



George Ranch Historical Park

1830's Jones Stock Farm
Educator's Guide



1830s JONES STOCK FARM

EDUCATOR'S GUIDE



George Ranch Historical Park is a living history museum that tracks four generations of one family over one hundred years of Texas history. The George Ranch Historical Park's history follows family lines beginning in 1824 when Texas was still part of Mexico. The first Texas pioneers settled near the Brazos River. In the years since, the Ranch has passed through four generations and grown into one of Fort Bend County's landmarks.

The family's original "home place" is at the core of the George Ranch Historical Park where the legends and legacies of those who shaped this place come to life every day. Authentic locations, historic homes, costumed presenters and a remarkable story of determination and courage set the stage for trekking through Texas history.

The Family History.....	1
Visiting the George Ranch Historical Park.....	2
Pre-Visit Activities.....	4
Survival of the Fittest.....	5
To Measure a Mile.....	7
Stock Farm Vocabulary.....	9
Post-Visit Activities.....	11
Gone to Texas!.....	12
There's No Place Like Home.....	17
A Picture Says It All.....	19
Enrichment Activities.....	22
Texas Colonization Word Search.....	23
Stock Farm Word Search.....	24
Old-Fashioned Dyeing.....	25
Cotton Ball Finger Spinning.....	26
Stock Farm Recipes.....	27
Additional Resources.....	28

THE GEORGE RANCH HISTORICAL PARK

FAMILY HISTORY

OUR FAMILY HISTORY



The George Ranch's heritage follows four generations of one family line. The story begins in 1824 when the first Anglo pioneers, members of Stephen F. Austin's "Old 300", came to the fort at the bend in the Brazos River. Originally settled as part of Austin's Colony by Nancy and Henry Jones, four generations of the Jones' descendants managed and loved this land and left an enduring legacy in Fort Bend County. By the blessing of marriage, rightful inheritance, and coincidence, this land uniquely passed from mother to daughter.

Henry and Nancy's daughter, Polly Jones Ryon, with her husband William Ryon, managed the ranch and its cattle during the "golden era" of cattle drives across the West's open ranges. Their daughter, Susan Ryon, married JHP Davis. The Davis's and (the widowed) Polly continued to build the farming and ranching operations. Susan died when she was still young, leaving Davis alone with Mary Elizabeth (Mamie) and Thomas Walter (Bud), their two small children. Davis remarried and his new bride, Belle, honored Susan's children's inheritance.



In 1886, Mamie Davis married A.P. George and together they continued to manage the family's ranching and business interests. When oil and natural gas were discovered on the ranch's property, the family's fortune changed forever. Without heirs to pass the land and its assets on to, the Georges established

The George Foundation, which holds title to Historical Park's land. The George Ranch Historical Park was opened in 1988 to tell this unique family story and their place in greater Texas history to school children and general visitors from around the world.



VISITING THE GEORGE RANCH HISTORICAL PARK

SCHEDULING A SCHOOL PROGRAM

The George Ranch Historical Park offers school programs September through May. Structured and Role-Playing Tours are offered Tuesday-Thursday between September and April. Self-Guided Park Tours are available every Friday between September and mid-May and every day through late-May. To see our available programs, please visit <http://www.georgeranch.org/education/school/>. Bookings can be made by calling 281-343-0218 ext. 220 or by e-mailing education@georgeranch.org.

PREPARING FOR YOUR TOUR

The pre- and post-activities included in this guide are structured to enhance any visit. We encourage you to use them freely in advance of your program or self-guide tour. While some of our sites are completely hands-on environments, several of our houses are more traditional-museum like settings. As such, it is a good idea to review museum etiquette with students in advance of your visit.

WHAT TO WEAR

Visitors are encouraged to dress comfortably for the outdoors and wear close-toe shoes if possible. Tram service is available but not guaranteed; the walking loop around the Park is just under 1 mile.

WHAT TO BRING

Cameras are welcome at the George Ranch Historical Park. To help everyone stay hydrated, bottled water or a rolling water cooler is allowed into the Park. Picnic tables are available outside the Park for groups who bring their lunch.

WHEN YOU ARRIVE

For any trip that you plan here at the Ranch, please plan to arrive at least 15 minutes before your scheduled program time (9am or 11am) and allow at least 90 minutes for your classes to complete a program. This extra time allows for time to unload students, restroom breaks and a brief introduction to the Park.



