



SAR Educational Outreach Living History Presentations for State Societies NSSAR

Programs Presented by

Robert F. Towns

Historian General

2013-2014

Materials Developed by

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Atlanta Chapter GASSAR

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Foreword

The Traveling Trunk Program and the Traveling Tent Program have been developed for the purpose of assisting the education children in the fourth and eighth grades about the period of the American Revolution. These are the grades in which this subject is normally included in the curriculum.

Many members of the National Society Sons of the American Revolution have taken active roles in the presentation of the programs contained herein. They are to be congratulated in their efforts to keep this history of this great nation alive in the minds of its youth.

Special recognition is given to members of the Georgia Society in the development of these programs. In particular, Compatriots Terry Manning and Bruce Maney are to be commended for their foresight in the development of these initiatives.

It is with sincere hope that other State Societies will embrace this opportunity to assist in the education of our youth so that they may develop an appreciation of their heritage.

**Robert F. Towns
Historian General NSSAR
2013-2014**

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Education Outreach Summary

The SAR Education Outreach effort understands the educator's program expectations.

Some schools request a program in the form of an important character during the American Revolution, such as Benjamin Franklin, Thomas Jefferson or George Washington. Other schools request a living history presentation on Colonial American, events that caused the Revolution, the lifestyle of the time, its economy and common struggle. Many educators have embraced our living history approach using a "traveling trunk" that contains up to 80 colonial items. We measure our success by the year after year requests to return to their schools with our SAR Educational Outreach program.

The approach for a successful Educational Outreach is **SIMPLE**.

S - State Standards in Education are public information and in many states it is the Fourth Grade Social Studies where Colonial America and the American Revolution are required material. Go to your State's Board of Education web site to find the State Standards or contact your local school system.

I - Instructional Calendars provide the Topics, Materials and Content for the school year that outlines what, when and why the American Colonial and Revolutionary War periods are essential

M - Motivate SAR Chapters and their members to experience a student's personal appreciation for bringing learning in the school from something other than a textbook. The majority of the Chapters have been inspired to start programs through their State Society and its Educational Committee assistance with expenses, preparation and distribution of a "traveling trunk" with a speaking point guide for each colonial item in it. Making traveling trunk easily available and understandable motivates.

P- Prepare a State SAR Educational Committee presentation syllabus that addresses the State Board of Education's standards related to Colonial America and the events of the American Revolution. The Educational Committee's syllabus is easily modified by each Chapter to adapt to their Chapter presenters. Providing a written syllabus to a local educator gives that teacher the opportunity to share a defined reason to seek approval through the administration to invite the SAR in to the school.

L - Liaison with other SAR Chapters or DAR Chapters for learning or developing a team approach. DAR Chapters often have members with period attire that add to the presentation the role of women in the American Revolution, as well as, the lifestyle of the homemaker that kept the family and farm intact while their Patriot answered the call to serve. Liaison with your local school Media Specialist is essential. Media Specialists network with other Media Specialists within and across school systems. Their critical reviews of our SAR programs have generated other schools to request presentations.

E - Educators appreciate effective explanations. Contact your local educator or Media Specialist in writing, by letter or email to introduce your "no cost, in school field trip" presentation. Attach to your written notice a syllabus or outline of your presentation, a list of colonial items that will be a part of your program or period attire for an historical character and the length of time your presentation takes.

Educational Outreach Syllabus

The following has been provided as a guide by Georgia Compatriot Bruce Maney, Button Gwinnett Chapter, **to other SAR State Societies** and Chapters for their use in preparing their own syllabus that serves as an important tool when contacting schools about a future SAR program.

Compatriot Maney was assisted by Leslie Ann Watkins, Regent, William Day Chapter, Georgia Society NSDAR.

This is an example of the **Georgia** program and serves as a guide only. States should determine pertinent events and personalities for their own Outreach Program.

Education Outreach Program 4th* Grade Social Studies Performance Standards

Within time allotted to give living history presentations on lifestyle during the Revolutionary War and depending upon the number of presenters, following are selected discussion topics that may be addressed in regard to Georgia's Social Studies Performance Standards by members of the chapters of the SAR and DAR during their school visitation programs.

