







# 1860s Ryon Prairie Home 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.

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# 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 Henry and Nancy 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 (Mary Moore), 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 Elizabeth, married JHP Davis. The Davises and the now widowed Polly continued to build the farming and ranching operations. Susan died while young, leaving Davis alone with Mamie (Mary Elizabeth) and Bud (Thomas Walter), their

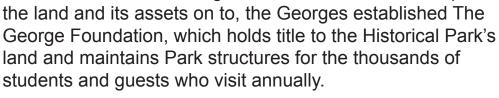


two small children. Davis remarried and his new bride, Belle, honored Susan's children's inheritance.



Mamie Davis married A.P. (Albert Peyton) George and together

they continued to manage the family's ranching and business interests. When oil and natural gas was discovered on the ranch's property, the family's fortune changed forever. Without heirs to pass







# 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 <a href="http://www.georgeranch.org/education/school/">http://www.georgeranch.org/education/school/</a>. Bookings can be made by calling 281-343-0218 ext. 220 or by e-mailing <a href="mailto:education@georgeranch.org">education@georgeranch.org</a>.

#### 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 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 11:30am) 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 recieved 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



### 1860s Domestic Life -

### A Woman's Work is Never Done

#### TEK ALIGNMENTS:

- 4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
- 4(21) Social Studies Skills: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources.
- 4(22) Social Studies Skills: The student communicates in written, oral, and visual forms.

#### LEARNING OBJECTIVES:

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

•Organize and compare everyday domestic life in the mid-19th century Texas to current day life.

MATERIALS: Pen, Paper, T-Chart Template

#### **DESCRIPTION:**

Life for women in Texas in the 1860's was very hard. Polly Ryon had her own challenges with the land she inherited; however, those who helped to keep her home running and the workers fed endured extremely long days. They were expected to keep the house clean as well as grow fruits, vegetables, and animals for their meat and eggs and also preserve these for later use. Below is an excerpt from the memoirs of Mathilda Wagner, a woman who made her home in Texas during the same time period as Polly, which gives a glimpse into domestic life.

#### Procedure:

- 1. Read the excerpt from Mathilda's memoirs.
- 2. Compare domestic life then with that of today by creating a t-chart. On the left, list the activities Mathilda performed in one day. Then have students observe their primary caregiver for a day and make a list of the tasks that person performs and enter that information on the right side of the t-chart.
- 3. Listed below are questions for discussion and reflection about the similarities and differences.

### 1860s Domestic Life -

### A Woman's Work is Never Done

#### HISTORICAL EXPCERT:

"This was a little of my day. When you first get up in the morning, before daybreak, you start your fire in the wood stove or the chimney and put your coffee on. Then, just as it is getting light over the hills you go after the calves. When you bring back the calves, you milk the cows; then bring the calves to their mother cows. Leaving them for a while, you fix breakfast, which is a big meal. After breakfast, at a time when people are getting up in the cities nowadays, you skim the milk and make the butter, feed the dogs, cats and the hogs, the clabber and turn the calves into their pasture and the cows in theirs. When the butter is made and the dishes washed, the house spic and span, you go to help in the fields. The woman leaves the little baby at the edge of the field with a quilt put above it so the sun won't harm it. When the baby cries the woman leaves the hoe or plow or her work in the field and goes to tend it or nurse it. There was usually a little baby or several small children at a time. When the sun is in the middle of the sky it is time for dinner. The woman leaves for the house and prepares the food. After eating, the men might lay down for a little while to rest, but there is no rest for the women. There is always work to be done. In the afternoon there may be more work in the fields, or baking, candlemaking, soap-making, sewing, mending, any of the hundred pressing tasks and then the calves must again be rounded up and brought home as the shadows fall, the cows milked, the chickens fed, always something, early and late."

#### Mathilda Wagner

Texas Tears and Texas Sunshine: Voices of Frontier Women, p. 122

#### QUESTIONS TO CONSIDER:

Listed below are questions for discussion and reflection about the similarities and differences.

- 1. Group the activities allowing students to categorize and label them in any way they choose and justify their choices.
- 2. Note any similarities and/or differences in Mathilda's tasks and present day tasks.
- 3. Review the meaning of basic needs. Looking at both sides of the t-chart, discuss which tasks were needed for basic needs and which weren't. What conclusions can you draw about life in the 1860's and the present day? For example, think about how Mathilda started a fire and for what purpose then compare those ideas with what is done today. What did she do with the milk she got from the cows? Compare that with how we get milk in our omes today.

