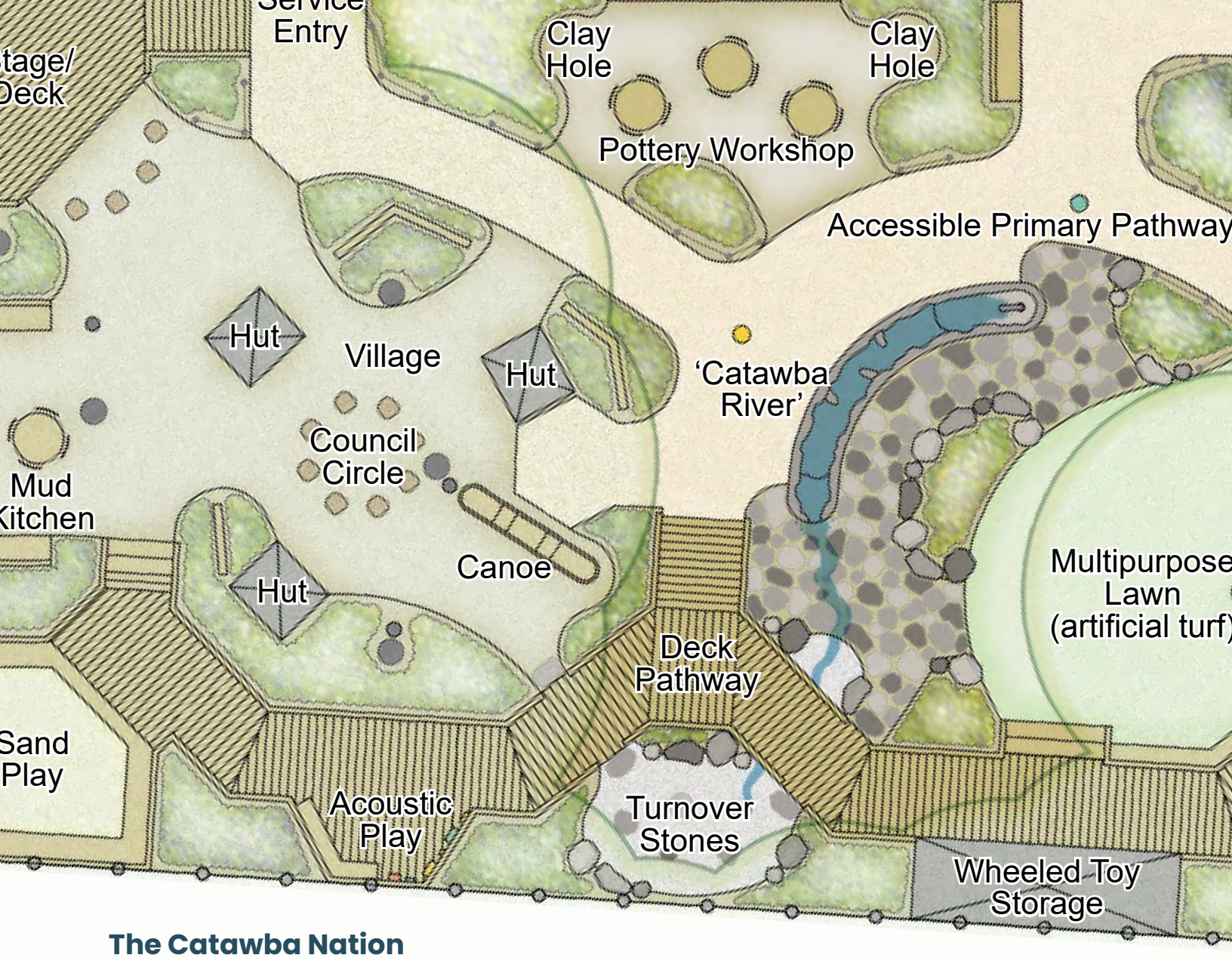


The Catawba Nation

iswa Early Learning Center

Preschool Nature Play & Learning Spaces

Schematic Design & Design Program Narrative

June, 2024

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Preschool Nature Play & Learning Spaces

Schematic Design & Design Program Narrative

Prepared for:
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June, 2024

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All images are credited to the Natural Learning Initiative, unless otherwise stated.

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College of Design,
NC State University
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Introduction

The Catawba Nation is working with NLI to develop a schematic design to create an outdoor nature play and learning environment serving the iswa Early Learning Center (ELC) to make it more expressive of iswa cultural traditions ("iswa" means "river people"– of the Catawba River).

