

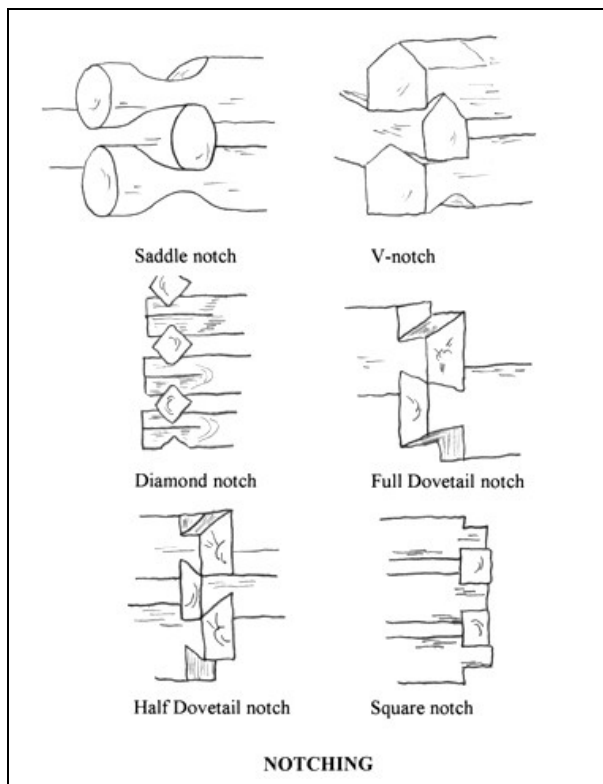


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Compare what you learned about Carver County in 1887 and what happens today. How are things the same? How are they different? If you don't know the answer, or didn't visit the station, try to find someone in class who did. Do they know the answer?

	1887	TODAY
What games do children play?		
What is school like for kids?		
What are homes like for Native Americans? Pioneers?		
How are clothes made? From what materials?		
What are some favorite things to do for fun?		
What are some of the farm chores that kids have to do?		
How do clothes get clean? How do they get dry?		
What kinds of food do people eat? How do they prepare them?		
What kind of tools do people use on a regular basis?		

Building with Logs



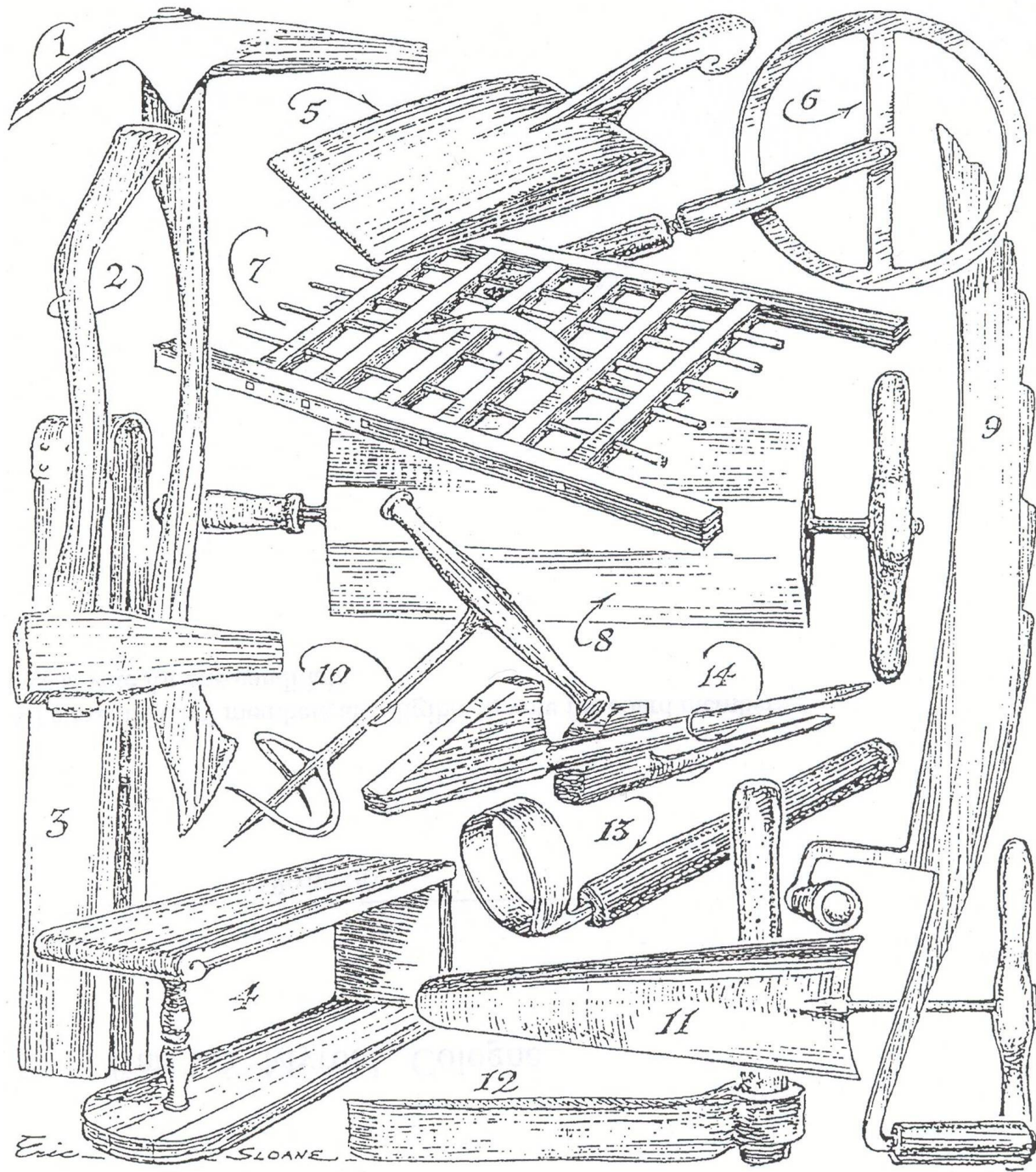
In order to survive in the wilderness that was once Minnesota, a pioneer family had to build a home. What follows is the process by which a family would take trees and construct a home.