### 1860s Domestic Life -

### A Woman's Work is Never Done



#### Procedure:

1. Compare domestic life then with that of today by creating a t-chart. On the left, list the activities Mathilda performed in one day. Then have students observe their primary caregiver for a day, make a list of the tasks that person performs and enter that information on the right side of the t-chart.

Jobs Necessary to Run an 18th Household vs A Modern Households

18th Century Household Jobs	Modern Household Jobs



# There's Still Work To Do!



#### **TEK ALIGNMENTS:**

4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.

- (A) Describe the impact of the Civil War and Reconstruction on Texas.
- (B) Explain the growth, development, and impact of the cattle industry.

4(10) Economics: The student understands the basic economic activities of early societies in Texas and North America

4(19) Culture: The student understands the contributions of people of various racial, ethnic, and religious groups to Texas

#### LEARNING OBJECTIVES:

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

- Understand the importance of the agricultural industry during and after the Civil War.
- Understand the importance of black agricultural workers to the economy of Texas.

MATERIALS: Pen, Paper, T-Chart Template

#### **DESCRIPTION:**

President Lincoln announced the Emancipation Proclamation on New Year's Day in 1863 yet word didn't reach the African-American slaves of Galveston, Texas until June 19, 1865. Historians suspect Texas slaveholders knew of the proclamation and chose not to free their slaves until forced to do so. It is no surprise when you look at the tasks that were completed in January alone! Certainly, slaveholders would need to have a skilled labor force. With your class, find out what the difference is between a plantation, farm, stock farm, and a ranch.



# There's Still Work To Do!



#### Procedure:

- 1. Before your visit to the George Ranch, introduce students to the work that might have been performed at the Old Prairie Home.
- 2. Divide students into groups of 3 or 4 and assign students a specific month using the provided list of 19th century chores that were performed during the months of January, February, and March (from Antebellum Texas, Brazos Style: Chapter 2, "Sugar and Cotton Production, p. 19-20). Monthly lists can be further divided in order to accommodate more groups or the teacher may select items for students to examine.
- 3. Using their lists, students are to explain what the tasks were and what tools or special knowledge one would need to know in order to complete the task successfully.

#### QUESTIONS TO CONSIDER:

- 1. What historic chores seem familiar to you and which chores seem completely different?
- 2. What technological changes have resulted between now and then which may have changed these chores?
- 3. What are some chores that exist now that didn't in the 19th century, What are some chores we may seen in the future that may or may not exist today?





