



Let's Work, Learn and Play at Pipe Spring!

Pre-Field Trip Preparation

Your students are about to spend a day in the life of a kid their age in the 1870s at Pipe Spring! Help them prepare by leading them through this activity.

Objectives (Student will be able to):

- #1 Identify the two main groups at Pipe Spring (Mormon Settlers and Kaibab Paiute)
- #2 Describe the different types of homes people lived in at Pipe Spring
(The field trip will identify different work, ways of learning and forms of play children their age would have done at Pipe Spring in the 1870s)

Theme: Through the eyes of kids, hands on learning of various lifeways and subsistence strategies utilized at Pipe Spring, and their impacts, offer diverse opportunities to experience and reflect upon the difficulties of survival and adaptation in an arid environment, and the results of our day-to-day decisions about where and how we live.

Materials:

- **Photos:** Winsor Castle, Paiute Kahn
- Crayons, or colored pencils

Instructions:

Opening: (5 min)

Let students know that they will be attending a field trip to Pipe Spring National Monument. Ask how many have ever been there before. Have students answer the following questions-What kind of an environment do we live in (desert)? What is the most important thing that allows us to live here? Water! Now ask kids where the water at their house or school comes from? (*Rivers, lakes, pipes, etc...*) Ask where they

think Pipe Spring gets its water (*hint: it is in the name*). Explain that a spring is a source of water that comes out of a rock or hillside, from an aquifer filled by rainfall. Water has been coming out from Pipe Spring for thousands of years, drawing people like the Kaibab Paiute for centuries and later the Mormon settlers!

Kaibab Paiutes are Native Americans, meaning before Europeans arrived, they were the original inhabitants of the Americas. Before Mormon settlers moved to Arizona, the Kaibab Paiutes were a nomadic people, which means they moved to different places according to the seasons. In the cold winter, they lived in the warm desert canyons and valleys of the Arizona Strip. While in the summer, they moved to the Kaibab Plateau where there were Pinyon Pine trees, cool weather, and lots of animals and plants.

Mormon settlers began moving and settling down on the lands around Pipe Spring in the 1860's. The water was cold and refreshing, with tall and thick the grasses. Soon they started a cattle ranch for the church that could help feed the men who had just started to work on the Mormon temple in St. George. The Mormon settlers who came to Pipe Spring brought many of their traditional ways of life with them. They farmed the land below the spring, growing many crops that they had grown



back home, some which were not suited to the desert climate (using lots of water).

Children in both groups would help with the work needed to survive, with their parents teaching them life lessons. Kids would have also played in their spare time, as kids anywhere will do! Today, they are going to learn about the type of homes kids lived in at Pipe Spring.

Activity Explanation: (20 min)

What do you live in? A house? An apartment? Wait for student responses. Well, a very, very long time ago so long ago your grandparents weren't even alive yet, Southern Paiute families lived in these structures called Kahns.

Have students examine the Kahn. What are they built out of? Do you think this took a long time to build? Different people lived in different ways to suit their needs. This was a good way for the Paiutes to live. Can you think of a reason why? Well, they moved a lot, several times a year following the plants and animals they harvested, and a house like this could be built very fast.

Now have students look over Winsor Castle. What is this building made from? Do you think this took a long time to build? Do you think the people who lived here moved very often like the Paiutes? No, the Mormon settlers who built and lived in this house stayed at this house, farming nearby and keeping cows. They built this house, because it suited their needs because they stayed in one spot and would last a very long time.

How similar are the Kahn and Winsor Castle to their own homes? How are they different? Now the students can draw/color a picture of Winsor Castle or a Kahn as they think it would have been.

Conclusion: (5 minutes)

Not every family lives in the same way. Sometimes, they live the way that best suits their way of life. Let the students know that kids their age really did live in structures like a Kahn and Winsor Castle covered in the activity!

Reiterate that Pipe Spring was important because it was one of the few spots you could get water on the Arizona Strip, drawing different groups there for centuries. Explain that Kaibab Paiutes stayed in the area and collected water from surrounding springs after the Mormons built the fort on top of the main spring, leading them to depend on Mormon settlers at times. The water was essential for the people who worked on the ranch, thousands of livestock, the gardens, and even people who were just passing by.