WEATHER PREPARATION

As an outdoor living history park, we are open rain or shine. However, in case of lightning, the tram does not run and impacted sites are closed until the lightning passes. If you have questions about weather conditions the day of your program, please call the Park for a weather update.

CHAPERONES

Chaperones are welcome to accompany your program and/or tour. Please encourage the chaperones to actively participate in this unique experience and to limit distractions such as cell phones.

CANCELLATIONS

Cancellations must be received in written format at least thirty days before your scheduled tour. School representatives can re-schedule by calling 281-343-0218 ext 220.





PRE-VISIT ACTIVITIES



Survival of the Fittest



TEKS ALIGNMENTS:

4(8) Geography: Understand the location and patterns of settlement and the geographic factors that influence where people live.

4(9) Geography: Understand how people adapt to and modify their environment.

4(10)(B) Economics: Explain the economic activities early immigrants to Texas used to meet their needs and wants.

4(23) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others in a variety of settings.

LEARNING OBJECTIVES:

After completing this activity, the student will be able to:

- Draw conclusions about how a settler's lifestyle and culture were dependent on proximity to resources and other settlements.
- Identify the skills a settler would have to learn in order to survive off the land, including being able to collaborate, and learn individual domestic skills.

MATERIALS:

Pen, Paper, T-Chart Template

DESCRIPTION:

Before a visit to the George Ranch and the Jones Stock Farm, encourage students to brainstorm what a family needed to do to survive on a farm in the 1830s with no modern conveniences, far from a town or neighbors, and with little or no money available. After the visit, reflect upon what the students learned or how their thinking has changed. Track students' thinking by generating a list of ideas under the "New learning" column.



Survival of the Fittest



PROCEDURE:

1. Use the T-Chart below to brainstorm what a family needed to do to survive on a Texas stock farm in the 1830s with no modern conveniences, far from a town or neighbors, and with little or no money available.
2. After the visit to the Stock Farm, encourage the student to reflect on what they learned and how it may differ from their initial ideas of pioneer life.

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JOBS NECESSARY TO RUN A FARM IN THE 1830s

What I think I know	New learning



To Measure a Mile



TEKS ALIGNMENTS:

4(8) Geography: Understand the location and patterns of settlement and the geographic factors that influence where people live.

4(9) Geography: Understand how people adapt to and modify their environment

4(10)(B) Economics: Explain the economic activities early immigrants to Texas used to meet their needs and wants.

4(23) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others in a variety of settings.

LEARNING OBJECTIVES:

After completing this activity, the student will be able to:

- Calculate the distance to the nearest settlement.
- Understand the difficulty Texas pioneers faced in the new colony.

MATERIALS:

Stopwatches, flags or pieces of cloth, clipboards, paper, pencils, calculators, and measuring tapes

DESCRIPTION:

To buy and sell goods or to see a doctor, the Jones family would need to travel approximately 9 miles to the nearest settlement of “Old Fort.” That does not take very long in a car, but in the 1830s, settlers either walked or rode in wagons pulled by oxen. Calculate how long it would take you to walk to “Old Fort.”



To Measure a Mile



MATERIAL LIST:

Stopwatches, flags or pieces of cloth, clipboards, paper, pencils, calculators, and measuring tapes

PREPARATION:

Locate an area where students will be able to walk in a straight line for 1 minute. You will need to mark or designate a line, such as the edge of pavement, where students will begin their walk.

PROCEDURE:

1. You will need a student or students to time the walks using the stopwatch. The walkers will hold a flag or cloth and begin walking at a normal pace in a straight line for one minute when the timekeeper says go.
2. Timekeeper will say stop at the one-minute mark. Walkers will mark where they stopped using a flag or piece of cloth.
3. Using a measuring tape, students will measure from the starting line to their cloth marker in feet. That measurement should be rounded to the nearest foot and recorded.
4. If 5,280 feet equals 1 mile, how many feet can you walk in an hour? At this pace, how long would it take you to walk 1 mile? How long would it take you to walk 9 miles?

QUESTIONS TO CONSIDER:

1. The length of time above would include no stopping and maintaining the same pace. How much longer do you think you would need to realistically make the trip considering stops to rest, eat or drink, detours, and other surprises along the way?
2. Could you leave your farm unattended for that long? Why or why not?
3. What dangers might you encounter as you traveled those 9 miles in 1830s Texas?



