate
- 25 Feather quills
- 1 Jar of Ink
- 4 Pre- made button spinners
- 3 Buttons for whirligig activity
- Yarn for thaumatrope activity
- 18 Photographs from Davies Manor
- 9 Books about pioneer life
- 4 Books about pioneer cooking
- 1 Copy of *Along the Old Stage- Coach Road*
- 1 Davies Manor DVD

ARTIFACT DIRECTORY

The artifact directory will briefly describe the artifacts in the suitcase and direct you to activities and additional information in the books provided, as well as Davies Manor Plantation photographs.

The washboard- A washboard was used to scrub clothes. Use photograph #2 and #3 to illustrate. The washboard is depicted in the Pioneer Items Coloring Activity and the Pioneer Items Matching Activity. Additional information can be found in *Children's Clothing of the 1800s*, pp. 10-11 and *Tools and Gadgets*, p. 9.

The iron- Cast irons were heated over coals or in fireplaces and later on stoves. An ironing board was actually a board laid across two chairs. Use photograph #3 to illustrate an iron and ironing board. Additional information can be found in *Children's Clothing of the 1800s*, pp. 10-11, *Early Settler Children*, p. 26, and *Tools and Gadgets*, p. 9.

Wooden bowl and spoon- Wooden kitchen items were staples in pioneer kitchens.

Cast iron skillet- Cast iron skillets were used for cooking most foods that were not stewed. Discuss with students how cooking items during the 1800s are still used today.

Scoop- Tin scoops were used for measuring grain, flour, corn meal, etc.

Oil lamp- Oil lamps were the only portable light source that did not use a candle. Most were made of glass or metal and would

have a cloth wick that absorbed oil from the lamp. The wick would be lit and could be raised or lowered by a small knob on the side of the lamp. The oil lamp is depicted in the “Pioneer Items Matching Activity”.

Clothing- These dresses are examples of simple, homemade clothing that was worn by girls in the 1800s. Boys wore simple sheath dresses as well. Additional information can be found in *Children’s Clothing of the 1800s*, pp. 6-7, 23, *Early Family Home*, pp. 42-43, and *Early Settler Children*, pp. 16-19.

Apron- Aprons kept clothes from getting dirty. They also came in handy when carrying things to the kitchen. Additional information can be found in *Children’s Clothing of the 1800s*, p. 7, and *Early Family Home*, p. 44.

Hair curler- Hair curlers were generally made from leather and wire or cloth. They would be placed in a girl’s hair before bedtime.

Sock darner- A sock darner was used for mending socks. The darner would be placed into the heel or toe of the sock for easy mending. Additional information can be found in *Children’s Clothing of the 1800s*, p. 11.

Rag doll- Dolls during pioneer times were homemade, using scrap material. Additional information can be found in *Children’s Clothing of the 1800s*, pp. 12-13.

Quilt squares- Just like blankets and comforters today, quilts were used to keep people warm. Women and girls would make quilts by hand. Before a young lady got married, family members would create a wedding ring quilt for the bride-to-

be. Quilt activities for grades K-5 are included. Additional information can be found in *Early Family Home*, pp. 25, 46-47.

Wool- Wool was sheared from sheep and spun on a spinning wheel to make yarn and thread. Use photograph #6 to illustrate. Additional information can be found in *Early Farm Life*, p. 45, *Children's Clothing of the 1800s*, pp. 7-9, *Early Family Home*, pp. 42-43, and *Tools and Gadgets*, pp. 28-29.

Slate- A slate was used by children in the classroom. Paper was not readily available and it was expensive. Each student would bring his/her slate to school every day. Additional information can be found in *A One-Room School*, pp. 11, 16, and *Early Schools*, pp. 14-18.

Quills and ink- Quills were feathers from a large bird, such as a goose, and used for writing. The quill would be dipped into ink. Use the quill writing activities for demonstrations (K, 1, 2-3 only). The quill is depicted in the "Pioneer Items Coloring Activity" and the "Pioneer Items Matching Activity". Additional information can be found in *A One-Room School*, pp. 9, 11, and *Early Schools*, pp. 14-15.

Along the Stagecoach Road: Morning Sun and Brunswick Shelby County, Tennessee was written by Mrs. Ellen Davies-Rodgers in 1990. Ellen Davies Rodgers (1903-1994) inherited Davies Manor Plantation in 1931. She restored the property and opened it for tours. She founded the Davies Manor Association in 1977. She also worked as a teacher, principal, author, and Shelby County historian. This book is not meant to be used as reading material for students, but rather as a resource guide for educators.

