

Chapter 1

Introduction

1-1. Purpose

This Teachers Handbook is designed to aide teachers and organizers of educational institutions and groups in planning, preparing, executing and concluding participation in the Student Living History Program (SLHP) at Fort Tejon State Historic Park.

1-2. The Fort Tejon Student Living History Program

Welcome to the Fort Tejon Student Living History Program (SLHP)! The first thing we would like to say is that it is you, the teachers and parents, which make the SLHP work. Your enthusiasm, creative interest, and pre-site planning will fire the students' interest and give them the unforgettable learning experience that the Fort Tejon SLHP can provide. The purpose of this Teacher Handbook is to help you plan for your on-site program. Planning a big trip like this may seem a bit daunting, but take heart, read on and have fun with it all. It will work out fine!

The Teacher Handbook is roughly divided into three main sections. The first section provides the teacher with contact, application, preparation and pre-visit planning information in chapters 1 to 4. The second section, outlined in chapters 5 -15 contains information on running the program while here at Fort Tejon as well as post trip and cleaning activities. The last section is the Appendixes. The Appendixes contain all sorts of valuable information for the teacher and student to prepare their class for their visit to Fort Tejon. These appendixes have character information, costuming, packing lists and a complete history of Fort Tejon in them. Please read the whole Teacher Handbook and become very familiar with its contents. We have tried to include everything here that you need to know to plan your program. That said, do not hesitate to call us here at the Fort with any questions--no question is a dumb question.

"Living History Program," as the name implies, is an actual living, overnight experience for children that takes place at any, cultural, historic, prehistoric, or natural site where the interaction and interdependency of people and their environment are represented. It relies heavily on pre-site explorations and preparations, role-playing, and problem solving. This program was developed from the National Park Service's Environmental Living Program.

During the SLHP, school children take on the characters and activities of the past in order to "live history." By acting like a character from the past and doing the things that character would have done, children become more acutely aware of the historic environment as well as their own. School children are introduced to Fort Tejon as "new recruits" in the U.S. Army. They work together as Army recruits from the mid-nineteenth century. One lesson that they learn is that they must work together in order to succeed, just as pioneer peoples did in order to survive. In both environments, they can and will be forced to solve many problems. The emphasis of the program is on self-learning and working together as a team.

Through this experience children become aware of, and curious about, the physical, natural, and historic aspects of the park site, as well as their relationship to the site and its history. By role playing and hands-on historical activities, kids learn that the characters in history books are people just like them, and they can gain a personal relationship to history. The SLHP is an experience that the kids will remember throughout their lives.

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Chapter 2 Contact Information

2-1. General

Fort Tejon State Historic Park is one of 274 California State Park units. It is a State of California government agency administered by the Resources Agency, Department of Parks and Recreation. Fort Tejon State Historic Park is one of five California State Parks in Kern County. Fort Tejon State Historic Park is not associated with The Tejon Ranch Corporation nor is it affiliated with any other private organization or business.

Mailing Address:

Fort Tejon State Historic Park
Post Office Box 895
Lebec, California 93243-0895
661-248-6692, Fax 661-248-8373

Physical Address:

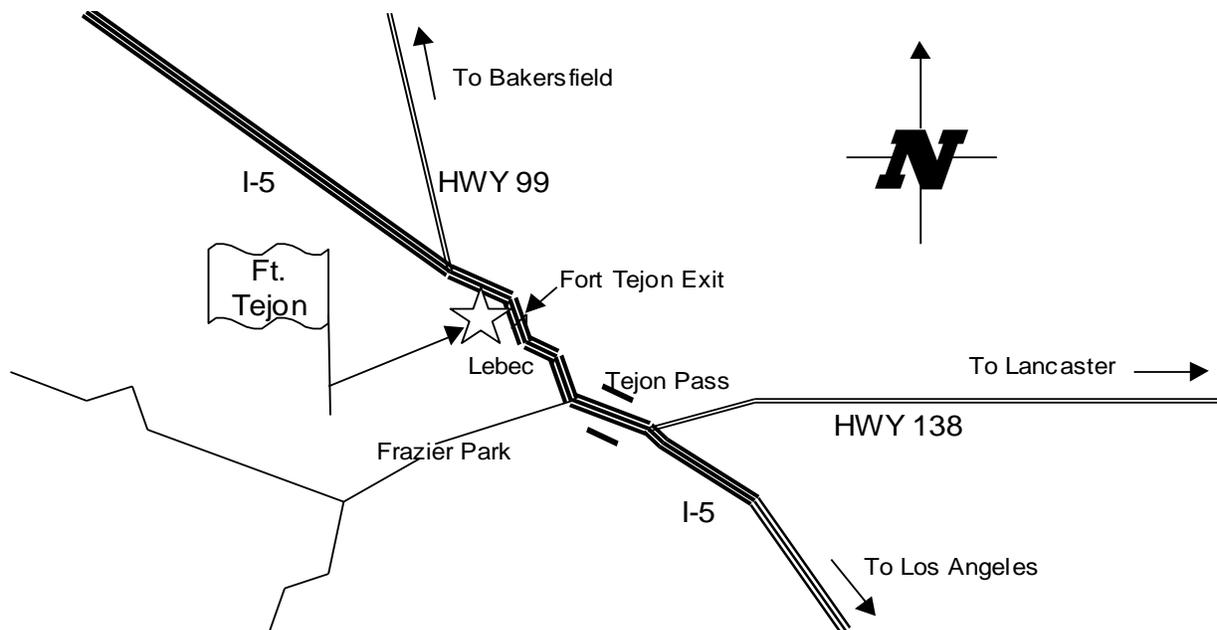
Fort Tejon State Historic Park
4201 Fort Tejon Road
Lebec, California 93243
661-248-6692, Fax 661-248-8373

All visitor service functions (to include the Student Living History Program [SLHP]) at Fort Tejon State Historic Park are administered by the State Park Interpreter I who is stationed at the park unit.

Fort Tejon State Historic Park's State Park Interpreter I is:
Sean T. Malis, Voice: 661-248-7001, Fax: 661-248-8373, Email: smalis@parks.gov.ca

2-2. Physical Location

Fort Tejon State Historic Park is located on Interstate 5; at the Fort Tejon Exit. The Park is located on the west side of the Freeway. The closest cross street is Digier Road. Fort Tejon State Historic Park is 4 miles Northwest of Lebec and 5 miles Southeast of the Grapevine. The park is approximately 75 miles Northwest of downtown Los Angeles and approximately 40 miles Southeast of Bakersfield.



2-3. Emergency Information

For any Fire, Medical or Law Enforcement Emergency, Dial 911.

Responding Emergency Agencies:

If there is a medical or fire emergency during the day while staff is present, contact the Fort staff first, State Park Rangers will respond. If there is a medical or fire emergency when there is no staff present, dial 911. The Kern County Fire Department and/or Hall Ambulance Company will respond.

For non-emergency medical help. The closest medical facilities are at Mercy Southwest Hospital. The hospital is located 36 miles north of Fort Tejon State Historic Park in Bakersfield, about a 45-minute drive. Their telephone is 661-663-6000 (24 hours.)

Park staff will handle Law Enforcement when present.

If there is a law enforcement emergency when there is no staff present, dial 911. The Kern County Sheriffs Department and/or the California Highway Patrol will respond. Ensure that when calling for help during an emergency that you let the operator know that you are at *Fort Tejon State Historic Park*.

2-4. Fire Emergency

Make sure all children are safely away from the Fort buildings and under the supervision of adults. All persons should rally or meet and remain at the Park Office. Once you have assembled students and adults at the Park Office, make sure that you conduct a “roll call” and account for everyone or note those that are missing. Let park staff and or responding emergency agencies know who is not accounted for.

Fire extinguishers are located in all rooms of the Fort buildings.

2-5. Emergency Contact

If an emergency occurs at home and a student, parent or teacher must be contacted at Fort Tejon, first call Fort Tejon at 661-248-6692. If there is no answer, callers should contact the California State Parks Dispatch Center at 916-358-1300 and explain the nature of their emergency. California States Parks may dispatch an off-duty Park Ranger or other park employee to the Fort to the contact the individual.

Chapter 3

Application Process

3-1. Dates

The Fort Tejon SLHP takes place on Monday- Tuesday or Thursday-Friday from March until early June. Generally, the curriculum is geared toward 4th and 6th grade United States and California History. Home school groups are welcome. Please, choose only one SLHP class slot per school year.

Teachers and parent volunteers **MUST** attend the teacher & parent pre-program training workshop on the first Saturday of March each year. Training is mandatory even if you have participated before. The program is evolving and changing all the time, so changes may have taken place since your last visit. This training is mandatory in order to participate in the SLHP program. Your reservation will be cancelled if the required minimum parents and teacher do not participate.

Applications for the Fort Tejon SLHP are mailed out in August; however we continue to send out applications upon request until December as space in the program allows. All applicants are accepted on a first come, first served basis, according to space available. The earlier your application is returned to us, the more choices you will have for SLHP dates. You will receive notification of your acceptance into the program by the end of November. Please feel free to call anytime and ask about your application's status.

3-2. Reservations

The following guidelines have been established for the SLHP reservation system. It is our intention to make the Student Living History Program available to as many school children as good resource management will allow.

To take part in the SLHP, teachers must fill out the following program reservation form. Teachers should ask to be placed on the SLHP mailing list. Reservations for the Fort Tejon Student Living History Program (SLHP) are handled here in our office. Mail program reservation forms to:

STUDENT LIVING HISTORY PROGRAM

Fort Tejon State Historic Park

Post Office Box 895

Lebec, California 93343-0895

Phone: 661-248-7001 or Fax 661-248-8373 E-mail: smalis@parks.ca.gov

3-3. Payment

Each class must include a \$50.00 deposit to reserve a date in the Student Living History Program. Checks should be made payable to California State Parks. If you miss or do not have enough parents or adult assistants attending the Teacher & Parent Workshop you will forfeit your SLHP reservation and deposit. In the event that the State Parks cancels your reservation, a full refund will be made to your organization. Your deposit will **not** be held over to the next year.



FORT TEJON STATE HISTORIC PARK STUDENT LIVING HISTORY PROGRAM (SLHP)

Program Reservation Form

This form must be submitted in duplicate to Fort Tejon State Historic Park. The second copy, when endorsed, will be returned to you and will serve as your record of the reservation to the park.

Name of School or Group _____	Proposed Date of Visit _____
_____	1 st Alternate Date _____
Mailing Address _____	2 nd Alternate Date _____
_____	Time of Visit _____
Person in Charge _____	Age/Grade of Children _____
Work Phone _____	No. of Children _____ Adults _____
Home Phone _____	Arriving by Auto: <input type="checkbox"/> Bus: <input type="checkbox"/>

The following is the fee charged for the Student Living History Program:

Children, each:	\$30.00
Teachers, Parents & adult Assistants, each:	\$15.00

Reservations must be made by January 31st. The request shall be submitted in duplicate to Fort Tejon State Historic Park, and must be signed by the principal or person in charge of the school or organization, which the students attend. The Department of Parks and Recreation reserves the right to cancel the SLHP when necessary.

Please enclose your \$50.00 deposit payable to *California State Parks*.

Minimum attendance is 20 students and maximum attendance is 40 students for the Student Living History Program. Parents are counted towards the minimum and maximum number.

CERTIFICATION

The above-described visit is an official school outing or field trip and will be under the direction of school personnel.

Signed: _____
Principal or Director of school

Mail form to:

STUDENT LIVING HISTORY PROGRAM

Fort Tejon State Historic Park
Post Office Box 895
Lebec, California 93243-0895

FOR PARK USE ONLY

[] We are pleased to confirm your participation for: (Date) _____ (Time) _____

[] We regret that the date you requested for participation is not available (Alternate date available) _____

Comments:

3-4. Class Size

Reservations will be granted for one program for one class. A class is one school class of a minimum of 20 (twenty) and not more than 40 (forty) students. Teachers who team-teach will have to split the class into groups if the two classes total more than forty students; each teacher will have to submit a separate application. Teachers who team-teach a total student count less than forty may apply on one application.

And please, only one application per envelope, even if you might have more than two teachers applying from your school. All applications must go through the mail—DO NOT FAX your application.

3-5. Teacher Leadership

The teacher on the reservation form **MUST** be the teacher on site for the program. Absolutely no substitutions allowed. The class must have a State Park Workshop trained teacher and parents at the program in order to participate in the program. Reservations are issued to an individual teacher and are not transferable between teachers.

3-6. Teacher & Parent Workshop

All SLHP teachers and parents are required to attend the Teachers & Parents Workshop, held the first Saturdays in March and September. The workshop is a hands-on run-through of a possible program. Teachers and parents may not send a substitute to the workshop. If the teacher and/or enough parents cannot attend the workshop, she/he will not be able to run a living history station during the program and may result in cancellation of your reservation.

Training is on each of the five living history stations. State Park Staff and Volunteers provide parent volunteers training in how to set-up, run and clean up each station. This training is crucial for a successful program. Each program must have a minimum of six (6) parents from each class, if less than six parents attend the training, your class's participation will be cancelled and your deposit will be forfeited.

3 7. Cancellations

If you decide to cancel your participation please let us know as soon as possible. You forfeit your \$50.00 program deposit for any reason if you cancel your Fort Tejon SLHP. If the weather is so bad that it is dangerous or impossible for your group to come to Fort Tejon, we will reschedule your program to a later date in the school year. You must get approval from us to reschedule your program. In the event that we cancel your program, due to poor weather conditions, and arrangements for rescheduling cannot be made, we will refund your deposit in full.

Please let us know if you have any questions and concerns, or circumstances which we should know about, i.e., you team teach, you live in snow country, etc. We welcome communication and we look forward to working with you.

Chapter 4

Teacher Planning

4-1. General

We hope that you use the suggestions in the following sections to help you develop your own programs; however, many of the materials which follow can certainly be photocopied and used by your class as is. A special note about the *Tentative Schedule*, in **Table 5-2**, you can use it in its entirety or just use those elements that fit into your own program.

You can and should use your own and your students' creative ideas to augment the on-site program. However, any significant variation from the ideas outlined here **MUST** be discussed with Fort Tejon Staff prior to your visit. Failure to do so can result in disenrollment from the Fort Tejon SLHP.

4-2. Student & Parent Assignments

a. Assigning Students to their "Squads." Please assign your students to their Squads prior to arrival at Fort Tejon State Historic Park; they should make up 5 squads. Since the groups should be roughly equal in size, please spread them out evenly. Some words of caution: don't let all of your most difficult kids go into one squad together. As one of the class room activities, have your children make up name tags or "Dog Tags" with their name and squad number listed. See **Appendix D** on character names for more details.

b. Parents, your on-site "Corporals." One of the first things you will need to do is find the parents that will help you both in the planning and on-site activities. Most teachers find that parents are very willing to help and are a tremendous resource.

4-3. Parents Meeting

You will need to get all of the parents who want to be involved in the SLHP together at a meeting as early as possible--at the very least, four weeks before the Teacher & Parent Workshop. You will need to explain to the parents what the program is all about and infuse them with your enthusiasm. Together with the students, parents may be able to almost completely take over the planning for their group's activities. Make sure that you have handouts ready to give to the parents at the meeting, especially information handouts on all of the Living History Demonstration Stations. See **Appendix D** for character names and more details.

A basic agenda for the meeting may look something like this:

Fort Tejon Student Living History Program Proposed Parents Meeting Agenda

- a. What is the Fort Tejon Student Living History Program (SLHP) all about?
 - (1) SLHP philosophy.
 - (2) Living History Demonstrations.
 - (3) Meals, Cooking & Help
 - (4) Overall schedule.

- (5) Sleeping arrangements and evening Guard Detail
- b. What do we need from you, the parents, in advance of the Fort Tejon Visit?
 - (1) Help devising and making costumes.
 - (2) Any Special Skills--Carpentry, Music, etc.
 - (3) Work with the kids in planning for the day, i.e. menu planning, planning for crafts projects, etc.
 - (4) Supplies needed (tins for candles lanterns, wood, and men's shirts to make costumes, etc.)
 - (5) Purchasing additional food, and planning menus.
- c. What do we need from the parents during the on-site visit?
 - (1) Roles and responsibilities of parents.
 - (2) Transportation and logistics.
 - (3) Help with clean up.
- d. Squad Assignments and task list:
 - (1) Hand outs of Living History Demonstration Stations.
 - (2) Discussion of Living History Demonstration Stations,
- e. Questions and Answers
- f. Schedule the next parent meeting

Make sure that the parents who sign-up to help know what they are getting into, and that they will be responsible enough to carry-through on any pre-site projects you give them. Also, make sure that any parents that sign-on to come to Fort Tejon with the class understand that they will have an important job here on site. Parents cannot expect to "do their own thing" while they are here. Parents will be with the kids constantly while they are here on-site, and are responsible for the welfare of the students in their charge.

Send out a letter telling parents about the program describing stations and activities and ask where their skills may be of help. If you are lucky you will find that you have a professional seamstress, a caterer, an organic gardener, a blacksmith, a historical reenactor experienced with historic firearms and a cabinetmaker right there in your classroom! OK, that line-up would be pretty lucky, but even if you find that you don't have any parents with the skills listed above, your trip to Fort Tejon will go smoothly and be lots of fun, so long as everybody pitches in.

The number of parents you will need for the on-site program will, of course, depend on your class size. The absolute minimum is six (6) parents/assistants. You may find parents to help in the classroom with costumes, or teaching early American folk songs, writing letters for the children etc.

You will need these parent volunteers at Fort Tejon to help with each of the living history demonstration stations: Adobe Brick Pit, Officer's Quarters Kitchen, Laundry/Candle Making, Carpenter's and Blacksmith's shop. At each of these stations a parent will be assigned as "Corporal" and will be in charge of the station. This "Corporal" must be one of the 6 trained parents who attended the Teacher & Parent Workshop.

You will need two or more likely three parents for the Officer's Kitchen station, it is great if one of them has some camping and/or wood fire cooking experience. The Laundress/Candle Making station should have at least two parents with them. The Carpenter's Shop needs at least one adult. The Adobe Brick Pit is fine with one parent. At the Blacksmith's Shop, you will need one parent to help the Fort Tejon State Historic Park Volunteer who will run this station. You may also find it helpful to assign one parent to photo-duty for the day. If you can't find enough parents to help out on-site, you may need to consider dropping out of the SLHP for this year. Trying to handle all of the kids, projects and activities without enough help can be a very difficult.

Table 4-1
Living History Demonstration Stations Adult Manning.

Station	Parent Staffing	
	Minimum	Suggested
1. Adobe Brick Pit:	1	2
2. Officer's Quarter Kitchen	1	3
3. Laundress/Candle Making:	2	4
4. Carpenter's Shop:	1	2
5. Blacksmith's Shop:	1 assistant	1 assistant
Total	6	12

Suggested Additional Stations	Parent Staffing	
	Minimum	
1. Garden:	1	
2. Tin Candle Lanterns:	1	
3. Soap Making:	2	
4. Corn Husk Dolls:	1	
Total	5	

Suggested Additional Assistants	Parent Staffing	
	Minimum	
1. Cook Shed:	1	
2. Photo Duty:	1	
3. Clean-up:	2	
Total	4	

One word of caution: there can be too many parents on-site with the kids. We have found that if the ratio of kids to parents is 2 to 1 or even 1 to 1, the students focus more on the adults than on their own independent learning experience. If you are lucky enough to have a whole classroom of parents that want to get involved, it can be difficult to turn parents down. Try to keep only 1 to 4 parents with each station depending on group size and activities. You can always blame it on us!

4-4. Pre-site Research and Activities

This is the time for all participants to research the natural and cultural history of Fort Tejon and build their own ideas and questions. Classroom time is in many ways the most important aspect of the program. Throughout the year, lesson plans can and should be integrated and used to prepare for your SLHP visit.

The possibilities are endless. Math combines with Health, History, and the Language Arts as students research eating habits, plan appropriate menus and determine food costs. Math skills can be used to figure out what an 1856 gold dollar was worth as compared to a modern day dollar. Put the Hungarian immigrant naturalist, John Xantus into your science unit and discuss the kind of work he was doing here at Fort Tejon in 1857. Have kids read and react to primary source materials written about Fort Tejon. We are always available to help you in any way that we can to integrate the history of Fort Tejon into your curriculum.

This is the students' program. As much as possible, the students should plan their program. The teacher should serve as mentor, pointing the way ahead. It is this period of class preparation that makes or breaks the whole program. Students should be encouraged to use every available resource to expand their knowledge of the site, its history, and relationships.

To stir interest, students can; write book reports, give oral reports, do role-playing and do video interviews in character. Make and use visual aids (bulletin boards, collages, etc.), show films, and draw pictures of the Fort. Research period costumes, learn early American songs and dances, create a puppet show about Fort Tejon, research period foods and practice cooking, learn nineteenth century children's games; the ideas are endless. The more students become involved and creative, the more they will benefit from the program.

Appendices are provided in the last part of this Teachers' Handbook. There is a tremendous amount of information provided in these appendices, please use it! These appendices have much needed information to prepare your students in the classroom for their visit to Fort Tejon. This material will also help your students while here at Fort Tejon and after their visit.

4-5. Curriculum Activities

We could not even begin to list all of the wonderful projects that we have seen teachers carry out with their students before their attendance at the SLHP. Listed below are many successful projects that can be used in your classroom before arriving at Fort Tejon. Use some of the projects listed here as is, or let them be inspiration for your own projects.