First the land had to be cleared of trees. Trees were cut down using axes and handsaws. The logs were either burned or set aside to be used later. The tree stumps and roots were left in the ground to rot. Stumps were always in the way, especially if you were walking around in the dark of night. The trees were then cut into logs. If there were other settlers in the area, they

would help with the clearing because this was a very hard job.

The logs were then notched at both ends. Four logs were assembled into a rectangle for the foundation of the log home. Layer by layer, the next logs were put into place and slowly, the walls began to appear. The walls were usually 8 or 11 logs high.

If there were no nails, wooden pegs were made to hold the cabin together. Nails might be available if there was a blacksmith in the area. The spaces between the logs were filled with mud and wood chips to keep out the wind, rain and snow. This is called chinking. The roof was often made of cedar logs or cedar shingles. Cedar wood is more waterproof.



*Borrowed from the Northern Indiana Center for History Cabin Days School Program Curriculum Book

Answers to “Early American Implements”

1. Ice axe
2. Post axe, used for cutting mortises in beams
3. Lard squeezer-animal (usually hog) fat was melted, then tied up in a cloth and squeezed between wooden pinchers called lard squeezers. The liquid squeezed out of the lard was poured into wooden bowls and cooled; the pork scraps that remained in the cloth were eaten as special treats.
4. Armrest, often used during long church meetings
5. Feather-bed patter, used for smoothing out feather mattresses and quilts
6. Wheel race, used for measuring the circumference of a wheel before fitting it with its metal rim.
7. Candle maker. Wicks were tied to it and dipped into hot wax.
8. Leather, or beaming, knife, used for dressing hides.
9. Hay saw
10. Screw, used for loosening sugar in a sugar barrel
11. Wheelwright’s reamer, used for boring hub holes
12. Froe, used for splitting wood into shingles
13. Round shave, or scorper, used to smooth the inside of a barrel and also to make wooden bowls
14. Hook pins, or drift hooks, used to peg beams together temporarily when laying a framework on the ground, before raising a house

*Borrowed from the Northern Indiana Center for History Cabin Days School Program Curriculum Book

Pioneer Trades and Jobs

The Farrier

The farrier's functions overlapped with those of the blacksmith. When the horse was part of everyday life, shoeing them was a major part of blacksmiths's work. The farrier shod horses and oxen with iron shoes made at his own forge as well as treating animals' injuries and diseases, similar to the modern veterinarian.



The Blacksmith

The blacksmith was so important in pioneer life that many communities offered him a parcel of land to set up shop for an agreed length of time.

