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## Goals and Materials

### Goals

Kit users will:

- explore the development and history of trading posts and general stores in South Dakota
- understand how South Dakotans used trading posts and general stores to meet their needs
- gain knowledge and experience in learning from objects

### Materials

This kit contains:

(kit 1)

4 rabbit pelts	1 cracker tin
2 muskrat pelts	1 cheese box
1 egg crate	2 dye packs
18 wooden eggs	1 trade toy tomahawk
1 butter churn	3 beaded necklaces
1 wooden crate	1 teddy bear
1 oil lamp	1 cream can
6 Hamlin County maps	1 checkerboard
1 crock	24 checkers
1 measuring cup	4 fabric bolts
1 liniment bottle	1 pair ladies gloves
1 liniment tin	1 black hat
3 spice tins	1 lantern
1 candy tin	1 toy cast-iron pot-bellied stove
1 baking powder tin	6 cast-iron stove pans
1 tea tin	1 washboard
1 coffee can	17 beadwork cardboard cutouts
1 tobacco tin	12 photographs
1 oil can	
2 wooden spools	
1 pint canning jar	
1 piece cheesecloth (for churning butter activity)	

## Trading Posts & General Stores Resource Paper

Early Dakotans depended on trading posts, and later general stores, to supply basic needs. In pre-settlement times, fur trading posts flourished along the Missouri River. The trading posts served fur trappers and American Indians, who traded hides and furs for beads, metal goods, and other items. Some trading outposts evolved into general merchandise stores, but most South Dakota general stores started out as part of the business district in a town specifically intended to be a trading center, usually along a rail line.<sup>1</sup> Rail towns often had single-product stores such as butcher shops, hardware stores, and drug stores as well as general stores. Most general stores traded in eggs and butter, but local elevators and creameries handled farmers' cash crops and cream. Typically, a South Dakota general store provided groceries and a few other merchandise lines such as clothing or shoes.<sup>2</sup> General stores served local homesteaders, townsfolk, and reservation tribal members. Before modern supermarkets, the general store was the primary means of trade and commerce among rural communities of the 1920s and 1930s.<sup>3</sup>

General stores operated on barter and credit as well as cash. Farmers often traded on credit for an entire year before settling up their account when their crops sold in the fall. Butter and eggs could be traded year-round for other necessities. Furs from local traplines, chickens, and other hand-made items, especially beaded work, could also be bartered at some general stores. The merchant then either resold the traded items to his customers or shipped them to dealers. Keeping track of all the transactions required storekeepers to maintain good records. When a customer brought in an item to barter, or charged an item on their account, the transaction was entered into the merchant's ledger. Sometimes the customer kept track of their transactions in a small family account book. When the customer came in to settle up, the amounts in the family account book and the merchant's ledger book should match. Customers received credit for future purchases when they brought in barter items but did not need to buy anything at the same time.

General stores carried as much merchandise as they thought they could sell. Outside the store there might be a barrel filled with brooms or shovels. Inside the store, groceries filled shelves on one side, along with glass cases for medicines or jewelry. Hardware and tools filled the other side of the store. Barrels of crackers or dried fruit stood in front of the counters. Cured meat hung from the

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<sup>1</sup> Robert A. Mittelstaedt, ed. "The General Store Era: Memoirs of Arthur and Harold Mittelstaedt," *South Dakota History* 9, no. 1, (1978): 36.

<sup>2</sup> *Ibid.*, 37.

<sup>3</sup> Lourdes Murillo, "The General Store: A Hidden Treasure of the Past," *Borderlands* 13, no.16 (1995).  
[http://www.epcc.edu/nwlibrary/borderlands/13\\_General\\_Store.htm](http://www.epcc.edu/nwlibrary/borderlands/13_General_Store.htm)

rafters. Customers did not help themselves to items off the shelves. Clerks provided one-on-one service for each customer.

At the Mittelstaedt Brothers store in Milbank, SD, sugar came in 100-pound bags. Some farm wives purchased an entire bag, but the most popular quantity was 20 pounds. This amount was weighed out and put in paper bag with the top specially folded and tied. Flour came in 49-pound white cotton bags. The empty bags made excellent dish towels. Coffee came as whole roasted beans in 100-pound bags. This had to be weighed out and ground course, medium or fine for each customer. Tea came in foil-lined chests from Japan or China and was weighed out into one-half pound paper bags. Tobacco was a big seller – cigars, loose-leaf smoking tobacco, pipe tobacco, and snoose provided for every taste.<sup>4</sup>

George Swartz provided a detailed description of his father's general store in his 1983 memoir. The description of the layout of this Maryland store would have fit many South Dakota stores as well:

The first floor had shelves on all sides except the front, from the floor to the ceiling. There were long counters in front of the shelves with a walkway between them and the shelves.

The fronts of the counters were closed but the backs, facing the shelves, were open, making space for drawers and bins for storing flour, beans, rice, tea, dried fruits, sugar, salt, and other items not on display. On top of the counters were stacks of overalls, denim and khaki pants, jackets, and also showcases containing candy, small items such as pins and needles, and tobacco. On top of the showcases there were cards containing pipes and various novelties, and candy jars.

Also, at different locations along the counter, there was a coffee mill, a cash register, a wrapping paper unit with string attachment, a Clark's O.N.T. (Our New Thread) counter case full of spools of cotton, a paper bag rack, a plug tobacco cutter, a large cheese cutter containing a wheel of cheese, one or more types of scales for weighing grocery items and nails, and perhaps even a counter seed display case. There was not much space left on the counter tops, only enough at various intervals to wrap a few items and to set things from the shelves or bins when filling an order.

The middle of the store between the counters contained a pot-bellied stove surrounded by one or more chairs, barrels of various commodities such as pickles, salt herring, mincemeat, jelly beans, cookies, and crackers. One also found a seed rack; a broom rack, several sacks of potatoes, a case or two of eggs, and always a coal bucket and a spittoon. Almost every country store had an empty nail keg containing a checkerboard near the stove.

The shelves behind the counters, from the floor to the ceiling, contained items arranged as nearly as possible by sections of things that were alike or similar, such as canned goods in one section, cereals in another, soaps and soap powders together, patent medicines, spices, shoes, rubber boots and overshoes, a few bolts of gingham, flannel or pillow and mattress ticking, tobaccos, kerosene lamps, wicks and glass chimneys, dishes, kitchen utensils, and many other items all arranged by similarities. Food items that were to be weighed and packaged, such as sugar, flour, dried beans and the like, were in bins under the counter on the side of the store where the other

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<sup>4</sup> Robert Mittelstaedt, "General Store Era,"45.

grocery items were located. On the other side of the store under the counter you would find excess items that duplicated those already on the shelves, for example, additional pairs of shoes, boots and overshoes, additional overalls, pants, and jackets, and some additional bolts of dress material and ticking.

Also, there were always items hanging on hooks from the ceiling, such as tea kettles, dish pans, pots, pans, funnels, lanterns, coffeepots, buckets, wash tubs, washboards, heavy iron skillets, scoops, slaw cutters, pitchers, and baskets. The shed or warehouse attached to the store contained hardware, farm and garden tools, kegs of nails, horse collars, horseshoes, harness, axe handles, shovels, stove pipe, wire fencing, screen wire, window screens, a kerosene tank including a hand pump, one or two coops of chickens brought in as barter, chicken feed, bags of fertilizer, egg crates for eggs as barter, coils of rope, an assortment of machine and carriage bolts, wood screws, garden plows, stoneware crocks, cases of Ball jars for canning purposes, and a number of other items too numerous to remember.<sup>5</sup>

To walk into the general store was to be greeted by familiar smells. The smell of meats, cheese, and fish mingled with the aroma of leather goods, work clothes and brand new boots. A potbellied woodstove warmed the building and made it cozy. A bucket of ashes from the woodstove made a simple spittoon. Before refrigeration, butter, cheese, and hams cooled in the store cellar. Bulk candy was put into the tempting candy jars on the counter. It was scooped from the jars into paper bags, sold by the pound and by the piece. For a penny, a young customer could get two to five pieces.<sup>6</sup>

In addition to needed merchandise, the general store provided services not available elsewhere. General stores served as the first post office in many small communities. The store might have a telephone before home telephones became the norm. The general store filled a social need as well. It was the place to go for news and gossip. The friendly atmosphere made people feel like part of one big family when everybody knew everybody else in town.<sup>7</sup>

Before automobiles, most people shopped close to home, usually traveling no further than six to twelve miles. With a horse and wagon, farmers could get to town, do their marketing, and get back home in time to do chores. Over time, Saturday night marketing became a social event in many towns. Stores stayed open late to accommodate shoppers. Young and old went to the movies. Many folks gathered to share news and gossip at the cafe or general store.

General stores faced competition from mail-order houses. Montgomery Ward (founded in 1872) and Sears (1893) catalogs kept rural families up-to-date on the latest goods. Catalogs featured everything from cherry pitters to household linens and canned vegetables. Unlike trading with the

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<sup>5</sup> George Swartz, *Bridges to My Maturity* (Elgin, IL: Brethren Press, 1983).

[http://www.riverheritage.org/riverguide/swartz/html/country\\_store.html](http://www.riverheritage.org/riverguide/swartz/html/country_store.html)

<sup>6</sup> Ibid.

<sup>7</sup> Lourdes Murillo, "The General Store", [http://www.epcc.edu/nwlibrary/borderlands/13\\_General\\_Store.htm](http://www.epcc.edu/nwlibrary/borderlands/13_General_Store.htm).

local storekeeper, mail order transactions were impersonal. Unlike trade at the local store, however, mail order purchases required cash.<sup>8</sup> Before rural mail delivery, mail-order goods often came to the general store to be picked up. Seeing catalogs and merchandise shipped to their customers alarmed local storekeepers. Worried merchants spoke of the catalogs as “town-killers.”<sup>9</sup> They were wise to provide as large a range of goods as possible.

As more and more people moved into South Dakota, many towns dreamt of becoming prosperous business centers. For growth, railroad towns had the advantage of offering easy access to shipping. Towns chosen as county seats attracted attorneys, commissioners, clerks, and other county workers. Milbank had both railroad connection and served as the county seat. The *Grant County Review* of November 4, 1881, listed fourteen general stores in the area.<sup>10</sup> One of Milbank’s general stores was that of the Mittelstaedt Brothers, started in 1883. The Mittelstaedt Brothers store catered to the area’s German and Germans-from-Russia settlers. All their salespeople had to speak German as well as English. Another store in town, Erlandson and Johnson’s, served the Swedish-speaking community so their salespeople spoke Swedish or Norwegian in addition to English.<sup>11</sup>

Arthur and Harold Mittelstaedt both worked in the store as boys. They later purchased the store from their father and uncle and ran it themselves for many years. As boys, one of their jobs was to candle eggs. Farm chickens ran free during the day and often laid eggs outside the henhouse. These eggs might not be found right away so the eggs brought to the store might not be fresh. They were checked for freshness or “candled” by passing them in front of a small opening in a tin box with a kerosene lamp behind it. The light shining through the egg revealed its quality. An egg that looked clear and pinkish with a tiny air space on one end was fresh. Slight streaks in the egg meant that it had aged past the point of being fit for eating. If portions of the egg appeared opaque or black, the egg had started to rot. Slight cracks in the shell also showed up in the candling. Those eggs were given back to the farm wife for her own use.<sup>12</sup>

Like most general stores, the Mittelstaedt Brothers store took butter in for trade. The quality of the butter varied. Farm wives brought it to the store in two, three, or five-pound crocks furnished by the store. The best local butter sold at a slightly higher price because town housewives requested it. Regular butter, of slightly lesser quality, sold for both table and cooking use. If the butter brought in

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<sup>8</sup> Dorothy Hartman, “Life in the 1880’s: Women’s Roles in the Late 19th Century,” Connor Prairie, <http://www.connerprairie.org/historyonline/1880wom.html>

<sup>9</sup> Paula M. Nelson, *After the West Was Won: Homesteaders and Town Builders in Western SD, 1900-1917* (Iowa City: University of Iowa Press, 1986), 83.

<sup>10</sup> Doris Louise Black, “History of Grant County South Dakota 1861-1937,” (M.A. Thesis, University of Colorado, 1938), 31.

<sup>11</sup> Robert Mittelstaedt, “The General Store Era,” 46.

<sup>12</sup> *Ibid.*, 51.

was of poor quality, it was repacked into large barrels and shipped to Minneapolis where it was rendered and the butter oil sold to large bakeries. One of the unpleasant jobs the Mittelstaedt brothers had as boys was repacking the butter into the large barrels for shipment.<sup>13</sup>

As roads improved and car and truck transport became the norm in South Dakota, farmers and townspeople alike broadened their marketing scope. No longer was the hometown general store the only option available. Improved roads and motor transport brought people closer to larger trade centers.<sup>14</sup> Many small stores closed. About one hundred general stores survived until after WWII in South Dakota.<sup>15</sup> The shopping experience changed as well. One-on-one clerk service for each customer gave way to self-service where shoppers chose their own goods and took them to a central checkout for payment. Supermarkets could handle large amounts of business with a low profit margin.