- a. Military posts or bases are common throughout the world. How many California military bases can you name? Locate them on a map? Are there large cities near many of them?
- b. Military posts help local businesses and towns to grow and prosper. Why do you think this is?
- c. Individually or in small groups, have a contest to develop the longest list of modern businesses that would benefit from a nearby military installation. Number the businesses and be prepared to explain why each would benefit.

d. The building of Fort Tejon created and nourished the town of Fort Tejon. What craftsmen and businesses would have prospered from the establishment of Fort Tejon in 1854? Name at least one that would not be needed near a military post today? Why not?

e. In what other ways would early Americans benefit by settling near a military post?

f. Sometimes a military post can cause problems for nearby towns. Name one or more of these problems.

g. Early settlers in California posed serious problems for the native Indians. What might some of these problems have been? Role play a group of settlers coming upon an Indian village in the valley they have chosen for home sites. How do the Indians treat this threat to their well being? What is the feeling of the settlers toward the Indians?

h. You are the chief of an Indian village. In the past few years you have watched the settlers take over your land. They have dammed up the rivers and destroyed the fishing. They have cut down the trees and frightened off what game they have not killed for themselves. They have trampled the herbs and plants for which your tribe has many uses. You have already moved your village several times. What do you do now?

i. Draw or act out two scenes. In the first scene show Indian life before the settlers came to California. In the second scene show Indian life after the settlers had become well established and towns had begun to flourish. You may need to do some research to make the scenes realistic. What are some of the major differences between the two scenes?

j. Make a list of the things you do on a typical day from the time you get up until you go to bed. Now list the things you think a boy or girl living at Fort Tejon in 1856 would have done on a typical day? How are the lists different? How are they similar? How would a boy or girl have done some of the same things, such as going to school or preparing a simple meal, differently than you do them now?

k. Take a trip to your school or county library. Find some information on Fort Tejon, Kit Carson, Jean Flores, the Dragoons, Edward F. Beale, Yokut Indians or other subjects related to the early history of the San Joaquin Valley and Southern California. Share it with the class in any way you wish.

l. Draw a large map of the area between Bakersfield and Los Angeles. Show the sites of today's towns in one color and historical sites (Indian villages, early settlements, etc.) In another color, include Fort Tejon, Tejon Ranch, and geographical information, such as mountain lakes and creeks.

m. In preparation for your visit to Fort Tejon, plan a list of Tejon trivia questions. As a class, list any questions you may have about the fort. Copy the questions onto 3x5 cards (one question per card) and distribute them to work groups or individual class members. Take the cards with you to the fort and write any answers you may discover on the back of the corresponding card. When you return to class you will have an instant Tejon Trivia game!

n. Have your class make their own haversacks. Plan, purchase materials and make an 1856 Army issue haversack for their use at Fort Tejon. Haversacks were the soldier's ration and everything else bag that was slung over the right shoulder and suspended on the left hip. Have the students write their name and squad number on the flap. See enclosed pattern and directions in **Appendix N**.

o. Do a Trade Store. Throughout the year have the kids make things like bead necklaces, weave belts, etc. You can also buy inexpensive items like licorice or hard candies or appropriate Chinese items. As the school year progresses, have the kids earn pay for good work or conduct. When you come to Fort Tejon, put all of the items together into a trade store where the kids can spend their hard-earned dollars.

p. Passes: Each student should have a pass, which s/he always has visible and available during the SLHP. The passes can be fairly simple or elaborate. The kids should do their own pass as part of character development.

q. For many children, the trip to Fort Tejon is their first overnight away from Mom and Dad. Having an evening mail call, during which letters written by Mom or Dad are passed out, can lessen homesickness. It is most fun if the parents' letters fit into the general program. Have the parents address the letter to the students' character name, and ask them questions like "How was your long ship and overland voyage to Fort Tejon?" "Have you seen any Indians?" "Is there really all that much gold in California?" or "Is the Army giving you enough to eat?" If possible, keep the letters a secret from the kids so that mail call after dinner is an even more thrilling surprise.

r. Dragoon Flag or Guidon. Every Dragoon company in the U.S. Army during the 1850s had a guidon issued to it. These flags were issued to mounted units like the Dragoons who built and garrisoned Fort Tejon. These flags were forked or swallow tailed affairs designed to be carried while on horseback. They were used to identify companies in battle. The Company Guidon was also a great source of pride for the soldiers of each company. The U.S. Army Regulations of 1835 prescribed the company guidon to be:

"...swallow-tailed, three feet five inches from lance to the end of the swallow-tail; fifteen inches to the fork of the swallow-tail; and two feet three inches on the lance. To be half red and half white, dividing at the fork, the red above - on the red the letters U.S. in white and on the white the letter of the company in red. The lance of the....guidons to be nine feet long, including spear and ferrule."

Apparently some latitude was allowed in the inscriptions, for the only Dragoon guidon in the West Point Museum dating from the 1850s has "U.S./Compy" in white on the red half, and "1st Dragoons" in red on the white. See **Figure 4-1**. This one is made of cotton cloth with a finer weave than bunting; the painted letters show through backwards on the reverse.

Flag making is a great project for the class. They can fly the flag in the classroom or on outings. Use red and white cotton cloth and paint the letters on

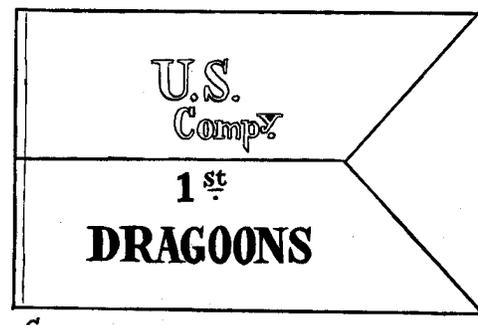


Figure 4-1

with red and white paint. It is also a good history project to have the students draw the flag on a large piece of paper. The kids could also create and design their own guidons and flags.

You are welcome to bring your creation and fly it at the fort during your stay.

4-6. Role play

The educational experience of the SLHP is greatly enhanced when students actively play the role of a historic resident of Fort Tejon. We cannot emphasize enough the importance of role-play in the SLHP experience. Characters for role-play can either be based on a real soldier who served at Fort Tejon or created as realistically as possible from what the kids learn about who was here. **See Appendix D.**

The students should put a lot of energy into learning and writing about their character, designing a costume, etc. By understanding at least one person that lived at Fort Tejon in the past, they will much better understand the site as a whole, and how people lived and interacted here.

Have each student make a pass, which states their soldier's name and squad. While at the Fort they will carry their passes at all times. Encourage both students and parents to use their soldier's name. **See Appendix M** for sample passes.

4- 7. Preparing for "At the Fort" Activities

a. If you prepared Fort Tejon Trivia cards (pre-trip activity #13), answer as many of the questions as you can. At the end of the tour, collect the cards for which you were unable to find answers. If your teacher brought the Teacher's Handbook, check it for possible answers to the questions. If you still cannot find them, you may wish to ask the Park Staff for assistance before you leave the park.

b. Take along several pieces of plain white paper and a sturdy folder, clipboard or piece of cardboard. Select a building, room, site (such as the Lebeck Oak), scene (such as the bridge or a bird) or articles (such as a uniform or gun) and sketch it with as much detail as you can.

c. Using the Scavenger Hunt list in **Appendix C**. Find as many answers or articles as you can while on your organized tour of the park. You may work individually or in groups, but be sure to keep your discoveries a secret until you compare lists after the tour.

d. Using the Fort Tejon map page, name as many of the numbered sites as possible while on your tour of the park. On the back of the map, write a short description of your favorite site.

e. Use the park's self guided brochure, "*Dragoon Walk*" to take your students on a walk around the Fort. You can help guide the students through the Forts rich cultural and natural history.

f. Use the period games that are available to you on site. **See Appendix I.** These games are great to help keep the children occupied while they are waiting for meals to be served or to fill any dead time. At least one parent should be present to help students understand the rules of the games and ensure that the toys and games are not broken.

Chapter 5

On-Site Planning

5-1. Arrival On-Site

At last, the cars or busses are all loaded and everybody is on their way to Fort Tejon. Kids are bubbling over, and even the parents are excited about their day. Here are a few tips about how to plan for the day's activities.

5-2. Unloading of Supplies & Equipment

When driving into the park, you- will use the Paved Park Service Road. This road travels right through the middle of the historic fort. Please minimize the amount of traffic along this roadway. The intention here is to minimize the possible vehicle traffic on the park's access road. This road passes right by many of the living history demonstration stations, we do not want to distract the students from focusing on the history of the 1850s.

When you and your class arrive, you need to know where to unload your equipment and supplies. There are only two unloading areas within the park where you may unload your gear. These areas are behind (south side) of the Quartermaster's Building and another unloading area behind (south side) of the Officer's Quarters. Both of these unloading areas are along the Paved Park Service Road.

You may use the Quartermaster unloading area to unload gear and supplies for the Carpenter's & Blacksmith's Shops, Cook Shed, Barracks and firewood. Use the Officer's Quarters unloading area for unloading gear and supplies for the Officer's Quarters kitchen, Adobe Brick Pit, Garden, Laundress and Candle Making Stations.

5-3. Vehicle Parking

Please unload your vehicle quickly and move it to a parking area. Teachers, Parents and other volunteers may park in only two areas of Fort Tejon. They are the front Visitor Parking Lot or the dirt Campground Parking Area. See map in **Figure 5-1** for location of parking areas.

If drivers will be leaving during the day or before nightfall, they should park in the front Visitor Parking Lot. If drivers are spending the night and do not need to move their vehicle until the next day, they should park in the Group Campground parking lot.

Please do not park your vehicle anywhere else.

NEVER BLOCK ACCESS ROADS, GATES OR TRAILS WITH PEOPLE OR VEHICLES!

Do not park or unload your vehicle the on roads at any time. The only authorized place to park your vehicle is in the Visitor Parking Lot at the front of the park or in the Campground Parking Lot.

5-4. Storage

There is limited storage space for your class and personal items. Extra items you bring for the living history stations may be unloaded and kept at the station. Extra equipment may be stored in the Quartermaster's Building. Teacher, parents' and students' personal gear may be stored in the "Middle Room" of the Barracks Building. Gear should be organized in three groups to reduce confusion in the evening when it is dark. Teachers and parents should keep their gear in one group, boys in a second group and girls in the third group.

Ensure that any modern gear and supplies that you are using or storing in and around the living history stations are hidden or covered up. This may be as simple as throwing a towel or blanket over the offending article.

5-5. Unloading the Students

When the bus or cars unload the children, they should stay in one group and meet at the picnic benches outside the park office. Unload the students from the bus or cars in the front parking lot. The students with their gear will enter the park, over the footbridge, under the leadership of the Teacher and a park staff member. Do not let your children run around Fort Tejon unsupervised.

Often, a student will want to run and see their mother or father who had arrived earlier and is getting his or her station ready for the day's activities. Please keep the children together. Resist the temptation of letting the students go their own way. We want to preserve the sense of excitement and anticipation of the coming day's events. Please do not ruin this surprise by letting the students scatter to the "Four Winds."

5-6. Rotation of Squads

The Living History Demonstration Stations are set up on a rotational schedule. Each squad will rotate from station to station during their program. Squads will rotate from the Adobe Brick all the way through Blacksmith shop in a "Round Robin" fashion. See **Table 5-1** for a schedule of squad rotations. Time at each station will depend on the number of students in each squad and the time of year.

Remember that the Laundress and Candle Making stations are combined as one stop on each squad's rotation. The squad will split up, half to Candle Making and half to laundry. It is the responsibility of the adults at the Laundress and Candle Making station to switch the two groups so that the entire squad is able to work at the Laundress and Candle Making stations.

Park staff will provide the squads and adults with a signal so that they know when to rotate to the next station. Park staff will fire one round of blank ammunition, creating a loud boom that can be readily heard throughout the park as the signal for squads to rotate.

Table 5-1
Living History Demonstration Stations

<i>Station</i>	<i>Rotations</i>					
	<i>First</i>	<i>Second</i>	<i>Third</i>	<i>Fourth</i>	<i>Fifth</i>	
1. Adobe Brick Pit:	1 st Squad	5 th Squad	4 th Squad	3 rd Squad	2 nd Squad	
2. Officer's Quarters Kitchen:	2 nd Squad	1 st Squad	5 th Squad	4 th Squad	3 rd Squad	
3. Carpenter's Shop:	3 rd Squad	2 nd Squad	1 st Squad	5 th Squad	4 th Squad	
4. Blacksmith's Shop:	4 th Squad	3 rd Squad	2 nd Squad	1 st Squad	5 th Squad	
5. Laundress/Candle Making:	5 th Squad	4 th Squad	3 rd Squad	2 nd Squad	1 st Squad	

Teachers should not schedule themselves to be with a particular squad or station all day long. You will need to be able to float from squad to squad, station to station, helping where needed. Fort Tejon staff will also be here to help you, but do not plan to have a staff member with anyone squad for any extended period.

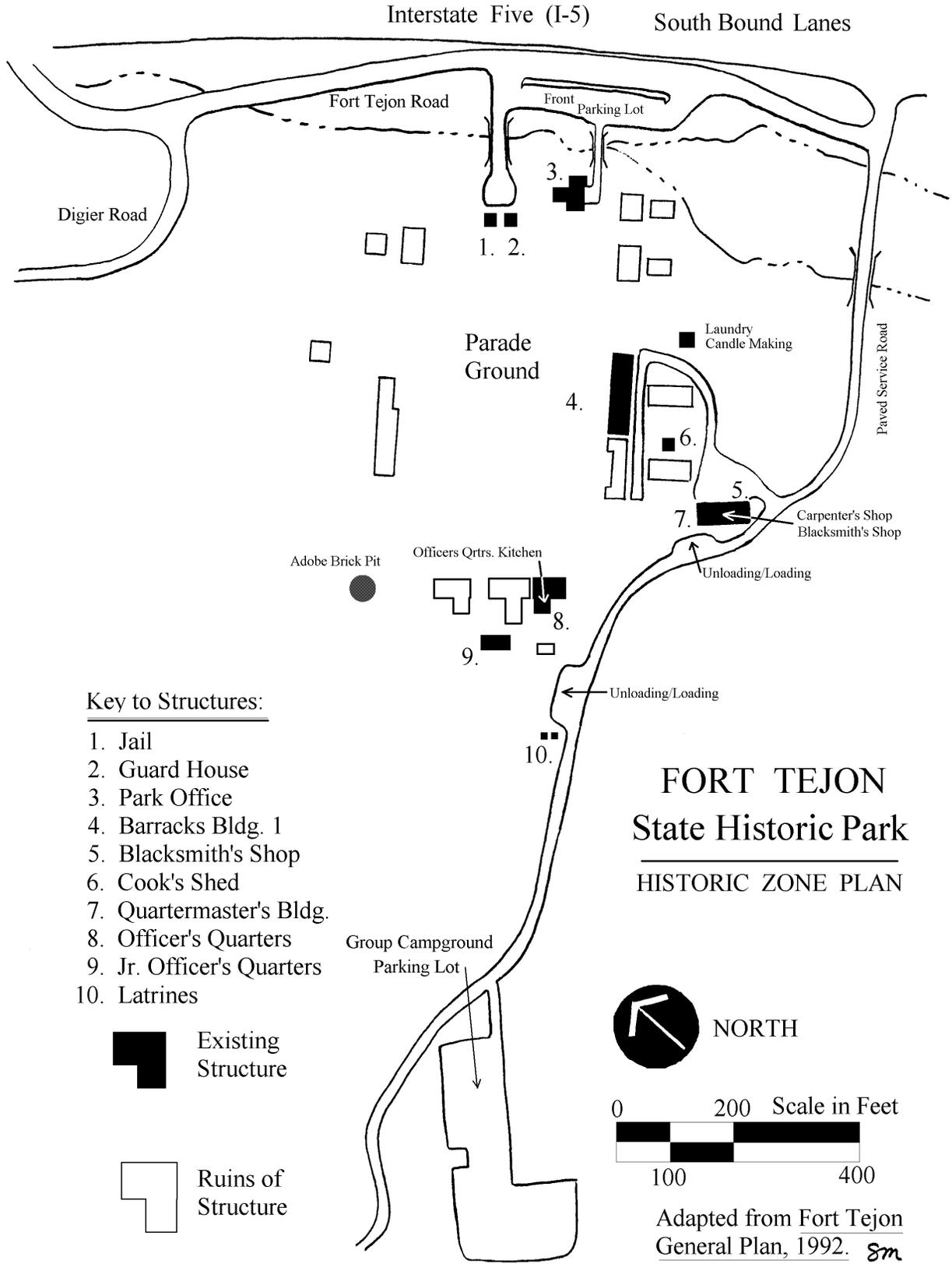
5-7. The Day's Schedule

In **Table 5-2** we have recreated a typical schedule for the SLHP. You do not have to follow this schedule exactly. Use your imagination. Note that this schedule would only work for a day when sunset is at 7:00 PM or so. Try not to leave clean up for after dark. If you have a short day, you will have to lessen the time groups spend at their tasks.

Table 5-2
Fort Tejon *Tentative* Schedule

8:00	-	8:30 AM	Parents and assistants arrival.
8:30	-	9:30	Parents and assistants begin preparation and setup of Living History Stations.
9:30	-	10:00	Students Arrival.
10:00	-	10:30	Orientation to Park and program, unload and stow gear.
10:30	-	11:00	Squads are issued equipment, haversacks, cups & plates
11:00	-	12:00	Squads rotate through one (1) demonstration station, 45 min. to 60 min. each.
12:00	-	1:00 PM	Eat lunch, share impressions.
12:45	-	1:00 PM	Park staff meet with teachers and parents during lunch.
1:00	-	5:00	Squads rotate through four (4) demonstration stations, 45 min. to 60 min. each.
4:00	-	5:00	Clean up/ return equipment and supplies to storage areas.
5:00	-	5:30	Set up "Chow Line" and prepare for meal. Set-up washing equip.
5:30	-	6:30	Eat supper and clean-up individual mess gear.
		6:30	Flag lowering. Parents continue clean up.
6:30	-	7:00	Practice skits, games or sketch. Continue clean-up.
7:00	-	7:30	Move students into Barracks.
7:30	-	8:00	Each group shares their day's experiences. Skits, games, desert.
8:00	-	8:30	Silent candlelight walks. Read letters from home, sing folk songs or poems.
8:30	-	8:40	Quiet time and change into sleeping clothes.
8:40	-	9:00	Preparation for bed.
		9:00	Lights Out.
		9:00	Guard Duty.
		4:00 AM	Parent starts wood fire at Cook Shed fire pit.
		6:00	Cooks start breakfast.
6:00	-	6:30	Reveille, wake-up. Cooks continue Cooking.
		6:30	Flag raising. Morning orders. Continue Cooking.
6:45	-	8:30	Eat breakfast and clean up. Pack personal gear.
8:30	-	9:00	Morning responsibilities. See squad assignment sheets.
9:00	-	9:45	Pack all gear in vehicles.
9:45	-	10:30	Morning hike. Cannon firing.
10:30	-	11:00	Share experiences.
11:00			Leave Fort Tejon for home

Figure 5-1
Fort Tejon Living History Demonstration Stations Map.

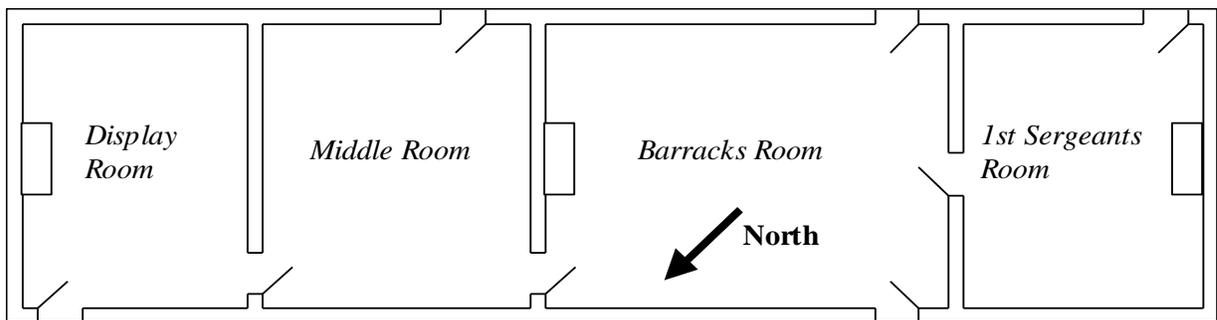


5-8. Sleeping Arrangements

Students sleep in the Barracks Room of the Barracks Building. The girls sleep on one side of the large room and boys on the other side. Parents sleep in the Middle Room of the Barracks Building. For large classes, students may also sleep in the 1st Sergeant's Room. See **Figure 5-2**.

Sleeping arrangements, unfortunately, can sometimes be a difficult issue for teachers and parents. We have never heard of problems arising from mixing boys and girls in the Barracks Room, but it is something that some parents might be concerned about. It is certainly important, however, to make sure that you have at least two adults in the Barracks Room or 1st Sergeant's Room when ever children are in these rooms.

Figure 5-2
Barracks Building Plan



5-9. Morning Hike

After students and parents have packed up their gear, students may go on a morning hike around the Fort. Two parents must accompany the students. Follow the "Dragoon Walk" tour around the Fort. This hike should take about an hour. This is a good time for parents to continue cleaning up after breakfast without the students milling around.

5-10. Guard Duty

This is an optional activity for your class. For those up to the challenge, it is worth the extra planning. Guard Duty can be as fun the parents and students can make it. It can be a magical time for all. As the students make their rounds checking candles and fires, the students can witness life at Fort Tejon at night. Students may see deer grazing on the Parade Ground under the moonlight. Students might gaze into the heavens and see a "shooting star." This time will afford students and parents a chance to see the other "side" of Fort Tejon. See **Table 5-3**.

Table 5-3
Guard Duty Schedule

Squads		Shifts	
1 st Squad	9:00 pm	To	10:00 pm
2 nd Squad	10:00 pm	To	11:00 am
3 rd Squad	11:00 am	To	12:00 am
4 th Squad	12:00 am	To	1:00 am
5 th Squad	1:00 am	To	2:00 am

A parent must be assigned to each squad while they are on Guard Detail. The parent will accompany his or her Squad. The student squad leader and his or her squad will check candles and lanterns during their watch. Make sure candles are not dripping wax and are safe. If it becomes windy during the night, blowout candles -and tell the next group that they are out. Check all of the lanterns in the locations listed in **Table 5-3**.

Table 5-3
Guard Post Locations

1.	North Entrance of Barracks Building
2.	East entrance of Barracks Building.
3.	Front Porch of Officer's Quarters.
4.	Door of the Cook Shed.
5.	Door of the 1 st Sergeant's Room.
6.	1 st Sergeant's Room.

During Guard Duty, students may drink hot chocolate and eat cookies at the Cook Shed. Adults should remember to fill up the water kettles and keep the fire going for the next squad. Please remember to keep this area clean and ready for the next squad. Listed below are some guidelines for each Guard Detail.

- a. KEEP VOICES AND NOISE AT A MINIMUM! ! !
- b. Each person receives one hot drink and a cookie or two.
- c. Each student should write something in the Guard Detail logbook and sign it.
- d. Students are not to play with candles or candle wax.
- e. Quietly play checkers or other games in the 1st Sergeant's Room or walk as a group around the Fort to pass the time.
- f. Be sure to keep the outside fire going and a full pot of hot water for the next shift.
- g. Clean up your mess when your shift is over.
- h. Wake the next guard detail as quietly as possible.
- i. Notify the teacher in case of any kind of problem.