Blacksmiths made everything that could be made of iron by hand: weapons, cooking utensils, horseshoes, cutlery, even padlocks. Many times farmers had knowledge of this craft and often did their own repairs. However, when the job required more sophisticated tools and knowledge, the blacksmith's skills were called upon.

The forge was used by the blacksmith to heat iron so that it could be shaped into tools, horseshoes, or other objects. Early forges were often built of stone or brick. Later models were made of iron and were specially designed to be portable. The bellows forced air under the fire to make it burn hotter. Early bellows were made of leather and wood and were later replaced by a crank mechanism.

The anvil was the most important tool of the blacksmith. It was placed within arms-reach of the forge so that the blacksmith could turn one to the other without unnecessary steps.

The Cabinetmaker

Cabinetmakers, or joiners as they were often called, were the most skilled craftsmen in the carpentry trades. A carpenter's bench could be found in the woodshops of many craftsmen. Common benches had two vises—a vertical vise and a box vise. Most workbenches had square holes in them in which bench hooks, or “stops” were placed to hold wood being planed smooth.



The Cobbler

The cobbler, or shoemaker, made shoes out of home-tanned leather, hand-twisted flax, and wooden pegs. The shoes were molded over a form called a “last.” Lasts were wooden or iron models of a human foot. In the early days, both the left and the right shoes were the same shape. Shoes were expensive and often many family members shared the same pair of shoes.

A Brief History of Carver County



Carver County has been home to many different cultures throughout time. One of the best documented early native peoples is the Woodland Culture who lived in this region from 1200 B.C. until 1700 A.D. Their nomadic hunting and gathering patterns depended upon the seasons and resources of the land. More recently, the

Dakota Indians used the area for hunting and temporary lodging. With the signing of the treaty of Traverse de Sioux, however, this area was opened for settlement by white pioneers.

In March of 1855, Carver County was organized by the Minnesota Territorial Legislature. The county was named in honor of the explorer, Jonathan Carver. The original county seat was San Francisco Township but in 1856 voters moved it to Chaska.

Much of the east central part of Minnesota, including Carver County, was covered by the Big Woods; a dense forest of oak, elm, maple and cottonwood trees. The density of the Big Woods made it difficult for early settlers to clear the land for farming.

Many of Carver County's initial settlers were from eastern states but by the 1860s most new settlers were immigrants from Germany or Sweden. The Germans founded towns like Hamburg, New Germany and Cologne while the Swedes settled in East Union and Watertown. Most immigrants became farmers but some living in Chaska became laborers in the brick industry.



Located along the Minnesota River, Chaska had good deposits of clay for brick-making. The cream-colored brick became a favorite for building houses in Chaska and the surrounding rural area. The bricks were also used in the foundation of the Minnesota Capitol building when it was constructed 100 years ago. Slowly the brickyards closed until the last one shut down in the 1950s.

Farming was the chief occupation of Carver County for 100 years. While many grew crops, others were dairy farmers. Creameries were numerous and the county claimed for itself the title of "The Golden Buckle of the Dairy Belt." Bongards Creameries is still important link to our dairy heritage.

Carver County's most historically important farmer was Wendelin Grimm, a German immigrant who settled in Chanhassen. Grimm planted alfalfa and gathered the seeds from the plants that survived the first winter and re-planted every year until he had a full crop. His perseverance paid off when Grimm Alfalfa was recognized as the most winter-hardy strain available. In fact, it was used throughout North America between 1910 and 1940 and is one of Minnesota's leading contributions to the history of agriculture.



Today, farming is no longer the predominant occupation in the county. Carver County has seen an explosion of residential development in Chanhassen, Chaska, Waconia, Carver and Victoria. Many now commute to jobs in Minneapolis or its suburbs. Carver County currently has a population of 80,000.

Pioneer Cooking

Whenever we get low on food, we can always go to the grocery store to restock our supplies. The pioneers who first came to Minnesota didn't have that luxury. There were no grocery stores on the frontier! Instead, early settlers lived off the land to survive. This meant they had to hunt game, gather wild berries and vegetables, and fish the rivers and lakes. In Carver County, they could have eaten deer, beaver, raccoon, squirrel, rabbit, skunk, pheasant, geese, ducks, pigeon, or quail. Many other animals made tasty dishes as well.



