



# GEORGE RANCH HISTORICAL PARK

1930S GEORGE RANCH HOME  
EDUCATORS GUIDE



George Ranch Historical Park is a living history museum that tracks four generations of one family through 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 and the first Texas pioneers settled near the Brazos River. In the years since, the Ranch has passed through four generations and grown into a Fort Bend County landmark.

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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# Our family history

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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 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 JHP 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 ranch 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 the Historical Park 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

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## **SCHEDULING A SCHOOL PROGRAM**

The George Ranch Historical Park offers their living history classroom September through May, Tuesday through Friday. To see our available programs, please visit <https://www.georgeranch.org/plan-a-visit/field-trips/>. Bookings can be made by calling 281-343-0218 ext. 220 or by e-mailing [education@georgeranch.org](mailto: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 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**

Students and teachers are encouraged to dress comfortably for the outdoors depending on the time of year you visit 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 throughout the Park for groups who bring their lunch.

## **WHEN YOU ARRIVE**

For any trip that you plan here at the Ranch, please 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 give students time to unload, take a restroom break and hear 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 class 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



# RANCH HOME/WWII VOCABULARY

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## TEK Alignments:

5(5A/C) History: The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

5(23) Social studies skills: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (D) Identify different points of view about an issue, topic, historical event, or current event; and
- (E) Identify the historical context of an event.

4(5A) History: identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

## Learning Objectives:

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

- Identify and understand social studies terminology related to World War II, both overseas and on the Homefront

## Materials:

Ranch Home/WWII Vocabulary sheet, page 8 on guide

## Descriptions:

Share the Ranch Home/WWII vocabulary sheet 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 George Ranch Home.

# VOCABULARY LIST

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## RANCH HOME RESIDENTS:

- Mamie George
- Albert George
- Henry Jones
- Rhydonia Jones
- Mary Jones Prowell
- Col. James Prowell (serving in WWII)

## FAMOUS INDIVIDUALS DURING THE WAR:

- President Franklin Delano Roosevelt
- Adolf Hitler
- Winston Churchill
- Hirohito
- Joseph Stalin
- Benito Mussolini

## COMMON TERMS:

- Urbanization
- Black Market
- Recycling
- Rationing
- Propaganda
- Ration Book
- Victory Garden
- Allotment
- Draft
- Volunteer
- Shortage

## MILITARY TERMS:

- Observation
- Fighter Plane
- Bomber Plane
- Nazi
- Air Raid
- Air Raid Siren
- Kamikaze
- Luftwaffe
- Gas Mask
- Tank
- Code/Code Breaking

## POWERS AT WAR:

- Allies
- Axis

## MAJOR BATTLES/EVENTS:

- Pearl Harbor
- Battle of the Bulge
- VE-Day/V-Day
- D-Day



# RECYCLING: WHAT WAS OLD IS NEW

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## TEK Alignments:

5(11) Economics: The student understands the impact of supply and demand on consumers and producers in a free enterprise system.

4(5A) History: identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

4(2) Creative expression: The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

Learning Objective: After completing this activity, the student will be able:

- Understand the process of reusing and repurposing everyday items.

## Materials

- Soda bottles (any size)
- Scissors
- Permanent Markers
- Paint/Brushes

## Description:

A major contribution that could be done on the Homefront was recycling materials to be crafted into something else that could be used for the war effort. It was very common for schools to collect goods from home that the students could bring with them each day. Everything from paper, rubber, animal fats, etc. had a significant use overseas. While we are not at war, we can still use recycled goods to create something new. Using the materials provided, create something from a plastic soda bottle. Ex. Planter, Christmas penguin, bird house, pig piggy bank.

# WOMEN AT WAR

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## TEK Alignments:

4(5A) History: identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

4(12D) Economics: describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

4(21D) Social Studies Skills: identify different points of view about an issue, topic, historical event, or current event

4(22B) Social Studies Skills: incorporate main and supporting ideas in verbal and written communication

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

- Understand the roles of women during and post-World War II.

## Materials:

- *If Hitler Came To Mobile*, pg. 2 from “War Manpower job flyer promoting women to register for War Jobs” (typed and attached on next page).
- Rosie the Riveter Poster (attached)
- WWII
- Pencil

## Description:

With the recent laws of women’s rights and voting, women in the work place was becoming more common, though some still chose the housewife path, staying home and running the household with chores, cooking, and childcare while their husband went to work. However, with the start of WWII men between the ages of 18-41 went off to war, leaving jobs, factories, farms, etc. leaving these positions vacant without refilling the position. The high demand for war goods fell upon women and housewives to take the place of “manpower” and make it “woman power”. Famous women like Queen Elizabeth II and Marilyn Monroe served during the war. Typed below is an excerpt from a flyer promoting women to register for war jobs from 1942.

# WOMEN AT WAR

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## Procedure:

1. Read the page from the Manpower Flyer and the two provided propaganda pages.
2. See the questions listed below and have group discussions about women's roles.