I. Important Colonial Georgia Geographical Features and Its Colonial People

- A. In 1733 Georgia was made up of land bought from the Indians by British Governor James Oglethorpe.
- B. Colonial Georgia was a narrow strip of land along the Atlantic Ocean and up the Savannah River to Fort Augusta.
- C. In 1773 Georgia added more land that was "Ceded Lands" by the Indians north of Augusta.
 - 1. The Creek and Cherokee Nations had settled their debt with Georgia by ceding or surrendering possession of their land.
 - 2. Many settlers moved from North Carolina and South Carolina to settle on this new frontier.
 - 3. "Ceded Lands" created Wilkes County, Georgia.

II. Taxation without Representation and Georgia – Causes of the American Revolution

- A. Georgia did not feel the tax burden at first because it was populated with self sufficient people, who raised their crops, grew their livestock, and made their clothes.
- B. Back country settlers hunted game for food, knew plants and herbs, and provided their home security by building community forts.
- C. Taxation was varied for items and services within such categories as commerce, household items, and recreation.

III. The Declaration of Independence and Georgia – Events

- A. Georgia received word 30 days after the Declaration of Independence was approved.
 - 1. Georgia was originally a possession of King George.
 - 2. Georgia became a state upon signing the Declaration of Independence.
- B. Three Georgians signed the Declaration of Independence.
 - 1. Gwinnett County was named for Button Gwinnett

2. Hall County was named for Lyman Hall
3. Walton County was named for George Walton
- C. Tories and Loyalists in Savannah supported the British and its protection.
 1. Settlers in the back country in Georgia generally supported the Patriot cause.
 2. When the British began forcibly recruiting farmers in Georgia to fight as Loyalists, many of the back country people took up arms against the British.
- D. Native Americans in Georgia supported the British who had kept settlers from moving westward into their tribal lands.
 1. The Creek and Cherokee were concerned about settlers expanding west from Colonial Georgia and Ceded Lands.
 2. The Native Americans in Georgia knew that the ceding of each area of land only led to additional land losses until they as a people would lose all of their land like the Delaware Tribe in New England.

IV. Georgia's Revolutionary War Trail

- A. Battle of Savannah
 1. With 3,500 troops, the British captured Savannah as part of the British Southern Strategy on December 29, 1778.
 2. The Siege of Savannah on October 9, 1779, resulted in the deaths of 1,094 French, American, and Haitian forces.
- B. Fight at Vann's Creek
 1. Loyalist Colonel Boyd in the Southern Strategy gathered 700 Loyalists from farms in South Carolina and Georgia. Trying to cross the Savannah River in South Carolina back into Georgia on February 11, 1779, they were attacked by Georgia Militia at the Vann's Creek crossing.
 2. Since most Loyalists were taken from their farms to serve with the British forces, upon attack, 100 Loyalists deserted and return to their farms.
- C. Battle of Kettle Creek
 1. South Carolina Colonel Andrews Pickens, Georgia Colonel Elijah Clarke, and Colonel John Dooley had been tracking British Loyalist Colonel Boyd from Vann's Creek.
 2. On February 14, 1779, Loyalist Colonel Boyd halted his troops to feast on cattle stolen earlier from a local farm. Out numbered two to one the Patriots attacked the Loyalist unit. At a crucial time in the War this was Georgia's most memorable victory.
 3. Patriot Austin Dabney, a Patriot of African descent, fought at the Battle of Kettle Creek and later received a 250 acre land grant from the State of Georgia for his service.
 4. Patriot Nancy Hart, a spy for Patriot Colonel Elijah Clarke, passed on information that assisted in winning the Battle of Kettle Creek. Hart County is the only county in Georgia named for a woman.
- D. Battle of Brier Creek
 1. Three weeks after the Battle of Kettle Creek on March 3, 1779, a well trained British Army routed the Patriots out of Georgia for the three years that followed.
 2. Georgia was returned to a Royal Colony in 1779, the only one of the thirteen colonies to revert from a state back to a colony.
- E. Battle of Fort Federica
 1. A Naval Action on April 19, 1778, led by Patriot Colonel Samuel Elbert, took out two British deep water vessels that had interrupted trade by capturing American merchant vessels.