Small general stores have not disappeared completely. They have adapted to changing circumstances and may no longer carry the “general store” name, but the role they play in small communities is much the same. Today, corner convenience stores offer everything from fishing tackle to sweet rolls and sell gasoline as well. Much like their general store predecessors, they, too, offer hometown convenience and service.

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<sup>13</sup> Ibid., 53.

<sup>14</sup> Douglas Chittick, “Growth and Decline of South Dakota Trade Centers, 1901-1951,” *Rural Sociology Department Bulletin 448* (1955): 39.

<sup>15</sup> Robert Mittelstaedt, “General Store Era,” 38.

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## Photographs

1. Dudley's Store in Canistota, SD, c1890. The signs on the building tell customers what some of the things are that they can find inside the store. The horses wait patiently for their owners to finish their shopping. South Dakota State Archives
2. Dudley's Store in Canistota later became the H. Feinberg Store, shown here c1915. The signs on the building have been repainted. Power lines and an automobile have replaced the earlier horses and wagons. South Dakota State Archives
3. Gahman's Grocery Store in Huron, c1912. Every bit of space is used to show items for sale. The windows along the back wall meant not all the lights had to be turned on during the day. South Dakota State Archives
4. Like many trading posts and general stores, the trading post at Potatoe Creek on the Pine Ridge Indian Reservation also served as the post office. The two men are standing next to a large scale on wheels. South Dakota State Archives
5. The shelves of the Rosebud Agency Store were crowded with shoes, dishes, kerosene lamps, canned goods, and other merchandise. The inside of the store is shown here in about 1910. South Dakota State Archives
6. A crowd gathered by the G. A. Joy grocery store in White River in Mellette County, SD, 1912. The feather headdresses worn by some of the men make this appear to be a special gathering and not just a regular market day. South Dakota State Archives
7. The post office was an important part of every community. In small towns, the post office was often located in the general store. The Jefferson, SD, post office, shown here in 1915 with employees Delia Brault and Ruth Ryan, looks like it was large enough to be a separate building. South Dakota State Archives
8. A festive crowd gathered outside the store in Buffalo, SD, in about 1912. The bunting on the building and the "Sunday best" clothes on the people show this was a special occasion. Winfield Whitney operated the store until it burned down in 1926. Photo courtesy of W. Clayton Whitney
9. Early stores came in all shapes and sizes. The Farmer's Store in Frankfort, SD, filled the first story of a two-story wooden building. The shop owner or other people may have lived in the upper story. South Dakota State Archives
10. A crowd poses in front of the De Belloy-Dumont General Store in Camp Crook in Harding County, SD, c1912. The store's large front windows let in plenty of light and provided a good place to show off merchandise. South Dakota State Archives

Trading Posts & General Stores  
South Dakota State Historical Society Education Kit

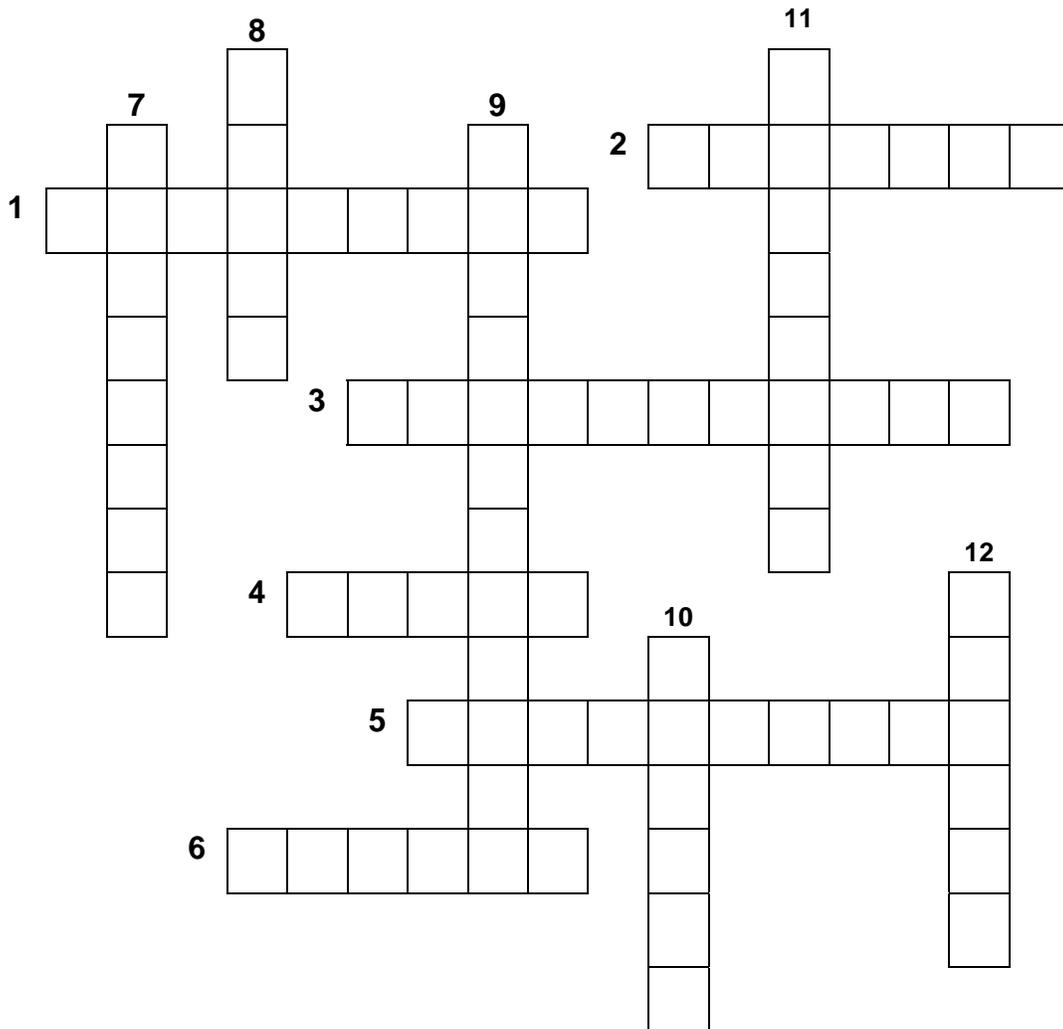
11. The store in Erwin in Kingsbury County, SD, carried a large selection of clothing, fabric, and other dry goods. Shoeboxes line one wall and bolts of fabric and hatboxes fill the opposite wall. James P. Jensen stands at the counter. South Dakota State Archives

12. Chickens wander in front of the store and post office in Ellingson, SD, in this postcard photo from 1910. The sender described this as “. . . our nearest store and post office, and the small building [on the right] is where the store keeper lives.” South Dakota State Archives

Name \_\_\_\_\_

### Crossword Puzzle

Saturday    railroad    post office    general store    trading    horse    barter    credit  
 merchandise    county    miles    mail order



**ACROSS**

1. Sales made from catalogs for items to be shipped are \_\_\_\_\_ purchases.
2. \_\_\_\_\_ posts served as early stores.
3. Stores carried a variety of \_\_\_\_\_.
4. A \_\_\_\_\_ and wagon carried goods to market.
5. Many stores also held the \_\_\_\_\_ for mail delivery.
6. Exchanging trade items without using money is a form of \_\_\_\_\_.

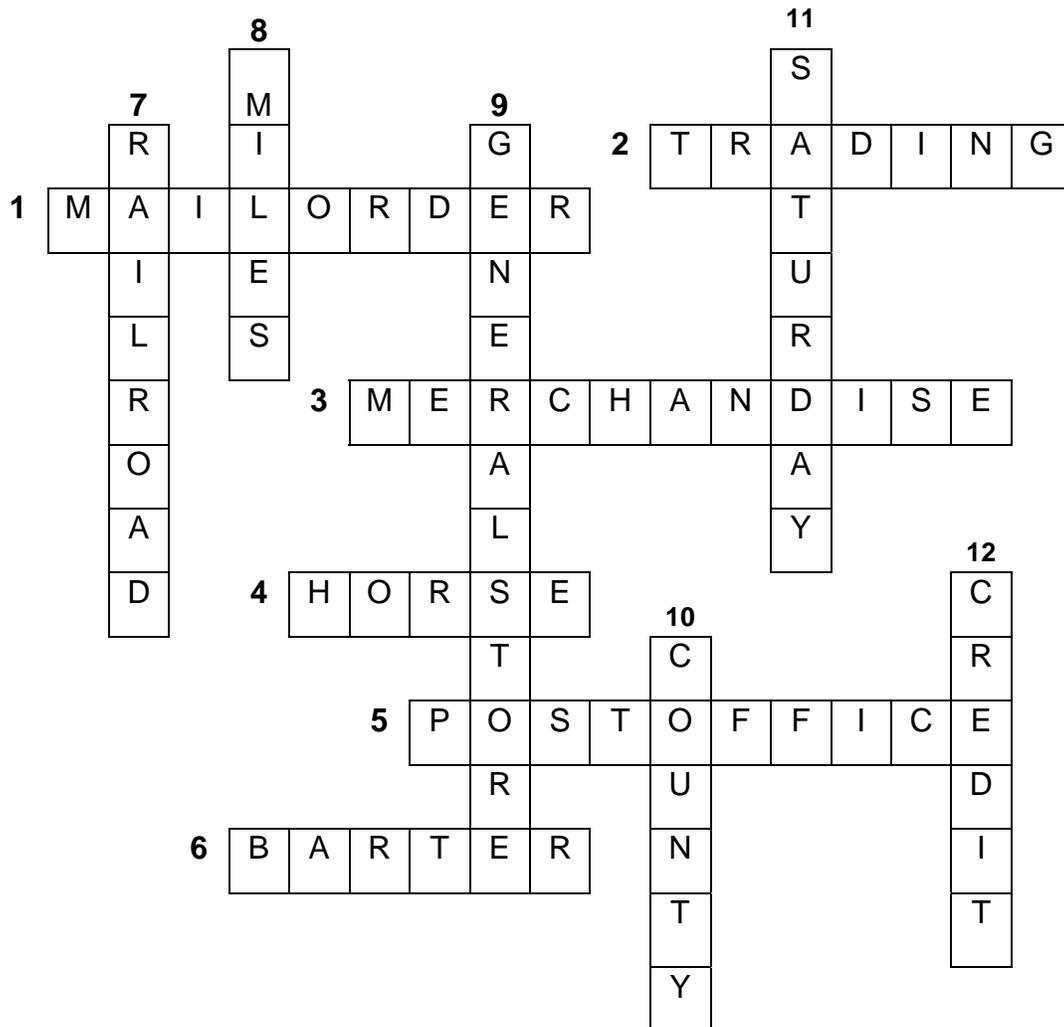
**DOWN**

7. The \_\_\_\_\_ brought goods to stores and carried away grain and other farm products.
8. Towns developed 6 to 12 \_\_\_\_\_ apart to serve as trading centers.
9. The \_\_\_\_\_ sold everything from crackers to overcoats.
10. Being the \_\_\_\_\_ seat helped a town become an important trade center.
11. \_\_\_\_\_ night was a big shopping time.
12. Buying on \_\_\_\_\_ let farmers pay their store bill when they sold their crops.

Name \_\_\_\_\_

### Crossword Puzzle Key

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Name \_\_\_\_\_

### What's in the General Store? Word Find

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

eyeglasses  
flyswatter  
frying pan  
kerosene  
stockings

tobacco  
milk pail  
oatmeal  
pepper  
broom

spices  
blanket  
lantern  
jewelry  
thread

cigars  
tea  
syrup  
coffee  
doll

cheese  
flour  
shoes  
games  
rope

Name \_\_\_\_\_

**What's in the General Store?**  
**Word Find Key**

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

eyeglasses  
 flyswatter  
 frying pan  
 kerosene  
 stockings

tobacco  
 milk pail  
 oatmeal  
 pepper  
 broom

spices  
 blanket  
 lantern  
 jewelry  
 thread

cigars  
 tea  
 syrup  
 coffee  
 doll

cheese  
 flour  
 shoes  
 games  
 rope

Name \_\_\_\_\_

### Food Find Word Scramble

eggs	butter	crackers	molasses	salt	candy	beans	pickles
------	--------	----------	----------	------	-------	-------	---------

1. A shaker on the dinner table holds this mineral.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    T S L A  
5

2. Soak fresh cucumbers in vinegar and spices and you get these crunchy treats.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    S I L E P K C  
2

3. Use a churn to make this tasty spread.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    T U B R E T  
1

4. Hunt carefully in the henhouse to find all of these!

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    G S E G

5. Flat and salty, these thin wafers taste good with cheese.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    K R E S C A R C  
4

6. This vegetable can be bought fresh, dried or canned. Some types are canned with bits of pork.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    N B A E S  
3

7. This sweetener is usually darker in color than honey.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    S E S O L S A M  
7

8. Young customers could buy two pieces of this treat for a penny at the general store.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    Y N C A D  
6

*Fill in the letters from the numbered spaces above to find the answer.*

9. General stores sold all kinds of food in these containers.

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
1            2            3            4            5            6            7

### Food Find Word Scramble Key

eggs	butter	crackers	molasses	salt	candy	beans	pickles
------	--------	----------	----------	------	-------	-------	---------

1. A shaker on the dinner table holds this mineral.

S A L T T S L A  
5

2. Soak fresh cucumbers in vinegar and spices and you get these crunchy treats.

P I C K L E S S I L E P K C  
2

3. Use a churn to make this tasty spread.

B U T T E R T U B R E T  
1

4. Hunt carefully in the henhouse to find all of these!

E G G S G S E G

5. Flat and salty, these thin wafers taste good with cheese.

C R A C K E R S K R E S C A R C  
4

6. This vegetable can be bought fresh, dried or canned. Some types are canned with bits of pork.

B E A N S N B A E S  
3

7. This sweetener is usually darker in color than honey. S E S O L S A M

M O L A S S E S  
7

8. Young customers could buy two pieces of this treat for a penny at the general store.

C A N D Y Y N C A D  
6

*Fill in the letters from the numbered spaces above to find the answer.*

9. General stores sold all kinds of food in these containers.

T I N C A N S  
1 2 3 4 5 6 7

## Learning from Objects

### Objectives:

- Participants will examine objects.
- Participants will draw conclusions based on direct observation.
- Participants will recognize that much information can be acquired about an object from direct observation.

### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2		2.US.1.2 2.US.2.1 2.E.1.1	3.E.1.1	4.W.2.1		6.E.1.1

### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

### South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1		2.P.1.1	3.P.1.1 3.E.1.2			

**Timeframe:** 30-60 minutes

### Materials:

Included in kit

All objects

Object Identification Sheet

### Why Learn from Objects?

There are many ways to learn about the world. One way is to listen and hear information – auditory learning. Another way to get information is by reading, watching a TV or video program, or looking at photographs – visual learning. This kit lets participants learn in another important way – by handling three-dimensional objects. This develops kinesthetic skills, or learning by touch. Participants can see physically how objects are alike and how they are different. They can consider what use an object may have – is it a stand-in for something, like a live animal or a physical place? Is it an object that was made or used by people from a different culture? The kit's written information, photographs and three-dimensional objects allow participants to practice all three learning styles.

**Activity Steps:**

1. Arrange the participants so that it is easy to pass objects from one to another. Pass the objects around one at a time, allowing the participants to handle and examine them.
2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object-history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.
3. After an object has been examined, share the information found on the Object Identification Sheet with the group.

Materials & Construction:

- What material is the object made out of? (wood, paper, plastic, rubber, metal, fabric, feathers, straw)
  - Is the material made by man or by nature?
  - If it is natural, has it been changed by people? (carved, cast, molded, glued, sewed)
- Is the object sturdy or fragile?
- Is the object light or heavy?
- Is the object hard or soft?
- How would you describe the texture of the surface of the object?

History & Function:

- What might be the purpose of the object?
  - Why might it be included in the kit? What might the object be trying to show?
- Does the object look or feel like something from long ago, or is it something from recent times?
- Is this object still used today?
- What has changed about the object today?
- Was the object used for a special task or occasion or was it an everyday item?
- What questions do you have about the object?
- Where could you find the answers to your questions?

## Object Identification List

(kit 1)

T-2007-313

**Pot-bellied toy stove.** General stores needed heat, just like a house. A pot-bellied stove warmed the building and kept customers toasty as they did their shopping. A checkers game by the warm stove provided a moment of fun, too. This cast-iron toy stove is a replica of the larger models. General stores also carried toys like this stove.

T-2007-266

**Checkerboard and checkers.** General stores served as gathering places to visit neighbors and friends and do the shopping. A checkers game set up by the pot-bellied stove provided a welcome resting spot for a quick game.

T-2007-218

**Wooden crate.** General stores used crates, barrels, and boxes of all sizes to hold and display the items they had for sale. What could have been put in this crate?

T-2007-214

**Egg crate with eggs.** General stores took eggs and butter in trade for other merchandise. What the store could not sell to other customers, it shipped off to larger towns or cities. Farm wives had a reliable way to get general store goods through their eggs and butter. This crate holds 18 eggs and provided a handy way to transport them to the store.

T-2007-216

**Butter churn.** Along with eggs, butter could be traded at the store. Customers requested the butter they preferred and would pay a penny more for it per pound. Churning cream into butter was an ongoing chore on the farm. This dasher-style wooden churn made butter when the handle was pumped up and down. NOTE – this churn is not for use. Use the pint jar for the butter-making activity.

T-2007-241

**Crock.** Farm wives brought in butter to trade at the general store. Some stores even provided stoneware crocks to transport the butter from the farm. Stores also sold crocks in a wide variety of sizes.

T-2007-265

**Cream can.** Cream could be hauled from the farm into town in a covered can. This size can could be easily carried, while larger cans needed to be hauled by wagon. The cream could be sold at cream stations in town. Some general stores also served as cream stations.

T-2007-244

**Cracker tin.** Crackers were sold by the tin, and individually as part of a quick meal. Crackers and cheese were popular items with bachelor homesteaders because they did not have to cook them.

T-2007-245

**Cheese box.** Cheese could be bought packed in its own 2-pound box such as this one from Cloverbloom. Individual servings of cheese were cut off of a large cheese wheel. Five cents' worth of cheese and crackers made a quick lunch.

T-2007-246

**Tea tin.** Tea was a big seller in the general store. Some came loose in tins such as this Lipton's Tea. Starting in 1904, commercial tea bags came on the market and tins of tea bags began to show up on the store shelves.

T-2007-247

**Coffee can.** General stores sold hundreds of pounds of coffee. Before coffee came in cans such as this one-pound Hills Bros. coffee, general stores used large coffee grinders to grind fresh beans for each customer. The ground coffee was put in a small paper bag for the customer to take home.

T-2007-248

**Tobacco tin.** One of the most popular items sold in the general store, tobacco came in a variety of forms. Small tins such as this one held pre-cut tobacco. Stores also sold plug tobacco that had to be cut off a large block for each customer.

T-2007-251, 252

**Spice tins.** One of the many items sold at the general store, spices gave home cooks tasty options for cooking, baking, and canning. Many can still be found today, other spice combinations have disappeared. Turmeric and allspice can be bought in most grocery stores.

T-2007-250

**Baking powder tin.** The familiar red tin of Calumet Baking Powder is still available in stores today.

T-2007-253

**Tin, Russian.** General stores worked hard to make their customers feel at home. Their clerks often spoke the native language of the immigrants in the area. Stores carried items from overseas, too. The writing on this tin is in Russian.

T-2007-249

**Candy tin.** Young customers loved the candy counter at the general store. In addition to being sold in tins such as this Slade's Toffy tin, penny candy could be bought by the piece from the large jars on the store counter.

T-2007-243

**Canning jar.** Homegrown vegetables filled the pantry all winter long when they were canned in jars such as this. One-pint and quart jars were common. The jars, lids, and other canning items could all be purchased at the general store. Note – this jar is used in the churning butter activity.

T-2007-242

**Measuring cup.** General stores sold flour, sugar, oatmeal and other bulk food items. These items had to be measured out for each customer. Dry items like ground coffee were sold by weight, while liquids like molasses were measured by the pint, quart, or gallon. A cup like this would have been a handy measure for dry items. The general store also sold measuring cups like this one for household use.

T- 2007-222

**Oil lamp.** Before electricity, kerosene lamps lighted stores. They also sold them to customers. This lamp is designed to be hung on the wall.

T-2007-311

**Lantern.** Kerosene lanterns provided light before electricity. A bit sturdier than oil lamps, lanterns could be used outdoors as well as inside. The general store had these everyday items for sale.

T-2007-267

**Washboard.** Washboards, canning jars, dress goods, spices, tobacco, medicine, coffee, tea, and other merchandise filled the general store's shelves and counters. Almost everything needed for home, farm, or work could be found there.

T-2007-257, 258

**Wooden spools.** Sewing, quilting, and patching clothes all required thread that could be bought at the general store. Today spools are made of plastic, but originally they were made of wood. They were good toys when they were empty.

T-2007-268, 269, 270, 271

**Fabric bolts.** Dress goods were big sellers in the general store. It was important to carry as big a selection of fabrics and colors as possible to meet every taste. The fabrics on these miniature bolts are reproductions of fabric from the 1860s to the 1910s.

T-2007-259, 260

**Dye packs.** If the flour sack or other fabric purchased at the general store did not meet your taste, it could be dyed any color with powdered dyes like the "Dusty Rose" and "Bright Green" in these packets.

T-2007-273

**Gloves.** In times past, no lady went outside without a hat and gloves. The general store carried a selection of these items. This fancy black leather pair might have been Sunday best.

T-2007-274

**Black hat.** The general store sold everyday and special occasion articles. This woman's hat with its black net may have been for Sunday best, or possible worn when a woman was in mourning after a loved one had died.

T-2007-254, 255

**Liniment tin and bottle.** General stores carried more than food. They also sold hardware, clothes, yard good, jewelry, and over-the-counter medicine such as liniment. An ointment or liquid rubbed into sore muscles or to heal a rash, some types could be used on both people and animals.

T-2007-256

**Oil can.** General stores carried harness, tools, and hardware items such as this oil can.

T-2007-272

**Teddy bear.** No general store was without a selection of toys for the younger set. Put in the store's front window, they were sure to catch the eye and imagination.

T-2007-191, 200, 201, 205, 206, 207

**Rabbit and muskrat pelts.** Nature provided trade items. Muskrats, minks, rabbits and other small animals could be trapped and their pelts sold or bartered at the general store.

T-2007-261

**Trade tomahawk.** On the reservations, making beaded items specifically for trading became common. Some trade pieces were very ornate while others had simpler patterns. This modern piece is similar to the types of items produced for trading.

T-2007-262, 263, 264

**Beaded necklaces.** Necklaces, bags, moccasins, and other beaded items made beautiful trade pieces. These necklaces are a modern version of the types of items that could be produced.

**Beaded item cardboard cutouts.** Sebastian Schoessler owned the general store in Reliance, SD, in the early 1900s. Residents of the Lower Brule Indian Reservation brought these quilled and beaded items to the store to barter for food. The pieces are now in the South Dakota State Historical Society collection.

T-2007-224, 225, 226, 227, 228, 229

**Map, Hamlin County.** Homesteaders had to travel by horse and wagon to reach the nearest general store. Most farmers traveled between 6 and 12 miles to do their shopping. Shopping close by gave them time to get to town, do their marketing, and get home before dark.

## Harvest Time Math Activity

**Objectives:**

- Participants will add, subtract, and multiply numbers relating to fall harvest
- Participants will formulate their own story problems
- Participants will solve story problems

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.LVS.1.4 2.LVS.1.6	3.LVS.1.1	4.LVS.1.2	5.LVS.1.1 5.LVS.1.3	6.LVS.1.2

**South Dakota Mathematics Standards**

K	1st	2nd	3rd	4th	5th	6th
	1.A.3.1 1.N.2.1	2.A.3.1 2.M.1.4 2.N.2.1	3.A.2.2 3.N.2.1	4.A.3.1 4.N.2.1 4.M.1.2	5.A.3.1 5.N.2.3 5.M.1.2	6.M.1.1 6.N.2.1 6.N.3.1

**Timeframe:** 30-45 minutes

**Materials:**

Included in kit

Harvest Time Worksheet

Provided by instructor or participants

pencil/pen

**Background Information:**

Harvesting and selling crops in the fall brought in cash used to pay off credit at the general store. Eggs, cream, and butter could be traded at the store throughout the year for supplies. Selling livestock also brought in money. Farmers had to keep some of their crop as seed for the next year. They also kept some livestock and chickens from year to year. In this activity, participants will calculate a farm’s annual profit after harvest. They will also use information from the harvest to create their own story problems.

**Activity Steps:**

1. Give each participant a copy of the Harvest Time worksheet. Share the background information with the group.
2. Have participants complete the math calculations on the worksheet. Pair up participants.
3. Working as partners, have each pair create their own story problems using information from the worksheet. The complexity of the story problems will vary depending on grade level and ability. Each pair should create at least two story problems.
4. Have partners write out their story problems and give them to another pair for solving.
5. As a group, discuss:
  - What information had to be included in a good story problem? What happened if information got left out?
  - Did they like solving story problems? Why or why not?
  - What information from life today could be used to create math story problems?