Davies Manor DVD- The Davies Manor DVD included in the suitcase was created by local historian and film director Willy Bearden. It gives a good summary of the history of Davies Manor Plantation.

PHOTOGRAPHS

The fireplace- The fireplace was used to warm the house, as well as for cooking. Many times homes would not have indoor fireplaces due to the hazards of starting a fire. Instead, they would have fire pits with kettles hanging from wooden tripods located outside. The fireplace is depicted in the “Pioneer Items Coloring Activity” and the “Pioneer Items Matching Activity”. Use photo #4 and #14 to illustrate.

Additional information can be found in *Early Family Home*, pp. 12-13 and *Tools and Gadgets*, p. 10.

Butter churn- Butter was churned by hand using a butter churn. Use photo #5 to illustrate. Use the “Making Butter” activity for a demonstration (K-1 only). Additional information can be found in *Early Farm Life*, p. 59 and *Tools and Gadgets*, pp. 10-11.

Sewing Machine- Sewing machines were very expensive and were not used until the mid-1800s. Use photo #5 to illustrate. This sewing machine uses a manual foot treadle for power.

Cylinder Phonograph- The Edison cylinder phonograph was invented by Thomas Edison in 1877. The phonograph is depicted in the “Pioneer Items Coloring Activity” and the “Pioneer Items Matching Activity”. Use photo #8 to illustrate.

This machine used wax cylinders to play music. See “History of the Cylinder Phonograph” for additional information.

Victrola- The Victrola followed Edison’s phonograph. Use photo #9 to illustrate.

Rope bed- Beds were made of wood posts and ropes to hold a feather mattress. Ropes were tightened to keep the mattress from sagging. This is where we get the phrase “sleep tight”. Use photo #10 to illustrate. Additional information can be found in *Early Family Home*, pp. 24-25.

Chamber pot- Pioneers did not have indoor plumbing. Chamber pots were used for nighttime emergencies. These pots were placed under the bed. Use photos #11 and #12 to illustrate. Additional information can be found in *Early Family Home*, p. 29.

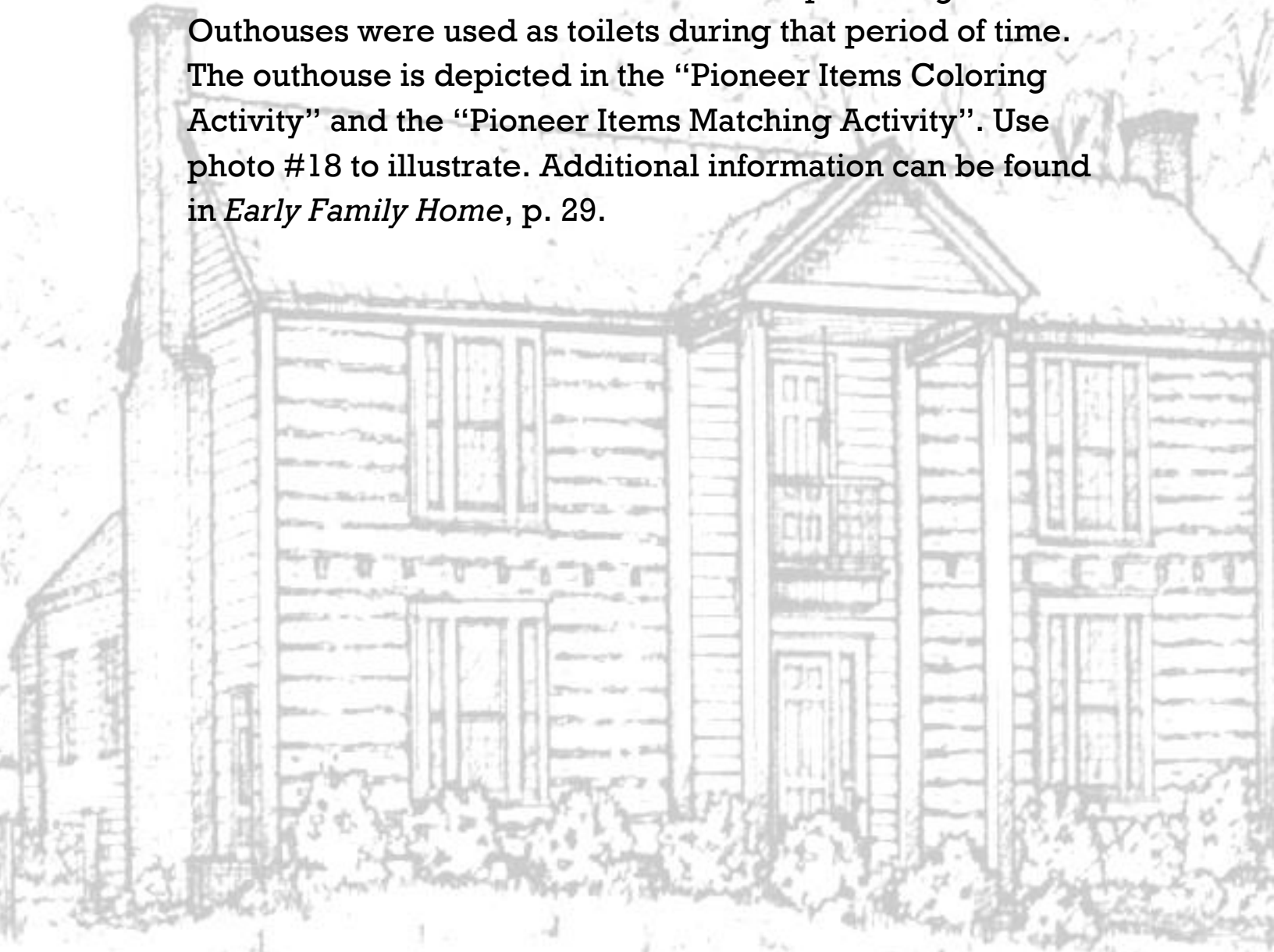
Scooter- Toys were generally homemade. Store bought toys, such as this scooter, were expensive. This toy would have been considered a luxury to a pioneer farm child. Use photo #13 to illustrate.