#### 19th Century Chore List



#### **JANUARY**

Cleared new fields

Chopped cotton and cane stalks

Piled cotton stalks

Burned cane stalks

Cut and raked corn stalks

Started plowing fields with mules

and oxen

Started planting sugar cane

Chopped weeds

Repairs and additions to building

Hauled fodder and cotton

Hauled to market

Shelled, cleaned and ground corn

Cut and hauled wood

Cut and hauled poles

Hauled rails

Cleaned fence corners in fields

Butchered hogs

Repaired fences

Repaired corn cribs

Repaired cotton pens

Made repairs to main house

Build meat house

Repaired horse lot fence

Build horse blocks

Prepared garden

Set out shallots

Straightened honey suckle

Planted peas, sage, beets, lettuce

and mustard seeds

#### **FEBRUARY**

Planted sugar cane

Plowed and hoed cane

Cut briars out of cornfield

Cut and burned weeds in fields

Burned cotton and cornstalks

before the plowers

Plowed fields with oxen and mules

Started planting corn

Cut poles, built pen for garden

Worked garden

Plowed potato patch

Made potato ridges

Planted Irish potatoes, beans

and peas

Ginned and baled cotton

Burned trash

Fixed fences

Butchered hogs

Made sausage

Hauled wood

Worked in blacksmith shop

Dug creek bank

Hauled cotton to market

Spun cotton

Shelled and ground corn

Repaired cabins

Built shed for loom

Set up looms

Built pen to catch wild hogs

Road building

Hauled last year's corn to cribs

Chopped corn field

Shelled seed corn

Busted out cotton middles

Trimmed off potato beds

Cleared timber

Cleaned cisterns

Fired cane brake

Sharpened tools

Butchered meat

Dutchered ineat

Ditched the yard

#### MARCH

Plowed and hoed sugar cane

Plowed fields

Raked and burned briars in

corn field

Planted corn

Made potato ridges

Scared birds off corn

Blocked off corn

Hauled cotton seed

Started planting cotton

Raked after cotton planters

Harrowed cotton ground

Plowed cotton and corn

Blocked off cotton

Scrapping cotton

Broke out middles in corn

Shelled last year's corn

Hauled corn to market

Cleaned and ground corn

Mended fences

Built fences

Planted sweet potatoes

Repaired wagons

Butchered hogs and deer

Plowed garden

Planted peas, beans, pop corn, corn,

and shallots in the garden

Ginned and baled cotton

Hauled wood

Cut and hauled ties and split rails

Fence repairs and fence building

Cleaned fence corners

Fixed cross fence

Sharpened tools

Repaired bridges

Cleared new road to cane break

Cut new road to cane break

Cut new road to timber

Ground corn

Prepare potato ridges

Hauled cotton to market

Repaired gate and wagons

Cut board timber

Cut bee tree

Riving boards

Hauled wood

Build shelter for horses

Made slave clothes

Cut timber for cotton hoops

Made cotton hoops

Made hoe handles

Spun and wove cotton

Antebellum Texas, Brazos Style:

Chapter 2, "Sugar and Cotton

Production, p. 19-20



# Ryon Prairie Home Vocabulary



#### **TEK ALIGNMENTS:**

- 4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
  - (A) Describe the impact of the Civil War and Reconstruction on Texas.
  - (B) Explain the growth, development, and impact of the cattle industry.
- 4(9) Georgraphy: The student understands how people adapt to and modify their environment.
- 4(10) Economics: The student understands the basic economic activities of early societies in Texas and North America.
- 4(12) Economics: The student understands patterns of work and economic activities in Texas.

#### LEARNING OBJECTIVES:

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

•Identify and understand social studies terminology related to a post-Civil War Texas Ranch.

#### MATERIALS:

Old Prairie Home Vocabulary Sheet

#### **DESCRIPTION:**

Share the Ryon Prairie Home vocabulary with the students before their visit. Discuss familar words with the students in class and then challenge students to define unknown words after their visit to the Ryon Prairie Home.



# Ryon Prairie Home Vocabulary



#### WHO LIVED AT THE OLD PRAIRIE HOME?

Mary Elizabeth "Polly Ryon" - Owner of the Ranch, 3rd eldest Jones child Colonel William Ryon - Husband to Polly, Ranch Manager TW Jones - Brother of Polly Cora Jones - The Ryon's Cook

#### THE RYON CHILDREN:

Susan James Mildred

#### HOUSEHOLD TERMS:

Parlor Study

Whistle Walk

Etiquette

Pie Safe

Butter Churn

Clothes Line

Laundry

Petticoat

Crinoline

Milking

Wood-Burning Stove

Sustenance Garden

Herb Garden

#### SCHOOLING TERMS:

One Room School House

Slate

Dunce Cap

**Reading Primer** 

Cyphering

Arithmetic





#### FARMING TERM:

Labor Contract

Sharecropper

Tenancy

Freedman

Plow

Cotton Gin

#### COMMON CASH CROPS:

Corn

Cotton

Tobacco

Indigo

Sugar Cane

#### RANCHING TERMS:

Chuckwagon

Cattle Drive

Cookie

**Branding** 

Round Up

Wrangler

Drover

Remuda

#### LIVESTOCK:

Cochin Chickens Blue Andalusians Chickens Ossabaw Island Hogs Long Horn Cattle Mustangs



## X

# Post-Visit Activities



## On The Trail: A Cattle Drive Experience



#### TEK ALIGNMENTS:

4(12) Economics: The student understands patterns of work and economic activities in Texas.

4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.

(B) Explain the growth, development, and impact of the cattle industry.

#### **LEARNING OBJECTIVES:**

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

•Understand the dangers of being on the trail as a cowboy after the Civil War, including thinking critically about the dangers that the writer of the passage did not mention.

#### MATERIALS:

Pencil, paper, supply list

#### Description:

The Ryon's main source of income, like many in post-civil war Texas, was cattle. In fact the cattle were basically a form of currency. The time period after the Civil War, before barbed wire started closing off the open prairies, was known as "The Golden Age" of the cattle drives. The Ryon's sold their cattle in the markets in New Orleans, but to get them there, they had to depend on the cowboys to make the nearly 400 mile trip with the cattle in good enough shape to fetch a good price. By the early 1870s cattle went for about 25 dollars per head, in today's money that is \$447.24 per head of cattle. Therefore, it was very important to have dependable and hard working cowboys on the trail. Below is an account of a cowboy's, W.M. Shannon, first trail drive in 1878 when he was 22 years old. Read the account; take note of some of the things Mr. Shannon saw on this drive.