Name \_\_\_\_\_

### Harvest Time Worksheet

<u>Farm produced</u>	<u>Kept</u>	<u>How much was sold?</u>	<u>Price</u>	<u>How much money did they make?</u>
1. Butter 50 lbs.	7 pounds	_____	12¢ per pound	_____
2. Eggs 20 dozen	3 dozen	_____	6¢ per dozen	_____
3. 40 chickens	28	_____	40¢ each	_____
4. 7 horses	5	_____	\$65 each	_____
5. 4 cows	2	_____	\$50 each	_____
6. 4 pigs	2	_____	\$15 each	_____
7. 15 sheep	7	_____	\$10 each	_____
8. Wheat 300 bushels	115 bushels	_____	70¢ per bushel	_____
9. Flax 100 bushels	10 bushels	_____	60¢ per bushel	_____
10. Oats 500 bushels	400 bushels	_____	50¢ per bushel	_____
<b>TOTAL</b>				_____

Write two story problems using the above information. Below are some examples.

Example 1:

Write an addition problem using two products that have a sum of at least \$50. For example: Farmer Bill has 7 horses. He meets Farmer Joe and buys 3 sheep. How many animals does Farmer Bill have? How much are they worth?

Example 2:

Write an addition and subtraction problem using three products. For example, Farmer Bill has 6 dozen eggs, 100 bushels of flax, and 4 pigs. He sells 2 dozen eggs, 20 bushels of flax, and 1 pig. How much money can he get for what he has left?

### Harvest Time Worksheet Key

<u>Farm produced</u>	<u>Kept</u>	<u>How much was sold?</u>	<u>Price</u>	<u>How much money did they make?</u>
1. Butter 50 lbs.	7 pounds	<b>43 pounds</b>	12¢ per pound	<b>\$5.16</b>
2. Eggs 20 dozen	3 dozen	<b>17 dozen</b>	6¢ per dozen	<b>\$1.02</b>
3. 40 chickens	28	<b>12</b>	40¢ each	<b>\$4.80</b>
4. 7 horses	5	<b>2</b>	\$65 each	<b>\$130.00</b>
5. 4 cows	2	<b>2</b>	\$50 each	<b>\$100.00</b>
6. 4 pigs	2	<b>2</b>	\$15 each	<b>\$30.00</b>
7. 15 sheep	7	<b>8</b>	\$10 each	<b>\$80.00</b>
8. Wheat 300 bushels	115 bushels	<b>185 bushels</b>	70¢ per bushel	<b>\$129.50</b>
9. Flax 100 bushels	10 bushels	<b>90 bushels</b>	60¢ per bushel	<b>\$54.00</b>
10. Oats 500 bushels	400 bushels	<b>100 bushels</b>	50¢ per bushel	<b><u>\$50.00</u></b>
<b>TOTAL</b>				<b>\$584.48</b>

Write two story problems using the above information. Below are some examples.

Example 1:

Write an addition problem using two products that have a sum of at least \$50. For example: Farmer Bill has 7 horses. He meets Farmer Joe and buys 3 sheep. How many animals does Farmer Bill have? How much are they worth?

$$7 \text{ horses} + 3 \text{ sheep} = 10 \text{ animals} \quad 7 \text{ horses} \times 65\$ \text{ per horse} = \$455.00 \quad \$455 + \$30 = \$485.00$$

$$3 \text{ sheep} \times 10\$ \text{ per sheep} = \$30.00$$

Example 2:

Write an addition and subtraction problem using three products. For example, Farmer Bill has 6 dozen eggs, 100 bushels of flax, and 4 pigs. He sells 2 dozen eggs, 20 bushels of flax, and 1 pig. How much money can he get for what he has left?

$$6 - 2 = 4 \text{ dozen eggs} \quad 4 \times .06 = .24 \quad .24 + 48.00 + 45.00 = \$93.24$$

$$100 - 20 = 80 \text{ bushels of flax} \quad 80 \times .60 = \$48.00$$

$$4 - 1 = 3 \text{ pigs} \quad 3 \times \$15 = \$45.00$$

## Where's The Nearest Store? Map Reading Activity

**Objectives:**

- Participants will read a map and its legend.
- Participants will calculate distances on a map.
- Participants will locate specific places or features on a map.

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.LVS.1.4 2.LVS.1.6	3.LVS.1.1	4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

**South Dakota Social Studies Standards**

K	1st	2nd	3rd	4th	5th	6th
K.G.1.1	1.G.1.2 1.E.1.2	2.US.1.2 2.G.1.2	3.G.1.1 3.G.1.2 3.US.1.1 3.W.1.1	4.G.1.2 4.E.1.1	5.G.1.2 5.G.2.1	6.E.1.1

**South Dakota Math Standards**

K	1st	2nd	3rd	4th	5th	6th
K.G.2.1 K.N.1.1	1.G.1.1 1.G.2.1 1.M.1.5 1.N.1.1 1.N.2.1 1.N.3.1	2.A.3.1 2.N.1.1 2.N.2.1	3.A.2.2	4.A.3.1 4.N.2.1	5.A.3.1 5.M.1.3 5.M.1.4	6.M.1.1

**Timeframe:** 45 minutes

**Materials:**

Included in kit

6 Hamlin County maps

Map Reading Worksheet master

Provided by instructor or participants

South Dakota Map (optional)

Pencil and paper

**Background Information:**

One of the counties in eastern South Dakota is Hamlin County. This 1902 map of the county provides a great deal of information. Townships in the county are typically 6 miles long and 6 miles wide – 36 square miles. (Some are larger.) Each township had 36 1-mile sections. Most of the lines between sections were wagon roads. Each section is subdivided into quarter sections of 160 acres. Homesteaders often had 160-acre farms, so each section might have four different landowners in it. The map shows who owned each section of land. It also shows the location of railroads, rivers and creeks, lakes, schools, cemeteries, and towns.

Farmers had to get to a general store to buy what they needed. In this activity, participants become one of the farmers. They must figure out how far they have to travel to get to a town to do their marketing. They also learn about the land around them – who their neighbors are, does their land have water, is there a railroad nearby? Lots of good information can be found on a map.

**Activity Steps:**

1. Give each participant a Where's the Store worksheet. Divide the group into six small groups and give each small group a Hamlin County map.
2. Discuss the background information with the group. Each participant selects the farm he/she wants to own and answers the questions on the worksheet. (If the farmer owns more than one piece of property, they choose one of the properties to live on.)
3. When the worksheets are complete, gather as a group and discuss:
  - Was it easy to find the information for the worksheet on the map? Why or why not?
  - How did they choose which landowner to be? Why did they want to be that person?
  - Was life different for people living in Hamlin County in 1902 than it is today? How?
  - How was going to the store different in 1902 that it is today? What might you find on the shelves in 1902 that would not be in stores today? What do we buy today that might not have been sold in 1902?

Name \_\_\_\_\_

### Where's the Nearest Store Worksheet

You will be one of the landowners in Hamlin County for this activity

1. Which landowner are you? \_\_\_\_\_

2. Which township do you live in? \_\_\_\_\_

3. How many people live in your township? \_\_\_\_\_

4. What percentage of the total population of Hamlin County live in your township? (divide your township's population by the total county population to get the answer)

\_\_\_\_\_

5. What section of the township do you own? \_\_\_\_\_

6. List your four closest neighbors:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How many acres do you own? (one quarter-section = 160 acres) \_\_\_\_\_

8. What is your property like? Put a checkmark by each of the items below that are on your land:

schoolhouse

lake or marsh

hill

cemetery

telephone line

trail

stream

railroad

farm house

9. What is the name of the nearest town? \_\_\_\_\_

10. How many miles away is it? \_\_\_\_\_

11. You are going to town. Your horse and wagon can travel 2 miles per hour on wagon roads or trails. How long does it take you to get to town?

\_\_\_\_\_

## Set Up the Store

**Objectives:**

- Participants will identify three characteristics of general store interiors
- Participants will design a general store interior
- Participants will compare their store interiors to photos of actual interiors

**South Dakota Social Studies Standards**

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1	1.E.1.1	2.E.1.1	3.US.1.1	4.E.1.1	5.E.1.1	6.E.1.1

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1	1.W.1.1	2.LVS.1.3	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1	
K.LVS.1.1	1.W.1.2	2.LVS.1.6	3.LVS.1.4	4.LVS.1.2	5.LVS.1.2	
K.LVS.1.6	1.LVS.1.6				5.LVS.1.3	

**South Dakota Visual Art Standards**

	K	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmarks 1 & 3	X	X	X	X			
Std. 3 Visual arts relation to history, culture, and society, benchmark 1	X	X	X	X	X	X	X

**Timeframe:** 60-90 minutes

**Materials:**

Included in kit

Photos 3, 5, 11

Set up the Store coloring sheets 1-7

Kit objects

Provided by instructor or participants

Large drawing paper

Crayons, pencils, markers

Scissors

Glue

**Background Information:**

General stores carried a lot of merchandise. They sold everything from flour to wagon wheels. Every bit of space inside the store had to be used. Shelves lined the walls. Counters held items inside and on top. Barrels and crates rested on the floor. Lighter items hung from ceiling hooks. Windows provided space to display special items. Stores needed a space to ring up sales and wrap up parcels, too. The stove could not be too close to the counters or shelves or it might cause a fire.

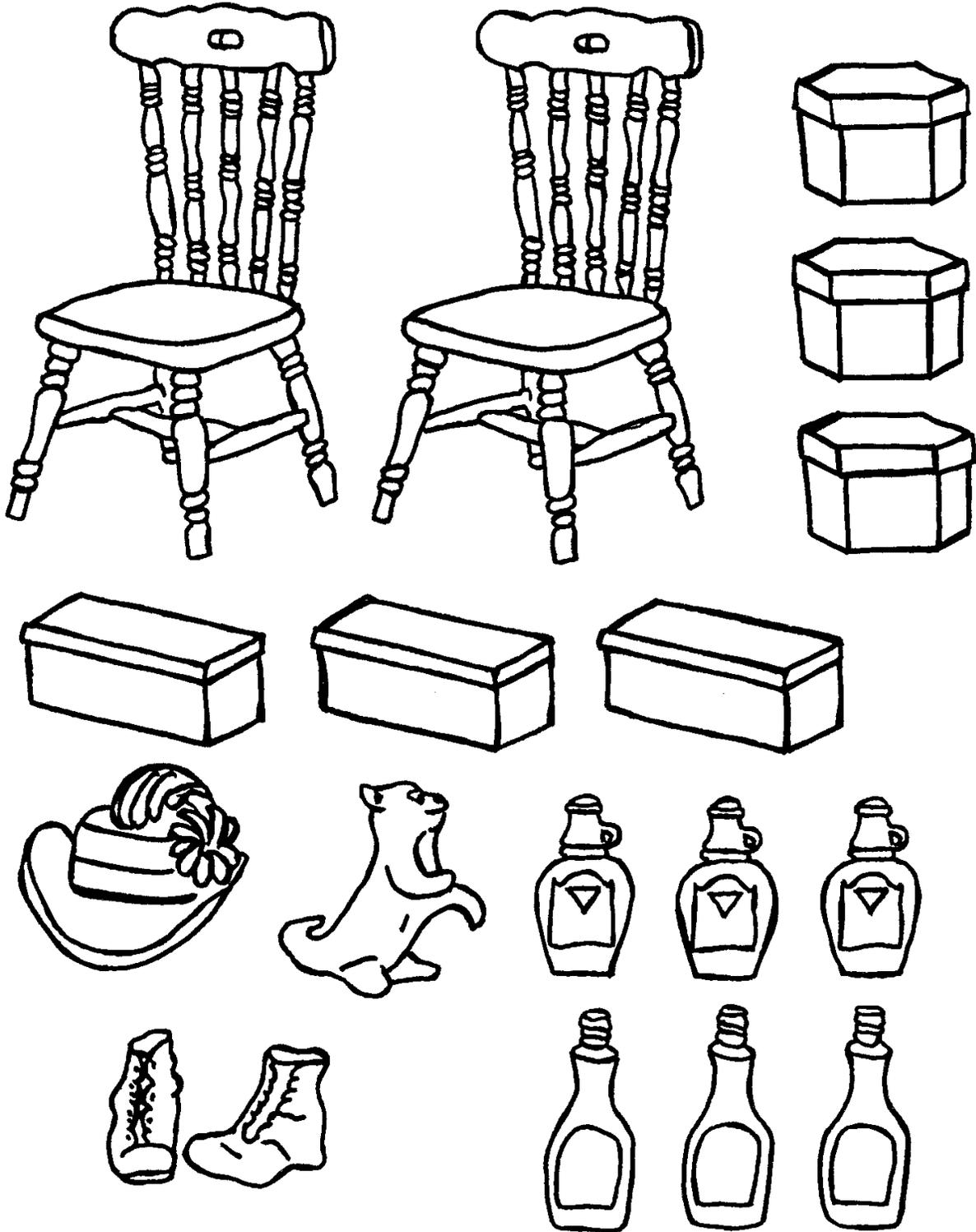
Storekeepers had to consider what people bought most often. It made sense to keep the items purchased the most within easy reach. Things bought less often could be kept in more out-of-the-way spots. In this activity, participants will create their own store interior and compare their store to photos of actual interiors.