The project kicked off with a combined NLI and State of South Carolina project team visit to the Catawba Nation Reservation in Rock Hill, SC, to work with the iswa ELC staff and tribal representatives to collaborate on the design. A community survey had been administered prior to the gathering to provide input into the design process.

A Friday evening Community Gathering was spent getting to know each other, including conversations about iswa cultural traditions and how they could be supported by design of the physical environment.

The following day, a Design Workshop brought together the project team, center staff, and tribal members to work on three alternative site layouts for later assessment and incorporation into the eventual design. Following the workshop, the design team's cultural education continued with a visit to the Catawba Cultural Center and a hike along the interpretive forest trail to the stunningly beautiful Catawba River.

The design program and schematic design based on the program, presented here, resulted from the community gathering and design workshop, community survey findings, further research into iswa cultural traditions, the influence of site opportunities and constraints, and two design review sessions with the iswa team.



The Catawba Nation, iswa - Catawba River NLI Youtube Video

Friday Evening Community Gathering



David Simpson, Operations Manager, iswa Head Start, welcomes everyone to the Community Gathering.



Roo George-Warren, Catawba Nation Executive Committee/ Tribal Leadership describes a nature-based vision and ideas for the iswa Early Learning Center future outdoor play and learning spaces.



Crystal Jackson, Director, iswa Early Learning Center, shares her enthusiasm for enriching nature play and learning experiences for iswa children.



Beverly Hunter, South Carolina Department of Social Services (SC DSS), explains DSS's commitment to supporting development of the iswa Early Learning Center as a nature-based demonstration site.



Misty Pearson, South Carolina Department of Health and Environmental Control (DHEC), explains that creation of an outdoor play and learning demonstration site at the iswa Early Learning Center is part of Grow Outdoors South Carolina (GO SC).



Melissa Harris, Executive Program Director, iswa Head Start, interprets the iswa origin story depicted in the mural in the center multi-purpose space hosting the Design Workshop.

Saturday Design Workshop



Robin Moore, NLI, introduces the coll_borative Design Workshop process.



Nilda Cosco, NLI, talks about the physical and mental health benefits of nature-based play and learning spaces and explains how experience of nature is a bond-in-common of all people and Mother Earth.



Julieta Sherk, NLI, underscoreq the importance of biodiversity and the practical requirements for increasing it on the ground.



Collaborative Design Teams at work.



Collaborative Design Teams at work.



Design Teams present design thinking diagrams using construction paper to locate activity settings at the same scale as the site survey base plan.



Design Teams present design thinking diagrams using construction paper to locate activity settings at the same scale as the site survey base plan.



Design Teams present design thinking diagrams using construction paper to locate activity settings at the same scale as the site survey base plan.



Design Workshop participants.

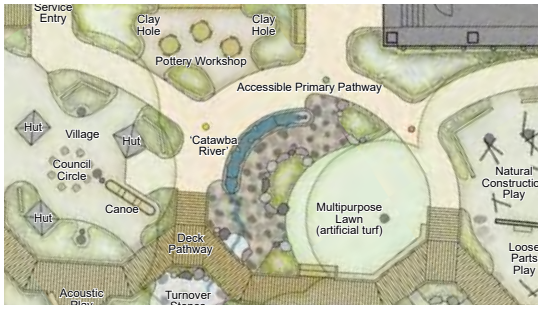
DESIGN PROGRAM

Accompanying the Schematic Design.

The aim of the iswa Early Learning Center (iswa ELC), Preschool Nature Play & Learning Spaces project is to renovate the existing, licensed outdoor space to better support nature-based play and learning and _t the same time* reflect, add to, and activate iswa crafts and cultural traditions.

The Design Program is based on results of the community survey administered by NLI (Appendix A), design thinking contributed by participants in the Community Design Workshop held on October 21, 2023, additional research conducted by NLI on Catawba Nation-iswa cultural traditions (Appendix B), and is framed by NLI's best practice design approach. This document defines the 4-area configuration of the iswa ELC outdoors, describes proposed activity settings, and additional physical modifications delineated in the schematic design.

Activity setting labels (#00), with a bracketed number, are linked where possible to a relevant, numbered **NLI InfoSheet** that defines, describes, and illustrates the activity setting in question, and offers technical details.