### On The Trail: A Cattle Drive Experience



The Trail Drivers of Texas: Interesting Sketches of Early Cowboys... (Texas Classics) W. M. Shannon, Lytle, Texas

"My first trip up the trail was in 1878 with Bob Martin from Refugio county with 1,100 two year olds and upwards. Our chuck wagon was drawn by two yoke of Steers, and Adam Johnson, was our cook. We started our herd about the 15th of March, crossed the Colorado below Austin, went by Round Rock and Georgetown. On the North Gabriel we had a heavy rain and hail and our cattle stampeded, drifted back and mixed up with one of the Kokernot herds. Next morning I was five miles from camp with a hundred steers. It took us two days to separate the cattle and get started on our way. We went by Waco, Cleburne and Fort Worth and crossed the Trinity River. We crossed the Red River at Red River Station and took the Chisholm Trail through the Indian Territory. We got by the Indians without any trouble. At Pond Creek we saw our first buffalo, and it seemed as if the plains were literally covered with them. I joined in the sport and killed my first buffalo by shooting him behind the shoulder.

I had my share of swimming swollen streams, passing through thunder storms and being mixed up in stampedes but did not get into an Indian fight. We crossed Bluff Creek into Kansas and passed Newton about the last of May. There was a blacksmith shop, a store and a few dwellings there at that time, but the railroad soon came and Newton quickly grew to be a large town. We crossed Holland Creek and went to Abilene and there the cattle were sold, and we all hit the back trail for Texas with our saddle horses and chuck wagon. Joe Shannon, Tom Williams, John Harrison, Buck Wright and myself were in the crowd. On my way back I met my old friend, D. S. Combs."

#### WRITING PROMPT #1:

Write a journal entry about what else you think you would have seen if you were on a cattle drive in the 1870s.

#### QUESTIONS TO CONSIDER:

- 1. What were some of the dangers Shannon encountered on the drive?
- 2. What would motivate a young man to join a risky endeavor like the cattle drives?



# Creating a Cattle Kingdom



#### **TEK ALIGNMENTS:**

- 4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
  - (B) Explain the growth, development, and impact of the cattle industry

4(22) Social Studies Skills: The student communicates in written, oral, and visual forms.

#### LEARNING OBJECTIVES:

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

•Demonstrate critical thinking in the form of creating their own unique cattle brand.

#### MATERIALS:

Pencil, paper, brand guidelines

#### DESCRIPTION:

An important part about raising cattle in 1860s Texas is branding your cattle. This is how you can tell which cattle belong to you, and also to discourage cattle theft, which is a hangable crime, yet happened all too often. Every cattle rancher would create their own brand and then register it with the state, that way no two ranchers could have the same brand. It's very similar to how we register our cars now, but instead of putting a hot iron to our car, we have license plates, and no two are the same.

The Ryon's brand is a backwards e and b which Polly had inherited from her godfather, Wyly Martin, when she was 16. Now let's create our own brands, and it is not as simple as it seems. The design must consist of two or more symbols, and many have three, but very few have more than three. To have any more would be mean to the cattle! A good rule of thumb is to keep it simple; this is easier for the cattle and easier to actually make your branding iron.



# Creating a Cattle Kingdom



#### Procedure:

- 1. Use the brand guideline document to create your own personal brand.
- 2. Register it with your teacher (we don't want duplicate brands in a class)
- 3. Make your branding iron out of a sponge and then dip the sponge in paint.

Now you are ready to brand your cattle! You can also use the brand on your notebooks to tell them apart from your classmates. Other options are to make a brand out of pipe cleaners or even a wire hanger.

Also, you can create your own class brand book, a book compiled of all the students' brands. You can use an actual Texas and Southweastern Cattle Raisers Association registration form for registering brands in your classroom: <a href="http://www.tscrabrands.com/ap-plication.pdf">http://www.tscrabrands.com/ap-plication.pdf</a>

#### QUESTIONS TO CONSIDER:

- 1. What elements did you consider when you were designing your brand? Why did you choose the elements you choose?
- 2. Do you think our ancestors used a similar thought process?
- 3. Was it difficult or easy to create a brand that was different from your classmates? Did anyone come up with a similar idea?
- 4. What problems would result from two ranches having similar brands? Why do you think it was important to have individual brands?





### RECOMMENDED BRANDING RULES



Texas Brand Registration - <a href="http://www.tscrabrands.com/design-brand.html">http://www.tscrabrands.com/design-brand.html</a>

#### How To Design A Brand

The best rule to follow is to keep the image simple. Simple brand designs are easier to read and are less painful for the livestock. A brand design consists of 2 or more symbols. Many brands have 3 units in the design. Few brands have more than 3 units. Brands records include the design of the brand and its position on the livestock.