## *“TO THE WOMEN OF MOBILE:*

*You are needed in the war jobs and in other essential civilian jobs directly aiding the war effort in Mobile NOW. Manpower has been practically exhausted. Housing available at this time will not permit to bringing into Mobile of the thousands of additional workers required for the shipyards and other war and essential industries. We must depend upon you – upon womanpower. There are idle machines in war plants which you can operate. There are idle jobs in the shipyards which you can fill. There are jobs in stores, offices, transportation, restaurants, hospitals in which you can render essential war service.*

*Hitler will not come to our shores if we build the ships which can transport our soldiers and our war material overseas. We are training the armies, we are building the airplanes, tanks, guns and trucks, to do the job that must be done. But they will of little use if we do not build the ships that can transport them to the battle zones.*

*Many of you are already in war jobs and are rendering essential service to our common country in the hour of need. We do not ask that you give up one essential job to take another. We do appeal to you, however, to take a job in which you can aid the war program. Those of you who are not engaged in war work or essential civilian employment, we do urge you to take the training which will equip you for such a job, or if you have the training, to take the job NOW without delay.*

*Women have responded nobly to the call to war service throughout the Nation. Many are employed in the shipyards in Mobile now. Many are at the Brookley Field. Still others are in plants which are producing the war supplies essential to victory. Women who have never worked before are employed in stores and other necessary business establishments. Women have proved their efficiency in war work. Throughout our country they are doing work which many believed could be done only by men.”*











# TAKING OVER “MEN’S” WORK- WOMEN AT WAR

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Questions:

1. What were some of the jobs listed in the flyer?
2. Do you think women were allowed to join the military, following their recent rights to vote?
3. Why was it important for woman to work in factories during World War II?
4. How did the contributions of women on the home front contribute to the American victory in World War II?
5. How did these two propaganda pieces make you feel? Were they inspiring? Do you think they worked?

# RIDE FOR THE BRAND

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## TEK Alignments:

113.15 (4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: (B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

113.19 (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to: (B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to: (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;

Learning Objective: After completing this activity, the student will be able:

- To understand the importance of the cowboy to Texas History as a whole.

## Materials:

- Attached photograph
- KWL chart below

## Description:

Print out the attached photo. As a class, fill out the following chart.

WHAT I KNOW	WHAT I WONDER	WHAT I LEARNED



1930s George Ranch Home Educators Guide

# POST VISIT ACTIVITIES



# GET IN THE SCRAP!

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## TEK Alignments:

5(5A/C) History: The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

5(11) Economics: The student understands the impact of supply and demand on consumers and producers in a free enterprise system.

4(12D) Economics: describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

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

- The student will understand how normal civilians partook in war activities at home, through methods of scraping, also what students did at school to help the effort as well. Scraping being the collection of household items learned about on the fieldtrip that can be transformed into different things for the war effort.

## Materials:

- Pencils, attached activity

## Description:

- Using your knowledge from your visit, what do you remember about recycling? What resources do we have at home that can be used to make pieces for war? Connect the product with a resource with a straight line.

Like the idea of recycling? Bring it to your school with the National WWII Museum in New Orleans with *Get in the Scrap!*

For more information visit: <https://getinthescrap.org/>



# GET IN THE SCRAP!

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	Gas Masks
Metal (Scrap, Tins)	Tanks
	Cartridge boxes
Rubber (Tires, Shoes)	Glue
	Battleships
Paper (Newspaper)	Bombs
	Bullet stuffing (wads)
Animal Bi-Products (Fats, Bones)	Cars
	Ammunition
Fabric (Old Rags, Nylon Tights)	Life rafts
	Bomber Planes
Weapons	Parachutes
	Shell Containers
	Explosives

# BREAK THE CODE!

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## TEK Alignments:

4(5A) History: identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

4(5B) Mathematics: Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence;

4(22B) Social Studies Skills: incorporate main and supporting ideas in verbal and written communication

5(21) Culture: The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:

(B) Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

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

- Understand the importance of code breaking in WWII. A popular job for women during this time, the United States also had a method of code breaking by using the Navajo language (an American Indian tribe) of the southwest.

## Materials:

Pencil, paper, attached code list

## Description:

Written on the next page is a table that aligns numbers and letters, using these numbers, make a secret sentence to your group or to your friends. Then have everyone try to solve each other's code.

Ex. The color Red using the table below used numbers R=18, E=5, D=4. So the color Red is 18,5,4

# BREAK THE CODE!

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1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

## Part A: Level 1

1. 16,5,1,3,5!\_\_\_\_\_

2. 20,1,14,11 \_\_\_\_\_

## Part 2: Level 2

1. 22,9,3,20,15,18,25- 9,14- 5,21,18,15,16,5

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2. 14,1,26,9,19- 17,21,9,20- 23,1,18

## Part 3: Level 3

1. 21,19- 4,5,3,12,1,18,5,19- 23,1,18- 15,14- 7,5,18,13,1,14,25- ; 9,20,1,12,25

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2. 21,19- 14,1,22,25- 9,19- 8,1,18,4- 8,9,20- 1,19- 10,1,16,1,14- 15,16,5,14,19

# DRILLING FOR BLACK GOLD

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## TEK Alignments:

112.15 (7) Earth and Space. The student knows Earth's surface is constantly changing. The student is expected to: (C) identify and classify Earth's renewable resources, including, air, plants, water and animals and non-renewable resources, including coal, oil, and natural gas and the importance of conservation.