Chapter 6

Post Trip Activities

6-1. Creative Writing Projects

After you have recovered from your trip to Fort Tejon and you and your students are back in class, it is important to recount your adventures and experiences. Creative writing projects are a great way to reflect and remember your experience. Listed below are just some of the ideas you could use in your classroom. Of course, there are many others not listed here and are only limited by your students' imagination.

a. You are an early settler traveling through Grapevine Canyon. You stop for a brief rest at Fort Tejon. Write an entry in your daily journal about your visit there.

b. You are the son or daughter of an officer at Fort Tejon in the mid to late 1850's. Write a letter to a friend (who is living back East) and tell him or her what life is like for you at the fort.

c. You were a soldier, enlisted man or officer, at Fort Tejon. Write the story you would tell to your grandchildren about one of the following events of 1856 (use your imagination).

(1) The Tule River Indian War.

(2) How we captured Jean Flores, bandit, at Simi Pass.

(3) The killing of two grizzlies, weighing between 500 and 700 pounds each.

d. Write a short play or reader's theater (in which the actors read their parts) about a day or an event at Fort Tejon.

e. Write a poem about Fort Tejon. It may be about the fort as it was when it was an active military post, or as it is today as Fort Tejon State Historic Park.

6-2. Formal Writing Activities

As a class project you may want to try more formal or class writing activities. Listed below are just some ideas.

a. Write a thank you letter to the Staff at Fort Tejon. Tell them what you enjoyed most and what you learned from your visit. As an alternative, some students may write similar letters to the school Principal and/or school District Superintendent describing the visit.

b. Write an informative paragraph describing to prospective visitors what they might expect to see or learn.

c. Write a newspaper article describing your field trip. You may wish to include information about your pre-trip plans as well as the various lessons and classroom activities related to Fort Tejon.

6-3. Report or Art Project

Here is a fun project for your class to try. Divide the class into groups of students with different abilities and interests. Assign each group a topic related to Fort Tejon, or let each group choose their own topic or select one from a list of choices. Give each group a large sheet of white paper (size will depend upon the size of the desired end result). Have the group illustrate their report. Combine the illustrations into a large mural. Students may share their written reports with the class, and then staple them to their section of the mural. The end result will be a beautiful and informative mural!

As a variation of the above project, have students work in groups to develop a timeline mural. The pictures can depict a particular event and can be accompanied by a brief written description of the event. The pictures/descriptions can then be dated and placed in chronological order.

6-4. Other Activities

a. Prepare a television interview about your trip to Fort Tejon. Include factual information and opinions. Interview "Park Staff," as well as visitors to the Fort.

b. Discuss the various weather conditions in the Fort area. How might life at the Fort have been affected by the changing seasons? Divide the class into four groups, one for each season of the year. Have each group act out a fort scene-typical of their season.

c. Make a model of Fort Tejon as it existed in 1861. Use sugar cubes, toothpicks, modeling clay, paint or a variety of other materials to construct buildings, corrals, trees and surrounding hills.

d. Make a diorama of a typical Fort Tejon scene.

e. Construct a large poster that could be used to draw visitors to Fort Tejon.

f. Play Fort Tejon Trivia with the cards your class made.

6-5. Culminating Celebration

Plan a celebration that might have taken place at Fort Tejon in 1856. You may wish to divide into groups to plan such things as food, games and entertainment. Make Dragoon caps and ladies' bonnets out of craft and art materials and dress as "early Americans". Invite your principal, parents and other guests to join in your celebration and share your projects or reports.

Chapter 7

Clean-up

7-1. General

Clean up is certainly one of the most challenging aspects of your Fort Tejon experience, especially on the morning of your departure when everybody is tired from two days of major activity. However, clean up is important. If one school does not do a good job with their clean up, the next school will suffer. We understand that it is difficult sometimes to get children to do a good and thorough cleaning job, but we do expect it of every group.

This is one place where the help of the parents is very important. The kids are supposed to do as much of the work as is possible, but the parents are vital for quality control and keeping the kids on-task. The Park staff will inspect all of the buildings in the morning, and the fewer times they have to send kids and parents back into a building to get it really clean, the happier everybody will be. Please impress on students and parents alike just how important this is.

Clean-up tasks are shared by all. It is up to the teacher to divide the tasks fairly. Each squad should be responsible for cleaning and putting away the tools or materials used at a station.

7-2. Kitchen Clean-up

To heat water use the large company mess pots for heating water. Do not put tin mess pans on the fire to heat water; they are for serving & mixing only. NEVER PUT EMPTY TINWARE ON FIRES!

One class decided to use a large \$150.00 wash tub from the laundry to carry burning logs in. The result, four burnt pieces of tin after all the solder had melted and the tub came apart.

a. Washing Dishes. For washing dishes, Fort Tejon provides large washtubs: one for soapy water, one for a sterilizing bleach rinse, and one for a clear water rinse. The first washtub should contain hot water and dish soap. The sterilizing solution should contain warm water with one tablespoon of 5% chlorine bleach to each 2 gallons of water. The utensils should be soaked for 30 seconds or more, then rinsed in the third tub of hot, clear water.

b. Caring for Cast Iron. There are many fine cast iron pots available for your use. They are wonderful to cook with and are very authentic, but need a little care.

(1.) After cooking in one of the pots, it should be wiped clean, using mild soap, never strong detergent. Do not scour; scouring will remove the natural seasoning of the pot and cause rust and possibly a metallic taste. If at any time it is necessary to scour or scrape, be sure you do it as little as possible, and re-season the pot according to instructions below.

(2.) After each washing, place the pot on the heat source once more to dry thoroughly. Watch it carefully so that it will not stay on the heat any longer than necessary. Wipe a little oil around the inside of the pot and lid to re-season.

7-3. Lantern Clean-up

Cleaning Wax off of Candle Lanterns. There is a galvanized tub reserved for use in cleaning wax off the candle lanterns. Fill the tub with water and get it quite hot. Dip lanterns into the tub to remove the melted wax. PLEASE DO NOT DIP LANTERNS IN COOKING POTS!

7-4. Storage of Materials & Equipment

All of the materials and equipment that park provides for the SLHP must be returned to their storage areas. To help accomplish this task, have the squads and parents help. You will need to have park staff help direct the materials and equipment to its proper storage areas.

7-5. Damaged Items

Things wear out and break. We understand that with fair wear and use the items here at Fort Tejon will wear out and break. However, your class is responsible for any broken items or tools due to neglect or misuse. Please let park staff know if anything has been broken, and be prepared to replace it before the next SLHP group arrives.

7-6. Health and Safety

a. The Campfire. Use only the fire rings at the Fort to make fires. The fire should be no larger than is necessary for cooking and heating. Before leaving the area, be sure the fire is completely out, and pick up any debris such as foil or tin from in and around the firepits.

b. Use of an Axe or Hatchet. An axe or hatchet is made for chopping or splitting wood and should be used for that purpose only, do not use it as a hammer. Before using such a tool, it should be checked carefully to be sure that the head of the tool is securely fastened to the handle and that the handle is firm and sound with no cracks or splits. Adult supervision is mandatory with use of these sharp tools.

c. Any person chopping wood should maintain a six-to eight-foot circle around him or herself in which no other person may stand. Adult supervision is mandatory during wood-chopping activities. The woodcutter's own feet and knees should be well away from the swing of the axe. Axes can be dangerous tools--make sure anyone using one has been well briefed on their safe use. When using mauls and wedges, do not use an axe as a sledgehammer.

d. Fires. Children are naturally attracted to fires, do not let them play in the fires. Generally, we do not let students near any fire. They can fetch wood, but the adults put the wood in fire only. Do not let the children play with the candles and lanterns. When working around an open hearth, especially in the Kitchen, ensure that your skirts do not brush across hot coals or flames. This could be disastrous to the person wearing the skirt.

7- 7. Morning Clean-up Checklist

The checklist in Table 7-1 is the guide that park staff will use to ensure Fort Tejon is clean and ready for the public or next class. Your group is responsible for cleaning all buildings and sites that you used. Park staff will inspect your areas to ensure that they are clean by 9:00 AM.

Table 7-1
Morning clean-up checklist

- I. Barracks (Middle Room, Barracks Room & 1st Sergeants Room).**
 - roll up and fold all bed sacks and blankets.
 - candle wax on tables and floors gently scraped off (adult supervision).
 - mud/dirt/straw swept out.
 - litter picked up.
 - fireplace ashes swept out.
 - personal gear removed.

- II. Officer's Quarters Kitchen.**
 - food on floors swept up.
 - fireplace ashes swept out.
 - mud/dirt swept out.
 - litter picked up.
 - fill wooden buckets with water and a splash of bleach and return them to the cookshed.
 - clean all dishes, plates bowls & butter churn.
 - personal gear removed.
 - butter churn cleaned/dried/put away.

- III. Adobe Brick Pit.**
 - personal gear removed.
 - litter picked up.
 - equipment and buckets returned to storage areas.
 - clean molds and remove all mud.

- IV. Laundry / Candlemaking Area.**
 - tent fly taken down and rolled.
 - equipment and buckets returned to storage areas.
 - personal gear removed.
 - litter picked up.
 - fill fire pits with dirt.
 - clean up and restock firewood.
 - return dried clothes to Barracks.

- V. Blacksmith's Shop.**
 - litter picked up.
 - equipment and buckets returned to storage areas.

VI. Carpenter's Shop.

- saws and tools put away.
- hand tools put away.
- sweep and leave room clean and organized.
- report any damage or items to be replaced.

VII. Cook Shed Area.

- axe, sledgehammer, mauls & hatchet put away.
- rake around fire pit and tables.
- pick-up any foil or non-burnable debris and food items in fire pits.
- clean off fire-pit rocks.
- clean outside kettle and dump water.
- pots/skillets/griddles washed/dried/put away.
- cooking utensils washed/dried/put away.
- fold and return all haversacks to storage boxes.
- clean and return all cups and plates to storage boxes.

VIII. Miscellaneous.

- put wheelbarrows back by Cook Shed.
- walk grounds for litter/personal gear.
- gardening tools put away.
- Make sure the woodpile is as big as or bigger than when you arrived.

Each group will be evaluated on their clean-up by Fort Tejon staff. Clean up is a major part of the Student Living History Program and should be taken seriously by teachers, parents and students.

Chapter 8

Cooking

8-1. General

Cooking over wood fires is very different from a gas or electric range. This is sometimes a difficult concept for modern people to realize, but take heart and realize that you can be just as good a cook around the campfire as you are at home. The most important rule to understand is that you do not cook over flames. Actual cooking is done over a good bed of coals.

8-2. Classroom Preparation

Involve your class in planning meals and duties before you arrive at Fort Tejon. Park staff will provide the necessary foods for preparing very simple meals, this is included in your participation fee. However, we encourage you to add to the menu. Many past classes have produced some amazing meals here at Fort Tejon.

You will have to do some planning and preparation before you leave the school. A few simple suggestions are:

- a. Review the recipes and eating habits of nineteenth century people.
- b. Prepare a menu for supper, guard duty treat and hot drink, breakfast, and snacks. Keep your supper menu simple.
- c. Purchase supplies that you will need to make the recipes you have chosen. As you pack for the big trip, box the ingredients for each recipe in separate period looking boxes or sacks. This makes it very easy to find all your ingredients when you start to cook.
- d. Equipment. Cooking utensils, pots, pans, kettles, coffeepots, grills, butter churn, fire irons, washtubs and buckets are available for your use here at Fort Tejon. You will need to bring the following items:
 - (1.) Wood. You will need enough wood to keep three fires going during the day, and the guard's fire all-night. If you live a great distance and/or just cannot bring wood, we do have some wood available on-site. At the very least, do bring some kindling. Our wood is usually wet and sometimes green.
 - (2.) Towels & Linens. Linens can be purchased rather cheaply from your local linen supply house. Used linens are sold for about a dollar a pound. You will only need about 10 pounds. They are useful to cover the tables, as well as for dishtowels and miscellaneous clean up chores.
 - (3.) Miscellaneous. Thrift shops are handy for buying baskets, wooden bowls, silverware, aprons, and other costume and kitchen needs for each student.
- e. Remember to bring the following items with you to Fort Tejon.
 - (1.) Additional food.
 - (2.) Firewood.
 - (3.) Linen or towels for use in the kitchen.
 - (4.) Miscellaneous.

8-3. Food

Food was very different at Fort Tejon than it is today. Obviously, prepared and processed food was not around in the 1850s. The most important lesson for children to understand is that in order to eat a meal one had to work hard to make that meal. Many modern day foods are not appropriate for portraying the types of foods available to soldiers and people who lived at Fort Tejon in the 1850s. Listed below are many suggestions for foods.

a. Bread or "Shepherd's Bread" style breads can be ordered from your local bakery. It is most important that the bread be different from the bread that the kids usually eat. Using round loaves of bread can and does make the experience that much more memorable. Make sure that you buy UNSLICED bread.

b. Butter is a fun and a very traditional activity. The program supplies you with cream and butter churn. We will have one gallon of cream ready for your class. If you wish to make extra butter, you will need to purchase more Heavy Whipping Cream or Manufacturers Cream at the market.

c. Coffee. The program will supply regular store ground coffee. For added fun, try to find green beans for a different experience. Roast them on the open fire, grind, and then pour boiling water on top, then let grinds settle. It makes great coffee and will help parents and teachers get through chilly afternoons and night watch. Tea is also pleasant. You can buy a traditional Chinese tea brick at stores like Cost Plus Imports. Some herb teas are a treat for the kids, especially the non-caffeine varieties. Herb teas could replace cocoa for the nighttime Guard Duty.

d. Transportation of food was very expensive and often the foods being transported did not survive well. Very little food was actually grown or cultivated at Fort Tejon. The Officers and their families did enjoy some fresh vegetables grown in their small gardens. However most food was purchased by the Army's Commissary and Subsistence Department and shipped to Fort Tejon. It is important to note that refrigerated transport did not exist. A list of commonly available foods at Fort Tejon is provided in **Table 8-1**.

Table 8-1
Foods Available at Fort Tejon

Typical Army Supplied Food:

Coffee	Vinegar
Pork, Salted	Cabbage
Beef, Salted	Dried Fruit
Beans	Rice
Bread, Soft,	Salt
Bread, Hard	Pepper

Typical Food: Items available for purchase from Civilian sources:

Fruits:

Peaches, apples, pears, apricots, cherries, figs, plums, grapes, casabas, watermelons, cantaloupes.

Vegetables:

Winter squashes, pumpkins.

Cabbage, served both fresh and as sauerkraut.

Beets, turnips, carrots, potatoes, onions, garlic, radishes, horseradish, peas, beans, lettuce, parsley, mints. Mushrooms: gathered from nature.

millet, wheat, barley, buckwheat, .rye, cornmeal, oats, rice.

Honey: from beehives.

Meats:

A. Domestic Livestock:

1. Chickens: meat, eggs
2. Cattle, on the hoof: meat, salted, milk, cheese, butter.
3. Sheep: meat, mutton, salted.
4. Pig: meat, pork, salted.
5. Goat: meat.
6. Fish: various ocean and freshwater, salted

B. Wild Animals:

1. Deer: meat, venison.
2. Elk: meat.
3. Bear: meat.
4. Quail: meat
5. Antelope: meat.

Trade Foods from Mexico, Asia and Europe:

- A. Sugar.
- B. Tea, coffee.
- C. Herbs and seasonings: sage, pepper, rosemary, ginger, dill, clove, nutmeg, cinnamon, mace, molasses, poppy seed.
- D. Olive oil.
- E. Beans: garbanzo, Mexican frijoles.
- F. Cranberries.

8-4. Cook's Shed Procedures

Meals are served at the Cook's Shed. Students and adults eat outside, unless the weather is too bad. At the Cook's Shed, all cooking however is done outside, regardless of the weather. All necessary cooking equipment and supplies are stored in the Cook's Shed. There is a large fire pit and oven outside the Cook's Shed for use. Several very sturdy tables are outside the Cook's Shed for meal preparation and serving. Behind the Cook's Shed, are six tables and six sets of benches for students and adults.

a. Hand washing. There are hand-washing tubs in the shed with the kitchen gear. Set up these tubs near the Cook's Shed on the sturdy tables. Fill them with water, put a drop or two of bleach in them and have a bar of soap and towels nearby.

b. Building a nice fire under the large cauldron pot in the fire pit provides hot water. Caution, **NEVER** use galvanized tin tubs on the fire to heat water, serve out of, or eat out of!

c. Leftovers can be saved and taken home with the class if your group wishes.

d. Trash. There are two trash barrels, one at the end of the Barracks and one by the Cook's Shed. Please try not to overfill the trash barrels. If they are full, ask for a new trash bag, or use the extra that is in the bottom of the can.

e. Recycling. There is a recycle bin located by the park office. We can only take aluminum cans, plastic and glass. If you have other recyclable trash, please take it home with you.

f. Firewood. Make sure that you have an ample supply of firewood available for cooking and heating water. Students should use the provided wheelbarrows for fetching firewood from the big firewood pile nearby.

Chapter 9

Adobe Brick Making

9-1. General

Most of the buildings at Fort Tejon were built of adobe bricks, including the hay and mule corrals. Good construction lumber was hard to come by and very expensive. Civilian contractors made most of the bricks at the fort in the marsh area, southeast of the park office. The Mexican and Indian contractors were paid either per brick (usually .01-.02 cents) or a flat rate per 1000. The bricks were stored behind the kitchen mess hall.

The goal of this living history demonstration is to show the students how adobe bricks were made for the buildings at Fort Tejon (on a much smaller scale!)

9-2. Adobe Brick Making

To start making adobe bricks, you will need 2-4 water- buckets, 2 forms, shovel, trowel, and mud box. The Adobe Brick Pit is located at the northwest corner of the parade ground. To make bricks, you need water, dirt, and straw. Don't use too much straw, or the bricks will not hold up. The water must be carried in wooden buckets to the adobe pit.

Adobe bricks are very susceptible to weather damage. One building built at the fort, the Band Quarters, washed away before it was completed when an unexpected rainstorm hit before the roof of the building was constructed.

- a. Have some of the squad fetch water in 2-4 wooden buckets.
- b. Loosen up some soil in the bottom of the pit and begin adding water -a little at a time. Have some of the squad mix the mud with their feet.
- c. As the mixing progresses, turn the soil over with the shovel, and add a little straw and water as needed.
- d. When the mud is about the consistency of cake icing with a small amount of straw in it, you are ready to form the bricks. Put some of the adobe into the "mud box" and have the squad drag it to a flat spot where the brick molds are.
- e. Clear the ground of grass and twigs. Lay the form on the ground and begin packing mud in the mold using the trowel. Pack it firmly! When full, remove the form and let dry.

9-3. Adobe Brick Questions

- a. How many bricks did it take to build a building?

(40,000 to 80,000; the Barracks Building took approximately 60,000.)

- b. Why do you use straw?

(It provides strength to the brick and keeps the brick from cracking while it is drying.)

- c. Who made the bricks?

(Civilian contractors, mostly Native Americans and some soldiers working for extra pay at .35 cents a day.)

- d. How were the bricks dried?

(Either by sunshine or by a kiln; if by sun, it took between 1- 3 months.)

- e. Why was adobe used?

(It was cheap, easy to come by, and easy to work with.)

- d. How does it fare in earthquakes?

(Surprisingly well, not many of the buildings at Fort Tejon sustained severe damage during the earthquake of January 1857.)

- g. Where are all the buildings now?

(Many were torn down, some fell down, and many "melted" when the tops of the walls became exposed, the rain began to melt the bricks. The second (upper) barracks is a good example.)

Chapter 10

Officer's Quarters Kitchen

10-1. General

The simple task of preparing a meal was very different at Fort Tejon than it is today at home. The most important lesson for children to understand is that in order to eat a meal one had to work hard to make that meal. Many modern day cooks have no idea what is involved in preparing an 1850s meal.

The goal of this living history demonstration is to show the students how meals were made at Fort Tejon. The adult assistants manning the Kitchen station will help each squad churn a batch of butter, and prepare a part of the stew.

Each squad will use a little less than one quart of cream to churn a batch of butter. The adults working the station will have one gallon of cream to equally divide among the five squads that will visit their station during the course of the day.

During the day, each of the five squads will also help prepare one large pot of stew. Start with the ingredients that take the longest to cook. As an example, the first squad through should clean, peel and cut up the potatoes, while the last squad should be adding the peppers and cleaning up.

At the end of the day when the stew is ready to be served, the adults and last squad at the Kitchen will bring the pot of stew, remaining butter and bread and any other leftovers down to the Cook Shed to be served with supper. Remember that all you need to do is bring the food. There are plenty of serving spoons, forks, ladles and bowls at the Cook Shed. The less you carry down from the Kitchen to the Cook Shed, the less you have to carry back.

10-2. Kitchen Use Policies

a. Fire: Arrive early to start your fire. The secret to successful open hearth cooking is hot coals. If you have access to good pine for starting the fire, and oak to produce a hot fire, please bring it. If not, you will be at the mercy of whatever wood is available.

Make sure you have a bucket of water next to the hearth fire. The fire extinguisher is located in the bottom of the tall six-door cabinet. If an accident does happen, contact park personnel immediately.

The fire must be watched at all times by an adult. Build the fire as far to the rear of the firebox as possible. Open the window and keep the door open to allow the fireplace to draw properly. Women should remember to tuck the skirts of their dresses between their legs when reaching to stir or move a pot on the fire.

b. Non-Period items: Keep them out of site! All non-period items (such as stainless steel, plastic, coolers, Tupperware and plastic bagged goods) will be stored the tall six-door cabinet. Please label all items with your name or school that you want to keep.

c. Inventory: All items must be inventoried before starting the kitchen station, and after completion of the station. Let park staff know immediately if anything is missing.

d. Clean-up: In order to maintain the kitchen, it is essential that a thorough cleaning be done. Food scraps should be scraped into a "slosh" bucket prior to being washed. In turn, the contents of the bucket can be disposed of in the trash can out in front of the Officer's Quarters.

All dishes, bowls, and utensils should be thoroughly washed with soap and water.

To clean cast iron items, place the item over heat and scrape out the food with a spatula. Continue to scrape and wipe until clean. Pour in a little oil, wipe out the excess, and be sure to coat the sides and bottom. Wipe off any moisture on the lid, and oil it also. See cooking in Chapter 8 for more information.

The kitchen table should be wiped with hot soapy water, and the floor should be swept.

Adult assistants will ensure that the butter churn is thoroughly cleaned after each class. Use plenty of boiling water and soap to clean out all butter residues.

10-3. Making Butter

Butter was a luxury that few soldiers could indulge in. The Army did not issue butter to its soldiers. Officers and civilians with dairy cows or money to buy fresh cream could make butter.