Reveal that Pipe Spring looks different today than it did during the time these kids would have lived at Pipe Spring; due to the different ways people used the land. When they come to Pipe Spring on their field trip, they will learn even more and get to try many of the tasks kids their age would have done!



Kaibab Paiute Winter Kahn



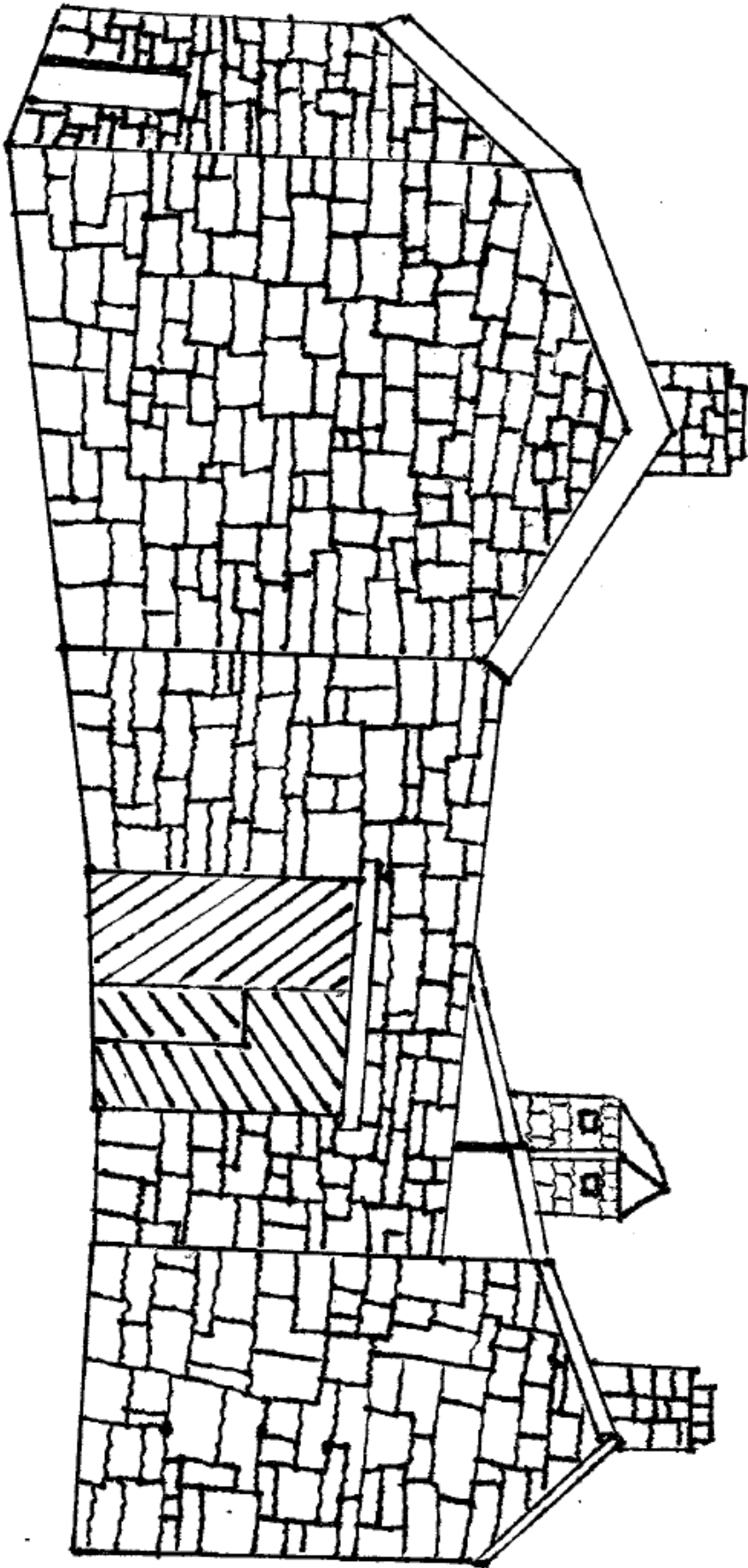
Pipe Spring National Monument



Winsor Castle



Color Winsor Castle!





Color the Kahn.

Draw people and things around it!