**Activity Steps:**

1. Give each participant copies of the 7 coloring sheets and a large sheet of drawing paper.
2. Share the background information with the group. Have them:
  - Use three words to describe the interior of a general store
  - Think about how a store could be set up – where did things go? Why?
3. Have participants draw a store interior on their large drawing paper. They will color, cut out, and glue the items from the coloring sheets into their store.
4. When the stores are finished, gather as a group and look at the photos of actual store interiors. Find similarities and differences between the photos and the participants' stores.
5. Look at the kit objects and discuss:
  - Where might these objects go in the participants' stores?
  - How did they decide where to place the items?
  - Can they find similar items in the photos of the store interiors?

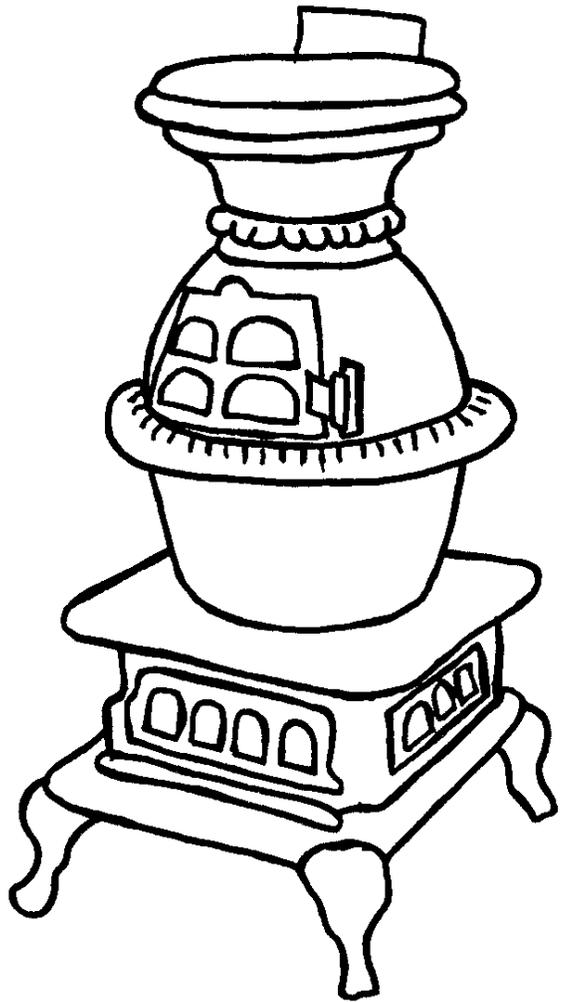
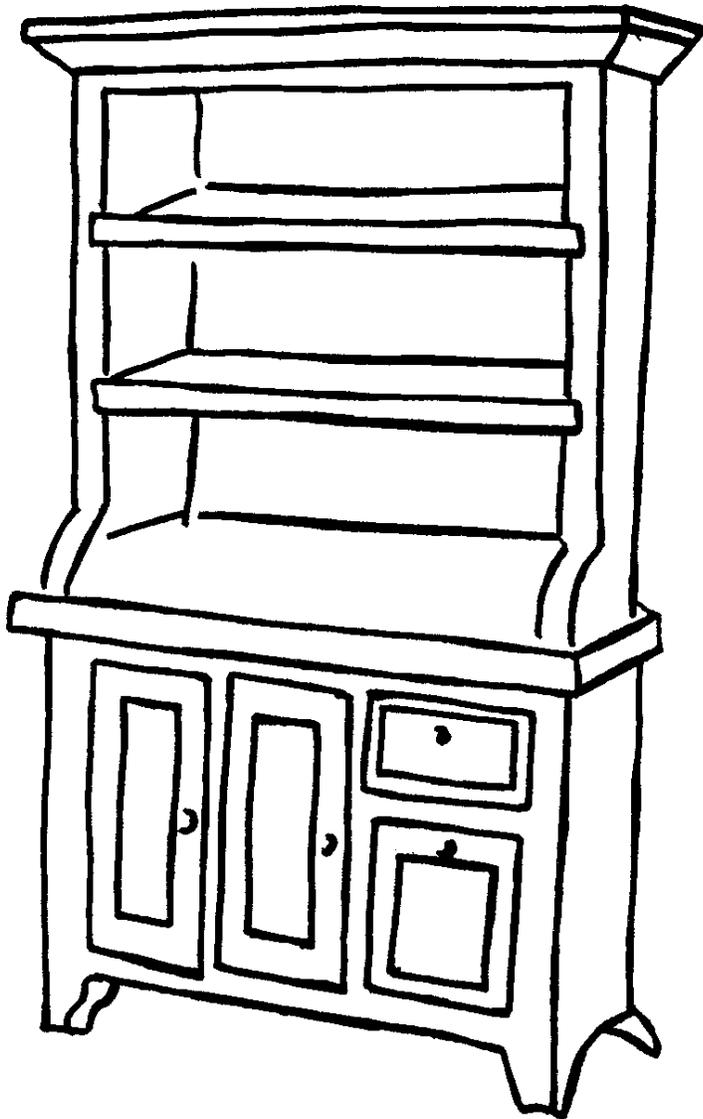
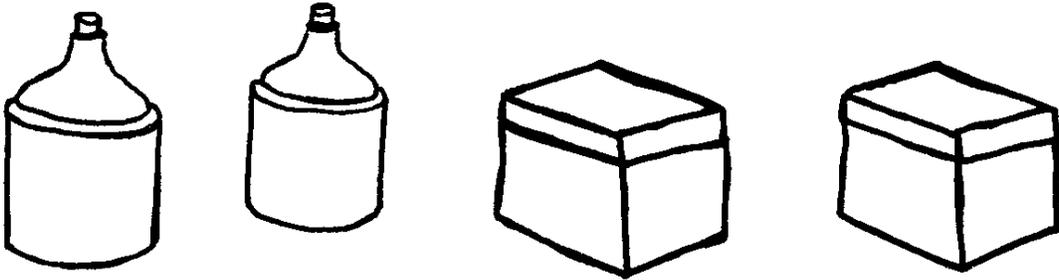
### Set Up The Store

Coloring sheet 1



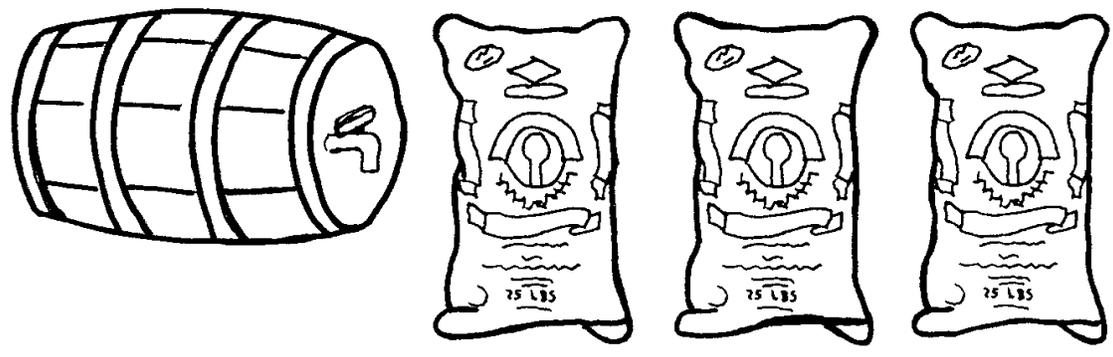
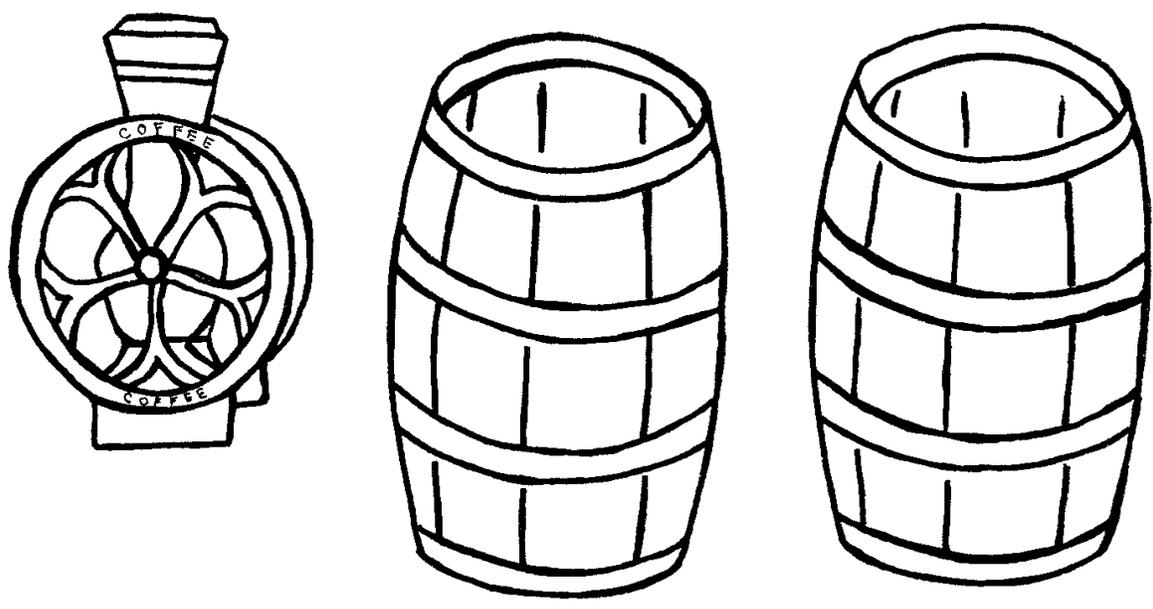
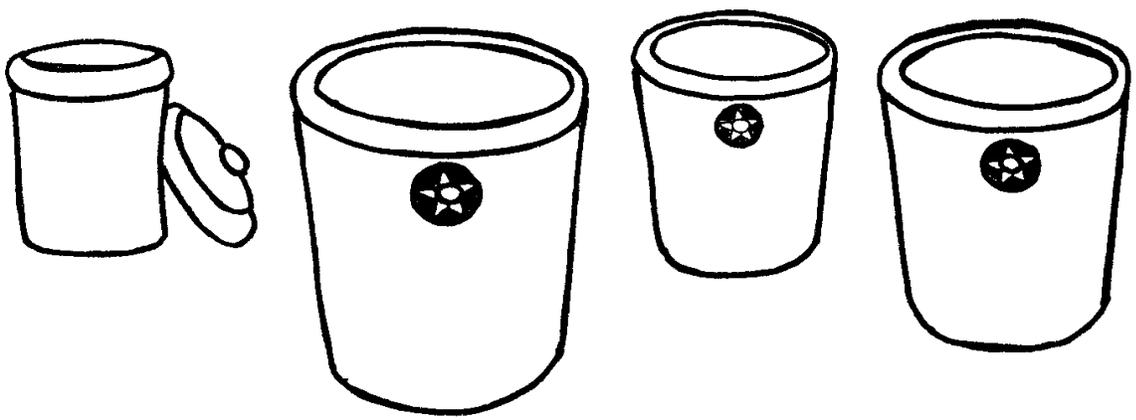
### Set Up The Store