Because the pioneers often had to travel long distances to get to Minnesota, they brought very few supplies with them. Much of their food was cooked over an open hearth fireplace with a few utensils, perhaps fashioned from wood or gourds, a heavy skillet, a pot for boiling, an iron griddle, and a tea kettle.



The early pioneers lived on meat and native plants. But once they had settled, they began to grow crops. The staple crop was corn, because it could grow in even the poorest of soils, but Carver County farmers also produced wheat, barley, and alfalfa. Other crops included squash, sweet potatoes, turnips, cabbage, pumpkins, and onions. When the pioneers had a surplus of crops, they could sometimes trade for farm animals such as cows, chicken, pigs, and sheep.

For drinks, pioneers had milk (if they had a cow), apple cider, tea made from native plants, and sometimes coffee. For sweetener, they used sorghum molasses made from the sorghum they grew, wild honey, and maple syrup collected and boiled down in early spring.

Pioneers would also grow herbs that could be used for a variety of different things. These included dyes for cloth, beverage flavorings, food seasonings, and decorations. In the fall, these herbs were dried for storage and use through the winter months. Even some medicines could also be made from herbs.

S E K A C N A P O T A T O P P C T X
 P A S W E E T P O T A T O U O E O A
 L P R B A K E D B E A N S M T L V E
 C P A F M B N H G C O R N P O N E T
 R L J R A U R O F A R R O K O C U S
 D E J I M S A E C K F A C I C R C A
 D P A E B T S C A E R J L N T V E O
 A U M D V P S A C D L E S L Z G W R
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 R D O H A E O E T N S S A I O A B O
 B I T I I T S S A Q O S R T S R C S
 N N S C D I S D W U R R E T E J O I
 R G A K R H O E P A O B E O J G V N
 O X O E O W L B E P N D R I E D E E
 C O R N C O B B F R I E D F I S H V

Can you find these words and phrases in the puzzle above? Look only for the capitalized words. They were popular dishes for early Minnesota pioneers.

CORN PONE
 DANDELION salad
 TURTLE SOUP
 HOE CAKES
 Crackling CORNBREAD
 ROASTED sweet corn
 BEAR steaks
 Fried CHICKEN
 APPLE PUDDING
 DRIED fruits
 SASSAFRAS tea
 Sourdough BREAD
 PUMPKIN seeds
 FRIED FISH
 ROAST pigeon

SWEET POTATO pudding
 winter bean PORRIDGE
 beef VEGETABLE soup
 country BAKED BEANS
 POTATO PANCAKES
 friend dandelion BLOSSOMS
 VENISON ROAST
 strawberry JAM
 Johnny CAKE
 raspberry TEA
 CLAM chowder
 blackberry CORDIAL
 CORNCOB jelly
 FRIED cornmeal mush
 WHITE bread

Making Clothing

Pioneers made their own clothing at home because there was no clothing store! Skins and furs were used a great deal. Loose deerskin shirts, somewhat like those of the Native Americans, were worn by many of the men. Deerskin moccasins were common footwear. Caps were often made of raccoon or fox skins with the tails left hanging down in back for decoration.

Pioneer women knew how to make cloth. Where sheep were raised cloth was made of wool. After the wool was sheared from the sheep, the women washed, combed and carded it into smooth silky strands. Then they used a spinning wheel to twist the strands of wool into thread.



Flax was sometimes also used to make cloth. Flax comes from a plant. The stems of the plant were soaked and separated into strands that were then made into thread on a spinning wheel. A large wheel was used for spinning wool and a smaller wheel for flax. Cloth that is made from flax is called linen.

Thread was woven into cloth on a loom. The cloth was called homespun. Besides pure woolen and pure linen cloth, the pioneers also made linsey-woolsey. The lengthwise threads of this cloth were linen and the crosswise threads were wool. The linen made it strong and the wool added warmth.

Cloth was dyed with dyes made from plants that were found in the woods and fields. Pioneers made dyes from blueberries, beet root, goldenrod), black walnut husks, alder bark, wild cherry tree bark, sumac berries, birch leaves, and other plants. Cloth dyed with these dyes faded when washed or left in the sun, but the pioneers found that certain things would set the dye and keep it from fading. These were called mordants. Salt, vinegar, alum, and lye were commonly used as mordants. Mordants also changed some colors. Salt made some colors lighter, alum made some darker.