2. "I have the happiness to inform you, that about 10 o'clock this forenoon, the Brigantine Hichinbrooke, the Sloop Rebecca, and a Prize Brig all struck the British Tyrant's colors, and surrendered to the American arms," reported Colonel Samuel Elbert.

F. Augusta in the American Revolution

1. The arrival of a British War Ship in Savannah in 1776 drove Georgia's Provincial Congress to convene in Augusta.
2. British Red Coats took over Augusta in January 1779.

G. Fort Morris in Liberty County on the Coast of Georgia

1. Citizens of Liberty County elected Dr. Lyman Hall to represent them in the Continental Congress in Philadelphia. Dr. Lyman Hall signed the Declaration of Independence from Georgia.
2. Liberty County citizens sent wagon loads of rice to feed the Continental troops surrounding Boston.
3. On January 9, 1779, the British Army with 2,000 Regulars, Loyalists, and Indians, after three days of bombardment, captured Fort Morris.

H. Heroes of the Hornet's Nest

1. The Georgia Backcountry was called "the Hornet's Nest" because of the stinging attacks made by the Patriots against the British, Loyalists, and Indians.
2. Colonel Elijah Clarke was the commander of Georgia's Militia.
3. In October 1782, Clarke fought and won a battle against Loyalist Lt. Colonel Thomas Waters. This victory brought an end to the Cherokee War, and along with the British evacuation of Savannah, the American Revolution in Georgia was finally over.

V. Georgia Colonial Traveling Merchant - Economy and Back Country Home Culture

- A. The following are typical items displayed and discussed, giving their purpose and outlining how selling or trading with the settlers or Indians was conducted and how those actions supported the economy.

1 unpolished buffalo horn	1 wooden flute
1 polished buffalo horn	1 musket ball replica (lead free)
1 tin (black) with gun powder tea	2 musket flints
1 tin cup	4 toy soldiers (metal)
1 tea infuser	1 family set of corn husk dolls
1 block green tea	1 bone handle tooth brush with boar bristles
1 quill and bottle of ink set	1 wooden spoon
1 set of pieces of eight	1 bundle of Yellow Root
1 tin plate	1 jar Blood Root
2 antler buttons	1 antler 3 pointer
1 copy of the Declaration of Independence	1 piece of cured leather
1 copy of the Bill of Rights	1 turtle shell with rattles
1 cone of sugar	2 purple display table cloths
2 rabbit hides	1 black fox tail
1 clay pipe	1 jaw harp
1 lady's fan	1 wooden bucket
2 bee's wax candles	1 wooden bowl
1 candle wick cutter	1 straw pot whisk
1 tender box candle holder	1 woman's sewing kit
1 grease lamp	1 set of women's pockets
1 steel striker and flint lighter set	1 woman's mob cap
3 Native American bead necklaces	1 set of hand pieced quilt pieces

- B. Colonial home culture factors that shape everyday living and survival such as the following are subject to discussion.
1. Traditional household and military clothing worn by presenter(s).
 2. Hazards around the home.
 3. Use of plants and herbs.
 4. Preservation and preparation of food.
 5. How to make colonial toys such as Corn Husk Dolls.

***Similar guide can be used for Eighth Grade students**

Traveling Trunk Items

Talking Points

Provided with a syllabus to other SAR State Societies as a training guide for their Chapters to pull together colonial items to start a Traveling Trunk SAR Educational Outreach program in their society.

Traveling Trunk

- Item Descriptions -

To assist in your presentation of this trunk of colonial era replica items, the following information is provided. The information is separated into the following categories: kitchen items, other household items, toys and games, male attire, female attire, fire making material, and reference books. Based on the amount of time available for your presentation and the type of audience that you are addressing, you can alter your program accordingly. The presenter may have additional items to include in the presentation such as a discussion of any period clothing and accessories worn by the presenter.

Male Attire

Haversack - This cloth or leather pouch was used to carry a variety of items with a hunter or soldier such as food and small clothing items. Pockets were not in popular use.