Coloring sheet 2

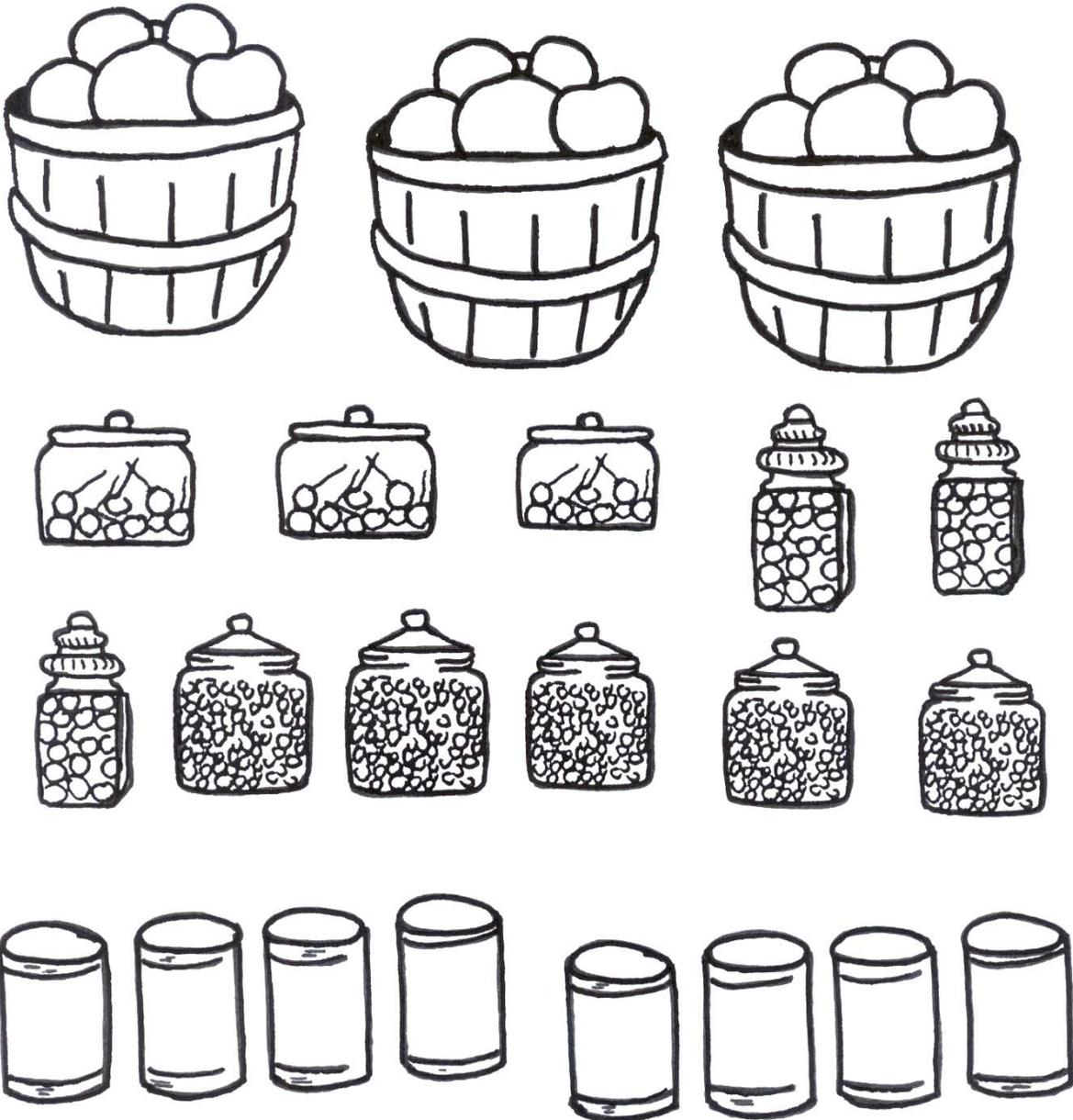


### Set Up The Store

Coloring sheet 3

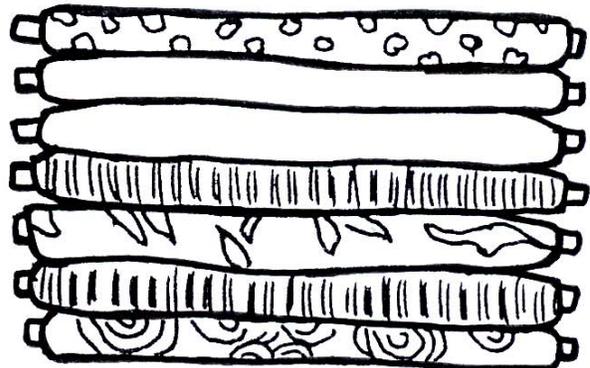
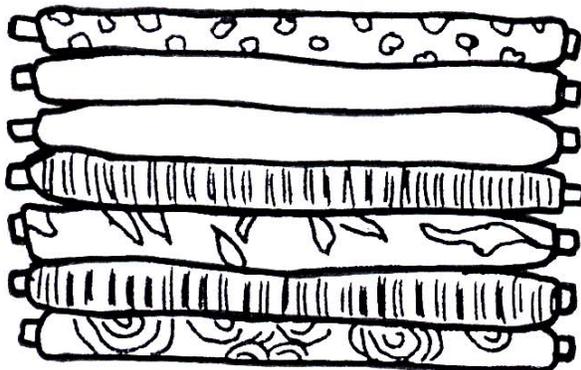
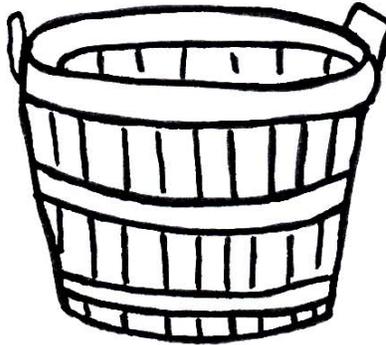
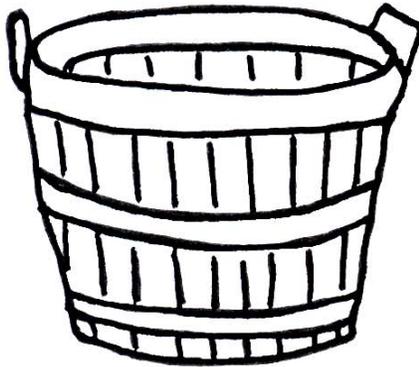
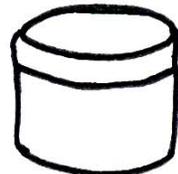
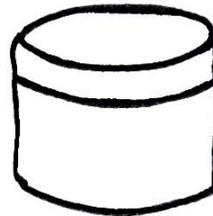
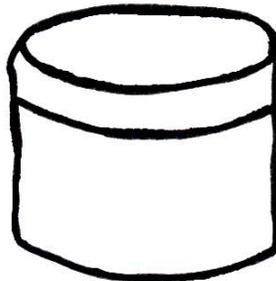
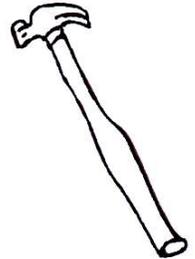
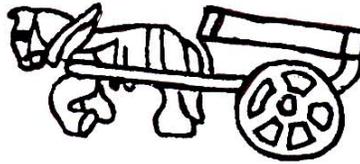
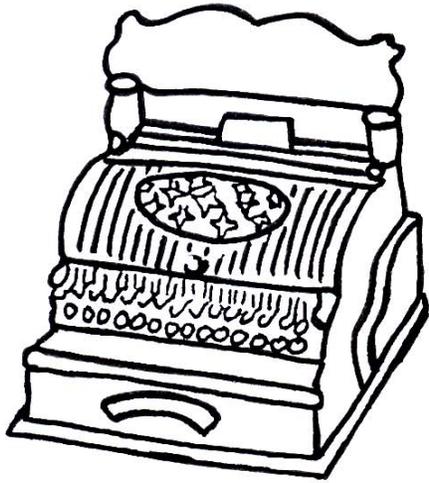


**Set Up The Store**  
Coloring sheet 4



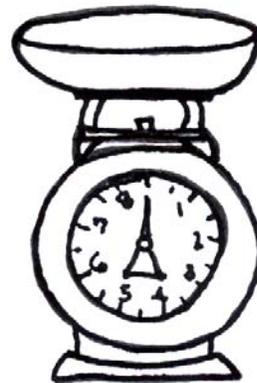
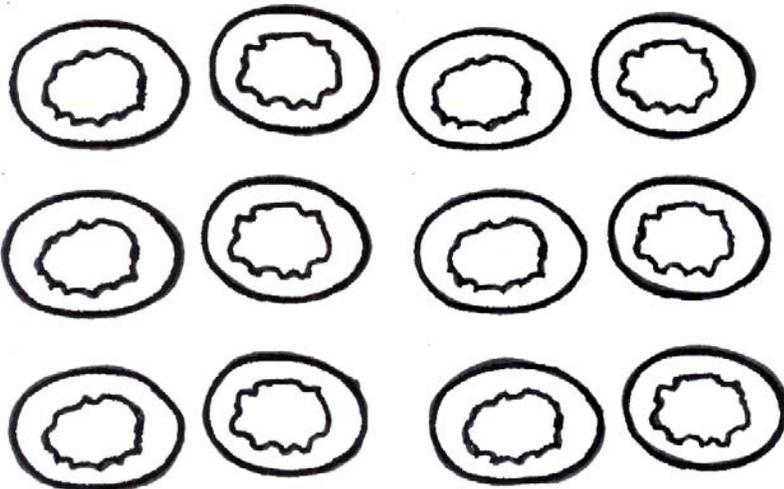
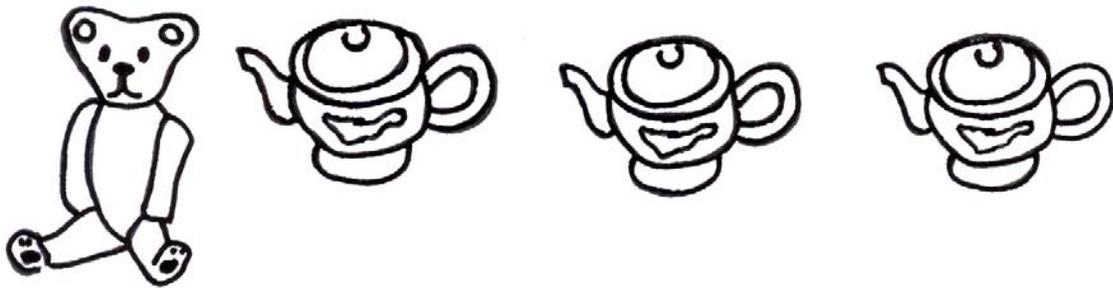
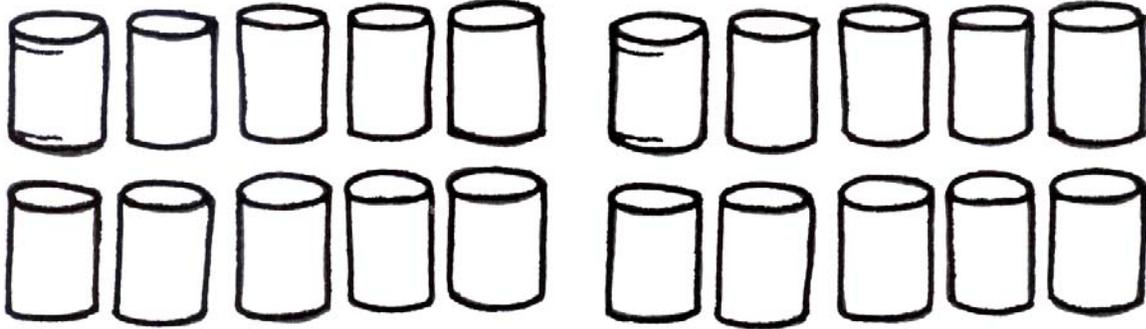
### Set Up The Store

Coloring sheet 5



### Set Up The Store

Coloring sheet 6



**Set Up The Store**  
Coloring sheet 7



## Butter for Barter Churning Butter

**Objectives:**

- Participants will identify two commodities produced on the farm that could be bartered at the general store.
- Participants will make their own butter.
- Participants will observe the physical changes that make cream into butter.

**South Dakota Social Studies Standards**

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1	1.E.1.2	2.US.1.2 2.E.1.1	3.W.1.1 3.E.1.1	4.E.1.1	5.E.1.1	6.E.1.1

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.4	4.LVS.1.1	5.LVS.1.1 5.LVS.1.2	6.LVS.1.3

**South Dakota Science Standards**

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
K.P.1.1	1.P.1.1 1L.1.3	2.P.1.1 2.P.1.2 2.P.2.1	3.P.1.1 3.P.1.2 3.E.1.2	4.P.1.1 4.P.2.1 4.S.1.1	5.P.1.1 5.P.2.1	6.N.2.1 6.N.1.3

**Timeframe:** 45-60 minutes

**Materials:**

Included in kit

- Plunger-style churn  
 (for display only)
- 1 canning jar with lid
- Cheesecloth

Provided by instructor

- 1 pint heavy cream, at room temperature
- 2 small bowls or plates
- 2 spoons
- Crackers
- Salt
- Access to running water

**Background Information:**

Butter and eggs could both be produced on the farm and traded at the general store. At the store, town customers and others who did not make their own could buy the butter. The butter's quality depended on the person making it – some was more popular with customers than others. By trading butter and eggs, farmers could get food and other general store items without adding to their credit bill. Typically, the store bill was paid when the crops were sold in the fall.

Butter is the fat found in cream. Churning cream brings its fat globules together into lumps of butter. The remaining liquid is buttermilk. Warm cream makes butter faster than cold cream. If the cream is at the right temperature, thirty to thirty-five minutes of churning produces butter. Once the butter has formed, it is removed from the buttermilk, washed in cold water, and gently kneaded to incorporate salt for flavor and to make the butter smooth.

**Activity Steps:**

1. Gather the items needed for the butter making – the cream, clear lidded jar, cheesecloth, bowls, and spoons, salt and crackers.
2. Share the background information with the participants. Have participants:
  - Name two farm items that could be traded at the general store
  - Predict how butter will form in the churning process
  - Look at the wooden churn and describe how it makes butter
3. Fill the canning jar about half full with room-temperature heavy cream and screw the lid on tight.
4. Have participants take turns shaking the jar with a steady motion – about one shake per second. The time needed to bring the butter will vary, but 30-35 minutes of shaking should be sufficient. Don't shake the jar too fast, or the butter will not form.
5. Once the butter has formed, pour the mixture through the cheesecloth into a bowl – this is buttermilk. The butter lumps will be caught in the cheesecloth – turn them into the other bowl. Rinse the butter under cold water until the water runs clear.
6. In the bowl, press the butter with the back of the two spoons to squeeze out the excess water and make it smooth. Work about  $\frac{1}{4}$  teaspoon of salt into the butter at the same time.
7. When the butter is smooth, spread it on the crackers and let participants taste it.
8. During the butter making process, discuss:
  - Does the temperature of the cream affect the butter making?  
(cold cream takes longer to churn) Why do you think this is so?
  - What physical change took place in the cream to make the butter?  
(churning action caused the fat globules to clump together)
  - Does the butter you made taste or look like butter you would buy? How is it different?
  - What might you trade butter for at the general store?