Download Schematic Design PDF



Download Schematic Design on Aerial Photograph PDF

FOUR AREAS

1. Classroom Side
2. iswa Crafts and Culture Center
3. Informal Forest Play
4. Forest Side

AREA 1: CLASSROOM SIDE



Area 1. Classroom Side. View from classroom porch looking northeast.



Area 1. Classroom Side. View looking towards the Early Head Start site.

ACTIVITY SETTINGS

Primary Pathways (#09)

- Concrete surface.
- 5-feet minimum width.
- Accessible.
- Connect activity settings _nd existing steps down to the early head start center outdoors.
- Wheeled toy play, limited to circular pathway around climbing structure. To maintain a safe grade for wheeled toy play, easy rake steps with containment bollard(s) connect to two lower pathways.
- Upper pathway provides direct access to classroom entrances.

Spaces Between & Beside Classroom Porches

- Raised planting beds taking advantage of sun exposure.
- Walk-in stepping stone, flowering perennial beds.

Block and Portable Equipment Play (similar to A Safe Place Child Enrichment Center, Raleigh)

- Established in existing covered space currently used for wheeled toy play.
- Storage shelving for blocks.
- Large tubs on high, deep shelving for smaller items.
- Hooks on wall for dress-up clothing and large, flat items.
- Cabinet storage around edges.

Northeast Setting Encircled by Looped Pathway

Gross Motor Play (#13)

- Columbia Cascade, climbing/hiding structure selected as the best option for this space, which is too small for a mound.

Raised Bed Medicinal Garden (#24)

- Maximum sun exposure.
- Raised beds located against existing fence line.
- Focused on iswa medicinal plants.
- Work table.
- Hand tool cabinet storage.
- Will need cold water service.

Gathering / Story-telling Setting (#04)

- Story-teller's chair.
- Comfortable seating.
- Shaded by trees.
- Outdoor iswa crafts with natural materials.
- STEM activity with natural objects.
- Activity deck.

"Two Trees" iswa Cultural Activities

- Council circle.
- Drumming.
- Traditional games.

"Ten Trees" Nature Play

- Plants traditionally part of iswa culture.
- iswa craft activities with plants.
- Gathering place with sitting stones.
- Loose parts nature play.
- Children's work exhibited at ELC front entrance.

AREA 2: ISWA CRAFTS AND CULTURE CENTER

Entered from Area 1 and Area 4 pathways.

Building

- Indoor-outdoor building renovated and converted into a iswa-centric crafts and cultural programs serving the iswa ELC community.
- Design program to be developed through a collaborative process.
- Building may receive external restyling to support iswa programming.
- Addition of roof lights would add daylight and aesthetic appeal to the interior.

Decks

- Broad decks on West and South sides of building support year round indoor outdoor activity.
- West deck could serve as a workshop for outdoor cultural activities occurring in the Forest Side Area.

AREA 3: INFORMAL FOREST PLAY

- Existing forest area managed for free exploration and discovery through play.
- Enclosed with palisade fencing.
- Minimal improvements to ensure safety.
- Understory planting may be added to increase biodiversity.
- Pathways may be delineated to concentrate foot traffic and conserve biodiversity.
- Earth Play Activity Setting may be added (#33).
- May be shared with Early Head Start program.

AREA 4: FOREST SIDE
ISWA CULTURAL CONNECTIONS

Entered by steps or ramped pathway from back of classroom building.



Area 4. Forest Side. From building looking towards the forest.

ACTIVITY SETTINGS

Primary Pathways (#09)

- Connect to Areas 1, 2, and 3.
- Concrete and raised deck surfaces.
- Raised deck pathways avoid grading damage to tree roots.
- 5-feet minimum width.
- Accessible.
- Wheeled toy play, central continuous loop, with spur connections to other settings.

Multi-purpose lawn

- Surfaced with artificial turf because of insufficient sunlight.
- Installed around existing shade tree.

Clay Play / iswa Pottery Workshop
(Example: The Coombes School, UK).

- Traditional “clay holes” functioning as much as possible like original.
- Supplied with clay from nearby mine.
- Ongoing exhibition of children’s work.
- STEM-related activity.

Natural Construction (#35)

- Connected by gate to Area 3, where natural construction may spill over.
- Prepared setting with moveable construction material, collected, prepared, managed and stored under East Deck.
- Combinations of "fixed" and "loose" components support "club house" and iswa-inspired traditional shelters construction by children around the edges of the setting and against trees and similar "fixed" armatures added to the space.
- Enclosed by sections of palisade fencing.