Table 10-1
Butter making supplies available

Heavy cream (8 pint.)	Salt & Sugar.	Ceramic churn with wooden dasher.
Butter paddles.	Dish towel to cover churn. (Helps to keep the mess under control.)	Wooden bowls (Use to wash butter.)

a. Procedure to make butter.

(1.) The cream should be set out a day ahead and allowed to reach room temperature. (If the cream is too cold, set in a pan of hot water.)

(2.) Rinse out the churn with hot water and soap.

(3.) Pour about one quart of cream into the ceramic churn. Put the lid on the churn with the dasher handle coming out through the center of the lid.

(4.) With a steady up and down twisting motion, not too fast or too slow, work the cream until it becomes a heavy lump of solid butter. (Don't let the dasher hit the bottom of the churn too hard, as you don't want to break it.)

(5.) Check inside the churn occasionally to see what is happening. It needs to be steady and constant for approximately 20 minutes to 40 minutes depending on the temperature of the day.

(On cold days fill the churn with warm water before churning or place a warm cloth around it.)

(6.) When you have a solid mass of butter, pour the contents of the churn into a large bowl. Pour off the buttermilk, save to cook with or drink.

(7.) Press out excess buttermilk with the butter paddles.

(8.) Wash the butter by pouring cold water over it to get the excess buttermilk out. Keep washing until the water is clear and no longer a milky color. (Milk left in the butter causes it to spoil faster.)

(9.) Salt, sugar or leave plain the butter and shape into a ball or desired shape.

10.) Use the buttermilk for other cooking or drinking.

SAFETY: An adult should be present at all times.

NOTE: Butter churning was one of the chores given to the younger children. They spent several hours at the task if the family had several cows and a lot of cream.

Chapter 11

Officer's Quarters Garden

11-1. General

Before supermarkets, people had to grow the food they ate, or purchase what they couldn't grow. Vegetables helped to supplement a rather bland diet at isolated posts. Early plants were a bit more difficult to grow compared to the hybrid types of today. However, fertilizer was plentiful from the horse corrals, and was used when needed. The seeds we use at Fort Tejon are not modern varieties, thus they require a bit more tending than normal.

The goal of the Officer's Quarters Garden is to show how vegetables were grown at the post, and to show that there was no "supermarket" in which to buy food.

This living history station is an optional station. A class wishing to operate this station will have to purchase seedling plants on their own and bring them to Fort Tejon to plant. A portion of the garden will be allocated to your class. You can plant any and all types of fruits and vegetables listed in **Table 8-1** in Chapter 8.

The Officer's Quarters Garden is located behind the Officer's Quarters in the fenced area.

11-2. Garden Use Policies

The types of plants that you may want to bring to Fort Tejon will depend of the time of year and season. Researching the kinds of plants to bring will be a great classroom project. Depending on the time of year, the task for students may be tilling, planting, watering, or weeding.

Classes will want to bring a sign or decoration to identify their garden plot to their class. Subsequent trips to Fort Tejon could be made as a class or by individual children and their family to check on the health of their garden plot.

Table 11-1
Garden Tools supplied by Fort Tejon

Shovel	Hoe	Rake
Wheelbarrow	Water Buckets	Compost

In April or early May the garden needs to be tilled. Do this by assigning a portion of the garden to each squad. Start by removing any plant material or weeds growing from last year. Spread compost; manually or soil amend (whatever is available) over the soil, and have each person mix it in using shovels or hoes. When done, use a rake to remove rocks or unwanted debris and to level the garden.

Planting should be done after the first of May or later. Start by using a rake to remove any debris and weeds. Using a shovel or hoe, form furrows in one half of the garden, 4-6" high and 6-8" wide for corn. Be sure to allow enough space between rows for corn to grow. Plant corn seed according to the directions on the package. Use the other half of the garden for other plants, depending on the seed available.

You may need to make more rows or rings, but don't plant everything--mature plants need space! Once all is in, don't forget to water using the wooden buckets (a hose is available for use when the public isn't around).

Watering should be done at least 3 times a week, especially in the summer. Use wooden buckets in period clothing for watering.

Weed as often as possible. Use the public to assist in this task!

11-2. Common Garden Questions

a. What vegetables were grown?

(Corn, squash--different varieties, tomatoes, beans, onions, and beets.)

b. Where did the water come from?

(The creek and springs around the post and was carried in buckets to the garden.)

c. Who tended the garden?

(Usually privates were assigned the job, quite unwillingly).

Chapter 12

Post Laundry

12-1. General

The Army authorized four laundresses for each company at Fort Tejon. The laundress made good wages (\$2.00 from each soldier per month). If there were 80 men in a company and there were four laundresses, each would wash for 20 men, thus making approximately \$40.00 per month, per laundress. In comparison, a private at this time would have been making about \$13.00 per month. Laundresses were allowed at the Fort only if they were married to a soldier. They were entitled to the same quarters, fuel and rations as a soldier. They most likely lived in a long five room wood building next to the creek or in tents with their husbands.

The purpose of this station is to show the students how laundry was done at Fort Tejon. The Post Laundry is setup at the firepit next to the candle making station east of the Barracks Building.

12-2. Laundry Policies

The Laundry and Candle Making Stations are run together. During the 45 to 60 minutes allocated to each squad at each station, squads that arrive at the laundry and candle making station will be split in two groups or can work all together at the laundry and then rotate to Candle making. The adult assistants assigned here will do timing at this station.

Table 12-1
Laundry equipment supplied by Fort Tejon

1 large cast iron cauldron	Tri-pod	3 large tin wash tubs
2-4 washboards	lye soap	Clothesline
iron pegs	4 clothes line poles	2 water buckets
clothes pins	clothes for washing	Lemons
sad iron	firewood	2 laundry baskets
tent fly		

12-3. Laundry Procedures

a. Set up clothesline by crossing 2 poles together and another 2 poles approximately twenty feet from the other. While two people hold these in place (get help from another station leader), run the line between the two pairs and over the tops. Then take iron pegs, tie the ends of the line to them on each side and pound them into the ground.

b. Start a fire in the provided fire pit, and place water in the cauldron. This should be done early on so that the water has a chance to heat. **Never place an empty cauldron on a fire.**

c. Place warm water in two of the large tin wash tubs (wash water) and cold in the other (rinse water).

d. Demonstrate how to ring out and hang the clothes.

f. Have a couple of students at a time try each step. For fun, split the group up into two teams and time them to see who can go through the process the quickest. (Make sure they get them clean in the rush.)

g. Explain what a tedious, hard job this was, especially during the heat of a summer's day.

h. Have a little fun, gossip about the storekeeper, Mr. and Mrs. Alexander (Isn't it a shame that Mr. Alexander is away so much, leaving Mrs. Alexander to have to handle the store on her own. Mr. Nery is a terrible "drunk, always drinking whiskey on Saturday nights and getting into trouble (jail) while his wife, Mrs. Nery accompanies the Captain's wife, Mrs. Gardiner, to Santa Monica.

12-4. Laundry Questions

a. How was the ironing done?

(A sad iron was used. The iron was heated on a trivet over hot coals. Two to three irons had to be going at once, in order to have 1 hot iron available at all times.)

b. What was the most common way to remove stains?

(With salt and lemon juice. Grease spots were removed by rubbing over with yellow soap and then rinsing in hot water. Fruit and wine spots were removed by dipping the fabric in a solution of ammonia or spirits of wine and rinsing.)

c. What was lye soap made from?

(Animal fat, most likely from cows, and ashes from hard woods.)

d. How was lye soap made?

(Lye was made first by placing ashes in a wooden container shaped like a square funnel with small slits at the bottom. Water is poured over the ashes daily and allowed to drain through a drainage piece into a bucket slowly by drips. At this point it becomes lye. Lye is very caustic and will burn the skin off the hands and has been known to cause blindness and lung damage. After the lye is made, you place enough lye in a kettle that is strong enough to bear an egg, and place over a fire. To each gallon of lye, add 3/4 pound of clean grease and boil the mixture fast and stir frequently, a few hours should be adequate for boiling. When you can place a little on a plate and it is the consistency of thick jelly, and no grease appears, add salt in the proportions of one pint to three gallons then let boil a few minutes and pour into tubs to cool. The next day, cut out the soap, melt it and cool it again in order to take out all the lye and keep the soap from shrinking.

e. If lye is caustic, how can we use the soap?

(The fat neutralizes the lye.)

f. Was soap ever bought?

(Yes, it was brought up on the supply wagons and was issued to soldiers.)

g. Was soap ever perfumed?

(Not laundry soap, or Army issue soap, however hand soap was and consequently was very expensive! ! Perfumed soap was made with flowers, oils, and other natural products.)

Chapter 13 Candle Making

13-1. General

Candlelight and Oil Lamps were the only source of light available at the Fort in the 1850's. The pretty tapered ones were used when entertaining, while the less uniform candles were used for every day use.

Candle making was usually done in the autumn. Housewives spent long hours boiling down the fat of newly slaughtered beef and sheep into tallow. The job was hot and sweaty and the product was far from perfect. Candles burned too rapidly, buckled and bent in warm weather and gave off fumes and smoke.

Other sources of wax were bayberry and beeswax, and in the early 1850's paraffin was discovered. All of these produced much nicer and longer lasting candles that provided bright, steady smokeless illumination. At the Fort today, we use beeswax and paraffin wax.

Besides dipping candles, candle molds or forms were used. The forms are how the special occasion candles were made. Wicks were strung through each candle form and held with stick when hot wax was poured in. After the wax was hardened the form was briefly dipped into hot water to loosen the edges and the candles were gently pulled out two at a time.

13-2. Candle Making Policies

The Candle making and Laundry Stations are run together. During the 45 to 60 minutes allocated to each squad at each station, squads arriving at the laundry and candle making station will be split in two groups or can work all together at the laundry and then rotate to candle making. The adult assistants assigned here will be responsible for timing at this station.

The Candle making station is located east of the Barracks Building and right next to the Laundry Station. The Candle making station is designed to show students how candles were made and to relate their importance in daily life.

Each student will make one hand dipped candle and each squad will make one set of molded candles. Each student may take his/her hand dipped candle home. The molded candles will be used at night in the Barracks to light the class's evening.

Table 13-1
Candle making equipment supplied by Fort Tejon

1 large cast iron cauldron	tri-pod	Wax, paraffin or beeswax
double boiler set	Wick	small container for dipping
small pails of water	hot pad or mitt	

13-3. Candle Making Procedures

Before starting the dipping process explain the safety rules. Do not get too close to the fire, the containers with the wax are hot, dipping in the big kettle is dangerous due to the fire.

- a. Have each student find 3 to 4 inch sticks to tie their wick to.
- b. Give each student a wick, cut just slightly longer than the depth of the dipping container. Tie the wick to the stick with the longer portion hanging down.
- c. In small groups of 2 to 4 sit in a small circle, away from the fire.
- d. Place a container of water and wax within reach of each student.
- e. Taking turns dip the wick into the wax then into the water. The water cools each layer of wax as it adheres to the wick or previous layer. Explain the importance of removing the wick between each dip. If the wick is left to sit in the wax the necessary build up will not occur. The wax needs to harden between each layer.
- f. Continue dipping until candle is the desired size. Try to keep replenishing the wax in the dipping cans, this helps maintain a uniform size. If the candle starts to develop a curve, the wick is longer than the depth of the can, just try to not dip so deep. If little nubs form on the bottom, pinch off and flatten on palm of hand. Return nubs to the large container of melted wax.

Chapter 14 Carpenter's Shop

14-1. General

The Carpenter's Shop was a very important part of the Post's Quartermaster Depot. The shop is housed in a reconstruction of the Quartermaster's Shops Building. This building housed the blacksmith, wheelwright, and carpenter's shops for the quartermaster depot. The civilian Master Carpenter was responsible for all wood construction at the post. He also had apprentice carpenters, wheelwrights, laborers and soldiers on paid extra duty to assist him in his duties. The carpenters, in addition to building the fort also made everything from tables and benches to repairing the many wagons that supplied the Fort.

14-2. Carpenter's Shop Policies

It is imperative that safety be maintained in the shop at all times. The tools are sharp and the hammers heavy and can smash little fingers very easily. There are some very old antique tools in the shop and they are not recommended for heavy use, demonstrations only. At the Teacher Parent Workshop you will learn which ones these are. It is important to clean up after each squad has finished their project and before the next squad arrives; do not wait until the end of the day. Tools need to be cleaned and put away at the end of the day as well.

Table 14-1
Carpenter's Shop equipment supplied by Fort Tejon

coping saws	auger bits	hand planes
coping saw blades	hammers	wooden mallets
hand saws	hand drills	draw knives
wood chisels	cut nails	Lumber

14-3. Carpenter's Shop Procedures

In the Carpenter's Shop students will have the opportunity to make something useful during their visit to the Fort. The emphasis here is for the students to use period hand tools to create something that they can use during their activities at Fort Tejon. A common project for the students is to make benches, crates, wooden toys or toolboxes. The possible projects are endless, they are only bound by your imagination and that of the children. These projects all take time to plan. The most successful Carpenter Shop projects have been projects where the parents involved have purchased the wood and pre-cut a majority of the work.

We will supply some basic lumber for your project, nails and all tools. The lumber is generally 1 and 2 inch boards of various widths. It is recommended that your parents who will be working in the Carpenter's Shop get their inspiration for a project when they attend the Teacher Parent Workshop.

There are benches and tables to use for making your projects. There is a vise also to help hold your stock while cutting and drilling. We do not recommend painting your project because of the mess to shop and clothing; therefore we will not supply any to your class.

Chapter 15

Blacksmith's Shop

15-1. General

The Post Blacksmith was of vital importance to any military or civilian community during the nineteenth century. Fort Tejon was no different. The Blacksmith was a master craftsman. The Blacksmith was not a Farrier, although he could shoe a horse, his primary duty was to make all the hardware for the Fort's building (hinges, bolts, latches, and special tools) and also make repairs to wagons and other equipment as necessary.

Students will work in the Blacksmith's Shop where they will experience a day in the heat and soot of the shop. They will be able to heat iron, form it into something and do it safely. They will learn about the history of the smith and what his day was like.

15-2. Blacksmith's Shop Policies

Fort Tejon will make every attempt possible to have a trained Fort Tejon State Historic Park Volunteer Blacksmith available for your class's visit. We do this because of the tremendous need for safety and high level of training needed to run the Blacksmith's Shop. This station requires more skill and training than is possible to teach 25 to 50 parent assistants in two hours. We realize that there may be some adult assistants who have some experience with blacksmithing. However we reserve the right to close the station if a trained Fort Tejon State Historic Park Volunteer Blacksmith is not available and if your parent assistants do not have the necessary training with coal fired forges.

It is imperative that safety be maintained in the shop at all times. The fire and iron is very hot (more than 1000 degrees Fahrenheit) and the hammers are very heavy. Adult assistant will restrict access to the forge area. No more than two students will be working inside the roped off forge area at any time. The rest of the squad may observe from outside the rope. We recommend that you bring heavy leather gloves for adults and children. You may also consider bringing eye protection goggles for adults and children.

It is important to clean up after each squad has finished their project and before the next squad arrives; do not wait until the end of the day. Tools need to be cleaned and put away at the end of the day as well.

Table 15-1
Blacksmith's Shop equipment supplied by Fort Tejon

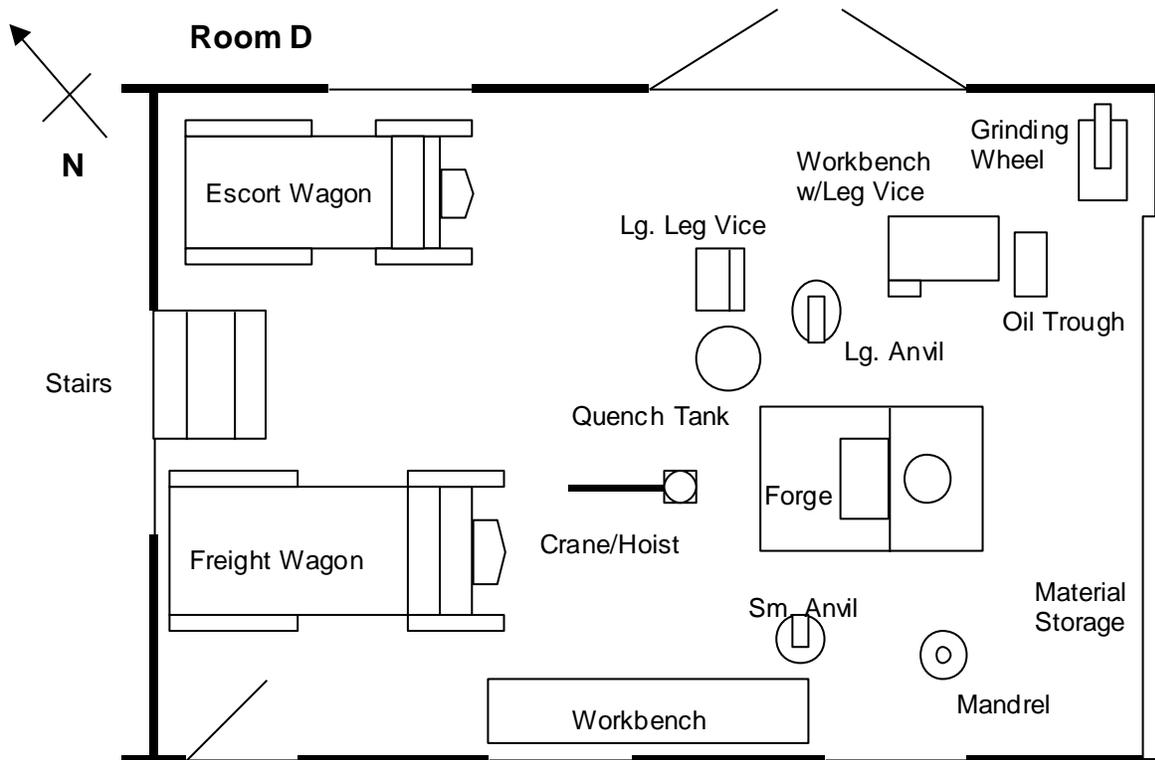
Coal	Iron Stock in various sizes	Table
Leg Vise	Blacksmith's Tools	Quench Tank
Anvil	Forge	Bellows
Swage block		

15-3. Blacksmith's Shop Procedures

You supply the imagination for the projects you would like to make. A simple project that we have made at Fort Tejon over the years is a simple 6 to 8 inch long piece of flat stock twisted several times. This is the beginning of an auger tool drilling bit. This simple project takes the student through the entire process of making a tool. The student selects the proper size stock, cuts it to length, heats it, forms the material, cools it and cleans it. The other possibilities are limitless. You can make simple items like "S" hooks to hang kettles or pots over the fire or more detailed projects like fire irons or hinges and latches.

Adults assistants need to arrive early to help set up this station. The Shop doors need to be opened. Check the quench tank to make sure there is enough water and the coal is stocked up. A small fire is started in the firebox with sticks and small kindling. Gently rake coal into the fire until the coal ignites and the temperature rises to sustain metal working.

Figure 15-1
Blacksmith's Shop Plan



15-4. Blacksmith's Shop Safety Procedures

Please remember, **SAFETY** is the number one priority in the Blacksmiths Shop. The only measure of success at this station is that all students and adults end the day safely without burns or injuries.

Appendix A

History

A-1. Brief history of Fort Tejon

In November 1852, Edward F. Beale was appointed Superintendent of Indian Affairs in California and Nevada. He established the Sebastian Reservation in the Tulare Valley about 20 miles north of the present location of Fort Tejon. In his capacity as superintendent of Indian Affairs for California, Beale recommended the establishment of a military post at the reservation to protect the Indians in the southern San Joaquin Valley and government property at the reservation. The Army had a different idea, and established the army garrison about 15 miles southwest of the Sebastian Reservation. The reason for this move was that the reservation site could not provide enough water, forage for animals and fuel and timber for construction. The new location for the Fort was considered advantageous because it was an important pass in the Tehachapi Mountain Range that could be strategically controlled. Stolen horses and cattle from the San Joaquin were driven through this pass to markets in the southwest. The site had adequate wood forage and water and it was free from white settlers.

Descriptions of Fort Tejon by visitors in the 1850's included such statements as "the post of Tejon is on a little plain, entirely surrounded by high mountains, beautifully situated in a grove of old oak, at this season the fort is most romantic and beautiful. The noble oaks are in full leaf. On the plains and mountain sides, Mother Nature has almost excelled herself, carpeting them with flowers of every hue, giving to the eye one of the most beautiful prospects imaginable, and the air is bracing and exhilarating and inspiring, an oasis in the desert where all is freshness and life."

Construction of the post on the fort's present site was authorized June 23, 1854. On June 30th a detachment of Company "A," First U.S. Dragoons, under the command of First Lieutenant Thomas F. Castor, was ordered to the selected site to begin construction. Fort Tejon later became regimental headquarters for the First United States Dragoons.

For a small post, the personnel of Fort Tejon were quite active. Patrols from the isolated mountain camp traveled as far east as the Colorado River; penetrated unexplored regions of Owens Valley, rode the supply route to and from Los Angeles, and on occasion escorts from Fort Tejon traveled to Salt Lake City. The troopers guarded miners, chased bandits and generally offered protection to the southern part of the state.

Fort Tejon was the military, social and political center between the San Joaquin area near Visalia and Los Angeles. At the peak of activity there were over 35 buildings, and Fort Tejon was one of the largest settlements in southern California. The 1860 U.S. Census listed 960 civilians living in the town of Fort Tejon, $\frac{3}{4}$ of a mile from the post. In 1858 the Butterfield overland stage and mail station was established here on the line which extended from St. Louis to San Francisco.

It is an interesting fact that nine officers who served at Fort Tejon during its active period later achieved the rank of general in the Civil War. With the outbreak of war in 1861, Fort Tejon was closed. It was reopened for a brief period by the California Volunteers in 1863 and finally closed forever on September 11, 1864. When the Army closed Fort Tejon, the buildings were sold at auction to Samuel Bishop who used them for his ranching operations. Later, Bishop sold his ranch to Edward F. Beale and under Beale the former fort and its building were incorporated into

his Tejon Ranch. The buildings on the post were used as residences, stables and sheds. It was from the Tejon Ranch that, in 1939, the original five-acre gift deed was accepted by the State and Fort Tejon became part of the State Park System.

A-2. Restoration of the Fort Tejon

Starting in 1949, with only 5 acres of the original Fort, California State Parks began the restoration of the old post. In 1954, an additional 200 acres were purchased from the Tejon Ranch Corporation. The original barracks building was restored and an officer's quarters were reconstructed on the original foundations in 1957. These two buildings, along with an original orderlies' quarters which has been preserved through the past 130 years, show the type of structures which were used during the active years at the fort. In the 1980s the Jail and Guard House was reconstructed and the Quartermaster's Building is in the process of being reconstructed through the help of State Park Volunteers.