**Note to Teachers:** Please dispose of the cheesecloth after this activity and make sure to wash the jar before returning to the kit.

## Eggs for Barter Candling Eggs

**Objectives:**

- Participants will identify the parts of an egg.
- Participants will make a simple egg candler.
- Participants will candle eggs and state their observations.

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.LVS.1.6	3.LVS.1.1	4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

**South Dakota Science Standards**

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1	1.P.1.1 1.P.2.1 1.L.1.3	2.P.1.1 2.P.1.2	3.P.1.1 3.P.1.2 3.L.2.1 3.E.1.2	4.P.1.1 4.L.2.1	5.P.1.1 5.P.3.3	6.N.2.1 6.S.1.1 6.P.1.2

**Timeframe:** 30-45 minutes

**Materials:**

Included in kit

Scrambled Egg word scramble  
 Canded Eggs Photos

Provided by instructor or participants

flashlights  
 eggs (farm eggs, if available)  
 black construction paper  
 scotch tape  
 scissors

**Background Information:**

Eggs and butter could both be produced on the farm and traded at the general store. The storekeeper could sell the eggs to other customers or send the eggs to markets in large cities. Chickens often ran loose on the farm and laid their eggs in out-of-the-way places. There was no way to tell by looking at the shell if an egg was fresh. Candling made it possible to look at the inside of the egg and see if it was fresh or starting to rot.

Candling is using light to see inside an unopened egg. Originally, eggs were held up to a candle flame to see inside. To candle an egg, light has to shine *through* the shell, not just *on* the shell. Candling eggs shows if they are fresh – they look fairly clear. If a chick is beginning to develop veins and red spots will show up. If the egg is dark, watch out! It is rotten. In this activity, participants will make a simple egg candler and use it to observe eggs.

**Activity Steps:**

1. Give participants a copy of the Scrambled Egg word scramble to complete.
2. Egg canders are made from black construction paper, a flashlight, and scotch tape. The more powerful the flashlight, the better the candler. If everyone does not have their own flashlight, split into small groups to share flashlights. To make the candler:
  - Roll a sheet of black construction paper into a cone with a one-inch opening on the narrow end.
  - Tape the wide end of the cone over the flashlight lens.

## Trading Posts & General Stores

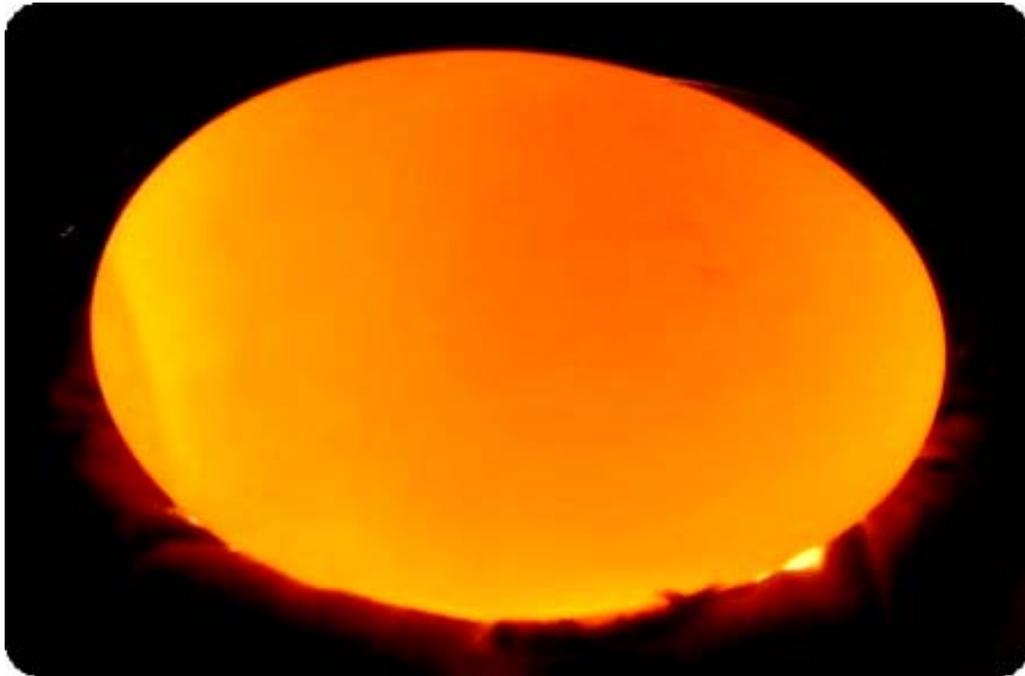
South Dakota State Historical Society Education Kit

3. Give each group an egg to candle. Darken the room, turn on the flashlights and hold the large end of the egg at an angle to the small end of the cone. The light has to shine through the egg, not just on it. Compare the actual eggs to the Canded Eggs Photos. Candle several eggs.

4. Discuss:

- Can participants see the air cell in the egg? The shadow of the yolk?
- Are some eggs easier to see into than others?
- Are porous spots or tiny cracks visible on any of the eggs? (porous spots will be light)
- Why was it important to candle eggs before they were taken to the general store?

### Candling Eggs Photos



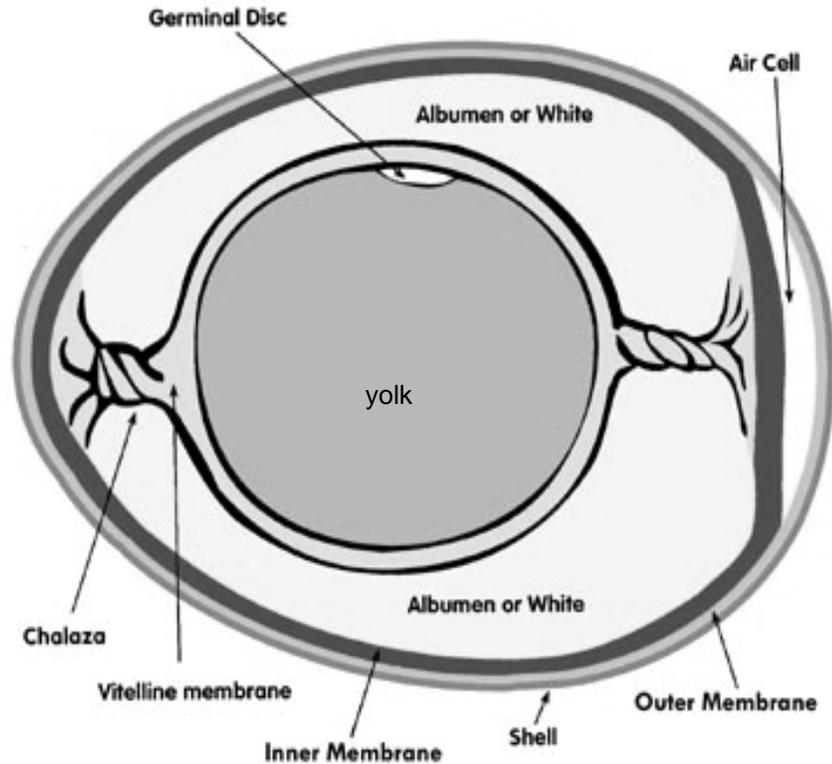
Fresh egg with air pocket visible on left side. The yolk is a faint shadow.



Cracked egg. Not all cracks are visible to the naked eye.

Name \_\_\_\_\_

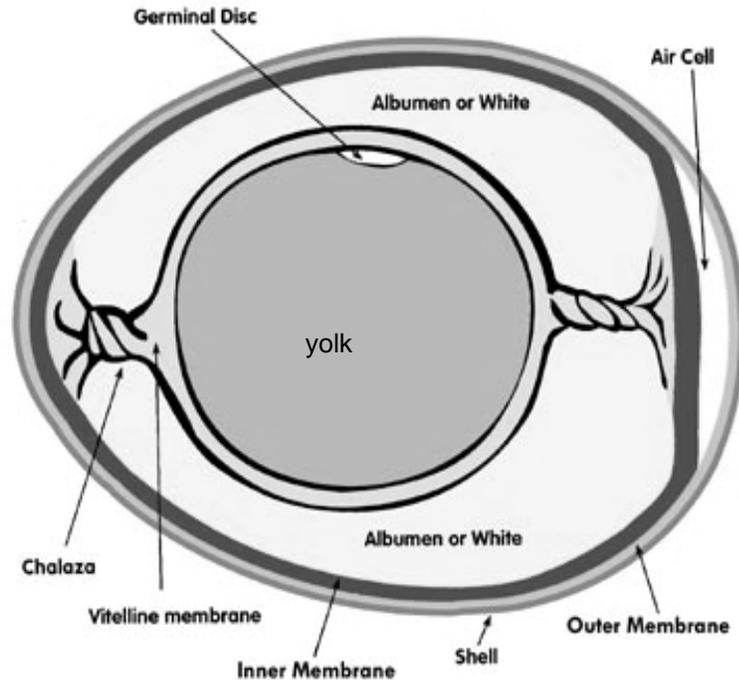
**Scrambled  
 Egg  
 Word Scramble**



1. The chick grows in this protein-rich liquid space    M N B L U A E  
 \_\_\_\_\_
2. This protein cord holds the yolk in the center of the egg    L A A H Z C A  
 \_\_\_\_\_
3. Calcium carbonate forms this hard outer covering    L E S L H  
 \_\_\_\_\_
4. These thin shields protect the egg center from bacteria    M B N E M A R S E  
 \_\_\_\_\_
5. This encloses the yolk and protects it    L N E T I I L V E    N A M M B E R E  
 \_\_\_\_\_
6. A chick gets its first breath here when it hatches    I R A    L E L C  
 \_\_\_\_\_
7. The hen's genetic material is found in this small white spot    N I A R E G M L    S I C D  
 \_\_\_\_\_
8. All of the egg's fat is found in this source of food for the growing chick    O K Y L  
 \_\_\_\_\_

Name \_\_\_\_\_

**Scrambled Egg  
 Word Scramble Key**



1. The chick grows in this protein-rich liquid space    M N B L U A E  
**A L B U M E N**
2. These two protein cords hold the yolk in the center of the egg    L A A H Z C A  
**C H A L A Z A**
3. Calcium carbonate forms this hard outer covering    L E S L H  
**S H E L L**
4. These thin shields protect the egg center from bacteria    M B N E M A R S E  
**M E M B R A N E S**
5. This encloses the yolk and protects it    L N E T I I L V E    N A M M B E R E  
**V I T E L L I N E    M E M B R A N E**
6. A chick gets its first breath here when it hatches    I R A    L E L C  
**A I R    C E L L**
7. The hen's genetic material is found in this small white spot    N I A R E G M L    S I C D  
**G E R M I N A L    D I S C**
8. All of the egg's fat is found in this source of food for the growing chick    O K Y L  
**Y O L K**

## Barter Smarter

**Objectives:**

- Participants will define bartering.
- Participants will demonstrate their understanding of barter through role-playing.
- Participants will produce a ledger sheet tracking barter transactions.

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.LVS.1.4 2.LVS.1.6	3.LVS.1.1	4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

**South Dakota Mathematics Standards**

K	1st	2nd	3rd	4th	5th	6th
K.A.2.1 K.A.3.1 K.N.3.1	1.N.2.1 1.N.3.1	2.A.3.1 2.M.1.4 2.N.3.1	3.A.2.2 3.N.2.1	4.M.1.2 4.N.2.2	5.M.1.2 5.N.3.1	

**Timeframe:** 30-60 minutes

**Materials:**

Included in kit

Kit objects

Beadwork cutouts

Ledger sheet master

Provided by instructor or participants

pencils, paper

**Background information:**

Bartering is trading goods or services without the exchange of money. In trading posts and early general stores, bartering gave customers a way to get the goods they needed if they had no cash to spend. Eggs were a commonly bartered item. Beadwork was a popular trade item for stores on and near the reservations. Trapping small animals such as muskrats or rabbits provided furs for barter, too. It was up to the storekeeper and the customer to agree on what any particular item was worth. Both sides worked to get the best deal. In this activity, participants will practice bartering from both sides – as customers and as storekeepers. Are they satisfied with the deals they made?