"Catawba River" & Canoe (#40) (Example: Bay Area Discovery Museum)

- Low masonry structure (12'-15' above grade) supports a shallow water flow 18"-24" wide, fed by a recirculating reservoir refilled daily and/or a Richter hand-operated pump.
- Floatable miniature dugout canoes, including those made by children, increases dramatic play.
- Northwest side is wheelchair accessible.
- Downstream end cascades into the dry stream bed.

Dry Stream Bed (#36)

- Ground level.
- Drains into a "Turn-over Stone" nature exploration setting with damp, well-drained soil mix.
- Eventually drains into the adjacent forest.

New Fence line

- Fence lines relocated to extend Area 4 northwest.
- Palisade fencing added where appropriate.
- Maintenance access is located on new, northern fence line connecting to the primary pathway circulation.

Sand Play (#15)

- Timber construction bounded by corner fences of extended area.
- Located and designed to minimize sand spread.

Village

- Gathering Council Circle of large, smooth stones.
- Four play huts (relocated from Area 1 or rebuilt).
- Elevated drums (relocated from Area 1).
- Dugout canoe.
- Enclosed by sections of palisade fencing.

Internet outdoor music system

- Playing traditional iswa instrumental and vocal music.
- Also playing selected children's music from broader culture and/or contemporary native artists playing or singing children's music.

Deck / Stage (#22)

- Timber construction bounded by corner fences of extended area.
- Wheelchair accessible.
- Place for performing traditional iswa stories (elder to younger and younger to younger).
- Performance space for child-generated spontaneous dramatic play.
- Anchor space for classroom outdoor activity.

Mud Kitchen (#34)

- Timber construction of "counter tops" and tables.
- Recycled kitchen cookware (implements, pot, pans, and plates).
- Tubs and cans for mixing "ingredients."
- Planting strategy for Areas 1 & 4.
- No additional shade trees added.
- Fruit and vegetable garden raised beds and medicinal raised beds are noted elsewhere in this document.
- Planting beds contain low maintenance, small native shrubs, flowering where possible.
- Plant Bed Protection (#14) – low rail treatment recommended.
- Two small beds with flowering perennials are located in Area 1, where sunlight is sufficient.
- Native, flowering vines are planted on fence lines where sunlight is sufficient. Fragrant jasmine can be a good choice.

APPENDIX A

Teacher-Parent-Administrator Survey

RESULTS

12-02-23

RESPONDENTS (N=53)

Parent: 21
Teacher: 8
Administrator: 6
Teacher Assistant: 4
Other: 14

- Aunt/Grandmother
- Floater
- Cultural Coordinator
- Program Assistant
- Teacher Aide
- Disability Aide
- Community Member

What do you LIKE about the outdoor play and learning environment (playground)? Please list up to five features or characteristics.

RANK ORDER

- Big / Run-able / Physical activity/Open / Space / Spacious/Outdoors/ Fresh air (15)
- Natural / Learning / Nature-love of (11)
- Bikes / trail / area / Padded (9)
- Sandbox (8)
- Catawba culture/huts/drums/elements (6)
- Plants/gardens/garden boxes/hands on how to grow things (6)
- Nothing (5)
- Shade (5)
- Slides/sliding area (5)
- Trees-love (5)
- Covered / Coverage / Canopy (4)
- Sensory-needs met / Opportunities / Different textures (4)
- Babies / Infant area (2)
- Balls/Toys-multiple (2)
- Inclusive/Options-plenty (2)
- Adventures
- Clean
- Climbing area
- Dirt
- Environment
- Fenced in
- Flat-reasonably
- Foam
- Freedom
- Learn to climb small trees
- Learning
- Location
- Security gate
- Social interaction
- Soft ground
- Spring rider
- Structures-large
- Sunshine
- Water

What do you DISLIKE about the outdoor play and learning environment (playground)?