112.16 (7) Earth and Space. The student knows Earth's surface is constantly changing and consist of useful resources. The student is expected to: (A) explore the processes that led to the formation of sedimentary rocks and fossil fuels;

112.19 (8) Earth and Space. The student knows that the natural events and human activity can impact Earth systems. The student is expected to: (B) Analyze the effects of weathering, erosion, and deposition on the environment on ecoregions of Texas;

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

- Explain how and why oil wells are drilled in certain locations and what resources can be mined form a salt dome.
- Identify parts of a salt dome

## Materials:

- Power point blow up of Figure 1
- Copies of Figure 1 for students
- Pencil
- Answer sheet for Figure 1

## Description:

Figure 1 is a cross section of a typical salt dome, showing what the earth looks like as you go downward from the surface. The cross section shows a salt dome (pluses) and beds of sandstone (dots) that dip away from the salt. The white area represents dipping beds of shale. Think of the sandstone as reservoir rock that can hold oil and gas. Think of the salt and shale as seals, keeping oil and gas in the reservoirs.

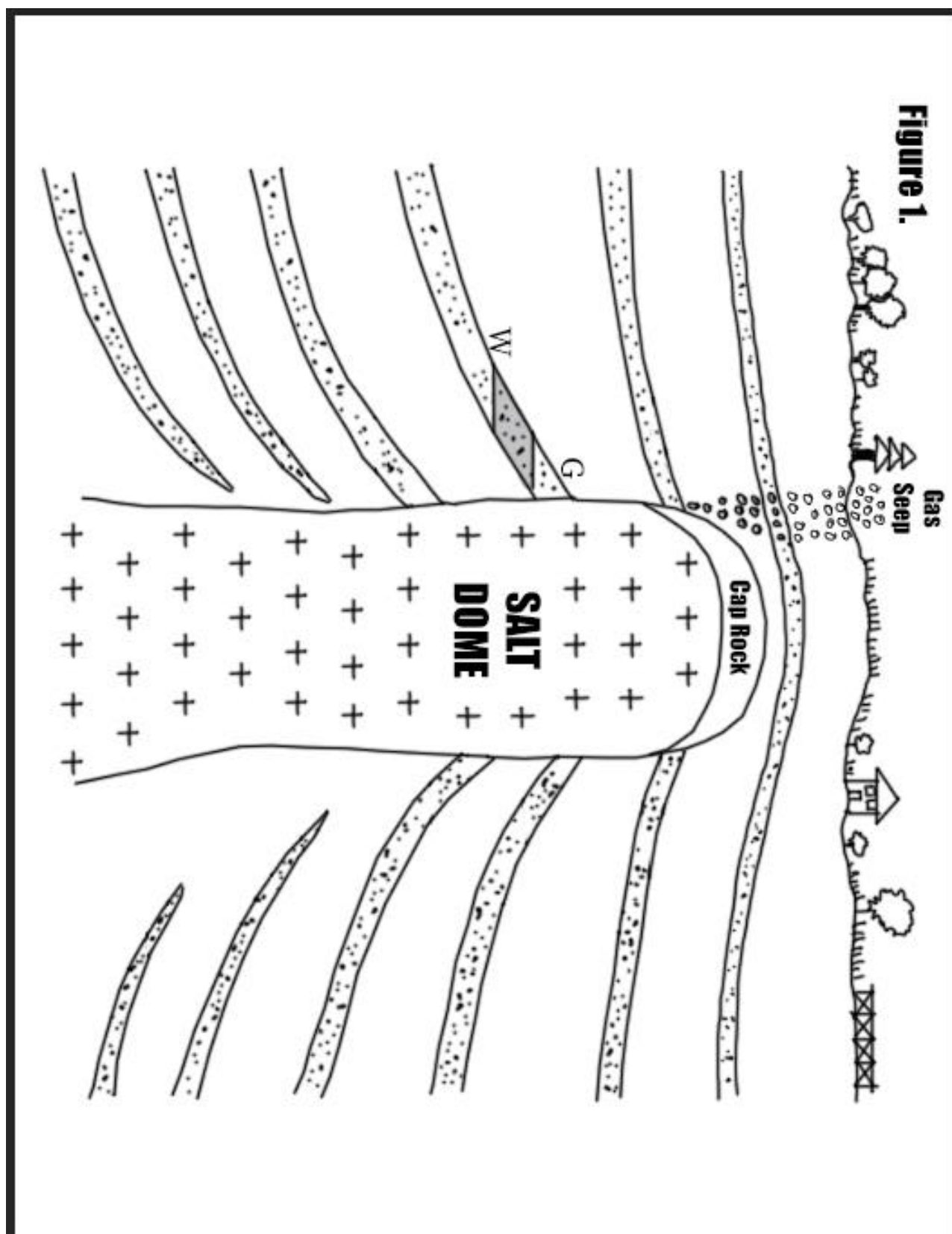
Using Figure 1, answer the following:

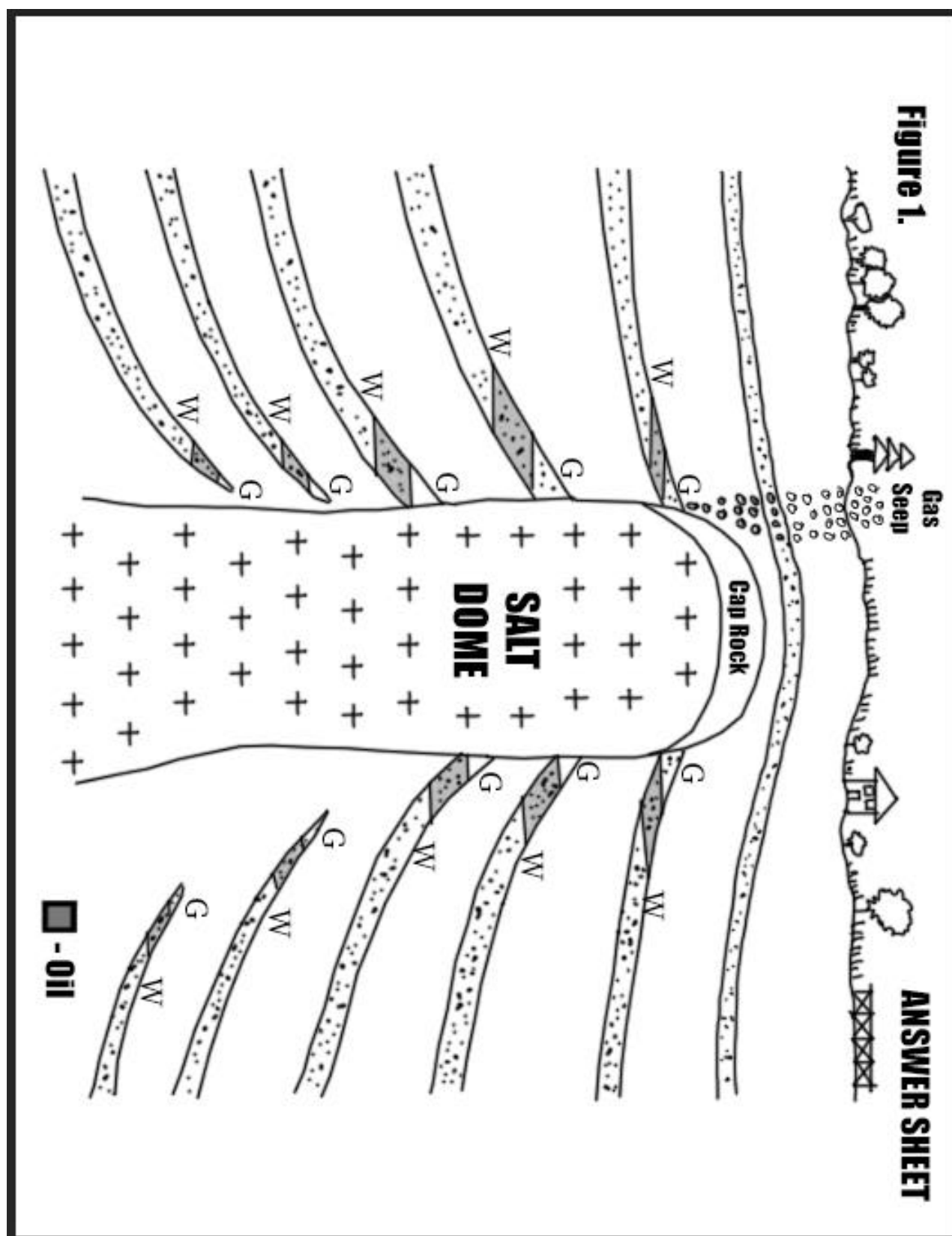
- 1) Shade all areas where you could expect to find gas and oil in reservoir rock. Color the oil

layer black, put a “G” above it where gas would be trapped, and put a “W” below it where water would be found. One area is shaded and labeled for you as an example. Assume that the supply of gas and oil is limited and fills only the upper parts of the reservoirs. Think about your experiments using the bottle as you do this.

- 2) If you could drill only one vertical well, where would you put it to find the most reservoirs for oil and gas? Mark the location on the surface with an X. Why did you locate the well there?







# PROSPECTING AT BIG CREEK SALT DOME

## TEK Alignments:

112.15 (7) Earth and Space. The student knows Earth's surface is constantly changing. The student is expected to: (C) identify and classify Earth's renewable resources, including, air, plants, water and animals and non-renewable resources, including coal, oil, and natural gas and the importance of conservation.

112.16 (7) Earth and Space. The student knows Earth's surface is constantly changing and consist of useful resources. The student is expected to: (A) explore the processes that led to the formation of sedimentary rocks and fossil fuels;

112.19 (8) Earth and Space. The student knows that the natural events and human activity can impact Earth systems. The student is expected to: (B) analyze the effects of weathering, erosion, and deposition on the environment and ecoregions of Texas.

113.19 (7) History. The student understands how individuals, events and issues shaped the history of Texas during the late 19<sup>th</sup>, 20<sup>th</sup> and early 21<sup>st</sup> centuries. The student is expected to: (a) explain how the oil industry led to the industrialization of Texas.

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

- Identify parts of an oil field
- Understand the local geology of Fort Bend County and why oil fields are important.

## Materials:

- Power point blow up of Map 1 and 2
- Copies of Map 1 and 2 for students
- Pencil
- Map 2 answer sheet

## Description:

In this lesson, we will reenact the discovery and development of the Big Creek Field from 1920 to 1930. We will use copies of maps and data carefully stored for about 100 years. Symbols used on the maps are:

**“S” symbols** show locations where wells penetrated salt and sulfur.

**Dots** show locations where drilling discovered significant volumes of oil and gas.

**“X” symbols** show locations where drilling found only oil stains or small volumes of oil.

**“O” symbols** show wells that produced oil for a while and then went dead.

The **solid line** on Map 1 shows the location of the low hill north of Big Creek.

The **dashed line** on Map 2 shows the interpreted outline of the salt dome.