Brands are based on 4 kinds of marks, used alone or in combination.

LETTER OF THE ALPHABET NUMBERS
LINES AND CIRCLES
PICTURES

#### **L**ETTERS

Regular	A
Tilting, Tumbling or Toppling	A
Winged or Flying	Ã
Running, Denoted by Curves	$\alpha$
Lazy letters, lying face-up or face-down	<b>&gt;</b> ∢
Crazy, upside down	$\forall$

#### LINES AND CIRCLES

Bar: a short horizontal line that can be used at the top, bottom or middle of a brand	_
Rail: About twice as long as a bar, may have letters stitting or resting above it	_





### RECOMMENDED BRANDING RULES



#### Texas Brand Registration - <a href="http://www.tscrabrands.com/design-brand.html">http://www.tscrabrands.com/design-brand.html</a>

#### LINES AND CIRCLES (CONT.)

Two rails	_	Mashed O or goose	
Three rails are read		egg Buckle	
as stripes	=	Duckie	Θ
Four rails are read as pigpen	#	Lapped circles	8
Diagonal lines are read as slashes		Half circles	$\odot$
Rafter	^	Three links	000
Diamond	$\Diamond$	Quarter circles can point in any direction	$\langle \cdot \rangle$
		as long as they stand by themselves	
Double diamond	8	A quarter or half circle attached to the top	R
Diamond and a half	$\Diamond$	of a letter or figure is read as swinging	
Open A, not a half diamond	$\land$	A curved mark at- tached to the bottom	中
Box or square		of a letter is read as "rocking letter," such	
		as a rocking H.	
Cross	+	If reversed, lower- case h is attached at	ሳ
Circle, or with let- ters, read as the "O"	$\bigcirc$	a curved mark, it is read as rocking chair.	
A letter inside a circle is read as Circle Letter, such as Circle K, not O K	K	A letter above a quarter circle is read "letter quarter circle,"	H
Double O	00	such as H quarter circle.	



### RECOMMENDED BRANDING RULES



#### Texas Brand Registration - <a href="http://www.tscrabrands.com/design-brand.html">http://www.tscrabrands.com/design-brand.html</a>

#### LINES AND CIRCLES (CONT.)

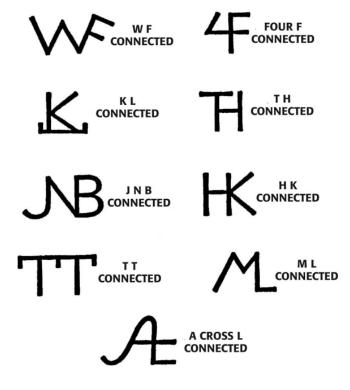
The letters C and U often look like horseshoes.	Ŋ	Three Cs joined by a bar is read as a "chain C".	عبر د
A cross with quarter circles at the ends of all 4 arms is called a "cross wrenches".	¥	Two Cs joined by a bar can be read "C bar C" or "lazy wrench."	2

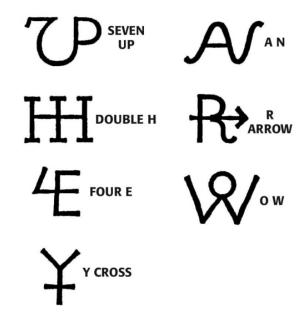
BRANDS ARE READ FROM LEFT TO RIGHT, TOP TO BOTTOM, FROM OUTSIDE IN. SOMETIMES WHEN THE LETTERS OR SYMBOLS ARE JOINED, THE WORD "CONNECTED" IS INCLUDED IN THE READING.

However, often the symbols are read as though they were separated by space.

SAMPLES:

#### SAMPLES:





## A Life in Perspective



#### **TEK ALIGNMENTS:**

- 4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
  - (A) Describe the impact of the Civil War and Reconstruction on Texas.
- 4(12) Economics: The student understands patterns of work and economic activities in Texas.
- 4(17) Citizenship: The student understands the importance of active individual participation in the democratic process.
- 4(19) Culture: The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.
- 4(23) Social Studies Skills: The student uses 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:

- Successfully compare the life of a slave to the life of a free person after the Civil War.
- Understand the importance of the newly freed black agricultural workers to the economy of Texas.