A-3. Peter Lebeck Oak

In the northwest corner of the parade ground is the Peter Lebeck Oak and Grave, which is Fort Tejon's most intriguing mystery. In 1837 a mountain man named Peter Lebeck was killed by a grizzly bear near a tree which is now called the Peter Lebeck Oak. Someone discovered the body which was missing a hand and a foot and dug a shallow grave. Lebeck was buried beneath the tree where he was killed. An inscription was carved on the tree which read, "Peter Lebeck - Killed by a X Bear - October 17, 1837."

A-4. Questions for students

1. What was the name of the Indian reservation?

2. Why were soldiers sent to Fort Tejon?

3. From what country were the soldiers from?

4. How far did the soldiers travel from Fort Tejon?

5. Who takes care of Fort Tejon now?

6. Who is buried under the old Oak Tree at Fort Tejon?

Appendix B

Fort Tejon Timeline

- 1772 Captain Pedro Fages named Canon del las Uvas (Grapevine Canyon) while in pursuit of Spanish deserters.
- 1776 Father Francisco Garces stayed in the area during explorations of Indian sites.
- 1806 Father Jose Maria Zalvidea and Alferes Gabriel Moraga were in the area.
- 1827 Jedediah Smith was in the area.
- 1830 Increase of trapping and hunting activities – Kit Carson and fellow trappers in the area.
- 1837 October 17th, Peter Lebeck was killed by an X bear and buried at the site.
- 1843 Rancho El Tejon was granted to Jose Antonio Aguirre and Ygnacio Del Valle.
- 1847 Pio Pico surrendered California to the United States of America, thus ending the Mexican era.
- 1845-52 Period of active trouble between the Indians and white settlers.
- 1850-51 Indian uprising at Four Creeks.
- 1852 Civilian Edward F. Beale was appointed Superintendent of Indian Affairs.
- 1853 The Sebastian Indian Reservation, totaling 75,000 acres, was established. R.S. Williamson explored and mapped the Tejon area for a possible railroad route
- 1854 August 10th, Company "A", under Lieutenant Castor, arrived at the site of the new fort. Bishop William I. Kip performed the first church service at the fort (baptized two children of an officer).
- 1855 Bishop William I. Kip was in the area.
- 1856 Sebastian Reservation cut to 25,000 acres. The Tule River Indian War.
- 1857 Severe earthquake destroyed two and damaged many buildings at the fort. After-shocks were felt for two years. Intensive Indian trouble from Mojave to Owens Valley. Jean Flores (bandit) was captured at Simi Pass by Dragoons. The Fort Regimental band participated in July 4th celebration and parade in Los Angeles.
- 1858 Butterfield Overland Mail Service was established at Fort Tejon. Passenger service to Los Angeles on Monday and Wednesday for \$12.00 one-way fare; to Visalia on Tuesday and Thursday for \$15.00 one-way fare.

- 1859 Ox-powered sawmill was built at the Fort. On November 17, twenty seven camels arrived at Fort Tejon after being surrendered by Edward F. Beale after keeping them for two years.
- 1860 Telegraph line was completed to connect Visalia-Fort Tejon-Los Angeles. United States government population census at Fort Tejon was 960, making the fort the third largest city in Southern California.
- 1861 June – Garrison of troops was transferred to Los Angeles to prevent trouble during the Civil War. Dragoons were reorganized to become First United States Cavalry. The camels sold at auction by United States Quartermaster in Benicia. Mail service at Butterfield Stage Office was discontinued.
- 1863 Fort Tejon was occupied by California Volunteers. Most United States troops had been transferred. August – Indians were transferred from Sebastian Indian reservation to live at Fort Tejon.
- 1864 September 11th, Fort Tejon was officially abandoned by the United States Army. Samuel Bishop purchased the Fort and turned the Tejon area into a sheep ranch.
- 1890 The Foxtail Rangers of Bakersfield exhumed Peter Lebeck's body and reburied it at the base of the Lebeck Oak.
- 1939 Five acres were granted to California as a State Historic Site by the Tejon Ranch Corporation.
- 1949 Restoration of the fort was begun.
- 1952 The “Tehachapi Earthquake”, struck Fort Tejon after which buttresses were added to the orderlies' quarters for support.
- 1954 The State bought 200 acres for Fort Tejon State Historic Park site.
- 1957 Restoration was completed of Barracks Building and Officer's Quarters.
- 1958 Office and Visitor Center building was built.
- 1986 Jail and Guard House reconstruction begun. Student Living History Program starts at Fort Tejon State Historic Park.
- 1992 Quartermaster’s Building reconstruction begun.

Appendix C
Fort Tejon Scavenger Hunt

See how many of these questions you can answer, using only information you actually find at the fort.

C-1. Questions

1. Who was appointed Superintendent of Indian Affairs in California in 1853?

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2. In 1853 Edward F. Beale established which Indian Reservation in the Southeastern San Joaquin Valley?

--

3. Write the names of three Indian tribes that lived in the area during the 1850's.

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4. Why did Assistant Quartermaster Major James L. Donaldson change the original site of the military post to the Grapevine Canyon?

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5. Occupation of Fort Tejon began on June 23rd of what year?

--

6. What did Captain Gardiner say about the Indians around Fort Tejon in 1856?

--

7. What special animal was kept at the Fort as part of an experiment?

--

8. Name four articles in the glass cases in the museum.

9. Name two things a Dragoon used as weapons.

--	--

10. In 1856 the Army's uniforms were modeled after the uniforms of which country?

--

11. All horses and mules were branded with what symbol?

--

12. Name three objects in each room of the officers' quarters.

Dining Room	Parlor	Adult Bedroom	Child's Room

13. Who is the plaque for in the canyon west of the buildings?

--

14. What was Peter Lebeck killed by and when was he killed?

--

15. Write the names of the buildings at the fort.

16. What is the name of the park staff member who greeted your group?

--

C-2. Answers to Fort Tejon Scavenger Hunt

1. Edward F. Beale
2. Sebastian Reservation
3. Any 3: Piute, Yokuts, Emigdiano Chumash, Tataviam, Kitanemuk, Tubatulabai
4. Any or all of the following.
 - a) An important pass in the Tehachapi Mountain Range
 - b) The site had adequate wood and water & grass
 - c) The site had no white settlers
 - d) The canyon would be a future railroad route
5. 1854
6. "The Indians look to us as their protectors. The Indians are naturally quiet and would continue so if left alone."
7. The camel, both the one (Arabic) and two (Bactrian) humped varieties
8. Any 4 of the Following: Sabre, rifle, pistol, uniforms, shoes, pictures of uniformed men, Howitzer.
9. Any 2: musket, pistol, sabre, knife, fists
10. France
11. The cipher "U.S." Marking the horse or mule as public property of the United States of America.
12. Answers will vary
13. Lt. Thomas F. Castor
14. A X bear; October 17, 1837
15. Barracks #1, Officers' Quarters, Orderlies' Quarters, Jail, Guardhouse, Museum-office, Blacksmith's Shop & Carpenter's Shop.

Appendix D

Character names for Fort Tejon role-play

D-1. Names for student

Listed below is the organization of soldiers that built and garrisoned Fort Tejon. This is a roster of the soldiers of Company A, 1st Regiment of United States Dragoons 1856. The students should choose one of the names of the privates of *A Company* for their portrayal of a Dragon Recruit. A list of soldier's names is listed below.

Table D-1
Company A Roster

Rank	First Name	Last Name	Date of Enlistement	Place of Enlistment	Place of Birth
Private	David	Allen	Oct. 15, 1853	Philadelphia	
Private	William	Autez	Mar 13, 1854	St. Louis	
Private	John	Barry	Jan 3, 1854	New York	
Private	August	Berghauser	Jan 11, 1854	Jefferson Bks.	Prussia
Private	Joseph	Bossell	Feb 5, 1855	Baltimore	
Private	Patrick	Burns	Apr 17, 1855	New York	Ireland
Private	Charles	Breen	Jan 27, 1854	New York	Ireland
Private	John	Coriell	Oct 26, 1853	San Francisco	Ireland
Private	Patrick	Cuddy	Feb 6, 1856	Fort Tejon	Tipperary, Ireland
Private	Francis	Carr	Jan 9, 1854	New York	Ireland
Private	Franklin	Council	Feb 1, 1855	Baltimore	
Private	William	Coates	Dec 16, 1854	Baltimore	
Private	James	Cahill	Mar 29, 1855	New York	Tipperary, Ireland
Private	George	Derzbache	Jan 19, 1855	San Francisco	Hungry
Private	Frederick	Devin	Dec 23, 1853	New York	
Private	Patrick	Dryan	Aug 6, 1852	New York	
Private	Henry	Evans	Mar 3, 1855	New York	Cork, Ireland
Private	John	Francis	Nov 17, 1853	New York	
Private	John	Gregory	Jan 15, 1854	Fort Lane, Oregon Terr.	
Private	John	Grasser	Mar 10, 1855	New York	Neukirehen, Prussia
Private	George	Glim	Apr 2, 1855	New York	
Private	John	Gillespie	Oct 12, 1853	New York	
Private	John	Gleason	Feb 28, 1854	New York	
Private	Charles	Henkel	Jul 22, 1855	San Francisco	
Private	Frederick	Halbleib	Nov 26, 1853	New York	Prussia
Private	Frederick	Hecker	Mar 1, 1854	San Francisco	Prussia
Private	Charles	Heiseman	Jan 10, 1854	New York	
Private	James	Ingles	Jan 16, 1855	New York	New York City, NK
Private	Michael	Keating	Mar 23, 1855	New York	Cork, Ireland
Private	Thomas	Lovel	Dec 15, 1854	New York	Ireland
Private	Patrick	Laville	Feb 27, 1854	St. Louis	
Private	John	Meachin	Feb 12, 1855	New York	Moneghan, Ireland
Private	Charles	Miller	Feb 12, 1855	New York	Posen, Poland

Rank	First Name	Last Name	Date of Enlistement	Place of Enlistment	Place of Birth
Private	Darby	McMarien	Sep 18, 1852	New Port	Ireland
Private	Charles	Myers	Oct 13, 1852	New Port	
Private	Charles	McCall	Feb 16, 1855	New York	
Private	John	Metcalf	Jan 16, 1855	Baltimore	
Private	Cornelius	McHugh	Sep 28, 1853	New York	Ireland
Private	John	Moran	Dec 18, 1854	New York	
Private	William	Nery	Nov 4, 1853	Baltimore	
Private	William	Noter	May 26, 1854	Benicia, Cal	
Private	Timothy	Nigh	Apr 23, 1856	San Francisco	Ireland
Private	John	O'Mealy	Nov 16, 1853	Baltimore	Ireland
Private	Edward	Owen	Feb 12, 1855	Baltimore	
Private	Joseph	O'Donnell	Sep 9, 1852	Albany, NY	
Private	John	Pattison	Apr 21, 1852	Pittsburg	Ireland
Private	John	Patterson	Sep 1, 1856	Fort Tejon	
Private	Edward	Patterson	Apr 2, 1855	New York	
Private	John	Ryan	Aug 28, 1856	Fort Tejon	Ireland
Private	William	Rooney	Jan 21, 1854	New York	
Private	Joseph	Sharp	Dec 6, 1853	Philadelphia	
Private	James	Samos	Dec 15, 1852	New York	
Private	William	Schmidt	Sep 11, 1856	Fort Tejon	
Private	William	Smyth	Feb 6, 1855	New York	
Private	Patrick	Shay	Dec 13, 1853	New York	Ireland
Private	Charles	Stilies	Jan 19, 1855	New York	
Private	Augustus	Shuring	Mar 27, 1855	New York	
Private	Eugene	Sherlock (?)	Apr 11, 1855	New York	
Private	Herbert	Townsend	Feb 15, 1855	New York	
Private	Samuel	Widmer	Feb 20, 1854	New York	
Private	William	Wall	Mar 13, 1854	Baltimore	
Private	John	Willis	May 20, 1854	San Francisco	

D-2. Names for Teachers and Adults

Teachers and parents should take on the name of one of the Officer's, Officer's wives, Sergeants, Corporals or Laundress. Parents and teachers could also portray the Native Americans, Californios, Civilian Laborers, Miners, American Settlers or even foreign visitors to Fort Tejon.

Table D-2
Officers and NCOs of Fort Tejon:

Rank	First Name	Last Name	Duty Assignment	Hometown or State
<i>Officers:</i>				
Lieut. Colonel	Benjamin	Beall	Post Commander	New York
Mrs.	Elizabeth	Beall	Wife	
Bvt. Capt.	Ralph	Kirkham	AA Quartermaster	New York
Mrs.	Catherine Mix	Kirkham	Wife	
Asst. Surgeon	P.G.T.	TenBroeck	Asst. Surgeon	Pennsylvania
Capt.	John	Gardiner	Cmmdg. Co. A.	Oaklands, Maine
Mrs.	Annie Hayes	Gardiner	Wife	Philadelphia, PA
1 st Lieut.	Benjamin	Allston	Company A	Charleston, S.C.
<i>NCOs:</i>				
1st Sergt.	James	Fitzgerald	Mar 1, 1855	New York
Sergt.	Louis	Walton	Nov. 21, 1853	New York
Sergt.	Chas.	Gillis	Dec12, 1854	New York
Sergt.	James	Barrett	Apr 26, 1854	San Francisco
Corp'l	George	Campbell	Mar 27, 1855	New York
Corp'l	Benjamin	Start	Oct. 11, 1853	Baltimore
Corp'l	Michael	Nolan	Apr 2, 1855	New York
Bugler	William	Peasner	Dec. 13.1853	Fort Gibson
Bugler	Michael	Considine	Mar 21, 1855	New York
Farrier/Blacksmith	William	Hughes	Jan. 15,1855	Baltimore

Appendix E
“Articles of War,” Rules for Students

ARTICLES OF WAR.

(The Rules and Regulations of Students Behavior at Fort Tejon State Historic Park.)

“AN ACT FOR ESTABLISHING RULES AND ARTICLES FOR THE GOVERNMENT OF THE ARMIES OF THE UNITED STATES.

SECTION 1. *Be it enacted, by the Senate and House of Representatives of the United States of America, in Congress assembled,* That, from and after the passing of this act, the following shall be the rules and articles by which the armies of the United States at Fort Tejon shall be governed:”

- ARTICLE 1. I will follow school rules.
ARTICLE 2. I will be careful around open fires and while working around candles.
ARTICLE 3. I will not touch any of the artifacts at the Fort unless park staff gives the OK.
ARTICLE 4. I will walk while inside the buildings at Fort Tejon.
ARTICLE 5. I will take care with sharp tools.
ARTICLE 6. I will not leave the Fort without the permission of the teacher or the group leader.
ARTICLE 7. I will stay with my assigned squads.
ARTICLE 8. I will be safe with hot objects.
ARTICLE 9. I will stay on the trails and paths of the Fort and not stray into the brushy areas.
ARTICLE 10. I will listen to all directions from park staff, teachers and parents. I will not climb on the fences walls, or trees
ARTICLE 11. I will not make any loud noises from 8:00 PM to 6:00 AM.
ARTICLE 12. I will clean up my trash and keep the Fort grounds clean.
ARTICLE 13. I will cooperate and do my best job at all times.
ARTICLE 14. I will not bring flashlights, knives, candy, electronic games, radios or tape players to the Fort.
ARTICLE 15. I will show respect for the surrounding environment, park visitors, parents, teachers and fellow classmates, and use good language.
ARTICLE 16. I will welcome others in conversation, games and activities.
ARTICLE 17. I am ready to make the most of a new and usual adventure.

SIGNED:

Name:

Character Name:

Appendix F

Supplies available to you on site

F-1. Adobe Brick Pit

Buckets, Shovels, Brick Forms, Floats, Straw, Dirt and Water.

F-2. Officer's Quarters Kitchen

We have all pots and pans and cooking utensils, a butter churn, and cutting boards.
 Food: The Fort provides enough food to prepare a simple stew that will feed approximately 40 – 50 children and adults. Listed below are the typical foods supplied.

Table F-1
Food supplied by Fort Tejon

Bread	Celery	Cream, Heavy Whipping
Meat	Onions	Sugar
Potatoes	Carrots	Salt
Bell Peppers	Apples	Pepper
Basic herbs	Flour	

The cream is provided for each squad to make butter in the Kitchen (you may bring extra.)

F-3. Garden

We have the necessary gardening tools. You bring the plants. Heirloom plants or common types to the 1850's

Table F-2
Gardening supplied provided

Shovels	Hoes	Buckets
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F-4. Candle Making

We will supply enough candle wax and wicks for each student to make a candle to take home. As well as all necessary material to mold or dip their candle.

Table F-3
Candle Making supplies available

Wax	Wicks	Scissors
Candle Molds	Caldron	Boiler, double
"S" hooks	Pot holders	Dipping pots
Benches	Work Table	

F-5. Laundress

We will supply the tubs, soap, washboards, clothes to be washed, clothes pins and a clothes line.

F-6. Carpenter’s Shop

We have wood-working tools such as clamps, saws, hammers, awls, chisels, sandpaper, and limited wood. You will need to bring any extra wood for special projects you undertake.

F-7. Blacksmith’s Shop

Coal and enough iron for the students to make a souvenir to take home

F-8. Cook Shed

We have all pots, pans, cutting boards, cooking & serving utensils. We will also supply forks and or spoons for students to eat the super and breakfast with. In the morning Fort Tejon will provide all food necessary to make breakfast for everyone in your group.

Eggs	Bread	Bacon
Hot Cocoa	Butter	Salt & Pepper

F-9. Barracks

We will supply 15 utility candles to use in our candle lanterns. Please bring some candle stubs (6" long or so) to supplement the supply.

Appendix G

What to bring to Fort Tejon

G-1. Students. Encourage kids to bring a minimum of personal gear--they really don't need much.

1. A Bag Lunch for your first day's arrival at Fort Tejon.
2. Warm Sleeping Bag, Pad and Ground Cloth. - You will sleep on wood floors in the Barracks Building. There may not be enough bed sacks for everyone.
3. Personal Hygiene Articles. – Towels, soap, toothbrush, etc. Don't neglect sunscreen, the sun can be very strong at the fort, and Insect repellent.
4. Necessary Medications - bee sting kits, allergies, etc. Include written instructions for the teacher, and give medications and instructions to the teacher on departure.
5. Pencil & Journal- For writing in journals and sketching.
6. Headgear – Broad brimmed felt or straw hats are highly recommended for students and adults alike.
7. Change of Clothes and Shoes: Kids and parents should wear their costume to the Fort. Even if the weather looks warm, evenings are always quite cold in the mountains. Students' feet and clothing often get wet during the day's activities, and two pairs of shoes are essential. Bring at least four pairs of heavy warm socks. Black rain boots are highly recommended.
8. Warm Jacket or Sweater.
9. Money - For the option of visiting the Post Store. If open on the second day of your visit.

G-2. Teachers and adults

1. Wood: Although we should have wood available for your program, if you have wood to bring, please bring some. You should definitely bring some dry kindling, as it is always in short supply during the wet months.
2. Towels: You will need a good supply of dishtowels, as well as towels and soap for hand washing. You may want to bring some tablecloths.
3. Candles: Most households have some half-burned candles lying around. Bring some to supplement the candle-lantern supply.
4. Journals: As a class project, have each student make a small blank journal so that they can write down their impressions of their big day at the fort.
5. Flashlight: For safety's sake, it is a good idea for the teacher and perhaps a parent have a flashlight. The children DO NOT need flashlights.

Appendix H

Period Attire

We understand that the logistics of getting students & parents accurately costumed can be somewhat overwhelming for both parents and teachers. However, having the kids and parents in period costume is an essential part of the program. For that reason, some form of costume is mandatory for participation in the Fort Tejon SLHP. The suggestions here are intended as a guide, but do the best you can with what you have and have a good time. Costuming is really fun.

Pictures of the past show us that people of different times and different backgrounds dressed very differently than we do. If we study pictures and clothing of the period and place that we are trying to recreate, we can learn a lot about the people and their lives. When we don costumes of a particular place and era, we better understand its inhabitants.

You might have your students create, on paper, costumes that they would have worn in times past.

In this section we provide a brief historical sketch of Soldier's or Civilian costume and give some simple suggestions about how to economically approximate historical dress for SLHP participants.

H-1. U.S. Army Uniforms

Most of what we know about clothing worn at Fort Tejon comes from official Army documents and regulations. A great number of original pieces of army clothing, headgear and equipment survive today in many museums around the country and have been extensively studied. All the uniforms and equipment used at Fort Tejon are authentically reproduced from authentic materials to match the originals. We also know a great deal about what the soldiers actually had issued to them here at Fort Tejon through stoppages against their pay.

H-2. Costume Necessities

Thrift stores are a great resource for costume possibilities such as scarves and belts, skirts and shawls for girls, and so on. While you are there, be on the lookout for wooden or ceramic bowls, cups and similar accessories. A trip to the thrift store could be a class activity or a homework assignment.

The grass and ground are often wet at Fort Tejon, even if there is no rain. Rain boots are the ideal footwear, and can look great as a costume item. We highly recommend that they be brought along with an extra pair of shoes. Long underwear works well under costumes, and can make all the difference between a comfortable day and a frozen one.

H-3. Costume suggestion for men and boys

Boys' and mens' shirts were roomy and comfortable. Buckled leather belts were used to support hunting or traveling gear.

For pants, select plain sky or light blue colors; preferably not denim. The shirt worn outside the pants is useful for covering modern pants with pockets and belt loops.

Hats were felted wool or straw. Plain knitted caps are good for the cooler months and for Guard Duty, and brimmed straw hats are recommended for Spring and Fall dates.

H-4. Costume suggestion for women and girls

Since skirts and blouses are easier to construct, suggestions for them are given here.

Skirts can be made from a length of fabric to reach the ankles with a drawstring casing at the waist. Thrift shops or perhaps mom's closet can provide a woman's skirt that can be full length on a girl with some adjustment to the waist. Avoid ruffled hems or tiered skirts.

White, blue, brown, green or red colors are best. Avoid lacy Victorian styles.

Wool shawls, woven, simple knits will add warmth and flair.

H-5. Materials

All natural fabrics are recommended, such as wool, linen, cotton and silk. Not only are these fabrics authentic, but also provide some protection to the wearer. Man-made fabrics, especially polyester can catch on fire and burn.