Wooden Canteen - Some canteens were made from metal. Others were made from wood such as pine. These were less expensive but had to be replaced every 3 to 6 months. It was usually carried by a strap on the left side.

Powder Horns - Larger powder horns carried black gun powder for use in muskets and rifles to project musket balls. Smaller horns carried the finer gun powder used to prime a gun. Wooden plugs were placed at both ends. Maps, designs, family information, or other information was often carved on the exterior of a horn.

Bullet Bag - A small leather pouch used to carry spare musket balls.

Musket Ball - Typically a ball was made of molten lead about the size of a large marble. As shown on the laminated card, a soldier would often carry pre-made cartridges containing a ball and gun powder to speed up his firing time with his musket. A "good" soldier could reload his musket every 15 seconds.

Pistol Ball & Flint - This ball was about the size of a marble and used in English pistols as shown on the laminated card. Pieces of flint attached to pistols and other guns were used to create a spark to ignite the gun powder in a gun. A piece of flint was usually replaced after 15 shots.

"USA" Continental Button - This is the most common type of soldier's button and was used circa 1775-1783. The regulation Continental Line military coat had about 44 large buttons like this on it. The vest used a smaller button. When out of musket balls these buttons could be melted down and poured into bullet molds to create more bullets.

Signal Whistle - Made of wood or horn, such whistles could be used to signal commands in battle.

Stockings - An extra pair of dry stockings was important to the soldier or man out hunting. Long stockings were worn rather than long pants since it was easier to clean stockings than long pants and less costly to replace one or two worn stockings than a pair of worn pants.

Neck Stock (Black) - Black or white neck stock was worn like a tie is worn today around a man's collar outside the shirt.

Clay Pipe - Clay pipes were used to smoke tobacco. The stem on the pipe would typically be about 6 inches long. As the end of a pipe became broken or plugged it would be broken off until all that was left was the bowl of the pipe. Even then a hollow reed or stick might be used to replace the clay stem. A tavern pipe might have a stem that was twice as long and broken off with succeeding customers. A variety of designs might be found on the bowl of a pipe.

Ostrich Feather (Black) - Feathers were popular for decorating the hats of men and women. The type of feather on a man's hat might indicate with which military unit he was serving.

Female Attire

Mob Cap - This simple white cloth cap was worn by women and young girls to keep their long (and dirty) hair in place. As a safety measure it kept hair away from open fires used in the kitchen.

Bonnet Cap - A white bonnet cap might be worn on special occasions and would include some fancy lacework on it.

Straw Hat - This would be worn over top of the mob cap and with a wide brim would be used to block sunshine from reaching the face when working outdoors. Ribbon was usually used to hold the hat in place on the head. Their use eventually spread to using them on special occasions as well when they might be decorated with a variety of ribbon, lace, beads, feathers, or other decorations.

Brise' Fan - Fans were popular fashion accessories for ladies and gentlemen. The brise' style fan is wooden sticks held together with ribbon or string. This one is made of sandalwood which was also a popular ingredient in many perfumes. The fan was often used to hide what were likely bad teeth or smallpox marks on the face.

Pockets - Women's skirts or petticoats did not have pockets in them but they had slits in them to allow reaching inside the skirt. Under the skirt she would wear pockets on a belt made of similar material and tied around the waist. The pockets would hold common household items used throughout the day.

Toys & Games

Cup & Ball - This simple pastime required one to use dexterity and eye-and-hand coordination to toss the ball at the end of a string to land in the cup. This is a simple wood carved example. Wealthy homes might have jewel encrusted varieties.

Nine Pins - Bowling games have been popular since 5,000 B.C. This small version was used to play on the floor. Larger versions were often played in taverns on a long narrow table on which betting was popular. In 1841 Connecticut outlawed the game because of the heavy gambling. To avoid such laws, a tenth pin was added and called Ten Pins. Ten Pin bowling evolved into today's modern bowling.

Clothespin Doll - An inexpensive small doll could be made with a clothespin and small pieces of cloth. Dolls were also sometimes used to display examples of clothing that could be ordered from Europe rather than using printed catalogs.