#### DESCRIPTION:

In *Black Cowboys Of Texas*, "Peter Martin: Stockraiser of the Republic Period", M.R. Moore writes "Prior to the general emancipation in 1865, few Afro-Texans appear in records depicting the cattle industry. Yet the importance of these men in the launching of Texas' nineteenth century livestock industry is significant." This was certainly true for Old Prairie Home owners, William and Polly Ryon as well as her father, Henry Jones, who were all slave owners. Once emancipated, many of the slaves chose to stay on as paid workers. This was fortunate for the landowners who without the slaves' expertise in livestock would have suffered severe losses. According to Moore, the freed slaves' pay depended on their skills as well as how long they had been at their job. Wes Mack, a freed slave and possibly the foreman on the Ryon ranch, earned \$20 a month which was the highest salary paid on that ranch. Another example of a highly valued slave is Peter, owned by Wylie Martin who was Polly Ryon's godfather. Martin not only counted on Peter to manage his stock farm or ranch, but also assisted Martin during the Texas revolution by hauling supplies and managing his camp at San Felipe.



## A Life in Perspective



#### DESCRIPTION CONT:

For his service, Wylie wished to set Peter free in an effort to keep him from being treated badly by a future owner. Since freed slaves were not allowed to live in Texas, Wylie successfully petitioned Congress, making Peter the first freed slave to be allowed to stay in Texas. Upon his emancipation, Peter took on the last name of Martin and began to work hard to acquire property and live-stock. He hired his wife Judith from her owner in an effort to keep his family together. Peter died in 1863 and his wife Judith was immediately sold to a new owner. All the property Peter had acquired was sold for Confederate money which eventually became worthless. Once the war was over and the slaves freed, Judith, with the help of Polly Ryon filed a successful suit to recover her house and property.

#### QUESTIONS TO CONSIDER:

- 1. What characteristics do you think most contributed to Peter Martin's success in life?
- 2. What challanges did newly freed slaves encounter when first given freedom? What decisions did they have to make? What would have that been like for the men and women born into slavery?
- 3. Imagine that you traded lives with Wes or Peter and that you were freed as a result of the Emancipation Proclamation. Would you stay on with your former slave owners and work for pay? Explain why or why not? What would you do instead?



# Cyphering



- 4(4) History: The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
  - (B) Explain the growth, development, and impact of the cattle industry.
- 4(10) Economics: The student understands the basic economic activities of early societies in Texas and North America.
- 4(23) Social Studies Skills: The student uses 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:

• Understand the importance cattle held in the economy by using the chart to answer the questions.

#### **DESCRIPTION:**

In the classrooms of the 1860's, students engaged in cyphering which is another word for figuring out and calculating answers. Each student was given a problem which the teacher thought the child was ready to solve. Students were expected to get the "right answers" before entering solutions in their cyphering books. Here are a few problems to "cypher".

	Cash value of	Head of cattle	Number of swine	Total livestock
	farm			value
Henry Jones	\$188,730	6,050	300	\$40,000
William Ryon	\$37,500	4,038	200	\$26,000
William Jones	\$10,000	439	100	\$3,500

Source: U.S. Census, 1860, Schedule 4 (Agriculture), Fort Bend County, 1-7

- 1. In 1850, Henry Jones' farm was valued at \$8,000 and William Ryon's farm was valued at \$2,800. How much more is each farm worth in 1860?
- 2. Henry has 300 swine. He decides to increase his cattle herd by selling swine to his son, William Jones, and son-in-law, William Ryon. He decides to keep 70 swine for food and divide the rest evenly among W. Jones and W. Ryon. How many swine will each of them get?
- 3. If Henry sells the swine to W. Jones and W. Ryon for 25¢ a head, how much money will Henry make to buy more cattle?



# X

# ENRICHMENT ACTIVITIES



Name:	

#### Old Prairie Home Word Search



Find the following words in the puzzle.

Words are hidden  $\uparrow \downarrow \downarrow \rightarrow \leftarrow$  and  $\downarrow \downarrow$ .

**ARITHMETIC BUTTER CHURN CLOTHES LINE CYPHERING DUNCE CAP PETTICOAT** CRINOLINE HERB GARDEN

LAUNDRY PIE SAFE

**OLD PRAIRIE HOME** ONE ROOM SCHOOL HOUSE WHISTLE WALK **PARLOR** 

LAUNDRY

**ETIQUETTE** 

**READING PRIMER** 

**SLATE** 

**STUDY** 

SUSTENANCE GARDEN

**WOOD STOVE** 

#### **SOLUTION**

#### Old Prairie Home Word Search



Worddirections and start points are formatted: (Direction, X, Y)