Fabrics especially appropriate:

- a. Course weave muslins such as osnaburg.
- b. Unbleached muslins.
- d. Woven stripes or checks.
- e. Large, simple prints in blues, darker reds, dark green and browns.

Appendix I

Games, songs and skits

Skits should be made-up for an evening performance at the Fort. The students' creative minds come alive while role playing--Let creativity reign! This is often one of the most amusing parts of the SLHP experience.

Games are lots of fun and valuable for burning off excess exuberance. Descriptions of several American and Native Californian games follow.

I-1. Rolling Hoop

Children have been "rolling," "bowling," and "trundling" their hoops from the time of the ancient Egyptians through the hula hoop craze of the late 1950s. Hoops appear on ancient Greek vases and reliefs being used as toys and as a form of exercise. The early North American colonists brought this pastime along with them, the hoops being made of whatever material was at hand or borrowed from an old barrel or the like. In Victorian times both wood and metal hoops were favorite playthings.

A few hoops and sticks are available at the Fort or you can make your own as a class activity.

The hoop can be trundled along, raced with other kids, used for skipping or twisted round and round the waist until it falls to the ground.

I-2. Peg Top

At least five types of tops were known in England by the 16th century including peg tops, whip tops and hand-spun tops. The spinning Peg Top game can be played in many ways. Two popular games are the Endurance Game and Scoring Game. All players throwing their tops at the same time and seeing whose top spins the longest play the Endurance Game. The Scoring Game is played by players throwing their tops at four concentric circles drawn on the ground from a line drawn three feet away. The player whose tops hits closest to the "bulls-eye" and is spinning wins.

A few peg tops and string are available at the Fort.

I-3. Cup & Ball

The toys of the cup & ball family have been favorite childhood amusements for many centuries, unchanging in the basic form but marvelously varied in their specific designs. The object of the game is to swing the wooden ball into the cup, which is not at all as simple as it may appear to be.

A few cup & ball toys are available at the Fort or you can make your own as a class activity.

I-4. Bilbo-Catcher

In the bilbo-catcher variation of the cup & ball, also known as the bilboquet, a hole is drilled into the ball opposite the side where the string is attached. One side of the spindle is a straightforward cup and ball game, where the object of the game is to swing the ball into the cup, while the other side of the spindle is a game where one must catch the ball by its hole on the tip of the spindle. These tasks require the development of dexterity and good hand-eye coordination.

A few bilbo-catchers are available at the Fort or you can make your own as a class activity.

I-5. Graces

In this game two players send gaily beribboned hoops whirling towards each other to be caught on the tips of slender wands in this exciting and elegant sport. The game of Graces was considered both proper and beneficial exercise for young ladies in the early 1800s and it was proper as well for boys to join in the game in the company of girls or to play it among themselves as a ‘lark’.

Grace hoops wrapped with ribbons, soaring through the air with bright streamers flying are a very pretty sight. The ribbons also serve to soften the blow should the hoop strike the fingers while being caught, and the streamers serve as air breaks to slow the flight of the hoops.

Opponents stand across from each other, each with two hand wands and one hoop. Hold your wands crossed like open scissors, the hoop hanging from the points. Draw the wands suddenly apart, and the hoop flies off towards your opponent. The arc of the hoop’s flight is determined by the upswing you give it as it leaves the tips of the wands. It takes some practice to get the hoop flying off in the right direction!

The object of the game is to catch the hoop on the tips of your wands and return the hoop to your opponent as quickly as possible. The game winner is the player who either catches the most hoops or misses the fewest hoops, up to an agreed upon total score or within an agreed upon period of time. The game can also be played in teams, the winning team is the one that keeps the hoops in the air for the longest time. Beginners are advised to practice playing the game with one hoop before attempting to keep two hoops in the air at the same time.

Several sets of graces and wands are available at the Fort.

I-6. Tabletop Ninepins

Ninepins can be played with 2 or more players. Players agree on when the game will end, usually after a specified number of rounds have been played. The object of the game is to knock down as many of the wooden pins as possible with each roll of the ball. The pins are set up on the table, floor or firm ground in a circle, a diamond or a row. A mark is then established on the floor where the player will stand while bowling the balls. Each player bowls both balls, tallies the score, replaces the pins and passes the balls along to the next player in turn.

Sets of ninepins are available at the Fort.

I-7. Tug of War

Fort Tejon's most popular game for students!

The standard game of tug of war can be played on the Parade Ground with the Forts big rope. A great way to fill in spare time or burn off some of the kids extra energy.

The Fort has a nice big, long rope for use.

I-8. Tug of War Variation

Choose two team captains. Divide the rest of the players into two equal teams (a fun way is to have all the rest line up about 20 feet away from the team captains and then at a signal, run and form a line behind the one whose team they wish to be on. Players who are at the end of the longest line have to go to the side with a shortage). Draw a centerline in the dirt. The captains face each other over the line and clasp each other's hands, interlocking fingers. Then the team members line up behind their captains and lock their hands together under the armpits and around the chest of the person in front of them. When all of the players are locked together and signal that they are ready, the tug of war begins. Each team tries to pull the opposite team across the centerline without breaking their side of the chain. If one side pulls the other side across the line, but their chain breaks, they lose.

I-9. Indian Games

Indian people, like most of us, liked games. They especially liked games that involved gambling. Two of the more popular games are explained here:

a. Hand or Grass Game. One of the more popular Indian guessing games, this one was played with a pair of bones by two teams. There should be at least four people on each team. The teams sit facing each other with a deer skin or woven mat between them on the ground. Counting sticks, usually a dozen, were laid in a pile on the mat ready to be used to keep score. One player held both bones, shuffling them from hand to hand before or behind him, sometimes under a small deerskin or for lap robe. The player with the bones moved them about while his team sang and chanted. His opponent on the opposite team would try to guess which hand held the marked or unmarked bone.

The team with the bones used every stratagem of song chants and movements to distract the guesser. If the opponent guessed correctly, then his team received the bones. If the opponent guessed incorrectly, a counting stick was given the team with the bones. Sticks were given and taken by the two teams until all the counting sticks were with one team who were then considered to have won. The game might go on for several days with members of each team being replaced from time to time.

Spectators and team members alike made bets of beads and goods as to the outcome of individual guesses or entire games.

In order to play you need two pieces of bone about 1/2-inch diameter and three inches long. They may be filled with pitch or clay, one of them should be wrapped with string. You will

also need twelve counter sticks about six to nine inches long and about 1/4 inch in diameter. The counter sticks were commonly made of willow with the bark peeled off.

b. Staves. The game of Staves was very popular among the Native American peoples in this area. It really is a lot of fun, and kids enjoy both making the staves and the gambling itself.

To play you will need twelve counting pieces (see hand and grass game above) as well as 6 staves. Put the counting sticks and a mat or hide to throw the staves on in the middle of the circle of players. The first player holds the staves in his hand and throws them on the mat.

Scoring:

If all but one stave is either face up or face down, the player receives one counter stick.

If half the sticks are face-up and half are facedown, the player receives one counter stick.

If all of the staves are either up or down, the player receives two sticks.

A scoring combination gives the player another cast.

When the pile of counters is all gone, the scoring player draws a counter from the next person to her right who has a counter. The game is played until one player has all of the counters. Side bets on the outcomes of throws of the game are encouraged.

c. Making Staves. Traditionally, staves were made of elderberry, maple or willow. Many of you should be able to find these trees growing in your county. (Easy non-traditional materials might be wooden dowels or even tongue depressors decorated on one side--but making traditional ones are really more fun.)

To make six staves, take three pieces of wood about one inch in diameter and six to nine inches long. Split the sticks lengthwise into even halves. Then smooth the edges, using a rough rock. The curved side can be left with the bark on or peeled. If peeled, it should be colored in a traditional pattern. Traditionally, patterns were put on staves by making a design out of bark and fixing the bark against the rounded side of the sticks. The sticks were then held over the fire until blackened with soot. The bark was then removed and the design pattern stayed. You could also burn or paint patterns on the staves.

Appendix J

Commonly asked questions about Fort Tejon

1. What does Tejon mean?

"El Tejon" is a Mexican-Indian phrase meaning "The Badger." Badgers were once very common in this area, but are becoming quite rare these days.

2. What does "Cañon de las Uvas" mean?

"Cañon de las Uvas" means "Canyon of the Grapes." Grapevine Canyon is so called because of the once prominent grapevine growth in the canyon. There are still patches of the grapevines adjacent to the freeway.

3 Is "Grapevine Canyon" the same as "Tejon Canyon?"

Grapevine Canyon and Tejon Canyon are not the same. Tejon Canyon is east of the mouth of Grapevine Canyon about 15 miles. The "Old Headquarters" of the Tejon Ranch was located at the mouth of the Tejon Canyon. Tejon Canyon also has many more grapevines than does Grapevine Canyon, while Grapevine Canyon is the home of Fort Tejon and leads to Fort Tejon Pass. Things can become quite confusing!

4. Why did they ever locate a Fort there?

The location of the fort was originally to be located at the mouth of Tejon Pass, close to the Sebastian Indian Reservation. The fort was needed to put a halt to the exploitation of the Indians on the Reservation. The conditions in the summer when the site was to be occupied by the men of Company "A" were very severe. The heat in the valley was almost unbearable. The officer assigned to locate the fort found the site where the fort is currently located to be quite pleasant during the summer. Major Donaldson made the decision to locate the fort at its present site. He justified his decision to his superiors by stating the fort was located along a major route of travel from Los Angeles to the San Joaquin Valley. Although this did not occur during the occupation of Fort Tejon, it did become one of the most heavily traveled routes in California.

Today nearly 54,000 vehicles a day pass by the fort. Major Donaldson also stated the fort was in a perfect position to "check outbreaks of the Indians on the Sebastian Military Reserve to overawe neighboring thieving tribes to prevent collisions between them and the emigrants". Building materials were close at hand, as was suitable grazing, and the fort would be much closer to the "sea coast either at Santa Barbara or San Pedro from whence supplies must be drawn.

5. Where was the Sebastian Indian Reservation? Is it still in use?

In 1853 the Sebastian Indian Reservation totaled 75,000 acres, approximately 15 miles northeast of the fort. However, due to an acreage limiting act passed by the Congress of 1855, the Reservation was cut-to 25,000 acres in 1856. In 1863 the Indians were moved from the Sebastian Reservation to Fort Tejon. The reservation no longer exists.

6. Was the fort built with Indian labor?

It is not entirely clear whether or not Indians were employed to assist in the construction of the fort. However, it is mentioned that civilian labor was used, assisted by soldiers who had extra duty assignments working for the quartermaster. All labor was paid the prevailing rate of wages.

7. Where did they get the timber used for the buildings?

The Army maintained a portable mill in the general area of the fort, and was able to supply most, if not all of the lumber needed in the construction of Fort Tejon. Much of the pine used in construction was hauled from Mt. Pinos near modern Frazier Park, approximately 15 miles southwest of Fort Tejon.

8. What was the post water supply?

The post water supply was derived from springs in the immediate area. One such spring still supplies most of today's water to "Grapevine Creek," and is located just south of the fort. There are other smaller springs in the area, also.

9. Where is the fort?

This is a fairly common question and the visitors asking it are serious. These people are looking for a walled in fortress. Fort Tejon was not a fortress. Fort Tejon was a fort because it was a place where soldiers were stationed, trained, outfitted and used as a base for patrols, expeditions and as the regimental headquarters of the 1st Dragoons, and as such was the hub around which several camps were established in Southern California.

10. Why was the Fort closed?

The Fort was officially closed on September 11, 1864. The Fort was not abandoned nor was anything just left behind like the popular notion of a "Ghost Town." The troops stationed at Fort Tejon were no longer needed and were moved to a new location along with all public property.

11. Who or what were the "Dragoons?"

A battalion of mounted rangers was organized in 1832, and in 1833 expanded into a regiment of regular Army troops known as the Regiment of United States Dragoons. "The Dragoons were the show troops of the service, as long as the corps existed. These men were the hard-nosed core of western troops. The First Dragoons consisted of companies or troops of about 100 men each. In 1836 a second regiment of the Dragoons was formed. In response to western expansion, Congress authorized a regiment of Mounted Riflemen in 1841. In 1855 two new regiments of light dragoons formed. They were named the 1st and 2nd Cavalry. In July 1861, Congress merged all Dragoons, Mounted Riflemen and Cavalry into one corps. The First Dragoons then became, in effect, the First United States Cavalry.

12. Is it true that the "Dragoons" were the Army's misfits of that era?

Definitely not! They were tough, courageous troopers. The Fort Tejon Dragoons gave excellent service in the defense of their country riding harder and farther than any army had ever done before.

13. What were some of the duties assigned the troops here?

The basic assignments consisted of policing the area and the passes leading from the south end of the San Joaquin Valley to the Los Angeles market area. However, occasionally patrols from Fort Tejon ranged up into the head area of the Owens Valley. On at least one occasion, a unit from Fort Tejon provided escort service to Salt Lake City, Utah. For the most part, military life at the fort was not very exciting. Drills and regular duties, caring for equipment, materials and animals took up most of the men's time.

14. How many soldiers died here while the fort was in operation?

There were seven men who died while serving here at Fort Tejon, six privates and one officer (Lt. Castor). The post cemetery is located in Donaldson Canyon near the present location of the Castor monument.

15. Was there actually artillery here when the fort was active?

Yes, the largest field pieces the Dragoons had were 12 lbs Mountain Howitzers. A replica of a mountain howitzer is on display at the fort.

16. From where were the camels imported?

The camels were brought in from Asia and Africa. The Arabian camel (one hump) was found throughout "camel land" while the Bactrian camel (two humped) was found only in Asia.

17. What type of camels were here, one hump or two?

The camels that were imported into this country were some of each. The one hump variety was the preferred animal.

18. Why did the Army quit using the camels and what happened to them?

The termination of the use of camels by the army was not an abrupt action. They were removed from Fort Tejon to Los Angeles in 1861, where they were kept at two different locations, before being sent to Benicia in late 1863 and early 1864. Although these animals had proved quite successful in their own unique qualities, they were only an experiment and the Army chose not to adopt the camel for transportation.

19. When were the buildings restored?

The "Barracks # 1" was structurally completed in 1954, but has occasionally required further interior work. In 1957 the officer's quarters was structurally completed. At varying times additional interior work has been completed in preparation for refurbishing and eventual opening to the public. Of course, the orderlies' quarters is original, except for the chimney bricks, shakes and buttresses (the buttresses were needed for support after the 1952 earthquake).

20. When was the Visitor's Center Museum built and opened?

The Office/Museum was built during the latter part of 1958, but the museum was not opened until the spring of 1962. It later closed for improvement and was reopened again in July, 1987.

21. What kind of trees are most prominent here at the fort?

The most prominent is the Valley Oak. This majestic tree dominated the parade ground. Some other trees here include willows, cottonwoods, western buckeye, blue oak and juniper.

22. How old are the Valley Oaks?

The mature oaks date back at least 300 years. Some may be older than 400 years old. The habitat of the Valley Oak has been substantially reduced in California and the survival of these trees has been threatened due to this reduction in habitat. The staff and volunteers at Fort Tejon are currently involved in projects to improve the stands of Valley Oaks in the park.

23. Where is the San Andreas Fault from here? Are there any other faults in this area?

The San Andreas Fault comes from a southeasterly direction through the Gorman-Tejon Pass Summit area, then westerly through Frazier Park -Lake of the Woods area and then on in a north-westerly direction through Cuddy Valley. The other named fault in this area is the Garlock Fault. This fault runs from the San Andreas Fault, in the Cuddy Valley area, east near the fort, and on toward Tehachapi.

24. How extensive was the earthquake of 1857?

The earthquake of 1857 caught the fort buildings in various stages of construction and did considerable damage to some, while repairs were needed by most. This earthquake was the most severe in a long series of quakes that extended over a period of one and one-half years. However, no fatalities or serious injuries were recorded as a result of the 1857 earthquake at Fort Tejon.

25. Did the 1952 earthquake that shook Tehachapi cause any damage here?

The quake of 1952 knocked down a large portion of the barracks #2 ruins that had survived to that time. The orderlies' quarters suffered damage, also, as part of the walls were actually laid out on the ground. Steel stringers and buttresses already existed on the back side of the building, more were added to the end walls after the quake.

26. Is it true that Grapevine Canyon was considered as a possible railroad route?

Yes, Grapevine Canyon was considered as a possible route for the railroad. In 1853 R.S. Williamson surveyed it. However, due to the steepness of the terrain, the area was rejected as a possible route for the railroad. It was Williamson who, in his notes, made the first known writings of the carving in the Lebeck Oak.

27. What was the "Butterfield Overland Stage Company?"

On September 16, 1858, The Pacific Overland Mail Service was started. The Butterfield Rainbow Trail was used as a route through the Grapevine Canyon. The eastern terminal of this line was St. Louis, Missouri, and the western terminal was in San Francisco, California. There were 2,800 miles of trail between the two terminals. It was a twice-a-week, each direction, mail run, which covered the 2,800 miles in 25 days. There were many stops along the line to change teams of horses, pick up mail and passengers, and to eat and rest overnight. Fort Tejon was one of the regular stops. The Butterfield Stage office was located on the eastern edge of the fort area. This mail service continued until the spring of 1861.

28. Does Interstate 5 follow the old Butterfield route?

Only in some short sections. Through the Fort Tejon area the routes are relatively the same. As one travels south the stage line went east of Highway 5 out through the Antelope Valley, up into the Lake Elizabeth area, down through the San Francisquito Canyon and the Saugus-Newhall region, into the San Fernando Valley and then on into Los Angeles.

29. What and where is the Beale Highway?

The so-called Beale Highway was really only a trail and not a highway. It was surveyed by civilian Edward F O Beale from near Albuquerque, New Mexico to Los Angeles, California in 1856 to 1857. There is no official "Beale Highway". It only exists in some local histories.

30. How big is the Tejon Ranch?

The Tejon Ranch Corporation operates approximately 300,000 acres of land near Fort Tejon. They are principally in the real estate business, developing commercial and residential properties.

31. When, and by whom, was the town of Lebec established?

The town of Lebec can attribute its existence to many different factors. There were settlers in the area as early as the fort period. Two of the major factors, other than the fort, were the construction of the petroleum pipelines during 1912 and the development of the highway around 1917. The town was named after Peter Lebeck.

32. When was General Grant here?

Actually, neither Grant, Sherman nor Stoneman were ever listed on the roster at Fort Tejon. However, they did serve at Western posts similar to Fort Tejon.

33. When was Lieutenant Castor exhumed?

No specific date can be found concerning the exhumation of Lt. Thomas Castor's remains. He died at the fort on September 8, 1855. It is assumed his remains were exhumed and returned to his home town of Frankfort, Pennsylvania, prior to the closing of Fort Tejon. Recent research may indicate that Lt. Castor's wife was unable to have his body exhumed. His remains may still be in a grave near the Lebec tree.

34. Who were B. L. Beall and E. F. Beale?

Beall:

Benjamin Lloyd Beall was a Regular Army officer and veteran of the Seminole Wars and the Mexican War. On September 14, 1854, Brevet Lieutenant Colonel B. L. Beall, Major 1st Dragoons, was assigned to the command of Fort Tejon. He remained in command during most of the time the fort was occupied.

Beale

In the Spring of 1851, Navy Lieutenant E. F. Beale resigned his commission from the U.S. Navy. In 1852 Beale was appointed to the position of Superintendent of Indian Affairs in California. In 1853 he established the 75,000 acre Sebastian Indian Reservation. In the fall of 1857, Beale was contracted by the U. S. Government to survey a road from Albuquerque, New Mexico to Los Angeles, California. Part of an experimental camel herd was loaned to Beale for use on this project. The Sebastian Reservation was cut down to 25,000 acres and was eventually abandoned. Beale eventually became the owner of the former reservation and acquired title to most of the ranch lands in the area around Fort Tejon.

35. Who were the Foxtail Rangers?

The "Foxtail Rangers" were a group of men and their families from the Bakersfield area who occasionally came to the fort area to camp and picnic during the summer months of the late 1880's and early 1890's.

36. What is the "Lost Padre Mine" story?

The "Los Padre Mine" is reported to be a lost gold mine in the general vicinity of Fort Tejon. This mine was supposedly founded by three padres from the Mission Santa Barbara. The mysteries revolving around the location of this mine are many and varied. It is a great project for those who like to chase myths and legends.

37. What is an "X Bear?"

Because of the black or black and brown cross at the junction of the neck and front shoulders of the California grizzly bear, it is believed by some historians that the "X Bear" was the common name applied to it. The California grizzly bear is no longer found in California. Many visitors to the fort interpret the "X" to mean that the bear was cross (ill tempered).

38. How was the carving under the oak bark found on the Lebeck Oak?

The carving in the oak was recorded in the survey notes of R. S. Williamson in 1853 while he was surveying the "Tejon Pass" area for a possible railroad route.

39. What were the two wooden structures near the Museum used for?

These two structures are reproductions of the original guardhouse and jail. When the troops first arrived they needed a secure structure to house prisoners. The jail was adjacent to the guardhouse. The guardhouse has a long wood bunk which would sleep six men. The compliment of the guard was usually 8-12 men. There is no stove in the jail or guardhouse. The army did not feel that it should spend government dollars to warm prisoners or keep men warm during their duty hours. These two structures were constructed in 1987/88 by the volunteers who work at Fort Tejon. The construction was all completed using tools from the 1850's period. A more secure adobe jail was built in the vicinity of the center divider of Interstate 5. It's hard to get visitors to that location so we interpret the wooden structures for now.

40. Where is the post cemetery?

The post cemetery is located at the mouth of Donaldson Canyon. The present location of the Castor Monument designates the cemetery site. Research shows that the bodies of several soldiers are still located at the cemetery site. It is thought that civilians may be buried there also but no records of such burials have been discovered to date.

Below is a list of the men buried in the cemetery. 1st L. Thomas F. Castor of Company A, 1st US Dragoons, is buried somewhere near the bakery, not in the cemetery.