Toy Soldiers - Toy soldiers were made individually for hundreds of years, but not until the mid-1700s were small tin soldiers made in large numbers and sold to the general public. This set is made from lead-free pewter.

"Toys & Games from Times Past ... " - This booklet describes many colonial era toys and games. (Some of the examples may make for an interesting class project or a wood making project.)

Slate Boards - Slate boards were generally used in classrooms rather than expensive paper.

Fire Making Material

Tinder Box Candle Holder - This type of candle holder held both a candle and the means to start a fire. Inside the base of the holder would be tinder (dried plant material that caught fire easily), a piece of flint, and a steel striker to create a spark. Both soldiers and civilians used them.

Candle Mold - Candles were made from tallow (animal fat), beeswax, bayberry (wax from bayberry bushes found along the New England coast), or spermaceti (from the heads of sperm whales) and candle molds were a more efficient way of creating candles than dipping wicks. Our mold is used for tall candles and creates four candles at the same time. Other molds would make shorter candles or a different number of candles.

"Makin' Candles" - [This booklet provides a history of candle making and directions for making them.]

Lantern - Lanterns come in a variety of shapes, sizes, and material. Lanterns were particularly useful outdoors to protect a burning candle from rain and wind. Glass sides were probably expensive. Metal sides with numerous small holes punched in them were often more popular when glass was not available.

Fire Making Kit - The booklet *Making Fire with Flint and Steel* provides details on starting a fire from scratch. The four elements essential to a kit are flints, a striker, char cloth, and tinder (all included in the kit). Char cloth is used to catch and hold sparks made by striking a steel striker (metal piece) against the edge of a piece of flint stone. The sparks are used to catch tinder such as cedar bark, straw, old rope, or dry plant material on fire which has been placed in a circle around the char cloth. The small fire is then used to start a bigger fire or to light a candle or pipe. Such a kit would be carried in one's haversack.

Kitchen Items

Tin Plate & Cup - Tin was a common material for tableware especially in less affluent homes. China dinnerware might crack, chip, or break. Tin was more durable. The knives, forks, and spoons might be made from metal or wood. If made from metal, their handles might be made from wood, antlers, or bones.

Sugar Cone - Sugar came in solid cones. It might come wrapped in paper with a wax seal on it proving that the proper tax had been paid on it. It was so valuable that it might be kept under lock and key.

Brick of Tea - Unlike today, tea often came in solid bricks. This made it easier to transport on ships.

Tea Infuser - Once flakes of tea were shaved from a brick of tea they were used to make tea. They might be put in a tea infuser to hold the flakes like we use a tea bag today. In colonial times a tea infuser might be made of bamboo in the shape of a small basket.

Cast Iron Utensils - Large spoons and forks used for cooking were often made of cast iron just like the pots and pans that were in use. These held up well in the hot cooking fires.

Yellow Root - The small branches from this plant were cut into about 1-inch pieces and brewed in water to provide a homemade medicine used for a variety of illnesses. It has not been found to be particularly useful under modern research.

Other Household Items

Bone Comb - Bone was a popular item from which to carve a hair comb.

Toothbrush - This bone handled brush used an interesting source for the brush - boar's bristles.

Playing Cards - Cards have long been a popular game. The Jack, Queen, and King were relevant to the royalty of Europe. Cards were often annotated or drawn to make fun of royalty. To prevent this, the King of England placed a heavy tax on each deck of cards. A seal was placed on the deck to prove that the tax was paid. Even today many decks of cards have a seal placed on the box to show that the cards have not been opened. Note also that printed numbers were not placed on the cards since most people could not read.

Pieces of Eight - The coin called the Spanish Milled Dollar was often used around the world with which to trade. In the American colonies it was used because of the lack of English coins available. Not having other coins with which to make change, the Spanish Milled Dollar was often cut into eight pieces to make change. Thus it was also called a Piece of Eight. Each 1/8th piece was called a bit. Thus two bits were one-fourth of a dollar or a quarter of a dollar which is why a quarter today is still referred to as 2 bits, such as in the phrase, "Two bits, four bits, six bits, a dollar."