Stock Farm Vocabulary



TEKS ALIGNMENTS:

4(2)(A) History: Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.

4(9) Geography: Understand how people adapt to and modify their environment.

4(10)(B) Economics: Explain the economic activities early immigrants to Texas used to meet their needs and wants.

LEARNING OBJECTIVES:

After completing this activity, the student will be able to:

- Identify and understand social studies terminology related to early pioneer homesteads.

MATERIALS:

Stock Farm Vocabulary Sheet

DESCRIPTION:

Share the stock farm vocabulary with the students before their visit. Discuss familiar words with the students in class and then challenge students to define unknown words after their visit to the Stock Farm.



Stock Farm

Vocabulary



WHO LIVED AT THE JONES STOCK FARM?

Henry Jones – Stock Farm Owner

Nancy Jones – Wife of Henry

John Jones – Brother and Partner of Henry

THE JONES' CHILDREN:

William Elizabeth

James Susan

Mary (Polly) Wiley

John Emily

Esther (Hetty) Laura

Virginia Thomas

SETTLER TERMS:

Land Grant

Labor

League

Empresario

Survey

Stock Raisers

Farmers

Stock Farm

Austin's Colony

Fort Settlement

Old Three Hundred

COMMON CROPS:

Corn

Cotton

Melons

Mustang Grapes

Tobacco

Indigo

Sugar Cane



CABIN TERMS:

Dog-trot

Winter Kitchen

Summer kitchen

Spinning Wheel

Loom

Chinking

Yoke

Carding

KITCHEN TERMS:

Baking Oven

Hearth

Kindling

Flint

Char Cloth

Gourds

Medicinal Herbs

LIVESTOCK:

Plymouth Rock Chickens

Ossabaw Island Hogs

Pineywoods Cattle

Long Horn Cattle

Mustangs





POST-VISIT ACTIVITIES



Gone To Texas



TEKS ALIGNMENTS:

4(9) Geography: Understand how people adapt to and modify their environment.

4(23) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others in a variety of settings.

LEARNING OBJECTIVES:

After completing this activity, the student will be able to:

- Comprehend what was needed to set-up a pioneer homestead in early-Texas.
- Understand the sacrifices needed to move to a new location with limited supplies.

MATERIALS:

Pencil, paper, supply list

DESCRIPTION:

Settlers to Texas had to bring all their belongings with them loaded in a wagon, on the backs of animals, or by carrying it themselves. Your challenge is to load your wagon with things you would want to bring with you to a new place you have never seen before. No electronics. Nothing that would use electricity. Remember, in 1830s Texas there was no running water coming from a faucet either! What would you bring to this new frontier?



Gone To Texas



PREPARATION:

Split the students into family groups of two per group. Hand-out the supply list to each group.

PROCEDURE:

1. Give each student a copy of the supply list which has a large assortment of supply options that the family can bring to their new home.
2. Each group must choose only 2,000 pounds worth of goods to take on their journey. The food recommendations must be accepted in full and calculated for two adults. How much weight do the students have left to work with?
3. Have the students makes selections to fill in the rest of the wagon and justify their decisions.
4. Finally have the groups discuss what they chose to bring beyond the food options and why. Discuss what choices were the smartest and what objects would be more effective in the new environment.

QUESTIONS TO CONSIDER:

1. Think about what you would truly need versus what would be nice to have. Why do you need it?
2. What could you take that would have many uses?
3. What kind of items would be considered essential and what items are simply luxury items?

USEFUL TIPS:

1. Items like blankets and rope were particularly useful. Not only could they be used for everyday purposes, but they could be traded for other goods.
2. Large items like looms and anvils would generally be bought by a whole community once established.
3. Furniture pieces like tables and chairs could be built once the cabin was established and would not be taken on the trip. Even the base of the spinning wheel would be left at home and only the wheel itself would make the trip.