Private Otto Miller
Company A, 1st US Dragoons
Died August 1, 1855

Private Joseph Field
Regimental Band, 1st US Dragoons
Died December 15, 1858

Private John Garvin
Company A, 1st US Dragoons
Died October 14, 1855

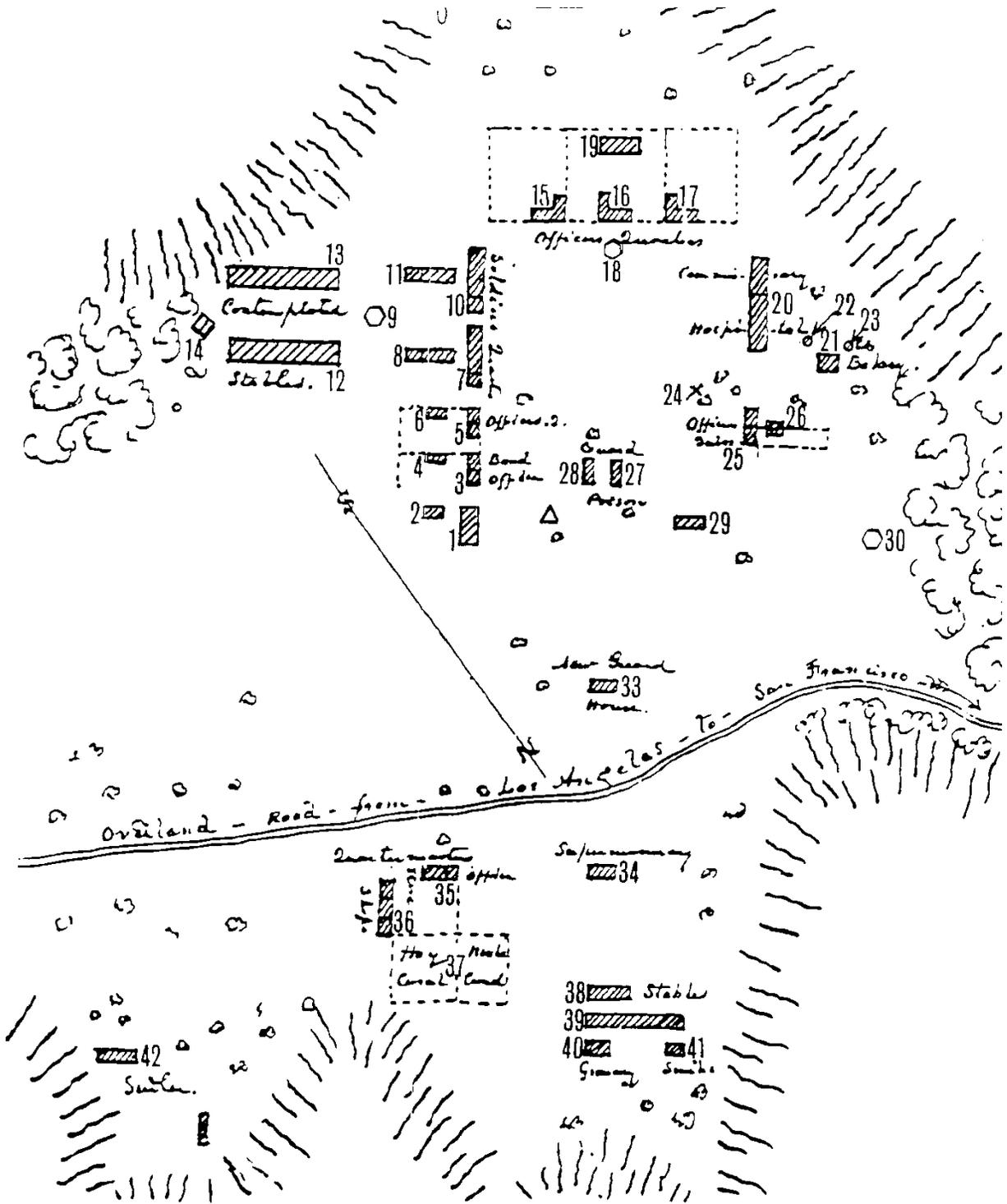
Private Charles Abbott
Company B, 1st US Dragoons
Died February 18, 1859

Private Gustavus Bercke
Company I, 3rd US Artillery
Died February 14, 1858

Private James Anderson
Company B, 2nd Infantry, Cal. Volunteers
Died May 16, 1864

Appendix K Fort Tejon Map

Drawn by *Colonel Joseph K. F. Mansfield,*
Department of the Inspector General
 On February 1859.

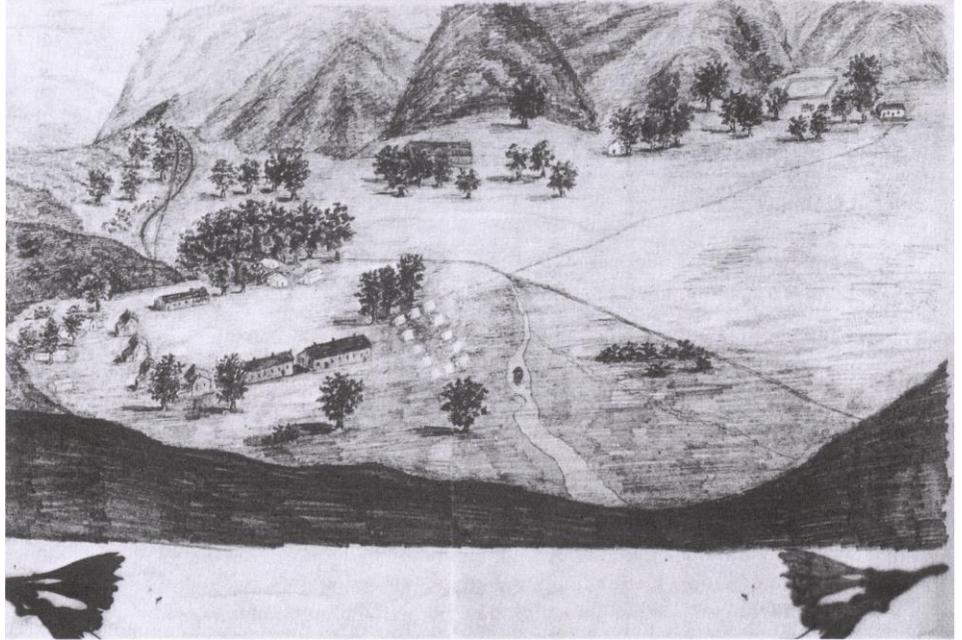


Appendix L Fort Tejon Structures and History

(Compiled by George Stammerjohan and John Kelly, November 1988. Edited by S.T. Malis, 2005)

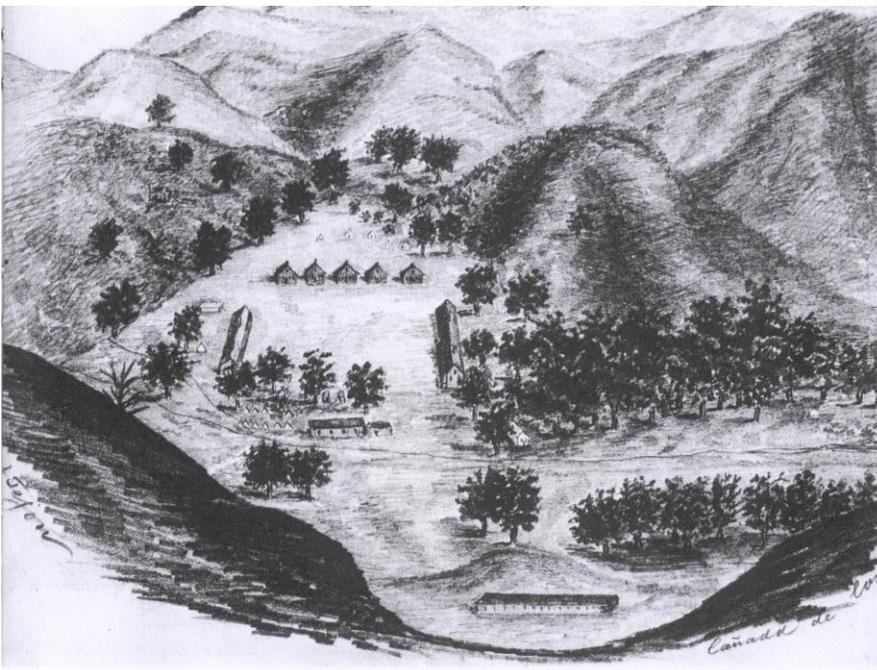
The structures of Fort Tejon are basically of adobe or are wood-framed. They are rectangular in shape, with wooden-framed gable roofs using a mixture of mortise and tenon joint construction and nailed lathing to make a ceiling. The lath and furring strips were then plastered with a burnt lime putty plaster. The roofs were shingled either with San Francisco Bay area redwood or with local pine. In the adobe

buildings, the floors of planks rested on joists inserted into the adobe and pinned in place with wooden pins. Either civilian contractors or soldier-laborers supplied the adobe bricks. Both civilian employees and extra-duty soldiers employed by the Quartermaster Department performed all the remaining labor, such as masonry, carpentry, painting, etc. Nailing planks to the wooden frames probably finished the wooden structures. A government sawmill installed on modern-day Mount Pinos supplied lumber. All of the structures rested on stone foundations.



Contemporary sketch of Fort Tejon made by Brevet Major E. D. Townsend in October, 1855. View is looking north.

While few contemporary sketches of Fort Tejon exist. The one above was made by Brevet Major E. D. Townsend in October, 1855. In February 1859, Colonel Joseph K. F. Mansfield, Department of the Inspector General, visited Fort Tejon for a bi-annual inspection. His inspection report was accompanied by several sketch maps that showed to officials in Washington what was the basic layout of Fort Tejon and the surrounding countryside. The map, not drawn to scale by Colonel Mansfield, is reproduced



Contemporary sketch of Fort Tejon made by Brevet Major E. D. Townsend in October, 1855. View is looking southwest.

on page. The Fort Tejon Map is updated to 1860 and numbered to correspond to the following building descriptions.

1. Officer's Quarters. Site of an officer's adobe house, which was apparently constructed in 1855-56. The structure was badly damaged in the January 1857, earthquake and subsequently dismantled. All that remains of the building is a line of foundation stones along the front of the structure. These stones are a schist--like metamorphic typical of the rough-quarried stones used throughout the garrison area. The remaining stones are almost flush with the soil surface. The identification of this structure is based on the Mansfield Map. This is the approximate site of a cabin used to house seasonal employees during the early period of Department of Parks and Recreation management at the fort.

2. Kitchen. At least four of the structures in the garrison area at Fort Tejon had associated detached structures used as kitchens. Built at the same time as the house noted above, this structure was so damaged in January 1857, and taken down. The only evidence of the detached kitchen associated with structure 1 is a low ridge of earths about 70 feet south of the front foundation line of structure 1.

3. Headquarters and Band. This adobe building, built in 1855-56, was originally used as officer's quarters and open, in late 1856, converted to an office for regimental headquarters and the regimental band. Intending to return the structure to officer's quarters, the post commanding officer ordered the construction of new band quarters and an adjutant's office during the year, 1859-60. It is uncertain whether "this move ever took place. A ridge averaging 18 inches high and about 3 feet wide along the front side toward the parade ground identifies building 3. Foundation stones similar to those noted for structure 1 can be seen protruding from this ridge. Such stones can also be seen along the sides of the building with a low soil ridge along the rear. This structure is noted on the Mansfield Map and referenced in army records. It is reported that this is the approximate location of a house used by the resident ranger during the early Department of Parks and recreation management period at the post.

4. Kitchen. A ridge of soil identifies this detached adobe kitchen with occasional foundation stones. The ridge is in line with the ridge noted for structure 2 and is about 70 feet south of the front ridge of structure 3. The detached kitchens at Fort Tejon were probably connected with residences by a duckboard (plank) sidewalk.

5. Officer's Quarters. Although clearly noted on the Mansfield Map, this adobe structure exhibits no remains of foundations on the surface. The structure location can be determined with fair accuracy based on the Mansfield Map.

6. Kitchen. Again, there are no noted remains, and the location of the adobe structure is based on interpretation of the Mansfield Map.



Barracks Building No. 1. Photo circa 1888.

7. Barracks 1. This building is one of only two standing structure at Fort Tejon which can be attributed to the period of army occupation, thus constituting a restored, and not reconstructed, structure. The adobe structure (112 feet long by 31 feet wide) was registered with the Historic American Building Survey in 1937. It was restored in 1948. The roof was raised, and pine shingles replaced the tin Tejon Ranch period roof. The gabled roof framework was saved and repaired. Approximately 40% of the western end was removed and replaced with modern adobe bricks manufactured from the remains of barracks 2. Floor planking was installed on the original joists in the east end and on replacement joists in the west end. Windows and doors were located and installed, and new stairs and landings constructed. The interior plastering was repaired and repainted.



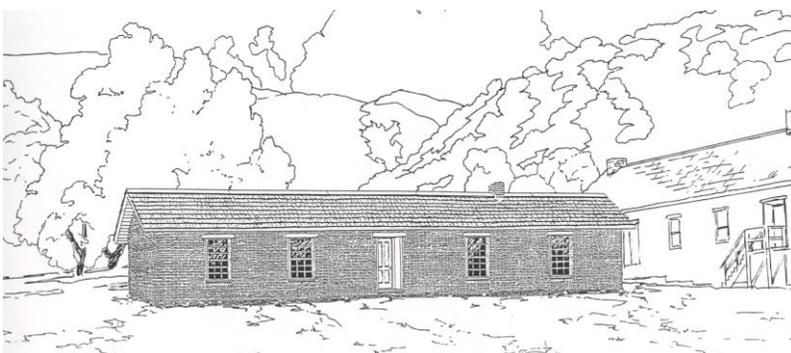
Barracks Building No. 1. Photo circa 1940.

The original barracks was begun in 1854 and was available for occupancy in the fall of 1855. The structure of adobe sits on a foundation of stone quarried from modern-day Johnson Canyon. This building probably had imported redwood shingles placed on a gabled framework of local pine. For economy reasons, this structure and the other adobes at Fort Tejon were never truly finished. While the interiors were completed with lath and plaster in what is termed a "hard finish", the exterior walls were unfinished and were never whitewashed.

The wood for trim and framing was cut locally and installed uncured, causing shrinking and warping. Paint used on the wood was probably a "burnt cream" or "Prussian Blue" color. Doors, windows, and fixtures, which would have been supplied by the quartermaster's depot in Benicia, were generally finished in dark "Prussian Blue".

The barracks is now refurbished to the period of Dragoon occupation of the fort and constituted a principal portion of current interpretation of the U.S. Army occupation of the site.

8. Kitchen/Mess. This structure consisted of a kitchen with a metal range, and a mess (or dining) room. The stone foundation was laid in 1856, and the adobe-walled, wood-shingle-roofed structure was completed in 1857. The only surface remnant of this adobe structure is an amorphous mound of soil. This was the second detached



An artist's rendering of the Kitchen / Messhall with Barracks Building No. 1 in the background. By David Tinnon, 1999.

kitchen/mess for barracks 1. Based on an incomplete topographic survey conducted in 1935, the stone foundation corners of this building show that it measured about 21 feet by 71 feet. These dimensions fit with the Mansfield Map and other descriptions.

9. Kitchen/Mess. In late 1856, a log cabin with a canvas roof was constructed by Company A to serve as its kitchen and mess room when the neighboring structure, barracks 2, was converted back into a barracks from temporary use as a mess. There are no known remains of this structure, and the location is approximate.

10. Barracks 2. Begun in 1854 as a barracks, this structure was altered into a kitchen/mess in 1855 and realtered into a barracks in 1856, when it was decided to station two companies of troops at Fort Tejon. The structure survived into the 20th Century, the west end becoming the Tejon



Barracks Building No. 2 showing southwestern end after being converted into a Blacksmith's Shop during ranch period.



Ruins of Barracks Building No. 2 circa 1900.

Ranch blacksmith shop. This end of the building survived until it collapsed during the 1956 earthquake. The foundation lines for the roughly "J" - shaped building are clearly seen on the surface, and two small adobe wall stubs can be seen along the front (north) side of the building near the west end.

11. Kitchen/Mess. This mess was constructed and reconstructed in 1858-60 and finished late in the summer of 1860. The remains of the structure are identical to structure 8. The 1935 survey also identified this building as having a 21-foot by 71-foot foundation.

12-13. Stables. The two stables were started in the summer of 1859. The army employed Indian labor. The walls were erected, as was the framework for the roofs. The roofs were not shingled. During construction, one of the structures (#12?) was altered to become a barracks for the regimental band. Heavy winter rains and an earthquake in late November 1859, destroyed both structures, along with Company B's proposed kitchen/mess (#11). Work began again during the spring of 1860. The kitchen/mess was finished, the fate of structures 12 and 13 is uncertain. The band quarters appears to have been finished, ready for occupation by late 1860. These structures are known from the Mansfield Map and correspondence regarding their construction. There has been no identification of remains on the surface during the period of state ownership. As shown on the Mansfield Map, these were long buildings identified as contemplated stables.

14. Cellar (?). The remains of this structure consist of a 16-foot by 17-foot pit lined with typical foundation stones and cut slightly into the hillside. The existence of this pit has been

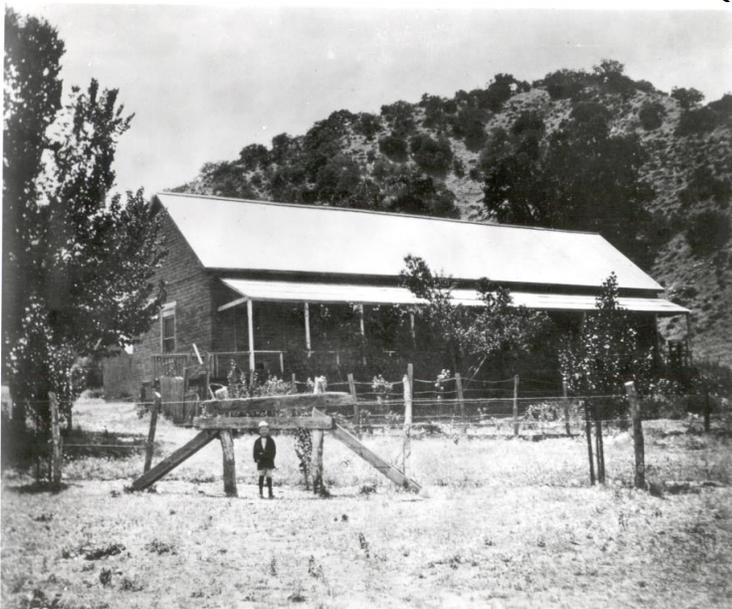
known for at least fifteen years-. It was identified as a health and safety hazard and filled in 1982. Before filling, it was noted that the pit is rock-lined throughout and was about 8 feet deep. Though this "cellar" may date from the ranch period, it is possible that it is the remains of an enlisted men's privy. Recent (August, 1988) minimal excavations to uncover the foundation perimeter resulted in the discovery of the remains of adobe bricks adhering to the foundation surface. Careful removal of the 1982 fill and subsequent archeological excavation could result in a use determination for this structure. If it is a privy, it would be the first discovered at Fort Tejon. Because they were often used for the disposal of garbage, privies often offer the archeologist the most complete set of material culture remains for an historic site.

15. Officer's Quarters. This appears to be the southernmost structure on "Officer's Row. These three adobe buildings were probably one and one-half stories, with attached kitchen structures and pine shingles. These houses were started in early 1855 and finished in 1857. There is some debate centering on whether these were full two story structures.

The building on site was constructed by the Department of Parks and Recreation during the period of restoration of barracks 1, 1948-53. Based on the Mansfield Map and the 1935 incomplete survey, it appears that the current structure sits on the original stone foundation Foot print. Based on the 1937 HABS photograph of structure 16, the current adobe

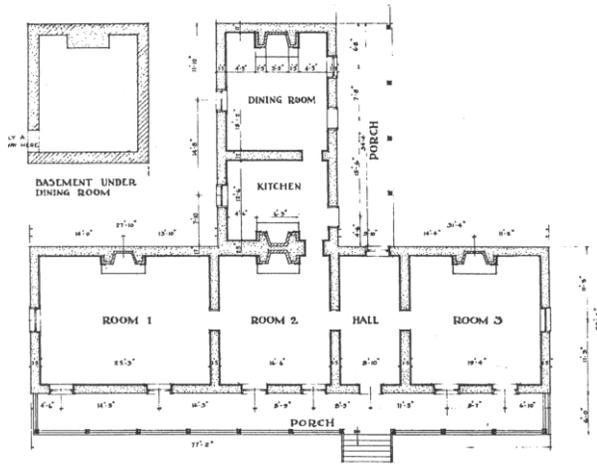


Reconstruction of Officers Quarters almost complete, circa 1957.



Central Officer's Quarters Building, circa 1900.

structure is a fairly accurate reproduction of the original building. It is a two-story adobe structure with partially finished cellar and a covered wood front (east) porch. Although attached by a shared wall, the kitchen can only be entered through an exterior south-facing door. This building is currently furnished as an officer's residence and, along with barracks 1, constitutes the principal interpretation of army life at Fort Tejon.



STRUCTURE 16 -
Officers quarters showing Tejon Ranch period additions.
Structure burned in late 1930s leaving only foundations.
page 269
[De Long 1980]

16. Officer's Quarters. By tradition, the site of the senior officer's quarters, the remains of this building consist of easily identified lines of stone foundations and ridges of adobe soil. Probably constructed as a mirror image of structure 15, this building appears to have been added to during the ranch period. The south wing, small porch foundation on the east (front) side, and west cellar are the most evident additions. There are several photographs of this building taken during the ranch period and one in the HABS nomination. The building burned some time after the HABS nomination was prepared in 1937.

17. Officer's Quarters. The remains of this building are also easily seen in the form of stone foundations and adobe soil ridges. Along with 15 and 16, this building formed the upper or west end of the parade ground. The existing foundations are probably very close to those of structure 16 before the ranch additions. It is probable that both structures 16 and 17 had detached shared-wall kitchens similar to structure 15. There are no known photographs of this structure, although it is noted on the Mansfield Map and in the incomplete 1935 survey.



Westernmost Officer's Quarters, circa 1888. Showing signs of razing.

18. Flagpole. This is the approximate traditional location of flagpoles erected by the army. There are no surface remains.

19. Officer's Quarters. This is a small standing adobe which is commonly called the "Orderly's Quarters". Recent research indicates that this two-room adobe with central fireplace was more likely junior officer's quarters and was possibly the last adobe building erected during the U.S.



Officer's or Orderlies Quarters, circa 1940.

Army period at the post. The building had a wood frame addition during the ranch period, and the stone foundation from that addition can still be seen north of the adobe. It is not known whether the framed portion dates to the army period. The structure had been stabilized several times during state ownership, the most recent addition being external adobe buttresses after the building sustained earthquake damage during the 1960's. It is currently screened off and contains no interpretive displays.



Hospital Building looking west. Circa 1888.