Water well- Water wells supplied the family with water for drinking, cooking, bathing, and washing. Use photo #15 to illustrate. Additional information can be found in *Early Family Home*, pp. 21, 33.

Mose’s Cabin- Most sharecroppers, tenant farmers, and domestics who worked on Davies Plantation after the Civil War lived in cabins like this one. This cabin belonged to Mose Frazier, who lived and worked on the plantation for almost fifty years. Use photo #16 to illustrate.

Commissary- Pioneers did not have grocery stores. They would go to a general store, or commissary, to purchase goods such as flour or meal, as well as tools. Use photo #17 to illustrate. Additional information can be found in *Early Family Home*, p. 52 and *Tools and Gadgets*, pp. 12-13.

Outhouse- Pioneers did not have indoor plumbing. Outhouses were used as toilets during that period of time. The outhouse is depicted in the “Pioneer Items Coloring Activity” and the “Pioneer Items Matching Activity”. Use photo #18 to illustrate. Additional information can be found in *Early Family Home*, p. 29.



GAMES AND ACTIVITIES

A copy of each activity and game can be found in the Suitcase folder. Teacher instructions are included for all activities and games.

The Art of the Letter Writing Activity (4-5)

Ducks Quack Game (K-1)

Grandma's Quilt Activity (K-2)

Grandma's Quilt Activity (3-5)

Initials Game (2-3)

Making Butter (K-1)

Pioneer Items Coloring Activity (K)

Pioneer Items Matching Activity (1-2)

Quill Nameplate Activity (K)

Quill Writing Activity (1)

Quill Writing Activity (2-3)

Rebus Word Game (4-5)

Thaumatrope Instructions (2-3)

Whirligig Instruction (4-5)

BOOK LIST FOR GRADES K-2

Barbara Swell, *Children at the Hearth: 19th Century Cooking, Manners, and Games*, 1999.

Bobbie Kalman and Heather Levigne, *Classroom Games*, 2001.

Bobbie Kalman, *A One-Room School*, 1994.

Bobbie Kalman, *Early Family Home*, 1982.

Bobbie Kalman, *Early Schools*, 1982.

Bobbie Kalman, *Early Settler Children*, 1982.

Bobbie Kalman, *Tools and Gadgets*, 1992.

David Schimpky and Bobbie Kalman, *Children's Clothing of the 1800s*, 1995.

Lise Gunby, *Early Farm Life*, 1983.