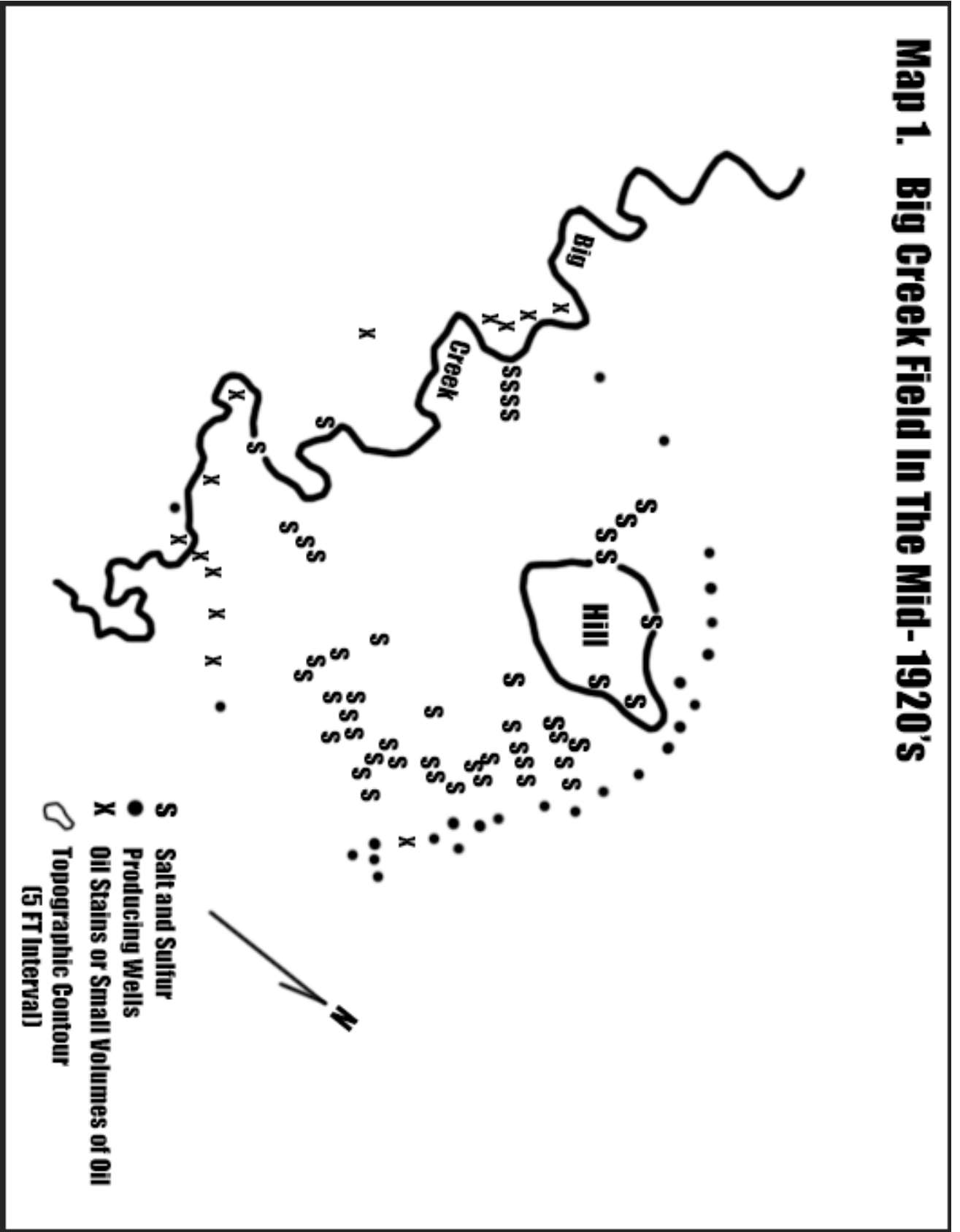
The wells on Map 1 were drilled in the mid 1920s to test for a salt dome underground and to outline it on the surface. They also tested for sulfur, oil, and gas. Pass out copies of Map 1 to your students. Study the attached key and discuss the significant symbols on the map. Then, as a group, answer the following questions.