ARITHMETIC (E,12,11)
BUTTER CHURN (N,23,12)
CLOTHES LINE (E,4,14)
CYPHERING (E,8,12)
DUNCE CAP (E,10,1)
PETTICOAT (W,12,2)
CRINOLINE (E,13,13)
HERB GARDEN (W,21,16)

LAUNDRY (E,6,3)
PIE SAFE (W,10,11)
OLD PRAIRIEHOME (E,8,4)
ONE ROOM SCHOOL HOUSE
(W,22,8)
WHISTLE
PARLOR (W,13,9)
ETIQUETTE (E,1,7)
LAUNDRY (E,12,7)
READING PRIMER (W,19,10)

SLATE (W,20,14) STUDY (W,19,3) SUSTENANCE GARDEN (E,1,15) WHISTLE WALK (E,1,5) WOOD STOVE (E,5,6)

Name:			

#### **OPH Ranching & Farming Terms**



Find the following words in the puzzle.

Words are hidden  $\uparrow \downarrow \downarrow \rightarrow \leftarrow$  and  $\downarrow \downarrow$ .

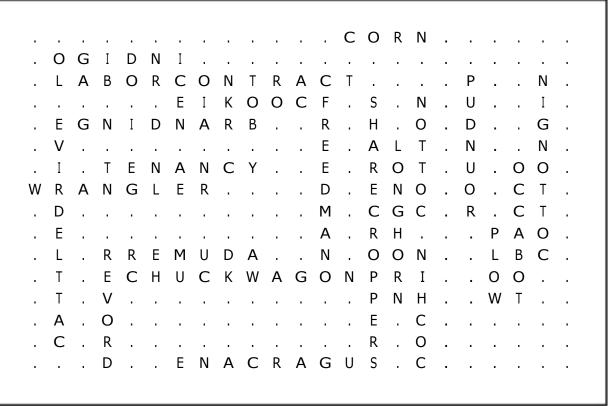
WRANGLER
SHARECROPPER
CHUCKWAGON
COCHIN
COOKIE
CORN
COTTON
COTTON GIN

DROVER
FREEDMAN
INDIGO
LABOR CONTRACT
BRANDING
PLOW
REMUDA
TENANCY

SHARECROPPER SUGAR CANE ROUND UP TOBACCO LONG HORN

#### **SOLUTION**

#### **OPH Ranching & Farming Terms**



Word directions and start points are formatted: (Direction, X, Y)

WRANGLER (W,10,5) SHARECROPPER (N,2,15) CHUCKWAGON (E,5,12) COCHIN (N,17,16) COOKIE (W,12,4) CORN (E,14,1) COTTON (N,17,9) COTTON GIN (N,22,11) DROVER (N,4,16)
FREEDMAN (S,13,4)
INDIGO (W,7,2)
LABOR CONTRACT (E,2,3)
BRANDING (S,16,6)
PLOW (S,20,10)
REMUDA (E,5,11)
TENANCY (N,19,9)

SHARECROPPER (S,15,4) SUGAR CANE (W,15,16) ROUND UP (E,4,7) TOBACCO (N,21,13) LONG HORN (E,1,8)

## Toeing the Line



#### Description:

School was an important concern for most families in the 1860's. Although free public education for all was not established in Texas at that time, local churches and citizens often provided a classroom. Since there was no state regulation of teachers, they were often left to their own devices or what the community members felt students needed to learn. The local economy dictated the schedule since children were often needed to help with farm or ranch duties.

Schools were small and often times several grade levels were taught in the same room. Memorization and recitation took precedence over writing tasks. In fact, the phrase "toeing the line" may have come from the practice of having students stand on a line as they recited their lessons for the day. With that thought in mind, give it a try in your classroom.

#### PROCEDURE:

- 1. Choose a point in the day where recitation and memorization would be appropriate, perhaps during math or language arts. Make a line on the floor where students are to stand as they recite.
- 2. Afterwards, debrief with students about recitation and memorization.

#### PROMPT QUESTIONS:

- 1. What problems would arise if you had to show your learning in this way every day?
- 2. What are the advantages of how your teacher has students show what they know in today's times?
- 3. Are there any advantges in "toeing the line"?



# It's All Fun and Games



#### DESCRIPTION:

Here are some games children played during the 1860's. These may be played inside and might be useful the next time the class has indoor recess.

#### Shadow Buff

Hang a sheet with a lamp (candle) behind it. Several students get behind the sheet disguise themselves using hats, coats, sweaters, shawls, and walk in a crouched position. The others must guess whose shadow is being cast.