Texas Settler Potential Supply List

Food	Weight in Pounds (Average Recommended Per Person)	Packing List
Flour	150	
Salt Pork	2.5	
Rice	10	
Pilot Bread	50	
Coffee	100	
Tea	5	
Sugar	50	
Dried Beans	1/2 Bushel (Approximately 22 pounds)	
Dried Fruit	1 Bushel (Approximately 44 pounds)	
Pearl Ash (Baking Powder)	5	
Salt	10	
Corn Meal	25	
Corn, Parched and Ground	1/2 Bushel (Approximately 22 pounds)	
Vinegar	5	
Barrel of Water	350	
Household Goods	Weight in Pounds	Packing List
Rug	20	
Mattress	40	
Mirror	40	
Hand-held Glass	1	
Blanket	2	
Candles (10)	1	
Baking Oven	70	
Table	100	
Chair	25	
Rocking Chair	25	
Cooking Utensils	2	
Baby Cradle	15	
Lantern	4	
Spinning Wheel	15	
Loom	85	
Family Dish Set	40	



Household Goods	Weight in Pounds	Packing List
Family Silverware	15	
Tin Bucket	2	
Stool	5	
Full Bed Set	100	
Twin Bed Set	50	
Butter Churn	40	
Copper Kettle	8	
Silver Candlesticks	15	
Coffee Grinder	1	
Bolt of Cotton Cloth	25	
Stoneware Pitcher	3	
Wooden Bowl	2	
Hope Chest	65	
Sewing Kit	5	
Canvas Sheet	10	
Personal Items	Weight in Pounds	Packing List
Cotton Dress (Adult)	1	
Cotton Dress (Child)	.5	
Men's Shirt (Adult)	.5	
Men's Trousers (Adult)	1	
Men's Shirt (Child)	.5	
Men's Trousers (Child)	.5	
Velvet Dress	2	
Men's Short Coat	1	
Hair Ribbons	.5	
Boots (Men)	2	
Shoes (Womens)	1	
Shoes (Childrens)	1	
Heavy Coat (Adult)	3	
Doll	2	
Book	1	
Fiddle	2	
Guitar	1	
Family Portrait	2	
Tortoise Comb and Brush Set	1	
Herbal Medicine Kit	4	
Hunting Knife	2	
Rifle	10	
Pistol	7	



Personal Items	Weight in Pounds	Packing List
Gunpowder	5	
Pocket Watch	1	
Compass	1	
Marbles	.5	
Deck of Cards	.5	
Family Bible	.5	
Tools	Weight in Pounds	Packing List
Ax	15	
Hoe	3	
Shovel	10	
Two Man Saw	10	
Bullet Mold	5	
Lead for Bullets	15	
Canteen	2	
Hatchet	9	
Hammer	7	
Anvil	150	
Grinding Stone	75	
Animal Trap	15	
Rope	4	
Seed Corn	25	



There's No Place Like Home



TEKS ALIGNMENTS:

4(21)(B) Social Studies Skills: Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4(22)(D) Social Studies Skills: Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

4(22)(E) Social Studies Skills: Use standard grammar, spelling, sentence structure, and punctuation.

LEARNING OBJECTIVES:

After completing this activity, the student will be able to:

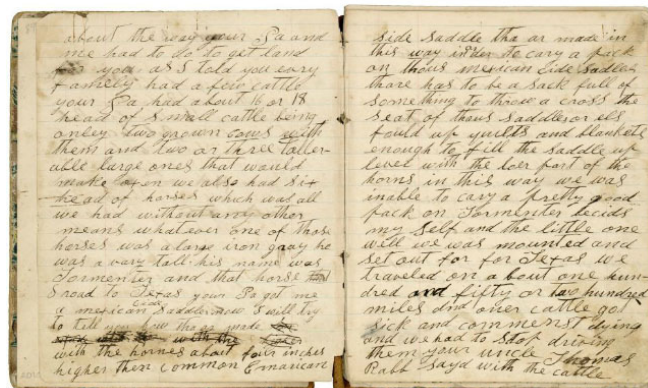
- Understand the trials and tribulations that the pioneers endured to make a new life.

MATERIALS:

Primary Sources

DESCRIPTION:

Students will use descriptive writing prompts to gain deeper perspective into the pioneer life.



There's No Place Like Home



“How many trials and troubles have we passed through together here in Texas...”
Mary C. Rabb, original “Old Three Hundred” colonist

WRITING PROMPT #1:

Imagine that you have travelled back in time to live on the Jones Stock Farm. Write a letter to your family describing how your life has changed since you went back in time. Be sure to include details that help your family understand what you are experiencing in 1830s Texas.

QUESTIONS TO CONSIDER:

1. What do you have to do to survive now?
2. What have you learned how to do in order to help out on the farm?
3. How do you feel in this new place?