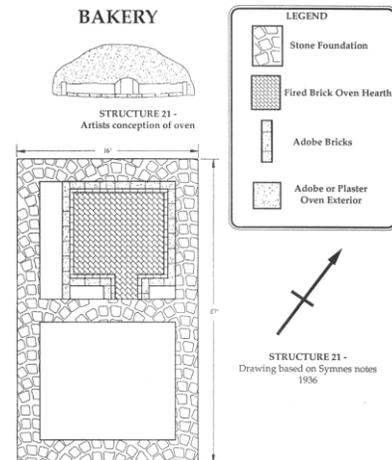
four senior non-commissioned officers. There are photographs of the east end of the structure taken while it was used as a residence during the ranch period. Archeological research conducted on the hospital foundations in 1982 revealed a footprint which agrees with the incomplete survey of 1935 but disagrees with the Mansfield Map. The difference can be attributed to large wood-framed porch/veranda structures on three sides of the building. Unfortunately, no report of the State Park Foundation contract excavations has ever been submitted to the Department of Parks and Recreation.

20. Hospital. This adobe structure housed the post hospital, commissary, and ordnance storage and was 133 feet long by 33 feet wide. There were long verandas along both the north and south sides of the hospital portion (eastern three-quarters) of the building. The hospital may also have been the home of from two to



Hospital Building showing missing roof over southwest end of structure. Circa 1888.

21. Bakery. The post bakery was a two-room adobe structure built in 1854-55, with the oven in the interior room. The building was 16 feet by 27 feet, on a stone foundation, with the brick oven on a raised stone foundation. Although the perimeter foundation was clearly identified in the incomplete 1935 survey, only the brick oven foundation can today be seen in a field of nettles.



22 & 23. Cisterns (Spring Boxes/Wells). One of the reasons Major Donaldson chose this site for the construction of Fort Tejon was the well-watered flat known as "Traveler's Rest" (circa 1853-1854). Near the hospital are two wells, or improved springs. These two circular mortared brick and stone enclosures are of indeterminate origin. The notes from the 1935 survey indicate that the surveyors dug out these boxes and found them to have rock-lined bottoms covered over with sand. They could be army period or later in origin. The earliest known identification of them is in the 1935 survey.

24. Lebec Tree and Monument. This memorial to mountain man, Peter Lebeck (surname spelling variable), killed and buried near the tree in 1837, is adequately addressed in the Interpretive Element and is interpreted in the Visitor Center.



25. Officer's Quarters. Based on the Mansfield Map and the 1935 survey, this adobe structure was probably a junior officer's duplex with each half containing two rooms, with two hearths on a



View of Jr. Officer's Quarters and detached Kitchen ruins. Circa 1888.

single flue. The structure is described as about 36 feet wide and 66 feet long. The 1935 survey supports these dimensions. All that remains today is a single line of foundation stones imbedded in an adobe soil ridge along what would have been the south side, or front, of the building.

26. Kitchen. This detached adobe 28-foot by 28-foot kitchen exhibits two rough lines of foundation stones remaining along the south and west sides. Again, the original measurements are supported by the 1935 survey.

27. Prison. The post prison and accompanying guardroom were two 12-foot by 16-foot stoutly build frame buildings. The prison contained three small cells off a narrow hallway.

These two buildings were reputedly replaced by the construction of a combined prison/guardroom (#33) at a site now located under interstate 5. Volunteers from the Fort Tejon Historical Association have recently reconstructed both the prison and guardroom. The location of these two small structures and size of one of them was verified through an archeological investigation conducted in 1984. Report and artifact catalogues prepared at California State University at Northridge under the direction, of Dr. Mark Raab are on file with the Department of Parks and Recreation. .;

28. Guardroom. This small frame structure is the same size and shape as the adjacent prison, The guardroom consisted of a single room with the only door on the southeast corner facing south.

29. Frame Structure. This is the approximate site of a long wood frame structure built as a temporary officer's residence pending construction of more permanent quarters. The structure's long axis (48 feet) paralleled Grapevine Creek, and there was an attached kitchen on the south end. It appears that the officers opted for framed and floored wall tents near the west end of the parade ground. It is possible that the structure was later used to house the post laundresses. A water line trench and excavation for septic vaults in recent years have shown no evidence of foundations in this area.

30. Kilns. Again, the location is approximate and based on the Mansfield Map. Research indicates that the army and/or civilian contractors built one or two adobe kilns with tall narrow chimney(s) and fired both clay and adobe bricks in it (them). No evidence of foundations has ever been noted in this area.

Post Sawmill. In February, 1859, the government sawmill, a Page circular sawmill, was moved from Mt. Pinos to a location on Grapevine Creek at the post. The exact spot is currently unknown. The mill was horse powered. The post quartermaster, Lt. H. B. Davidson, had plans to convert the mill to waterpower. The department quartermaster refused to authorize the necessary funds. The mill continued to use horsepower and was in operation on the post by early March, 1859.

When the post was closed in 1864, the mill was acquired by John Cuddy and moved back near its original Mt. Pinos location.

Post Cemetery and Castor Monument. The army cemetery was abandoned in 1864. In 1928, the Fort Tejon Research Committee of Bakersfield wrote to the War Department, asking about the Fort Tejon cemetery. The army responded with surprise. They could find no record of a post cemetery or the removal of the army's dead. They did send an inaccurate list of dead reputedly buried there. Whether civilians were buried at the post cemetery or not is unknown. It would appear that the graves of the six enlisted men buried between 1855 and 1864 are still at the post cemetery.

The cemetery site was recently been identified through photographic evidence from the ranch period. It appears that this is the only such military cemetery on state park property.

The Castor Monument is a marble memorial stone now encased in a mortared rock cairn. After the death of Lt. Thomas Castor, the only officer to die while on duty at Fort Tejon, he was temporarily buried near the Lebec Tree. His fellow officers erected the marble memorial stone in the post cemetery. After the property was acquired by the Department of Parks and Recreation, the broken stone was encased in a mortared rock cairn and moved to a better viewing location near structure 15. The recent identification of the cemetery location resulted in the removal of the memorial to that site.

While structures #9, 29, and 31 are noted in this summary, none of the small outbuildings, such as privies, chicken sheds, cow sheds, wood sheds, wash racks, clothes lines, yard fences, etc., have been mentioned due to the difficulty of positively identifying their locations. Col. Mansfield recorded the locations of none of the temporary buildings even though there is frequent mention of them in quartermaster correspondence.

Buildings 33-42 are not on Fort Tejon State Historic Park property and are sited either beneath the structure of Interstate 5 or on property across the freeway owned by the Tejon Ranch Company. They are listed here as an attempt to complete the description of historic Fort Tejon.

33. Guardhouse. A new adobe guardhouse (guardroom and cells) was under construction in 1859. Its completion date is currently unknown. It was located about 125 yards east of the current visitor center, and its site is under the northbound lanes of Interstate 5. Portions of the building were removed to the Gorman area at the turn of this century and were used as part of a creamery or cheese-making structure. Some years ago, the creamery was demolished and two of the original windows of the guardhouse were given to the park. This building is shown on both the Mansfield Map and the 1935 survey. There are differences, however. The 1935 survey recorded the foundation's long axis running east-west rather than north-south, as noted on the Mansfield Map.

34. Quartermaster's Warehouse. This structure (site approximate), built in 1854 and 1855, was still unfinished following the earthquake of January, 1857. It needed major repair to one of the gable ends and was in need of a floor of wooden planks. Colonel Mansfield indicated the structures "supemumery", or extra, in early 1859. It is possible, though not documented, that the post laundresses may have lived there.

35. Office and Storehouse. This is the site of the office and storehouse of the quartermaster depot of Fort Tejon. It was apparently constructed in 1855-56. This was an adobe structure with wood-shingled roof.
36. Quartermaster's Shops. This is the site of the blacksmith, wheel-wright, and carpenter's shops for the quartermaster depot. The three-room, wood-shingled adobe structure was built in late 1857 or early 1858.
37. Mule Corral and Hay Storage. These adobe-walled corrals were built by hired Indian labor.
38. Company Stable. The structure on this site may have been the first stable constructed. It was build of wooden slabs set upright in mud sill with a canvas roof. This stable was build as "temporary" in 1854, was noted as having a rotten canvas roof in 1857, and as wood-shingled in 1859.
39. Stable. This wood-framed planked and wood-shingled stable was probably built in 1857.
40. Company Granary and Saddle (Tack) Room, This building was a small wood-framed, wood-shingled structure. It was used for grain and saddle and tack storage. The building was probably the work site for the company saddler(s). A saddler was responsible for maintaining and repairing saddles and other horse gear .He also supervised the storage of like equipment. When two companies were present, it appears that both saddlers used the facility.
41. Company Blacksmith/Shop. Each company of mounted troops had an enlisted specialist called a "farrier/blacksmith" who was responsible for shoeing and fitting spare shoes for the company's horses. There are currently no known descriptions of this building. However, the interior would have been similar to any small black-smith shop of the period.
42. Sutlery and Overland Mail. This is the approximate site of two or more structures. The two main buildings were adobe and are noted as the only hard-finished (plastered inside and outside) structures associated with the post. The sutlery was started by Phineas T. Banning of San Pedro and operated by George C. Alexander, who took over as the licensed sutler, or post trader, of Fort Tejon in 1856."This was also the Overland Mail Company station, post office, justice court, and, after October 1860, probably the telegraph office.

Appendix M
Sample Army Passes

HEAD-QUARTERS,

185_____

GUARDS AND PICKETS,

Pass: _____

To:

By Order of

Commanding Post.

*Lieut. And Provost Marshal,
Staff General Commanding*

HEAD-QUARTERS,

_____ 185_____

Permission is granted: _____

*To visit _____ upon honor not
to communicate in writing or verbally, for publication, any fact ascertained,
which, if known to the enemy might be injurious to the United States of
America.*

This pass will expire _____

By Order of _____

Commanding Post.

Lieutenant, Commanding the Guard

Appendix N

Making an Army Haversack

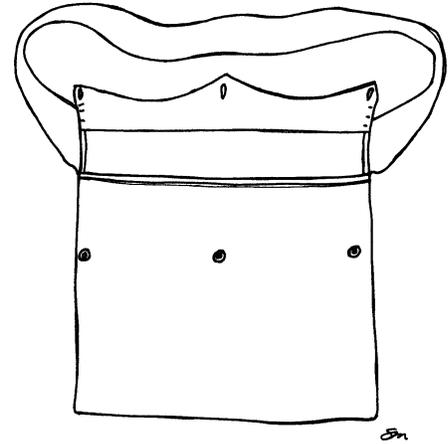
N-1. Haversack Description

Quoted from the U.S. Army Regulations of 1857.

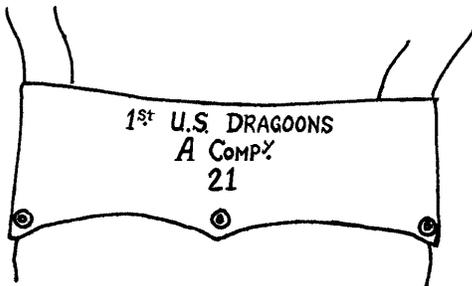
“Haversack of gutta percha, tin, or other material and of pattern to be prepared by the Quartermaster’s Department, after making the requisite experiments.”

The marking and wear of the Haversack was prescribed by *U.S. Army Regulations of 1857, para 107*:

“. . . Haversacks will be marked upon the flap with the number and name of the regiment, the letter of the company, and number of the soldier, in black letters and figures. And each soldier must, at all times, be provided with a haversack and canteen, and will exhibit them at all inspections. It will be worn on the left side on marches, guard, and when paraded for detached service - the canteen outside the haversack.”



Above: U.S. issue haversack.

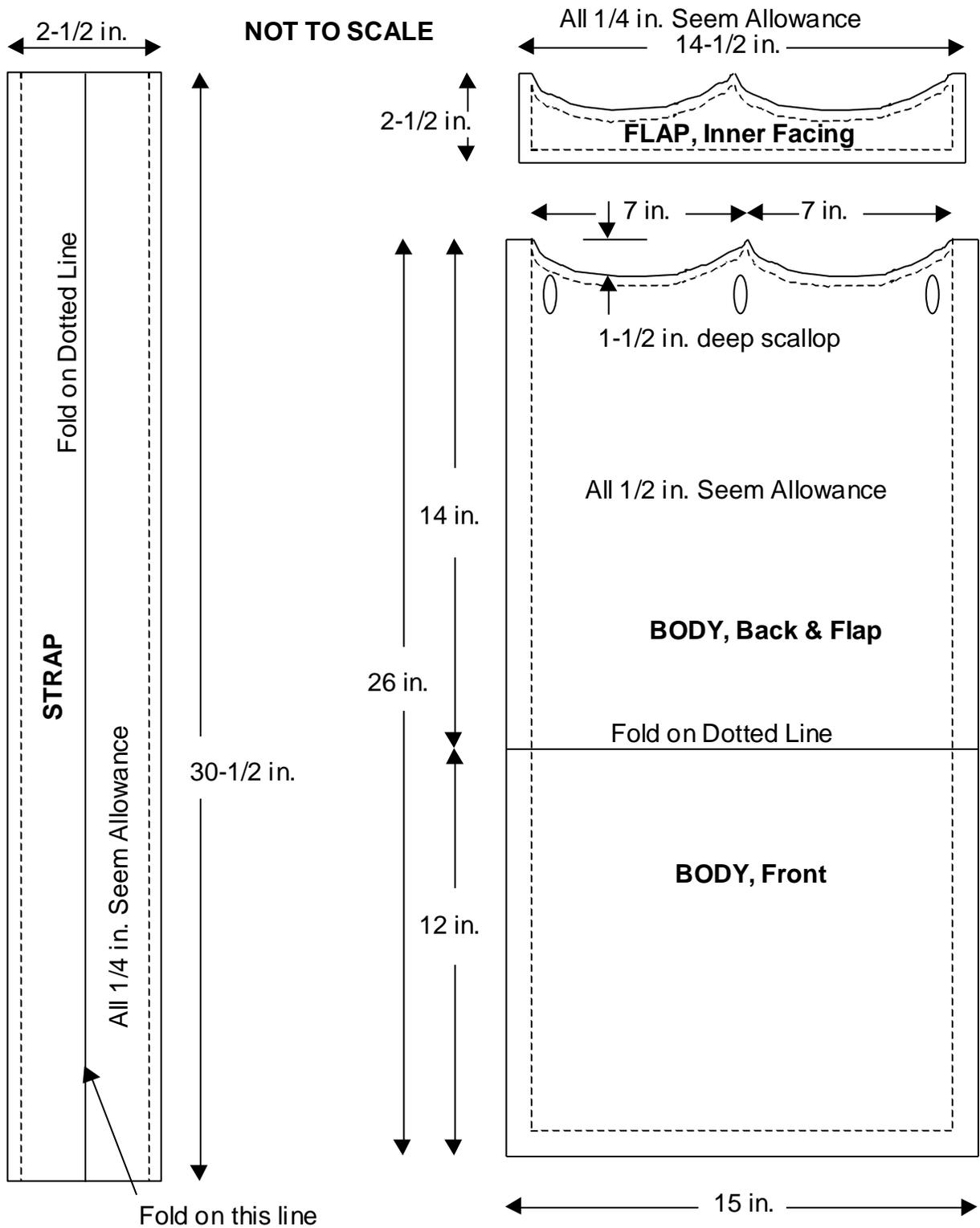


Above: Marking the Haversack

The Army made some experiments with other types of haversacks, but the prevailing issue haversack for the Dragoons, was still the old canvas bag of the Mexican War era. This haversack was made to close with three pewter buttons buttoning through holes at the ends of three points of the two-scalloped flap. The U.S. issue haversack style dates back as far as the War of 1812, and was used up to the Civil War. Made of white cotton, it is 11 ½ in. high and 14 in. wide; the strap is nearly 30 in. long, and the haversack would ride well up under the wearer’s left arm.

N-2. Haversack Pattern

The Army Haversack is made of 12 oz. cotton canvas and closing with three pewter domed buttons. Seam allowances are $\frac{1}{4}$ inch on the strap and inner facing of the flap. Seam allowance on the body is $\frac{1}{2}$ inch. All seams on the body should be double stitched for strength.



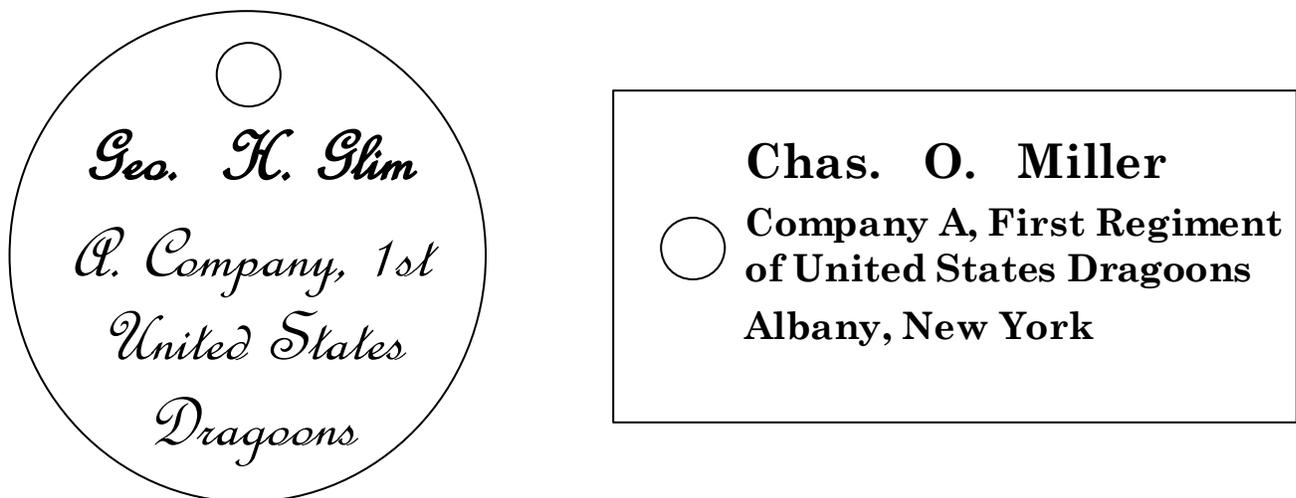
Appendix O

Sample Army Identification

The U.S. Army of the nineteenth century never issued identification tags to its soldiers. However, many soldiers in the U.S. Army of the nineteenth century purchased and wore all sorts of identification tags of their own. There was no standard type of identification tag, also known today as “Dog Tags.” Materials such as paper, linen, wood, pewter, lead, silver, copper and iron were all used to make identification tags.

Marking of identification tags should have at least the following information; soldier’s name and unit. An example is illustrated in Figure O-1.

Figure O-1
Sample Identification Tags



Making identification tags are a great classroom activity. It can be part of the students’ choosing and learning about their character names (see Appendix D.) The student can write out the their character’s name on the tag. Also try stamping the name into metal or wood with stamping dyes. A necklace can be very simply made by looping a string through to hole in the tag.

The students can invent all sorts of personal information about their characters by studying about people and especially soldier’s lives in the nineteenth century. Use the bibliography to find appropriate biographies about individuals from that time period.

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Fort Tejon Glossary

This glossary or vocabulary list has been compiled from the many displays and exhibits that the students will be reading on their tour of Fort Tejon State Historic Park. It is suggested that the list be discussed by the class as a pre-trip activity to reinforce the vocabulary words and will provide another opportunity for discussion of word pronunciations and definitions. Use of these materials will enable your students to more fully understand the information they will encounter on their visit to the fort.

El Tejon - A Mexican-Indian word meaning "the badger." Badgers were once very common in the Fort Tejon area but are becoming quite rare.

"Canada del las Uvas" - Canyon of the Grapes. Grapevine Canyon was given its name in 1772 by Captain Pedro Pages, because of the prominent growth of wild grapevines in the canyon.

Dragoon - A soldier who fights on horseback. Dragoons would ride horses to the battlefield and could fight on horseback or on foot. The word comes from the French word meaning "pistol" (because it breathes fire like a dragon).

Deciduous - Shedding leaves each year. Most oak trees, including the five varieties of oak in the Fort Tejon area are deciduous.

Reservation - Land set aside *for* a specific purpose. The government has set aside Indian reservations *for* the Native Americans. Edward F. Beale chose a site in the southeastern San Joaquin Valley *for* a government sponsored reservation to support the Indian population.

Superintendent - A person who oversees, directs, or manages; a supervisor. Edward F. Beale was Superintendent of Indian Affairs in California when Fort Tejon was established.

Picturesque - Interesting or beautiful enough to be used as the subject of a picture or painting. Fort Tejon is picturesque.

Venerable - Deserving respect because of age, character or importance "The oaks at Fort Tejon are of venerable age and size,"

Drought - A long period of dry weather, continued lack of rain. Droughts in the late 1850's forced the Indians of Sebastian Reservation to leave the reservation.

Avert - To keep from happening. California Governor Peter H. Burnett wrote a message in 1851 stating that it was beyond the power and wisdom of man to "avert" the "inevitable" extinction of the Indian race. Part of this message is quoted on a panel in the Fort Tejon Visitors Center.

Inevitable Destiny - Something that is certain to happen in spite of all efforts to change or prevent it.

Exterminated - Completely destroyed or killed.

Genocide - The deliberate and systematic extermination of a ethnic or cultural group. Some white settlers and miners thought the Indians should all be killed. "The Federal government refused to condone genocide and instead suggested moving Indians to reservations."

Pledged - Promised. Many things that the government pledged to do for the Indians were never done.

Tule - Large slender plant that grows in wet places. The Indians used them for making mats and some household items. The Tule River, near Fort Tejon, was named for the tule plant.

Reveille - A signal on a bugle, fife or and used to awaken soldiers or sailors in the morning.

Californios - Early California ranchers who prospered during the years California belonged to Mexico.

Quarters - A place where someone lives or stays, such as the "officers" quarters

Garrison Duty - Soldiers on garrison duty had the job of building, cutting wood, hauling water, and training how to fight in wars. Sometimes they were called upon to defend a fort and often the towns and people within a small or large area. Garrison soldiers at Fort Tejon were always busy building the Fort. They policed the Fort area and the passes leading from the south end of the San Joaquin Valley to the L.A. market area. Occasionally they went even further from the Fort. There was never a battle at Fort Tejon.

Annexation - The act of adding other areas of land to a larger or more important area. The United States annexed Texas in 1845, for example.

Quartermaster - A military officer who has charge of providing living quarters, clothing, rations, ammunition and transportation for the troops.

Sabre - A heavy sword, usually slightly curved and having a single cutting edge. The Dragoons used a sabre made by Nathaniel Ames of Massachusetts and ones made in Prussia,

Remounting Station - A place where a fresh supply of horses or mules were sent to be classified and trained.