Continental Currency - From 1775 to 1779, the continental Congress issued \$241 million worth of Continental currency in 23 denominations. Each denomination had its own unique emblem on the front. The backs were decorated with nature prints of leaves. Beginning on May 20, 1777, some of the words were changed from "United Colonies" to "United States." Each denomination included a Latin phrase.

Homemade Soap - Lye soap was made in an iron kettle over an open fire.

Sewing Kit - Includes scissors; spool of artificial sinew; wooden needle case with pins and needles; wooden, bone, and pewter buttons (on two cards); wooden thimble; and heavy cotton thread in a roll-up, canvas bag.

Schweppes Ginger Ale – Date on can shows “Since 1783”, same year as Yorktown.

Parchment Stationery Set - Includes quill pen, ink bottle, and parchment paper.

Scales - This set can be used to show how gold dust could be weighed or pieces of eight might be weighed to ensure that none of the cut edges had been shaved off.

Dunlap Broadside - The Dunlap Broadside is the first 200 copies of the Declaration of Independence, printed on the night of July 4, 1776, by John Dunlap of Philadelphia. In 1989 only 24 were known to remain in existence. In 1989, a ZS" copy was found behind a painting bought at a flea market for \$4. It was sold for \$8.14 million.

Reference Books

The following books are included in each trunk. Other books may be included from time to time of which only one copy may be available. The books can be used by presenters to develop additional lectures or work with teachers to prepare class or student projects.

Francis Marion and the Legend of the Swamp Fox

The Colonial Cook

Almost Invisible: Black Patriots of the American Revolution

Poor Richard's Almanack by Benjamin Franklin

The Revolutionary Soldier

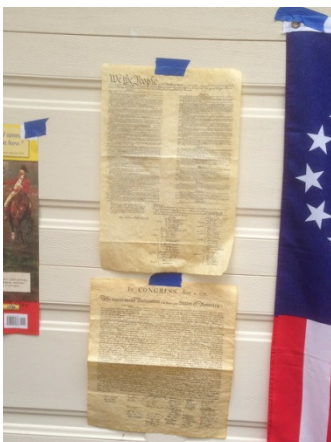
For additional information go to the Georgia Society web site at www.georgiasocietysar.org and search for the contact information for the current state chairman of the Education Committee.

Acknowledgement and appreciation to:

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Traveling Trunk Photos

Sample of Display Items



Each New School Is An Opportunity

To present to the School
before the students a SAR
Flag Certificate so they know
that they too show exemplary
patriotism every morning
when their school raises our
American Flag and every
afternoon when their school
retires our American Flag

Traveling Tent Program

The Georgia Society's Traveling Trunk Program has been extremely successful. About half of our chapters now use Traveling Trunks in their education outreach to students and adults. Chapters can now exceed audiences of 1,000 persons during the year to earn our Education Outreach Streamer. It has led us to create our new Traveling Tent Program which allows us to reach audiences in the hundreds in a single showing.

The Traveling Tent is a colonial period tent furnished as an officer's encampment with a folding table, folding chair, tin lantern, folding rope bed, iron cooking utensils, water yoke and oak buckets, butter churn, and similar furnishings. The tent is loaned to chapters for use at area fairs, living history events, and holiday celebrations. Often in conjunction with their Traveling Trunks, chapters set up camp for the event and attract visitors to the display where new members are recruited, youth programs are explained, and other outreach events are booked. Attendance always runs into the hundreds and often into the thousands. Other activities can include such programs as teaching children to march with wooden guns or flags, musket firing demonstrations, or giving mini-lectures on subjects about the Revolutionary War.

Our first Traveling Tent was successful but booking requests from chapters were often competing for the same dates on popular patriotic holidays, so we added a second Traveling Tent. We have been displayed at such events as Sylvania's *Georgia on My Mind Day*, Auburn's *Armed Forces Day*, Mountain City's *Foxfire Festival*, Blairsville's *Patriots Day*, Rabun County's festival, and Washington's *Mule Days*. In addition to the financial support of the GASSAR Education Committee and Georgia Fellows, personal contributions such as the creation of the water yokes and a rope bed by Compatriot Lyn Cash of the Joseph Habersham Chapter, construction of a field desk and chair by David Noble of Atlanta Chapter, and the first tent itself with the iron cooking utensils by Past GASSAR President Ed Rigel, Sr., of the Lyman Hall Chapter have led to a team effort in creating this unique living history experience for the Georgia public. Tents and other items are available from Jas. Townsend & Son, P.O. Box 415, Pierceton, IN 46562 and similar colonial vendors. Flea markets and antique shops are also an excellent source.