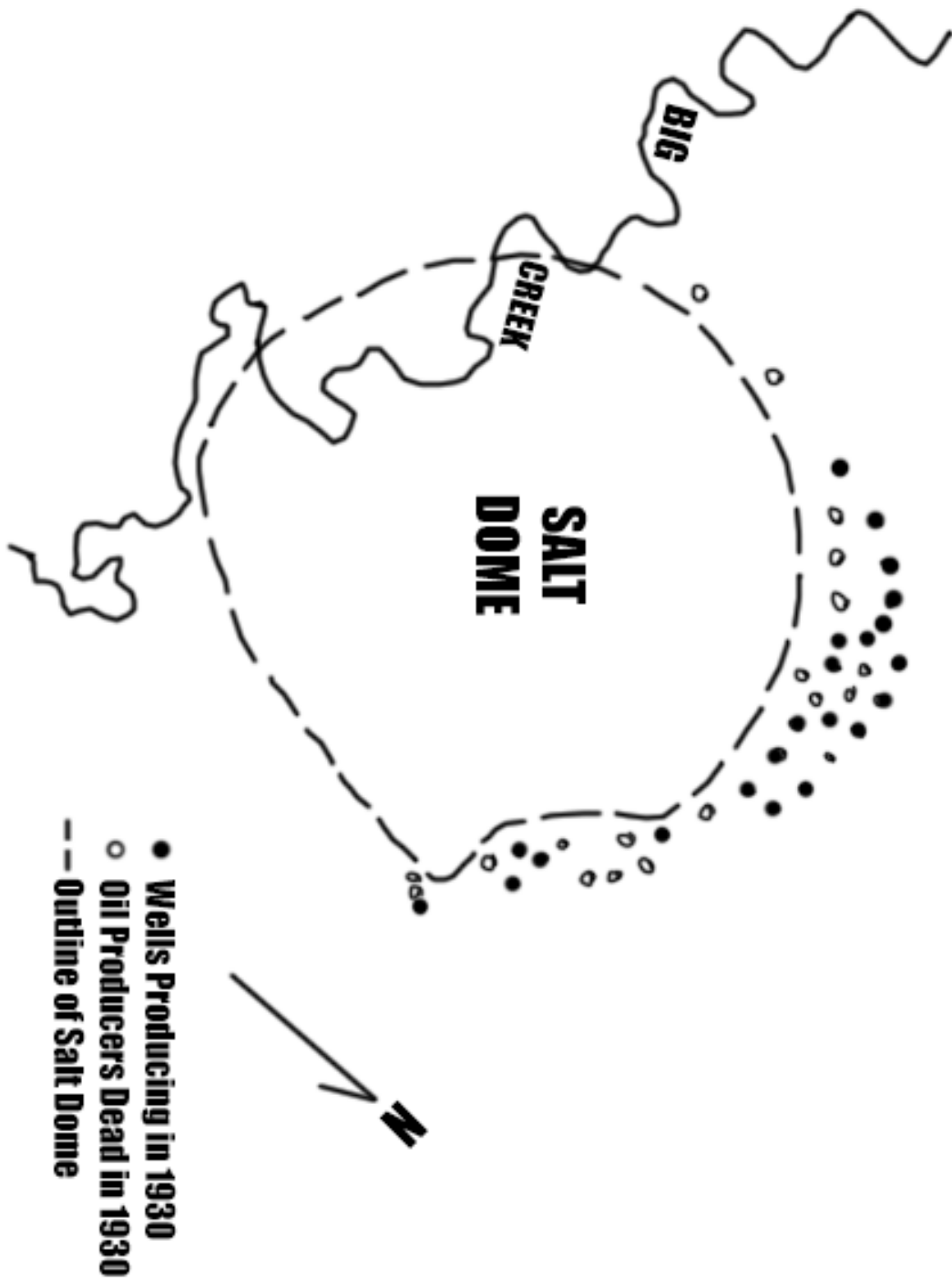
1. Is there a salt dome that traps oil and gas near Big Creek? Refer to Map 1.
2. If so, what is the outline of the dome? Draw it on Map 1.

Pass out Map 2 which shows the outline of the salt dome and the wells that were producing in the Big Creek Field in 1930.

3. Was oil production greater around some parts of the dome than others by 1930? Refer to Map 2. Solid dots show wells that were producing in 1930. The open circles show wells that had produced significant amounts of oil in the 1920s but were “dead” – no longer producing – at that time.
4. Where would you drill to find more oil and gas around the salt dome? Shade your areas of Interest with your pencil on Map 2.

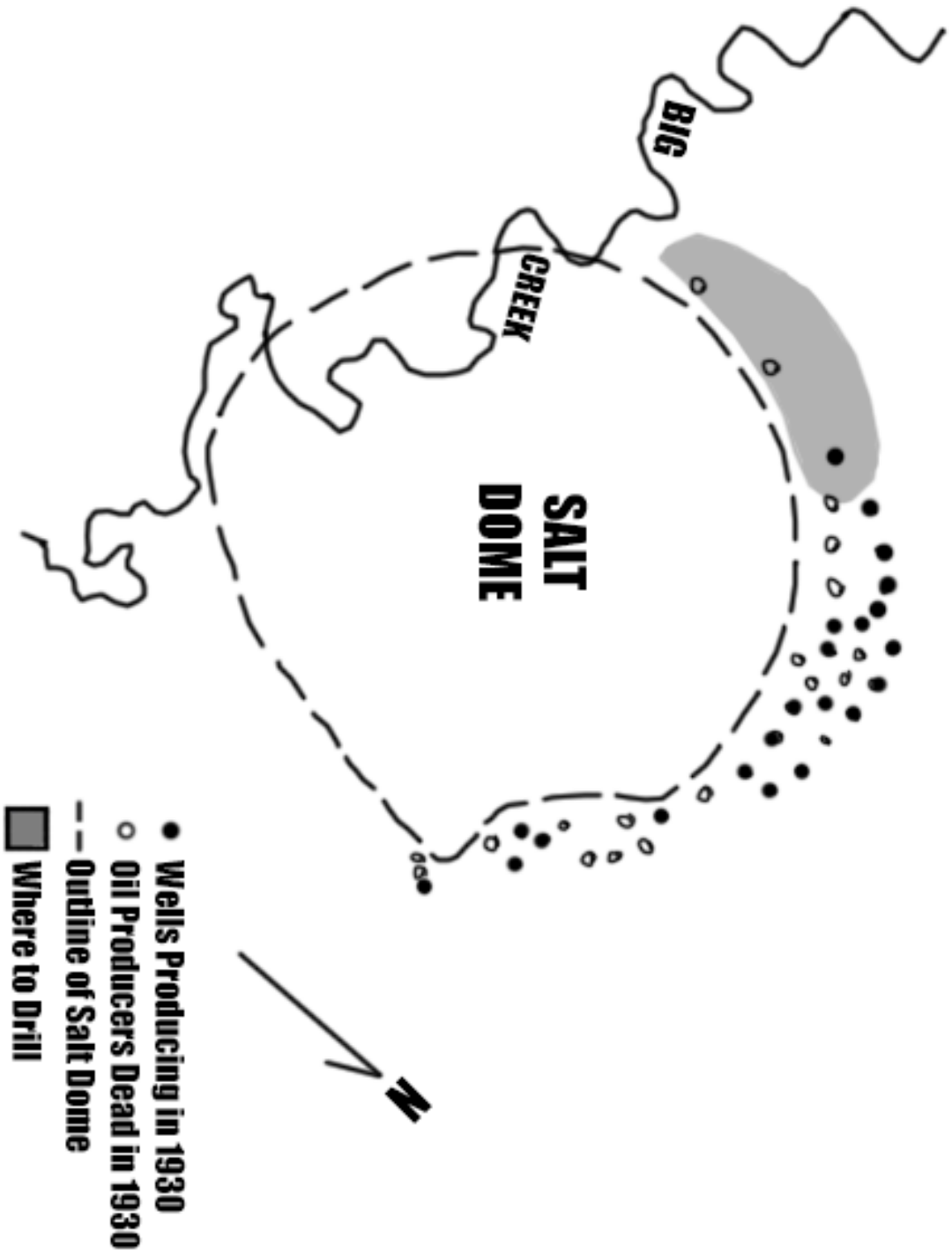
**Map 1. Big Creek Field In The Mid-1920's**