BOOK LIST FOR GRADES 3-5

Barbara Swell, *Children at the Hearth: 19th Century Cooking, Manners, and Games*, 1999.

Bobbie Kalman and Heather Levigne, *Classroom Games*, 2001.

Bobbie Kalman, *A One-Room School*, 1994.

Bobbie Kalman, *Early Family Life*, 1982.

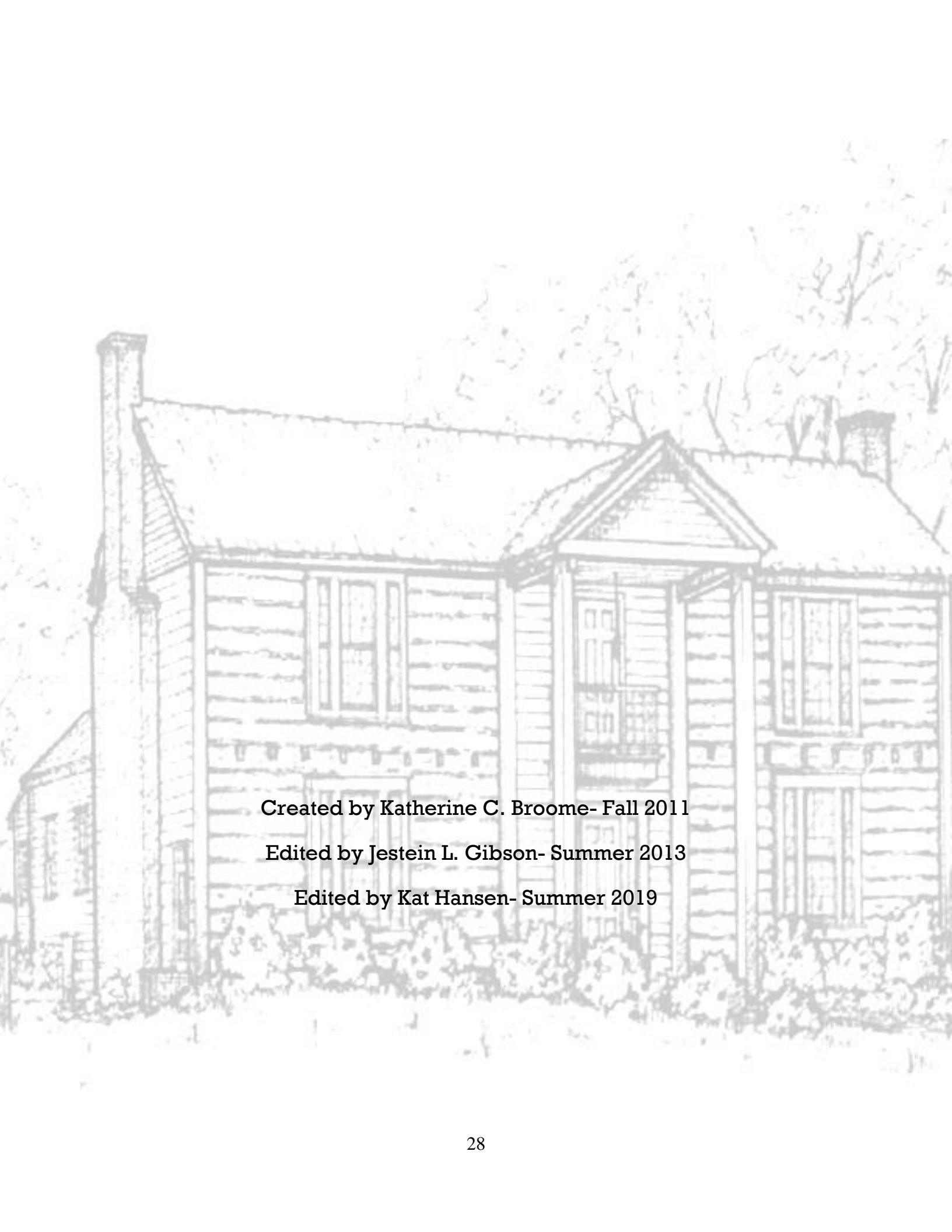
Bobbie Kalman, *Early Schools*, 1982.

Bobbie Kalman, *Early Settler Children*, 1982.

Bobbie Kalman, *Tools and Gadgets*, 1992.

David Schimpky and Bobbie Kalman, *Children's Clothing of the 1800s*, 1995.

Lise Gunby, *Early Farm Life*, 1983.



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