**Activity Steps:**

1. Sort the kit objects into two separate piles. One pile will be the items brought in for bartering: animal furs, beadwork cutouts, beaded necklaces, trade tomahawk, eggs in crate, crock (for butter). The other pile includes the rest of the kit objects and serves as the general store merchandise.
2. Share the background information with the group and discuss/define bartering. How is it different than buying things with cash?
3. Give each participant a ledger sheet. Have them write in their names as the Account Name. They will use the same sheet throughout the activity.
4. Divide the group into smaller groups of four. Each small group has two storekeepers and two customers. Customers choose items from the bartering pile to bring to the store. (Depending on how many groups there are, you may need to limit the number of barter items for each customer)
5. Have the storekeepers from the group stand by the store merchandise and prepare to barter.

## Trading Posts & General Stores

South Dakota State Historical Society Education Kit

Each customer brings their barter items to the storekeepers and trades it for store goods. There are no set prices or values, so the customer and the storekeeper need to negotiate to decide what each item is worth in merchandise. Both sides work to get a fair trade.

6. As barter goods and store merchandise are exchanged, the storekeepers record every transaction on the customer's ledger sheet.

7. Trade roles until everyone has been a storekeeper and a customer.

8. As a group, discuss:

- Was it easy to barter with the storekeeper? Do you feel you got a fair deal as a customer?
- Why would it be important for the storekeeper and the customer to keep track of their transactions?
- Did you enjoy being the customer or the storekeeper more? Why?
- Are there items not in the kit that would be good barter items?



## Needs and Wants: Shopping at the General Store

### Objectives:

- Participants will compare 1897 prices and modern prices.
- Participants will distinguish between a *want* and a *need* in choosing goods.
- Participants will use math to track purchases within a set budget amount.

### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2 K.E.1.3	1.E.1.2	2.US.1.2 2.E.1.2	3.W.1.1 3.E.1.2	4.E.1.1	5.E.1.1	6.E.1.1

### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.6	3.LVS.1.2	4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

### South Dakota Mathematics Standards

K	1st	2nd	3rd	4th	5th	6th
K.N.3.1	1.N.2.1 1.N.3.1	2.N.2.1 2.N.3.1 2.M.1.4	3.A.2.2 3.N.2.1 3.S.1.1	4.N.2.2 4.M.1.2	5.M.1.2	6.N.2.1

**Timeframe:** 45-60 minutes

### Materials:

Included in kit

1897 Price List

Mail Order Math worksheet

Provided by instructor or participants

pens/pencils

Store sale advertising flyers

paper

### Background information:

General stores sold a wide variety of goods. Customers could get necessities such as food, clothes, and tools at the store. They could also buy items they liked or wanted that were not necessities – a new hat, a musical instrument, and toys. With limited money, people had to choose wisely and make sure their needs were met before they spent money on wanted (but not necessary) items. In addition to the general store, people could buy things from mail-order catalogs. They had to consider the same things about how to spend their money – was the purchase a *need* or a *want*? In this activity, participants will choose items that are needs and items that are wants. They will go shopping with a limited budget and use math skills to keep track of the money they spend.

**Activity Steps:**

1. Pair participants up. Give each pair a copy of the 1897 Price List and some of the store sale flyers. Have participants draw two columns on a sheet of paper – one for 1897 and one for the current year.
2. Have participants find 6 similar items(cans of food, clothes, flour) from both the list and the ads. Write down the item name and its price from the ad in one column and the similar item and its price from the 1897 list in the other column on the paper. Gather as a group and discuss:
  - Could all of the things on the 1897 price list be found in the modern ads?
  - Were there items in the ads that would *never* appear on a list from 1897? Why?
  - Had prices gone up or down over time? Why do you think the prices changed?
3. Give each participant a copy of the Mail Order Math Worksheet and the 1897 Price List. They may work in pairs or larger groups as well.
4. Have participants complete the worksheet. As a group, discuss:
  - How did they decide between a *need* and a *want*? Did some choose needs that others considered wants?
  - Could some things be *both* needs and wants?
  - What did they choose to spend extra money on? Why?
  - Did they save any money? Why or why not?

### 1897 Price List

<u>Item</u>	<u>Price</u>	<u>Item</u>	<u>Price</u>
Canned peas	9¢	Window shade	30¢
Canned beans	9¢	Umbrella	70¢
Canned cherries	12¢	Dinner pail	23¢
Flour	3¢ / pound	Butter churn	\$1.45
Sugar	11¢ / pound	Cream can	\$1.25
Crackers	6¢ / pound	Rat trap	12¢
Cheese	12¢ / pound	Clothes basket	75¢
Condensed milk	10¢	Laundry boiler	82¢
Salt	6¢ / 10lbs	Coffeepot	46¢
Coffee	26¢ / pound	Lantern	50¢
Tea	70¢ / pound	Bottle of ink	\$1.70
Raisins	10¢ / pound	School bag	8¢
Vanilla extract	50¢	Razor	\$1.00
Tobacco	33¢ / pound	Smoking pipe	23¢
Men's suit	\$4.85	Brush & comb set	81¢
Women's dress	\$1.75	Harmonica	22¢
Woman's hat	\$2.49	Fiddle	\$2.65
Child's coat	\$2.75	Accordion	\$2.25
Men's underwear	75¢	Guitar	\$3.95
Shoes	\$1.90	Carpenter saw	\$1.10
Gingham fabric	9¢ / yard	Bolts	18¢ / dozen
Wool flannel	25¢ / yard	Nuts for bolts	25¢ / dozen
Cotton cloth	25¢ / yard	Pliers	20¢
Spool of thread	2¢	Horse harness	\$9.65
Ribbon	19¢ / yard	Chicken wire	\$2.67/100 ft
Buttons	7¢ / dozen		
Alarm clock	78¢		
Thermometer	44¢		

Name \_\_\_\_\_

### Needs and Wants Worksheet

1. Choose three items from the **1897 Price List** that are *needs* and three items that are *wants*

<u>needs</u>	<u>wants</u>
_____	_____
_____	_____
_____	_____

2. How did you decide what was a *need* and what was a *want*? Explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. You have \$25.00 to spend this month. You must buy some food, clothing, and tools. If you have money left, you can buy anything you like. Keep track of the money you spend below:

Food

- a. Buy 12 cans of food (any mix of cans is fine)
- b. Buy 5 pounds of sugar and 20 pounds of flour
- c. Buy 20 cans of condensed milk
- d. Buy 3 pounds of coffee and 2 pounds of tea
- e. Buy 6 pounds of crackers and 3 pounds of cheese

Spent

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Clothing

- a. Buy 2 women's dresses
- b. Buy 4 pairs of men's underwear
- c. Buy 8 yards of cotton cloth and 3 spools of thread
- d. Buy 2 pairs of shoes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tools

- a. Buy 3 dozen nuts and bolts
- b. Buy one tool (any tool you like)

\_\_\_\_\_

\_\_\_\_\_

How much money do you have left? \_\_\_\_\_

Buy anything you like (or save some of your money)

_____	_____
_____	_____
_____	_____
_____	_____

## Needs and Wants Worksheet Key

1. Choose three items from the **1897 Price List** that are *needs* and three items that are *wants*

<u>needs</u>	<u>wants</u>
_____	_____
_____	_____
_____	_____

2. How did you decide what was a *need* and what was a *want*? Explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. You have \$25.00 to spend this month. You must buy some food, clothing, and tools. If you have money left, you can buy anything you like. Keep track of the money you spend below:

<u>Food</u>	<u>Spent</u>
a. Buy 12 cans of food (any mix of cans is fine)	varies
b. Buy 5 pounds of sugar and 20 pounds of flour	\$ 1.15
c. Buy 20 cans of condensed milk	\$ 2.00
d. Buy 3 pounds of coffee and 2 pounds of tea	\$ 2.18
e. Buy 6 pounds of crackers and 3 pounds of cheese	\$ .72

<u>Clothing</u>	
a. Buy 2 women's dresses	\$ 3.50
b. Buy 4 pairs of men's underwear	\$ 3.00
c. Buy 8 yards of cotton cloth and 3 spools of thread	\$ 2.06
d. Buy 2 pairs of shoes	\$ 3.80

<u>Tools</u>	
a. Buy 3 dozen nuts and bolts	\$ 1.29
b. Buy one tool (any tool you like)	varies

How much money do you have left? \_\_\_\_\_

Buy anything you like (or save some of your money)

_____	_____
_____	_____
_____	_____
_____	_____

## What Does A General Store Look Like? Photo Comparison

**Objectives:**

- Participants will compare photos of three general store interiors.
- Participants will list three differences and similarities they see in the photos.
- Participants will determine which two stores are most similar.

**South Dakota Social Studies Standards**

K	1 <sup>st</sup>	2nd	3rd	4th	5th	6th
K.E.1.1	1.E.1.1	2.US.1.2 2.E.1.1	3.W.1.1	4.E.1.1	5.E.1.1	6.E.1.1

**South Dakota Communication Arts Standards**

K	1 <sup>st</sup>	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.W.1.3 2.LVS.1.4 2.LVS.1.6	3.W.1.1 3.LVS.1.2	4.W.1.2 4.LVS.1.2	5.LVS.1.3	6.W.1.1

**Timeframe:** Determined by instructor. Set up as an activity center unit, participants work individually or in small groups.

**Materials:**

Included in kit

Photos 3, 5, and 11

Comparing Stores worksheet

Provided by instructor or participants

pens or pencils

**Background Information:**

General stores sold many different items. Store owners had to use every bit of space in their store wisely. Shelves lined the walls, and counters held everything from candy to shoes. Shoppers found apples, potatoes, and other produce in crates, barrels, and sacks. Store owners decided for themselves how to arrange their merchandise. In this activity, participants will look closely at three store interiors and find similarities and differences between them.

**Activity Steps:**

1. Set up the photos and worksheets in an activity center. Make the background information available at the center as well.
2. Participants examine the photos carefully and complete the worksheet.
3. When everyone has completed their sheets, gather as a group and discuss:
  - Do the stores in the photos look like stores you shop in today? How are they different?
  - Do all the stores carry the same kind of things for sale? Did the store owners arrange their merchandise differently? Why do you think they might have done so?
  - One store is selling many clothing items. Can you pick it out? (Photo 11)
  - Would you like to work in stores like these? Why or why not?

Name \_\_\_\_\_

## Comparing Stores Worksheet

1. List two items that are sold in all the stores:

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2. List two items from each store that are sitting on the front counter:

_____	_____
_____	_____
_____	_____

3. List two items from each store found on the high shelves behind the counter:

_____	_____
_____	_____
_____	_____

4. Which two stores have a stove in the photo?

_____	_____
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5. Which store has windows?

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6. Which two stores look the most alike? Write down three reasons why they are alike.

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## What's Your Story? Photo Analysis / Creative Writing Activity

**Objectives:**

- Participants will analyze photographs.
- Participants will make inferences from photographic data.
- Participants will write an original story or poem.

**South Dakota Social Studies Standards**

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2				

**South Dakota Communication Arts Standards**

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.1 1.W.1.2 1.LVS.1.3 1.LVS.1.6	2.W.1.1 2.LVS.1.3 2.LVS.1.4 2.LVS.1.5	3.W.1.3 3.LVS.1.3 3.LVS.1.4	4.W.1.2 4.LVS.1.2 4.LVS.1.3	5.W.1.1 5.LVS.1.4	6.W.1.1 6.LVS.1.2

**Timeframe:** Determined by instructor. Set up as an activity center unit, participants work individually or in small groups.

**Materials:**

Included in kit:

Photographs 1-12

Photo Analysis Worksheet “What Do You See?”

Provided by instructor or participants:

Writing paper and pencil

**Background Information:**

Photos provide wonderful fodder for the imagination. They give observers a chance to put themselves in other people’s shoes and write stories or poems about what they think was happening when the picture was taken. This activity lets participants practice photo analysis skills as they look closely at a photograph and describe what they see. Creative writing skills are used as participants write an original story or poem using a photograph as inspiration.

**Activity Steps:**

1. Set the photographs and What Do You See? worksheets up in an activity center.
2. Have participants choose one photo. They study it, and answer the worksheet questions.
3. Participants write a short story about their photo. Write at least eight sentences. They should think about:
  - Whose point of view are they writing from? Are they a person? An animal? A product on a shelf? A sign on a wall?
  - Where is their story or poem set? South Dakota? Some imaginary place? Describe the setting.
  - What actions are taking place? Why?
  - How do the people or things feel? Are they happy? Sad? Confused? Angry? Why do they feel that way?
4. Have participants share their stories or poems with the group.

Name \_\_\_\_\_

**What Do You See?**  
**Photo Analysis Worksheet**

Choose one of the photographs and study it for a few minutes. Answer the questions below as you look at the people, objects, and actions in the photograph.

1. Are there people in the photo? How many? \_\_\_\_\_

2. What are the people doing? \_\_\_\_\_

3. How are the people dressed? Does this look like a special occasion or an everyday photo? Why?

4. What action is taking place in the photo? \_\_\_\_\_

5. Was the photo taken recently or a long time ago? How can you tell?

6. Why do you think the photo was taken? Does it document a special place? An event?