**Map 2. BIG CREEK FIELD IN 1930**

## Map 2. BIG CREEK FIELD IN 1930

Answer Sheet





# ENRICHMENT ACTIVITIES



# WARTIME RECIPES- CARROT COOKIES

This recipe comes from the 1940's Experiment; they have compiled lists of frugal wartime recipes that you can make with limited ingredients. Now you couldn't go to the grocery store and buy whatever you needed. Food was rationed, meaning families could only buy certain amounts of one item, and so the food can be evenly dispersed but also shipped overseas to our soldiers and allies.

## Ingredients- Makes 12

- 1 tablespoon margarine (Earth Balance for vegans)
- 2 tablespoons of sugar
- 1 teaspoon of vanilla essence
- 6 tablespoons of self-rising flour (plain flour add 1/2 teaspoon of baking powder)
- 4 tablespoons of grated raw carrot
- 1 tablespoon of water



## Method

- Preheat Oven to 400 Fahrenheit
- Cream the butter and the sugar together with the vanilla essence
- Mix in the grated carrot
- Fold in the flour adding water as it gets dry
- Drop spoonful's onto greased tray and press down a little
- Sprinkle tops of cookies with extra sugar

Place in oven for 10- 15 minutes

# MAKING IT LAST- FOOD PRESERVATION

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Canning is a method of preserving food in which the food contents are processed and sealed in an airtight container (jars like Mason jars, and steel and tin cans). Canning provides a shelf life typically ranging from one to five years, although under specific circumstances it can be much longer. A freeze-dried canned product, such as canned dried lentils, could last as long as thirty years in an edible state. In 1974, sample of canned food from the wreck of the Bertrand, a steamboat that sank in the Missouri River in 1865, were tested by the National Food Processors Association. Although appearance, smell and vitamin content had deteriorated, there was no trace of microbial growth and the 109-year-old food was determined to be still safe to eat!

## INGREDIENTS:

- 2 tbsp canning or pickling salt
- 3 cups white vinegar 5%
- 2 tbsp sugar
- 1 qt water
- 1 tbsp whole mixed pickling spice
- About 1.5 tbsp whole mustard seed (use 1 tsp per pint jar)
- About 7 heads of fresh dill (1.5 heads per pint jar) or 2.5 tbsp dill seed (1.5tsp per pint jar)

## INSTRUCTIONS:

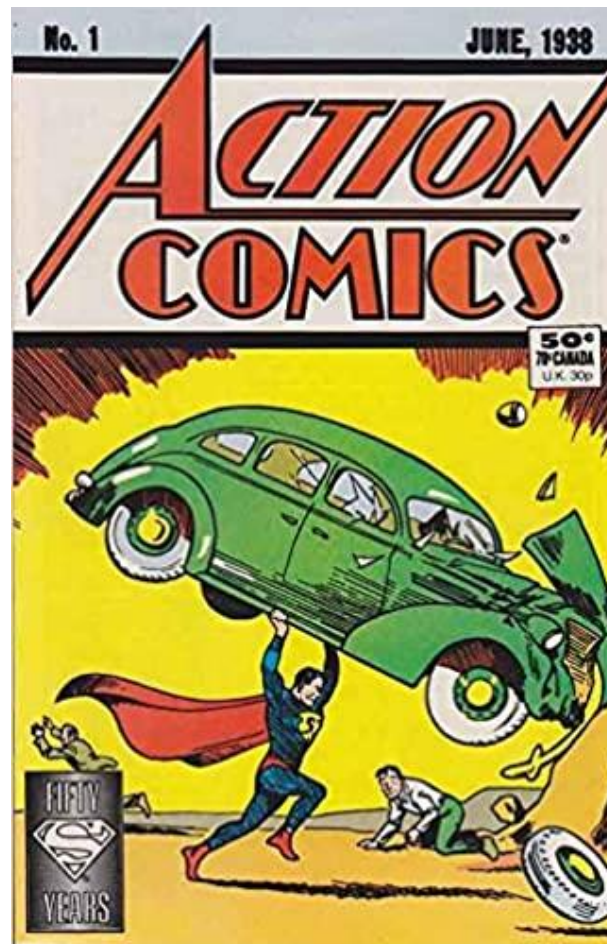
1. Rinse cucumbers and slice to ¼ inch thick.
2. Combine vinegar, 2 Tbsp salt, sugar and 1 quart water in a pot.
3. Add mixed pickling spices tied with a clean white cloth. Heat to boil.
4. In ear jar add 1 tsp mustard seed and 1.5 heads of fresh dill
5. Pour your boiling liquid over the top of your cucumbers, leaving ½ in headspace.
6. Adjust lids for each jar. Process Pint jars for 10 min. and Quart jars for 15min.