Getting Sick on the Prairie

Illness was a problem for many pioneer families. Poor hygiene, dirty water, and harsh living conditions contributed to a short life for many people. Pioneers were often malnourished as well, which made them more susceptible to disease.

Four common diseases were cholera, malaria, smallpox, and typhoid fever. All four were often deadly; those who lived could be weak and sickly for months or have the disease re-occur throughout their life (malaria).

Seeing a doctor when you were sick was difficult during pioneer times. In most areas of Minnesota, like other parts of the frontier, there were very few doctors available and many of those who were available had very little education or training, when compared to today's doctors.

Many pioneer women were both nurse and doctor to their families. And when widespread sickness came to a town or rural area, neighbors who were well would often help out families whose members were ill.

Pioneers knew nothing of bacteria or viruses and, compared to today, had a very primitive understanding of the workings of the human body. They could observe facts, but their conclusions were often incorrect. Pioneers noticed, for example, that malaria was most common in low-lying areas near sources of water (particularly stagnant water), but they believed that mists (sometimes called a "miasma") that rose up from the water somehow caused the disease. They did not know that the mosquitoes which bred in the water actually carried the disease.

Most doctors and patients relied on homemade remedies. Two favorite remedies for many illnesses were bleeding and purging. Sometimes these "cures" made the ill person so weak, they died. Most people also used herbs and other plants to make poultices, teas, and syrups.

SEASONAL CHART OF DISEASES

SPRING

Insect bites
Snake bites
Smallpox
Croup
Mumps
Measles
Quinsy

AUTUMN

Erysipelas
Intermitting fever
Bilious fever
Cholera
Milk sickness
Dysentery
Snake bites
Hydrophobia

WINTER

Measles
Pneumonia
Catarrh
Consumption
Pleurisy
Whooping cough
Frostbite
Croup
Quinsy
Scurvy

SUMMER

continued fever
intermitting fever
remitting fever
inflammatory fever
cholera
milk sickness
dysentery
worms
smallpox
bowel complaints
Insect bites
snake bites
scarlet fever
hydrophobia

YEAR-ROUND DISEASES

anthrax
earache
peurperal fever
apoplectic fits
emphysema
gonorrhoea
thrush
diabetes
diarrhea
enlarged tonsils
gravel
asthma
Ophthalmia
Headache
Furuncles
Scald head
Toothache
Phrenitis
Tetanus
Diseases of the bone
Burns
Yellow gum
Cancer
Red gum

Pioneer Transportation in Carver County

Transportation became one of the biggest deciding factors in determining whether or not pioneer towns survived. At first, people used the states' series of lakes and rivers to navigate Minnesota. Most of the earliest towns were on one of these waterways so that it could connect to other places and other people. The Minnesota River forms Carver County's southeast border, and the Crow River runs through the western part of the county.

Before bridges were built, ferries were used to take people from one side of the river to the other. It cost money to catch a ferry across the river. This money was usually collected at either the beginning or the end of the ride, but there are reports of some men stopping their ferry in the middle of the river to collect the toll. If people were unable to pay, the ferry captain would personally throw that person over the side of the boat into the river. Many times, people would try to raft themselves across rivers, or would find shallow, narrow parts where they could try to cross themselves. This sometimes took people many miles out of their way and could often be very dangerous.

Steamboats were often used to carry goods and people from Minneapolis and St. Paul to places along the Minnesota and other rivers. However, steamboats had a hard time passing through on dry years when river levels were low. Rapids and low water levels would often stop them from passing through.



When the railroad came through Carver County in 1871, traffic on the river slowed down because the railroad offered a faster and more reliable way to get around. As traffic on the river slowed down,

development in river towns would slow down as well. Because it was much easier and faster to travel by train than by riverboat, if there was no railroad stop in your town, it was much more likely that the town would die out. However, it was a boon for those towns that weren't located on the waterways. Railroads helped farmers carry their grain to market and to bring them farming equipment and building material. They also helped extend the areas of the state that could be settled.

Look for these things when you visit for Log Days:



A **butter paddle** is a tool used in traditional butter making and is typically made from wood. When butter is made by hand, the process has multiple steps, starting with allowing the milk to sit so that the cream rises to the top. The cream is churned to solidify it, and then worked with a butter paddle and rinsed with clear, cold water to remove residual buttermilk that can cause butter to go rancid.