WRITING PROMPT #2:

Without diaries or journals, letters, and drawings, we would not know what life was like in the 1830s. With that thought in mind, create a diary entry for your day at the Jones Stock Farm. Include any sketches or maps that will help you remember what you saw and learned that day. Share your diary entry with someone who hasn't been to the Jones Stock Farm. Could they understand what you experienced? Think about the questions they asked and revise the letter if needed. Save this diary entry to look at a year from the date you wrote it.

QUESTIONS TO CONSIDER:

1. How could you add more details so they could understand what you experienced?
2. Did your writing and illustrations help you remember what you experienced on your field trip?



A Picture Says It All



TEKS ALIGNMENTS:

4(9) Geography: Understand how people adapt to and modify their environment.

4(23) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others in a variety of settings.

LEARNING OBJECTIVES:

After completing this activity, the student will be able to:

- Interpret what they see in the images provided using context clues and then communicate their findings.

MATERIALS:

Provided Images

DESCRIPTION:

In this activity, students will view and interpret images as they understand how and why early Texas settlers adapted to and modified their environment. The following ideas are suggested in *Social Studies Alive! Engaging Diverse Learners in the Elementary Classroom* (2005), pages 30-35. Arrange your classroom so projected images will be large and clear. To keep engagement high, show a new image every 5 to 15 minutes or until you feel students have a satisfactory understanding of the concepts. For each image you project, ask a series of questions that spiral from the basic to the critical-thinking level.



A Picture Says It All



VISUAL LITERACY #1:



QUESTIONS TO CONSIDER:

1. What do you see in this image? At this point, students should carefully inspect the visual details before offering interpretive statements.
2. Explain what is happening in this image. What can you infer about the people in this image?
3. What questions might you ask if you were to interview them?
4. What can you infer about what they are doing and why?
5. What resources are they using? What skills are they using?



A Picture Says It All



VISUAL LITERACY #2:



QUESTIONS TO CONSIDER:

1. What do you see in this image? At this point, students should carefully inspect the visual details before offering interpretive statements.
2. Explain what is happening in this image. What can you say about what the man is doing?
3. Why is he cutting the log in that way? What questions would you ask him about what he is doing?
4. What natural resource is he using? How is he using this natural resource to survive? What does he need to know in order to survive?





ENRICHMENT ACTIVITIES



Texas Colonization Word Search

Q	Q	G	O	O	S	Y	F	N	A	Y	O	X	T	L	L	M	U	J	S
N	Y	N	H	L	R	E	N	X	A	C	E	E	W	A	V	W	W	T	Y
A	A	K	L	D	E	X	C	O	I	N	J	V	N	K	S	A	E	U	X
I	Y	O	S	T	S	U	Q	X	L	A	C	D	R	A	U	P	O	X	O
X	O	V	R	H	I	Y	E	N	N	O	G	Y	X	U	H	O	P	V	B
E	W	T	J	R	A	M	F	A	W	R	C	E	J	E	S	G	I	W	U
T	N	S	Z	E	R	Z	S	A	A	O	T	S	N	O	A	F	F	I	E
T	H	I	Q	E	K	G	M	N	R	O	U	F	N	J	N	T	I	M	M
V	X	N	H	H	C	C	T	T	T	M	A	G	E	I	F	E	A	P	P
U	S	O	B	U	O	K	D	E	R	U	E	E	A	I	T	B	S	P	R
R	H	L	C	N	T	E	N	B	S	W	B	R	A	Z	O	S	C	X	E
A	X	O	M	D	S	O	D	T	I	D	L	G	S	G	W	B	U	S	S
T	W	C	P	R	G	X	I	M	R	A	F	K	C	O	T	S	O	A	A
E	L	A	Y	E	T	N	E	M	E	L	T	T	E	S	T	R	O	F	R
J	R	A	K	D	H	E	N	R	Y	J	O	N	E	S	E	F	C	R	I
A	C	R	B	N	C	A	S	H	C	R	O	P	E	U	G	A	E	L	O
N	S	T	F	O	A	K	P	J	Y	S	K	Y	Q	I	O	C	J	W	K
O	E	O	I	E	R	R	Q	A	M	Q	B	A	V	F	Z	O	Z	C	Q
S	Q	P	Y	L	T	W	A	N	V	L	V	U	B	K	L	Q	G	Z	K
B	F	K	M	E	E	Z	L	K	E	S	E	Y	T	A	G	Y	M	U	J

