

## Woodworking Routine

Here is a routine to assist you during the day.

**History:** Early community families needed skills for working with wood. While tasks such as chopping down trees and building a home was often a community effort, making items for the farm was the responsibility of the male members of the household. Family members learned how to use tools such as saws, hammers, planes, screwdrivers and clamps. They transformed scrap blocks of wood into useful household utensils with the use of chisels, gouges and awls. You can view many examples of fine craftsmanship and woodworking skill in the furniture and household utensils displayed inside the Bernhard house.

In the 1880s, as the fruit industry increased in Placer County, so did the need for packing crates to transport the produce to market. Wood for fruit crate materials is made from sugar pine trees and is used while still green. It is called “shook”. Green wood is wood that has been recently cut and has not had time to “season” or dry.

### **Arrival of students at woodworking**

**Welcome** students and have them sit down. Exchange introductions.

### **Ask**

- What does agriculture mean? *The business of raising crops and animals.*
- What does produce means? *Fruits and vegetables.*
- What did children do to help on the farm? During the summer they weeded, watered, and harvested. School did not begin until crops were harvested.

### **Explain**

- The Bernhard family had a vineyard, about 850 fruit trees (mainly apple and pear), a large vegetable garden, and a half acre of blackberries.
- By 1869 the transcontinental railroad was finished. This allowed produce to be transported to many places that could not be reached by wagon. By 1888 a special railroad car was invented that was refrigerated so that the produce could last longer and travel farther.
- Produce was very important in California and fairs were a way for farms to display their finest produce and win awards. Show students a copy of the 1889 fair flyer. Point out that across Auburn-Folsom Road and to the left was where the fair was held.

**Show** students the Bernhard fruit crate and then show them the replica they will be making today.

**Emphasize** the importance of teamwork on a farm. Explain that everyone will need to use teamwork for this activity.

### **Making the fruit crate**

1. Demonstrate how one student will hold the pieces of wood while their partner nails the crate together.
2. Help students partner up and pass out a set of materials to each student.
3. Have one student help brace the wood while one student hammers. Allow students to hammer their own nails, but assist when needed.
4. Ask students to write their actual name on the bottom of the box when finished, not their character name if they are in historic family groups.
5. Pass out the second set of materials and repeat the process.
6. Have students pick out a fruit crate label if time allows. Otherwise, pass out labels.
7. Instruct the student to brush glue on one end of the box, press the label on, and then brush glue over the top. It will dry clear.
8. If students have time left over, show them how use the cultivator in the garden. This is set up like a relay. One student plows to the other and gets in line, while the other plows back. **This activity must be supervised by an adult.**
9. If a student needs extra time to finish their project they can stay until they are finished. An adult can walk them to their next station.
10. When the bell rings line up your students and walk them to the leather station.

**Students are not allowed to go to their next station unless an adult walks them over.**

### **End of the day clean up**

- Please put all materials back in the box.
- Please wash out brushes and glue containers.
- We appreciate your help in keeping our facilities clean!