



Benicia Historical Museum
2060 Camel Road, Benicia Ca 94510
T: 707 745 5435 F: 707 745 5869

WATER HAULING AND STEER ROPING

WATER HAULING DIRECTIONS

1. Fill the buckets halfway (or less) from the “well” water.
2. Put the yoke on the student and add water buckets to the hooks.
3. The students then carries the water around the yard for a short distance.

The average woman spent 30% of the day hauling water. It was one of the most important jobs in any home or ranch. Clean water was one of the most precious commodities that existed. ASK the students why they might need to rope a cow and haul water.

STEER ROPING DIRECTIONS

1. **Hold the lariat the form of a circle with one hand. Hold the other end of the rope tightly with the other hand**
2. **Thrown at the horns and round the steer’s neck.**
3. **When a lasso is successful cheer for the “cowboy or cowgirl”**

This leather saddle with wooden stirrups is a typical saddle for cowboys, farmers, anyone riding a horse to work. The heaviest lariat is made of horse hair. Compare it to the other lariats.



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BUCKET BRIGADE

- 1. Line up in a row between the two large water containers.**
- 2. The first student fills the bucket with water and then passes it to the next student.**
- 3. The second student passes it to the next student and down the line until the last one.**
- 4. The last student pours it in the large container to put out the (FIRE). Repeat going the opposite way if time allows.**

This method is what the bucket brigades used to put out fires from portraying which is 1847-1870. Discuss how fires are put out today. Compare a bucket brigade with limited water and modern fire fighting.



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ADOBE BRICK MAKING

1. **STEP ONE:** Each student places a half of shovel of soil into the large container. Break up the dirt with your hands and throw the rocks in the small bucket.
2. **STEP TWO:** Break up the soil and crumble the clumps. Do the twist dance on the soil until it is fine.
3. **STEP THREE:** Continue crushing the dirt to fine powder. Add one to two small buckets of sand. Mix well with your hands.
4. **STEP FOUR:** Each student adds one handful of straw. Mix well. This is the binder that binds the brick together.
5. **STEP FIVE:** Add enough water to make a mush-like mixture. Mix well with hands.
6. **STEP SIX:** Fill the wooden adobe brick mold with the mixture. Pat with your fingers and fists and smooth the top with the wooden trowel.

CONGRATULATIONS!!! You have just made an adobe brick. As a class project you can build an adobe house using sugar cubes and frosting.



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CALIFORNIA INDIAN PICTOGRAPHS

A pictograph is a painting on stone.

- 1. Look at the center of the table for pictograph designs.
Draw one or more designs on your rock.**
- 2. Use black pens and save color for things like dots.
Colors were too hard to make.**
- 3. On the other side put your initials.**
- 4. You may carry your rock or give your pictograph to your
adult leader who will return it to you after you return to school
or your group meeting area. We do not want your work lost.**

Discuss how hard it would be to write a book using pictographs. This is a form of primitive communication using drawings. The simplicity of the designs are basic items or events of importance to share. The Indians used pictographs as a way of identifying themselves. The rock is abundant and can be found easily. The flat shape makes it perfect to draw a pictograph. They also wrote on walls of caves and on huge boulders.



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INDIAN CORN GRINDING

- 1. Place one spoon of corn in the mortar (bowl).**
- 2. Use the widest part of the pestle (grinding stone).**
- 3. Grind the corn with the pestle until you can shake it through a colander (strainer) into the bowl.**
- 4. Regrind any corn that didn't fit through the colander.**
- 5. Put the ground cornmeal into a small bowl.**

The Mexican-Spanish term for the bowl is molcajete and the grinding stone is tejolote. Many people had problems grinding their teeth down because particles of stone would get into their food.



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LAUNDRY

- 1. Select one item of clothing**
- 2. Place item in wash water and scrub with soap.**
- 3. Scrub on washboard.**
- 4. Use agitator to agitate the cloths, a group can agitate together.**
- 5. Rinse in rinse water.**
- 6. Wring out thoroughly over the tub.**
- 7. Hang them on the clothesline using the clothespins to dry.**
- 8. After the clothes were dry, a flatiron would be heated on the coal/wood stove so that you could iron out any wrinkles.**

Remember, in those days each person had 3 to 4 outfits and did their laundry once a week.



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ARTIFACTS TABLE

Ask the students to identify each of these items.

- **Papoose Basket – to carry infants**
- **Raccoon Hat – protection**
- **Pioneer ladies hat – protection**
- **Tin cups**
- **Broom- used to clean their huts**
- **Chaps- leather pants for protection while riding**
- **Baskets – woven from natural materials**
- **Maracas – musical instruments**
- **Snakes – wooden replicas**
- **Horseshoes**
- **Gun powder horn – storing gun powder**
- **Gold pan – for sifting silt to find gold**
- **Paddle – for cooking**
- **Ball and stick games – for playing**
- **Railroad ties – securing the tracks**
- **Shells, seaweed, black walnuts, bay leaves, galls (growths found on trees) – things found in nature**

- **Saddle – on steer- made of cowhide – has wooden stirrups (place for rider's feet)**
- **Rope – made with horse's tail hair**