AUSTINS COLONY
CASHCROP
COLONIST
EMPRESARIO
FARMERS
FORT SETTLEMENT
GONE TO TEXAS
HENRY JONES

KARANKAWA
LABOR
LANDGRANT
LEAGUE
MEXICO
NANCY JONES
OLD THREE HUNDRED
STEPHEN F AUSTIN

STOCK FARM
STOCK RAISERS
SURVEY
TEJANOS
VAQUEROS



Stock Farm Word Search

S	C	Z	K	Y	M	E	V	H	W	V	S	B	X	N	H	Q	O	U	L
U	N	H	E	F	E	L	F	E	N	X	G	J	B	T	Q	J	L	W	E
G	I	E	A	O	D	O	B	A	K	I	N	G	O	V	E	N	I	C	E
A	O	E	K	R	I	O	L	R	M	J	A	M	R	P	Y	N	H	T	H
R	N	R	O	C	C	M	X	T	O	U	T	Q	T	O	T	I	O	G	W
C	E	Q	G	Y	I	L	V	H	E	K	S	H	K	E	N	R	O	S	G
A	S	B	J	U	N	H	O	I	C	S	U	E	R	K	T	U	S	M	N
N	O	N	E	G	A	T	C	T	K	O	M	K	I	G	R	E	Q	X	I
E	G	Y	O	A	L	E	U	H	H	Q	I	N	O	D	P	Y	A	D	N
R	I	H	U	L	H	V	U	T	O	T	G	D	S	A	C	A	B	I	N
X	D	T	R	W	E	N	E	H	C	T	I	K	R	E	M	M	U	S	I
X	N	W	X	L	R	M	F	H	S	N	H	G	N	O	T	T	O	C	P
T	I	C	T	I	B	H	E	L	C	G	G	R	D	M	Z	S	D	I	S
Y	O	T	Q	B	S	N	R	V	I	N	O	H	O	F	I	U	C	M	F
I	A	B	N	Q	S	H	J	A	A	N	H	H	R	Z	F	Q	V	G	N
C	T	A	A	J	B	K	D	T	Y	Z	T	A	J	G	F	J	P	W	S
A	O	O	D	C	O	R	S	F	N	G	N	I	L	D	N	I	K	N	T
I	G	E	I	L	C	U	N	S	Y	D	O	Y	S	V	O	Q	K	L	U
V	L	U	R	T	M	O	H	K	J	L	G	Q	N	K	D	B	L	N	N
C	A	R	D	I	N	G	X	C	I	E	A	U	K	Q	W	Y	D	C	W

BAKING OVEN

CABIN

CARDING

CATTLE

CHAR CLOTH

CHICKENS

CHINKING

CORN

COTTON

DOG TROT

FLINT

GOURDS

HEARTH

HOGS

INDIGO

KINDLING

LOOM

MEDICINAL HERBS

MELONS

MUSTANG GRAPES

MUSTANGS

SPINNING WHEEL

SUGARCANE

SUMMER KITCHEN

TOBACCO

WINTER KITCHEN

YOKE



Old-Fashioned Dyeing



DESCRIPTION:

In 1830s Texas, clothing was washed by hand in a tub with a washboard and good lye soap. While the pioneer women were good at getting their clothing clean, sometimes stains were very hard to remove. As a result, clothes could look dirty, but were actually very clean! To help hide these stains, settlers took to dyeing their clothes with coffee or tea as a readily available alternative to fancy dyes.

MATERIAL LIST:

1 old white shirt or pair of old white socks
1 pot of WARM coffee or tea. (Do not use hot liquids!)
1 large bowl or bucket
Water
1 cup salt

PROCEDURE:

1. Boil a pot of coffee, making sure to keep the grinds. Cool coffee until it has a warm temperature and will not burn you.
2. Carefully pour coffee into bowl or bucket. Add coffee grinds to the liquid.
3. Take your old white shirt or socks and put into bucket. Make sure the fabric is completely submerged under the coffee. Let sit over night.
4. In the morning, dump out the coffee, but keep the shirt/socks in the bucket. Add water and salt to the bucket. The salt will help set the dye to the fabric. Wash shirt/socks in salt water mixture. When done, wash with clean water and let dry. You now have your very own pioneer shirt!