ALPHABETICAL BY TOPIC

- Bathrooms
- Need closer bathrooms
- Need hand sanitation areas closer

Cultural

- More native decor
- More native toys
- Not enough cultural related items
- More drums

Equipment

- Equipment breaks
- Equipment gets dingy
- Needs basketball goals
- No large structure on either playground
- Old Equipment
- Soccer nets
- Structure
- Swings for disabled children
- Drum toys
- Big box outside that the kids want to climb
- Too much structure
- Picnic table

Fencing

- Fencing
- Fencing on one playground
- Needs better fencing
- The gate

Ground cover

- Don't like wood chips
- Mulch
- The mulch is horrible
- Rubber groundcover that Early Head Start has instead of mulch.
- The rubber mulch

Hill

- Hill in the corner
- Hill on 2-year-old side
- The hill

Huts

- Huts (5)
- Tree siding houses

Lack of choice

- Nothing for children with disabilities to play on
- Not enough to do on the front playground
- Limited equipment
- Not enough outdoor play equipment
- Not enough things to do
- Not much to do
- Outside toys – need more
- Playthings – not enough

Quality

- Bad overall
- Maintenance
- Debris ends up on playground
- Pathways too small
- Upkeep of all spaces
- Natural green is not always green
- Dead plants

Sand

- Sand
- Sand, if it's not covered
- Uncovered sand: 2
- Sandbox needs a better covering
- Sandbox fence to keep sand in
- Sandbox for back playground

Security & Safety

- Anyone can just walk up to the gate
- Better locks for the fence
- Open on one end with no fence
- No fence at corner of classroom for safety
- Kids try to run away on the side playground because its open and does not have a fence or gate
- Too many blind spots
- Slide too high

Trike trail

- Need bigger bike trail that will go around entire play area
- Bike trail should be bigger. Maybe have a trail around the whole playground

Weather-related

- Covered space – so when it rains, kids can still go outside
- Too cold
- Too hot

Wildlife

- Bugs
- Creatures
- Flying insects
- Unwanted animal

What would you ADD to the outdoor play and learning environment (playground) to improve it?

RANK ORDER

- Earth Play (digging in soil): 18 Play Equipment: 18
- Dry Stream Bed (rocks with trickling water from hose): 17
- Fruit and vegetable garden: 16
- Indoor-outdoor transition (semi-covered space by classroom): 13
- Outdoor Classroom: 13
- Primary Pathway (wheeled toys/chalking): 12
- Natural Construction (structure to build shelter with branches, natural materials): 11
- Sand Play/enclosed: 10
- Teepee (reading nook): 9
- Water play, hands only: 9
- Acoustic play: 9
- Outdoor Storage: 9
- Playhouse: 9
- Multipurpose lawn/grass: 8
- Gathering space: 7
- Loose parts (blocks, cooking implements, tinker toys, etc.): 7
- Deck: 6
- Mound: 6
- Secondary Pathway (stepping stone pathway): 6
- Natural / non-manufactured structures-like rocks/Rock wall for climbing: 4
- Grove of small trees or large shrubs: 4 Performance space: 4
- Grass maze: 3
- Project space (outdoor workshop, wood working): 3
- Merry-go-round
- Soft spaces
- Water play, full-body

How can the outdoor play and learning environment be designed to reflect iswa culture?

RANK ORDER

- Drumming-large drum-shaker-pots & pans/ dancing/dramatic play/cultural activities area/ stage/pavilion: 12
- Garden-corn-indigenous plants-plant activities-butterfly: 9
- Canoes/rocking boat: 8
- Animals-structures-bird houses-displays in native language-painting on wooden fences: 5
- Huts/bark houses/different types: 5
- River/stream-flowing water elements/water table with see thru top: 5
- Clay holes/area/dirt play-mimicking pottery making: 4
- Rocks-river-painting on: 2
- Tipis: 3
- Native music/instruments: 3
- Native games/sports: 2
- Native words/catawba language/signs/labeling around the playground: 2
- Native crafts/regalia-making area: 2
- Native outdoor life/animation area: 2
- Native grasses-traditional landscape
- Native look but fun-not dingy
- Native palisade fencing
- Native symbols
- Climbing activity
- Equipment-culturally appropriate
- Grass
- Picnic tables-small
- Play areas designated
- Play food
- Tree stumps
- Tunnels

Do you have additional comments or suggestions?

ALPHABETICAL BY TOPIC

Conservation

- Keep our beautiful trees.

Culture

- Animals like bear, deer, eagles, etc., on the playground like in the rooms.
- Culture themed area – gets children's attention and teaches them heritage.
- Dream catcher (big) with backing to catch velcro balls or dream catcher with numbers hanging to throw balls into a pit (help children to count/add) or dream catcher with different animals hanging to let kids throw balls into pit.
- Love the idea of my child being able to put her feet in the grass and feel the earth when she plays!
- Music – kids love.
- Reflective of Native American Culture art and heritage.
- Wood carved sculpture that are indigenous, murals painted that are conversation pieces that we could share with the children while outside.