#### Hide and Seek

This is a different version of our current game. One child leaves the room and the others hide a simple object. The child is asked to return to the room to search for the object. Once he or she has entered the room again, the others coach the "seeker" by calling out warm, getting warmer and so forth as the child gets closer to the object or cold, colder, freezing, etc. as the child moves farther away. Once the child has found the object, a different child leaves the room and the game begins again.

#### Hunt the Ring

All except one person sit in a circle holding onto a ribbon upon which a ring has been slipped. Everyone moves their hands as if passing the ring along to the next person. The person in the middle is to guess where the ring is. The new person in the middle is the person who was caught with the ring in their possession

#### Further Resources:

More information about games and toys can be found at the following websites:

Games and entertainment for the 1860's <a href="http://www.oocities.org/homespunlhg/games.htm">http://www.oocities.org/homespunlhg/games.htm</a>

What games did children play in the 1860's? <a href="http://www.ehow.com/info\_7937833\_games-did-children-play-1860s.html">http://www.ehow.com/info\_7937833\_games-did-children-play-1860s.html</a>



# Let's Eat!: DONUTS



Here is an authentic recipe for donuts from *The Blue and Grey Cookery: Authentic Recipes from the Civil War Years* by Hugh and Judy Gowan.

#### **DONUTS**

2 cups sugar
1 ½ cups milk
3 eggs, beaten
1 tsp. cinnamon
1 tsp. ground cloves

½ tsp. nutmeg
½ cups flour
½ tsp. baking powder
½ tsp. vanilla extract

Soak sugar in milk for 10 minutes. Add beaten eggs and beat well. Stir dry ingredients together and gradually add to wet mixture. Add vanilla. The dough should be soft and easy to work with. Continue to work in extra flour until it no longer sticks to your fingers. Roll out dough one half at a time until ½ inch thick. Cut out in shapes. Fry in oil (360°-370°) till browned on both sides. Roll in sugar and cinnamon or powdered sugar.

#### **Butter**

If the Ryons wanted or needed butter, it was up to the cooks to make it. Making butter is an easy project. You'll need heavy cream, clean marbles, ¼ tsp. salt per cup of liquid (optional), and a container with a tight fitting lid – a plastic container is best for safety purposes. Let the cream come to room temperature. Fill the container halfway, add the marble and put the lid on tightly. Let each child take a turn shaking the container.

After about 15 minutes you won't hear the marble rattling and this is how you know the butter is ready. There will be some milk at the top and the butter will be at the bottom. Drain off the milk, remove the marble and refrigerate the butter for a few hours then spread on crackers. You can also make individual butters by using baby food jars instead.



# Additional Resources



To understand what life was like for the Ryon's after the Civil War in 1869, you'll want to find out how the war affected Texans. This text talks about how life would have changed for Texans because of the war.

"Under the Rebel Flag: Life in Texas during the Civil War – 1864: No Way Out, Texas Transformed by War". <a href="https://www.tsl.state.tx.us/exhibits/civilwar/1864\_1.html">https://www.tsl.state.tx.us/exhibits/civilwar/1864\_1.html</a>

In Texas Tears and Texas Sunshine: Voices of Frontier Women edited by Joe Ella Powell Exley, women recall their personal struggles from the colonization of Texas through the early Twentieth century. Of particular interest in understanding Polly Ryon's life is section III entitled "Texas Tears 1846-69".

Cotton was an important crop for both the Jones and Ryon farms. This website offers cotton bolls in a kit that may be hand ginned (dissected) helping students appreciate what farm slaves and other cotton farm workers did in the past. Included on the website is an instructional movie clip on cotton ginning.

https://utah.agclassroom.org/cart/Details.cfm?ProdID=40&category=0

To learn more about the important role of black cowboys, check out *Black Cowboys of Texas*, edited by Sara R. Massey.

To learn more about women in Texas history visit www.womenintexashistory.org

To read more firsthand accounts and other stories about the cowboys on the cattle drives in Texas check out *The Trail Drivers of Texas: Interesting Sketches of Early Cowboys* edited by J. Marvin Hunter

For other firsthand accounts of the "old west" <a href="http://www.eyewitnesstohistory.com/owfrm.htm">http://www.eyewitnesstohistory.com/owfrm.htm</a>

Other interesting websites

http://www.saisd.net/admin/curric/sstudies/handson.html

http://www.hoover.archives.gov/LIW/activities\_index.html

http://www.freetech4teachers.com/2011/12/5-interesting-virtual-museums-and.html#.Uf7P-LI3viSo

http://texashistory.unt.edu/explore/collections/TDNP/browse/