OTHER POTENTIAL DYE RESOURCES:

Black walnuts (brown), indigo (blue), Yellow Onion Skins (Yellow/Orange), Cochineal Insects (Red)



Cotton Ball Finger Spinning



DESCRIPTION:

In early 1800s Texas, fabric could be expensive and hard to come by. Many families produced their own textiles using spinning wheels and community looms. Young children were taught to finger spin at a young age to introduce them into the concept of spinning materials into yarn. The art was taught to both young men and women as it was thought to improve hand and eye coordination or as they referred to it, “nimble fingers.” Once the technique was perfected, the young ladies would then be introduced to the spinning wheel which performed a similar function in a more timely manner. Cotton was an important cash crop through most of Anglo Texas history and thus was the preferred fabric in this region. It was also significantly cooler than wool, which would have been more common in Northern United States and Europe. To make an actual garment, the creator would have to spin, weave, dye, cut and then sew the preferred item. A simple dress could take up to three months from start to finish!

MATERIAL LIST:

Cotton Balls
Fingers

PROCEDURE:

1. Carefully pinch and pull a small amount of the fibers away from the cotton ball while not detaching from the bulk.
2. Twist the end of the fibers into a thin string, making sure the fibers are spinning together tightly and staying attached to the greater cotton ball.
3. Keep finger spinning the cotton ball until it is converted into a full measure of yarn.



Stock Farm

Recipes



Because distances were so great, settlers could not run to the store when they ran out of supplies. Settlers had to “make do” with what they had, fix what was broken, or do without. Here are some recipes to try using materials that would have been available to the settlers.

DRIED FRUIT

Fruit such as peaches, figs, and berries were available to early Texans. Often settlers would dry the fruit in order to have some for later use. To dry berries, wash them and arrange them on a tray so that the berries are not touching. Dry them in the sun covered with a net (to keep insects away).

The time varies depending upon the humidity. Be sure to bring them inside if they need to stay in the sun longer than a day. Or heat an oven to 200F. Place tray of uncovered berries inside with the door left slightly open. Fruit is ready when it feels pliable and leathery to the touch.

FRY BREAD

Flour was expensive in early Texas so this Fry Bread would have been a real treat! As for the baking powder, early settlers made it themselves!

3 cups flour
½ teaspoon salt
4 teaspoons baking powder
Enough water to make a stiff dough

Pinch off small balls of dough, work them into about five inch circles, and fry them in deep fat until they are golden brown. Fry bread is best served hot with butter.



Further Resources



HISTORICAL FICTION THAT DESCRIBES LIFE IN EARLY TEXAS

A Paradise Called Texas by Janice Shefelman

Willow Creek Home by Janice Shefelman

Spirit of Iron by Janice Shefelman

The Great Texas Scare: A Story of the Runaway Scrape by Martha Jones and Donna Loughran

Remember the Alamo: The Runaway Scrape Diary of Belle Wood, Austin's Colony (1835-1836) by Lisa Rogers

INTERNET

Reminiscences of Mary Crownover Rabb by Mary Crownover Rabb

[<http://www.rootsweb.ancestry.com/~txburnet/CrownoverMary.html>]

[<http://www.cah.utexas.edu/texashistory/annex/view.php?wrkid=txu-crra-2j457>]

Texas : observations, historical, geographical and descriptive, in a series of letters ; written during a visit to Austin's Colony with a view to permanent settlement in that country in the autumn of 1831 by Mary Austin Holley [<http://archive.org/details/texasobservation00hol>]

The Runaway Scrape: The Non-Combatants In The Texas Revolution

[<http://www.tamu.edu/faculty/ccbn/dewitt/roseharris.htm>]

Sons of Dewitt Colony Texas

[<http://www.tamu.edu/faculty/ccbn/dewitt/dewitt.htm>]

Texas Beyond History, The Virtual Museum of Texas' Cultural Heritage

www.texasbeyondhistory.net

Texas Proud

<http://texasproud.com/history/texas-history-for-kid>

Texian Legacy Association has a teacher's section with lots of resources

www.texianlegacy.com

Historical maps may be located at this University of Texas site. The two maps entitled "Texas 1839" are quite interesting because they show the various colonies, grants, as well as the location of towns. On these maps you can find the location of the "Rio Brazos" as well as the settlement called "Fort" which was 9 miles from the Jones farm.

http://www.lib.utexas.edu/maps/historical/history_texas