Equipment & upgrades

- Fans like EH has.
- Fence (small) around the sandbox so children don't take the sand or sand toys out of the sandbox. We can keep the playground cleaner. Always have one teacher inside the sandbox while the children are playing.
- NO loose mulch or sand. It gets stuck to their clothes and sand fills their shoes and empties right into my car.
- Outdoor kitchen.
- Path (larger) for children to ride on safety without riding into each other.
- Rubber mulch replaced with a flat surface.
- Shaded or covered areas for inclement weather so children can still go outside and play.
- Soft playground.
- Structure to play on – kids may want.

Inclusion

- Children using wheelchairs can also play.
- Outside, kids love being there with plenty of things to learn from, fine motor, gross motor, a lot of brain thinking things.

Security & Safety

- Complete fence around the playground.
- Fence at the corner of the building where the classrooms are to keep children from running around the building.
- Fence that the kids can't easily climb.

Staff

- Hire more natives.
- We appreciate all the ideas being considered or evaluated.

APPENDIX B

Catawba Nation-iswa cultural traditions:
Compilation with potential application to early childhood outdoor play and learning spaces and cultural programming

Compiled by NLI

Professor Robin Moore.
Greta Lincoln, student assistant.

SETTLEMENTS

Villages

- Farmers (corn and squash) lived in villages surrounded by wooden palisades.

Houses

- Homes made of bark, rounded on top.
- Combination of new and old construction techniques.
- Primary domestic architecture consisted of cribbed log cabins.
- Catawba houses were small structures of either plain unbarked or peeled and roughly squared logs.
- Floored cabins, cabin seats, chimneys, were trapezoidal in shape.
- A door at the leeward end, no windows, a hard-trodden dirt floor, fireplace of stone construction at one end, with stick and clay chimney, slat bedsteads on long sides.
- Clay chinking used between the logs, and the fireplace.
- Roof of riven oak slabs laid shingle fashion in two overlapping rows.
- Wide porches were built along the east and north sides of the house.
- Sheltered spaces used to prepare and cook meals as well as conduct other household activities during inclement weather or hot summer days.
- Hot summers nights were spent under thin arbors of wilde Palm.

Community buildings

- Council house.
- Sweat lodge.
- Open plaza for meetings, games, and dances.
- Two types of ancillary structures:
- Elevated corn cribs.
- Covered work areas or arbors.
- Flat-bottomed structures (cabins) used for storing root crops requiring cool temperatures.
- Vertical wooden posts set into the ground, based on existing archaeological evidence.
- Posts delineated the extent of walls, central supports, and sometimes interior partitions and/or benches.
- Mound building ceased in the Catawba Valley by the beginning of the 17th century.

FOOD

Plants

- Domesticated fruit and vegetables mentioned: corn, squash, peaches.
- Wild, edible plants mentioned: hickory nuts. Still under investigation.
- Medicinal plants in relation to iswa culture, not yet documented, still under investigation.
- Piedmont medicinal plants (Kaplan & Caldwell, 2018) – focus is medicinal properties of domestic herbs.
- Wild medicinal plants still being investigated by NLI.

Animals

- Domesticated animals mentioned: cattle and pigs.
- Wild mentioned: deer and fish.

DOMESTICWARE

- Pottery jars and hemispheric and carinated bowls.
- Catawba pottery is believed to be the oldest surviving pottery tradition East of the Mississippi (Wikipedia).
- Ceramic vessels with plain, burnished, cordmarked, complicated and simple stamped surfaces, incised decorations, plain rims and rims with pinched or notched rim strips.
- Basket arts.

ORNAMENT

- Pottery and clay ornaments.
- Traded pottery with Europeans to get: olive green bottle glass, brass kettle fragments, pieces of iron barrel or bucket hoop, and a small assemblage of lead-glazed slipware sherds.
- Brass and silver jewelry and glass beads.
- Glass beads, coins, brass and silver jewelry and ornaments (including brass tinkling cones, silver nose bangles, cuff links with glass insets, needles, pins, and scissors, a mirror, knives, various glassware fragments (including gin bottle), French gun flints and lead shot, wrought nails, other iron artifacts, fragments of Catawba-made tobacco pipes, kaolin pipe fragments.
- Documentary evidence suggests a continued reliance on hunting as well as maize agriculture among the Catawba.
- Pottery tools include polishing pebbles and lumps of orange-colored sealing wax.