Acknowledgement and appreciation to **Terry E.P. Manning** for development of the **Traveling Tent Program**.

Traveling Tent #1

In February 2011, Ed Rigel, Sr. (Lyman Hall Chapter) donated to the Education Committee a period tent described as a “like-new Panther Primitives 1750’s British Officer Wedge Tent with sod flaps and doors at both ends, ground cloth for the interior, a 10’ x 16’ fly for the front, poles, ropes, stakes, and carrying bags.” The tent was meant to complement the Traveling Trunk program and provide a source for creating a living history display of camp life during the Revolutionary War. Compatriot Rigel also donated two iron cookware kettles, a cooking tripod, and iron pot holders to complement the display. The value of the set-up at current prices was estimated at \$900.

A few of the tent’s accessories were deemed in need of replacement. A donation of \$189.40 from the Georgia Fellows for a replacement ridge pole, two upright poles, ropes, stakes, and a tent pole bag was made in March 2011.

The use of the tent is for loan to chapters for use in education outreach projects and for the Color Guard and Historic Sites Committee to set up displays at historic sites celebrations. The tent when not in use is held by a member of the Education Committee. In 2011-2013, a variety of furnishings were added to the Traveling Tent collection. Following is a summary inventory of the Traveling Tent:

Photo	Item Description	Donor & Chapter	Value	Date
A	Tent	Ed Rigel, Sr. (LH)	\$900.00	February 2011
A	Poles, ropes, stakes, bag	Georgia Fellows	\$189.40	March 2011
B	Cookware, Iron, Misc.	Ed Rigel, Sr. (LH)	(See A)	February 2011
B	Tin Coffee Pot	Bruce Maney (BG)	\$10.00	October 2011
C	Rabbit Skin on Rack	Lyn Cash (JH)	\$20.00	October 2011
D	Trunk, Wooden, Clothing	Edu. Committee	\$52.99	February 2012
E	Butter Churn, Oak	Edu. Committee	\$54.27	February 2012
F	Tin Lantern, Pierced, 15”	Georgia Fellows	\$41.50	February 2012
F	Iron Lantern Pole	Edu. Committee	\$7.41	February 2012
G	Wine Bottle, Dark Green	Ed Rigel, Sr. (LH)	\$20.00	January 2012
G	Tin cups/plates w forks (2)	Georgia Fellows	\$55.00	February 2012
H	Oak Bucket (Colonial TC)	Edu. Committee	\$46.07	February 2012
I	Shoulder Yoke, Wooden	Lyn Cash	\$40.00	January 2012
J	Oak Bucket (J. Townsend)	Georgia Fellows	\$87.50	February 2012
K	Folding Camp Table/Bag	Georgia Fellows	\$132.50	February 2012
K	Folding Camp Chair/Bag	Georgia Fellows	\$252.50	February 2012
K	Antique Box & Quill	Edu. Committee	\$11.55	January 2012
L	Quilt	Geo Thurmond (PI)	\$100.00	June 2013

Estimated Value: \$2,020.69

Inventoried by: Bruce Maney.

Position: Education Committee member

Date: March 30, 2013

Traveling Tent #2

A second traveling tent and accessories was added to the Education Committee inventory on September 14, 2013, (purchased August 9) at a cost of \$482 from the James Townsend Company as follows:

Convertible Wedge Tent (TE-84)	\$315
Pole Set of 3 (PS-84)	\$ 80
Tent Pole Bag (S-3158)	\$ 12
Canvas Tent Bag (BG-84)	\$ 40
Shipping	\$ 35

Estimated Value: \$482

Inventoried by: Jimmy Boatright.

Position: Education Committee member

Date: September 15, 2013

Traveling Tent Inventory



A.

B.



C.



D.



E.



F.



G.



H.



I.



J.



K.

