

Detached Kitchen

Preparation:

Arrive at the farmstead at least 45 minutes before students are scheduled to arrive. Unlock the doors and put the combination lock on the cabinet next to the door.

Lay and light the fire. Dry kindling should be in the box by the fireplace, if more is needed there should be some behind the granary. Paper is also in the box and a lighter on the mantel. It is best to use small wood to begin with then bank the fire with large logs. More logs are also stored in the box or behind the granary.

Bring with you: appropriate number of baked cookies (25-30) for the number of students attending that day. These cookies can be used if the cookies baked on the fire burn. Leftovers can be frozen. Bring raw dough for students to make into balls and roll in sugar. Give each student about a teaspoonful of cookie dough. You can figure about 15 cookies per cup of raw dough. It's not a bad idea to bring a little extra to have on hand.

Ginger Cookie Recipe:

$\frac{3}{4}$ C shortening	2 tsp baking soda
1 C sugar	1 tsp cinnamon
1 egg, well beaten	$\frac{1}{2}$ tsp ground cloves
4 tbsp molasses	1 tsp ginger
2 C flour	$\frac{1}{2}$ tsp salt

Cream shortening and sugar. Add egg and molasses and beat well. Set aside. Combine flour, baking soda, cinnamon, cloves, ginger and salt. Add to shortening mixture, a little at a time. Make into a roll. Take enough to the farmstead to cut small amounts off for each student to roll into a ball and then sugar. The remainder can be rolled in aluminum foil to be refrigerated or frozen. Make enough cookies at home to use if a batch or two burn at the farmstead. Bake at 350 degrees for 8-10 minutes.

Open the well and pump a little water to get brown water out of the pipes. The key to the pump is in the blue cup on the mantle. Bring back a bucket of water.

Open up the shutters and secure on the outside. There are nails to the right of each window on the inside wall to hang the metal bars (Inside the frame on the west window)

Set up the cooking area to the right of the fireplace on the table. You will need two tin plates for the cookies: one for the sugar for rolling cookie dough and another for

serving the baked cookies. Set out the ingredients and tools for making cornbread. You will need the mixing crockery bowl, spoon, knives and cups for measuring.

Prepare the Dutch Oven by placing one metal pan inverted in the bottom of the Dutch Oven. Place the oven on the edge of the fire to heat for baking cookies.

Place some water in the tea kettle and swing it over the fire so you will have hot water for washing hands and cleaning dishes.

When Students Arrive:

1. Greet students and introduce yourself, "Aunt or Uncle..."
2. Talk briefly about the detached kitchen and cabin construction. Tell students about the hand cut logs, chinking made of cement (originally mud and straw that would need to be replaced every year), this is a one room house but boards could be added to the rafters to make a sleeping loft for children. The family did all of their indoor living in this small area.
3. Send two students for water if necessary to do hand washing. Dip a little of the hot water from the kettle to warm the hand washing water. Discuss the dry sink.
4. Students should wash hands in the basin with lye soap, rinse by dipping water over their hands. Do this with partners so one rinses the other's hands. (Lye soap is made from leached ashes and hog fat). Move them along quickly to the table to make cookies. Start cookie making immediately, each student making one cookie, rolls it in sugar and leaves one the cooking plate. When cookies are all formed, place in the Dutch Oven to bake. Add a few coals to the top of the oven and make sure there are coals underneath. Check every 5 minutes and rotate the pan. Cookies should be done in 10-15 minutes. Discuss the theory of radiant heat in the heavy iron kettle.
5. Third group will make cornbread. Have extra cookies prepared for this group. The cornbread will be ready to share with everyone before lunch. Heat the skillet or a pan with a handle. Near the end of the second group add a little oil to the cornbread pan. Watch it carefully so it does not burn.

Cornbread Recipe

2 eggs	$\frac{3}{4}$ tsp salt
1 C milk	4 tsp baking powder
1 c flour	$\frac{1}{4}$ C sorghum
1 C cornmeal	$\frac{1}{4}$ C oil (measure the oil first and the sorghum will not stick to cup)

Let students measure ingredients and mix. Bring the one cup of milk and 2 eggs in a tightly closed container to shake for mixing. Heat the spider pan with oil and add dough. Cook for approximately 20 minutes.

1. Assemble utensils and ingredients on center of table
2. One student reads the recipe
3. One student shakes the milk and eggs
4. Docent measures flour and cornmeal while discussing $\frac{1}{4}$ C, $\frac{1}{2}$ c etc.
5. Let students measure the baking powder and salt and stir dry ingredients
6. Docent empties oil first then sorghum into a cup and adds to dry ingredients.
Students take turns stirring
7. Docent sprinkles cornmeal in hot oil pan then adds dough
8. Place at the edge of the fire, put two or three shovelfuls of ashes on the lid.
Rotate 2 or 3 times. Takes about 15-20 minutes.
9. Docent cuts the cornbread and puts it on a pan and covers it with clean cloth.
Leave on hearth to keep warm until serving.

6. Conduct a general discussion about life on a farm in the 1860's. Stress the differences from today. What would they have eaten in the winter? How could food be preserved to have throughout the winter.

Food Preservation: 5 kinds of preservation.

1. Dried- apple beans, and herbs, Crush a few herbs and let students smell them
 2. Canning jars (ceramic jars with wooden lids were sealed with beeswax. The wax was also used for candle making.
 3. Pickling- the making of sauerkraut from cabbage. Shred cabbage, place it in crock. Add salt, press down and cover for several weeks.
 4. Smoking- salt meats or make sausage by grounding the meat and adding herbs. Place in the press and squeeze out the end into the skin of hog intestines, then tie it into links and hang in the smoke house.
 5. Burying root vegetables- carrots, potatoes, turnips, etc. Vegetables were stored in a hole in the ground and covered with straw and then dirt. Some root cellars were separate from the house, others might be accessed through a hole in the floor.
7. Discuss jobs the children would be responsible for such as carrying wood, churning butter, and other things they have been doing today. Explain the use of utensils on the walls, the human yoke, potato masher, rolling pin, butter paddle, iron scrubber, horsetail fly switch, apple butter stirrer, oil lamp, button churn, irons.

Don't fret if you don't get everything done. No one can. What you do tell them they will remember a long time.

The fourth group may help clean up, filling the water bucket, picking up sticks in the yard for the next fire, sweep, etc.

After all student have left:

Complete clean up. Wash dishes, sweep the floor to remove crumbs, empty trash in the barrel behind the house.

Take home soiled towels if possible, wash them and return soon.

Add small amounts of water to the fire, stirring between additions so no active coals remain. Try not to soak the ashes.

Check on ingredients and if there is a shortage report to Joan Shields (890.2644) as soon as you can.

Swing the tea kettle out from under the chimney.

Leave enough logs and wood to start a fire the next day.

Close shutters and secure on the inside. Bolt windows.

Be sure the east door is properly bolted.

Secure pump. Lift up the lever. Lock box.

Place the combination lock on the north door. Be sure the bolt is in place.