CULTURAL CELEBRATIONS

Annual Yap Ye Iswa, “Day of the River People” celebration held at the Catawba Cultural Center. Proceeds fund activities of the center (Wikipedia).

GAMES

Ball and stick game

- Sticks described as being made like spoons hollowed out of wood.
- The ball must not touch the hand or the ground and must be kept in the air by the sticks.
- Four players on each side.

Rolling stone game

- Disc-shaped flat stones and balls of clay.
- One party rolls the stone discs and the other party, or the one forming the players, provided with balls of clay about three inches in diameter (or the size of a "baseball"), rolls the clay balls at the stone discs, trying to knock each one down as it rolls along.
- The one who hits the disc is the winner.
- The clay balls were baked and painted.

Blindfold Game

- An amusement still seen occasionally among the children is a form of follow-the-leader.
- One child, the leader, trots around.
- Others entering the game hold each other by the hands or shoulders having their eyes blindfolded with a rag.
- They follow wherever the leader goes, sometimes finding themselves led into challenging situations.
- Children keep time while trotting, chanting "to'to' tahanto" ("Where, where, am I going?"), repeated in a monotone.

String Games

- Cat's-cradle.
- Playing cat's-cradle is "un'ya tcabaro', "string back and forth," or "o wi'ya yusuwi," "string plays."
- Crow's foot, or "e'hinpa," "crow his foot," takes two loops.
- The term "crow's foot" is applied also to any form of string game or cat's-cradle.

Corn Cob

- The cob is grasped in the two hands, one above the other with thumbs upward.
- The cob is pressed in opposite directions and broken into three sections.
- This pastime is common among the Indian descendants of the Chesapeake region.
- Swinging and rocking
- Swinging, universal among children, is an iswa pastime called "hopara'hare," or "hang back and forth."
- The see-saw or saw-mill, is also well-known.

Football

- Football is called "ye'pa tci'pire," or "person's foot kick," or wap'ka'hare," "ball knock."

TOYS

Bullroarer

- The “whizz-board” (or whirrer) as it is locally termed among the English-speaking Indians, bears the Catawba name “yen’wi’hare” (also “ye’wi’henf”), “wind turns.”
- The blade is made of a gourd rind, or a piece of yellow pine bark or cypress shingle, between six and seven-and-a-half inches long and two wide.
- The edges are sometimes notched.
- An ordinary string two and a half feet long is tied to one end.
- When whirled in a circle by an arm-length swing the noise produced is a deep tremolo humming.
- No purpose or symbolism can be found associated with the toy.

Buzzer

- A disk of gourd rind or yellow pine bark, occasionally with notched edges, from one and a quarter to two and a half inches in diameter, was spun by rotation on a doubled string to produce the amusement of hearing its buzzing sound.
- The native name is “su’ruhahe,” the syllable su’ru being echoic for the sound it makes.
- A pearl or bone button became a later substitute.
- Cane shooter, spring gun or snap gun
- A toy known as “wan’sa bokhin’hare,” or “cane shooter,” is made of a hollow tube of cane about three quarters of an inch in diameter and nine inches long.
- This forms a barrel into which a bent spring of post oak or white oak has been set near one end into a hole cut into the tube.
- The spring is bent so as to snap against a notched hole at the other end of the barrel.
- At the discharge end it passes completely down through the tube where it is held in tension by having its extremity enter a hole a quarter of an inch behind the next hole forward.
- The spring is bent and caught in the rear hole, freed by the finger used as a trigger.
- Thus released, the spring snaps to the next hole and impels a two or three inch splinter of cane to a distance of about a rod.
- It serves no other purpose than amusement for children.

Popgun

- Like the cane shooter, the popgun, “wa’sa ta’ha,” or “cane pop,” is an amusement for children.
- A cane tube, thirteen inches long, is open at both ends like the same as the cane shooter.
- A piston of wild cherry, almost as long as the tube and trimmed to fit inside smoothly, has its handle unpeeled.
- A wad of wet cotton wedged in the far end is rammed with the piston in the free hand. The compressed air discharges the cotton wad with a loud pop.

SOURCES

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Clay Hole
Clay Hole
Pottery Workshop
Accessible Primary Pathway
Hut
Catawba
Canoe
Multipurpose Lawn (artificial turf)
Deck/ Pathway
Turnover Stones
Wheeled Toy Storage