Where sheep were raised, pioneers made cloth from wool. After the wool was sheared from the sheep, the women washed, combed and carded it into smooth silky strands. Flax was sometimes also used to make cloth. Flax comes from a plant. The stems of the plant were soaked and separated into strands that were then made into thread on a spinning wheel. A **spinning wheel** spun strands of wool and flax into heavy thread or yarn. The yarn could be woven into cloth on a loom.



Vocabulary

Adze – cutting tool with a thin, arched blade that is used for shaping wood

Breeches – pants that fit snugly and end just below the knees

Chinking – filled in the spaces between logs; usually made from rocks, twigs, and a combination of mud, manure, straw, and clay

Dakota – a Native American tribe that hunted and passed through the area, beginning in about the early 1600s

Farrier – one who shoes horses and treats their ailments

Froe – cleaving tool for splitting shingles

Hew – to fell by the blows of an ax

Keelboat – shallow, covered riverboat that is poled and used for freight

Pantaloons – loose fitting trousers

Petticoat – the lower part of a dress

Plasters – medicated dressings applied to heal and soothe

Portage – land separating two waterways over which Native Americans, explorers, and traders passed while traveling

Poultices – medicated cloths applied to sores

Puncheons – split log with the split part smoothed for flooring

Scythe – tool used for cutting grain, made of a long, curved blade fastened to a long handle

Sheath – covering for a blade

Tomahawk or hatchet – light axe used as a hand weapon by Native Americans and early frontiersman

Trousers – garment extending from the waist to the ankles

Waistcoat – garment worn about the waist under a coat; a vest

Post-Visit Activities

The field trip isn't over when students get off the bus at school. Follow-up activities in the classroom can reinforce and put the students' field trip learning experiences into perspective, as well as build on the high levels of interest and enthusiasm generated by the field trip for some time to come. Some general ideas for post-trip activities are given below.

Discussion

After the field trip, encourage students to discuss their reactions to their field trip experiences: What did they like the most? Least? And why? Discuss their ideas, experiences, and any questions they have about what they saw and did. If the trip has generated as many questions as it has answered, it has been very successful.

Newspapers or Newsletters

Have students write articles for the school newspaper or publish a newsletter about their field trip experiences for their fellow students and parents. Divide up responsibilities for different topics or phases of the field trip among the students, and encourage them to interview one another and to illustrate their stories with sketches or cartoons.

Experience Charts

Construct experience charts with younger children. Ask them to tell what they have seen, learned, and liked at the program. You may wish to make several charts with different titles, for example, "The Ten Best Things We Saw at Log Days," or "Things I Didn't Know about Pioneers before Our Trip." Read them aloud several times, and hang on the wall as a record of their trip.

Letters

Have students write thank you notes to their chaperones, museum personnel, and/or program re-enactors, and letters to their parents about their trip experiences. They could even make their own stationery using signs, symbols, or designs observed during their field trip.

Banners and Posters

Ask students to think of their favorite part of the field trip, and to create a banner or poster to encourage other people to visit it.

Certificates of Achievement

Make up certificates of achievement for students for successful completion of their field trip. Students may wish to color them and include them in their classroom memory books.

Murals

Have students create murals about either the topic of their trip, or their field trip experiences. If you took photographs on the field trip, these can be included in the mural or made into a bulletin board display about the trip.

Creative Writing

Have students write poems, essays, and stories based on their field trip theme or experiences. Encourage them to use their imagination to write

about “What If...” (What if you had a cow for a pet? What if the Borchardt family lived today? What if you lived in Camden Township in the 1880s?, or, “A Typical Day in the Life Of...”). Have them write about people, animals, plants, or other creatures that lived at other times and places, incorporating observations and information they learned on their field trip.

Vocabulary

Create word games, puzzles, and exercises using vocabulary related to the field trip topic.

Field Trip Memory Capsule

Have students choose and create things that represent various aspects of their field trip, to be enclosed in a museum memory capsule. Place the things in a box, tape it tightly shut and have students decorate the box. Put it away for the rest of the school year. You might do this for each of your class field trips. Instead of taking a field trip at the end of the year when museums are often so busy, have “Museum Memories Day” on which the class opens and goes through each of the boxes. Or, open one box each day during the last few weeks of school. See how much students remember about the things they did, have them compare and rate their trips, tell what they liked best, and what they would like to go back to see again. Encourage them to do so in the upcoming summer.