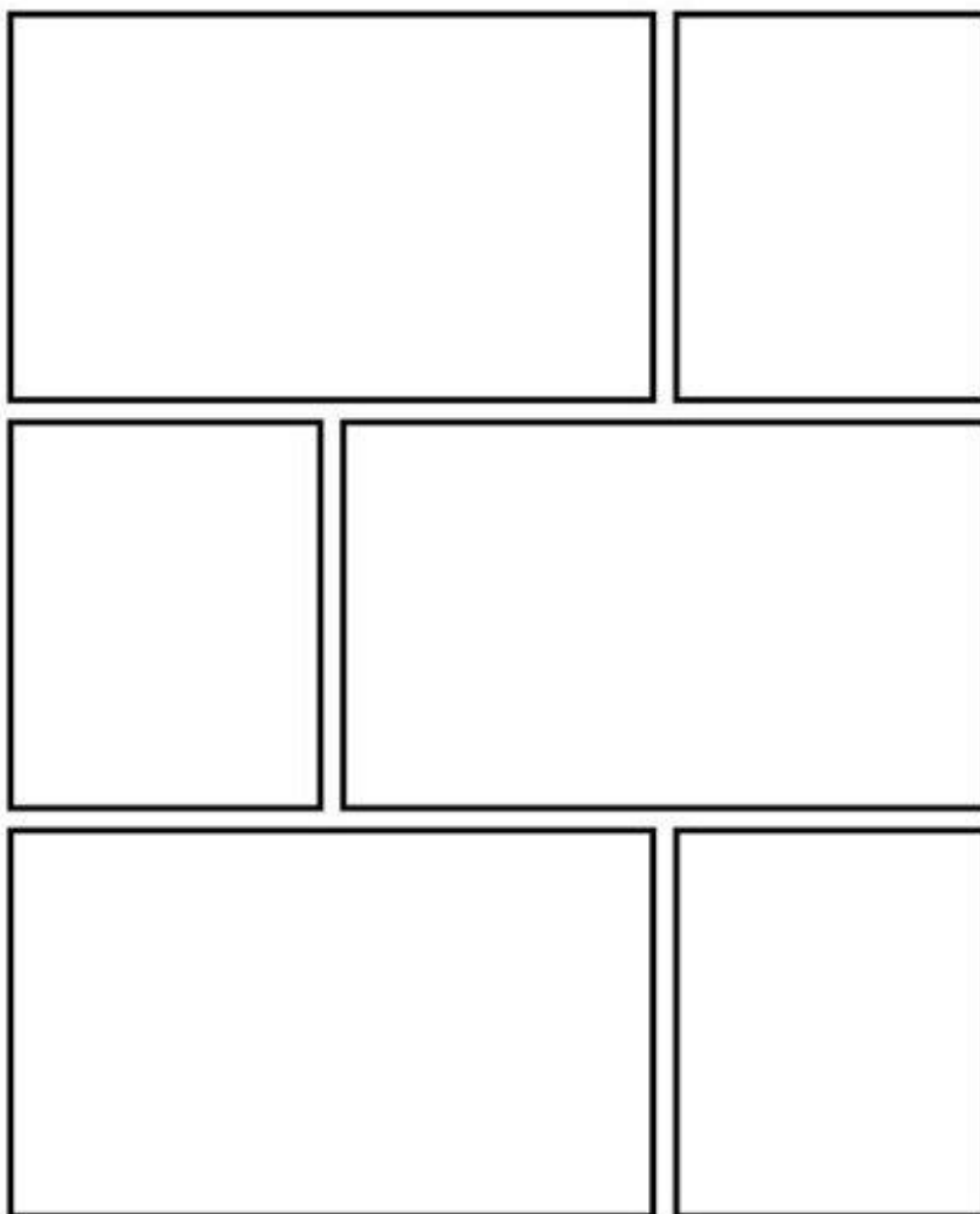
# COMIC BOOK CREATION

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Comic books emerged in the 1930s first as humorous newspaper strips in the local paper. Eventually, they became so popular that they were turned into books of their own. Superheros entered the world of comics in 1938 with the release of Action Comic No.1 and the debut of Superman. While the medium's success first attracted controversy for violence and mature themes, many of the characters introduced have become vital parts of our national culture.

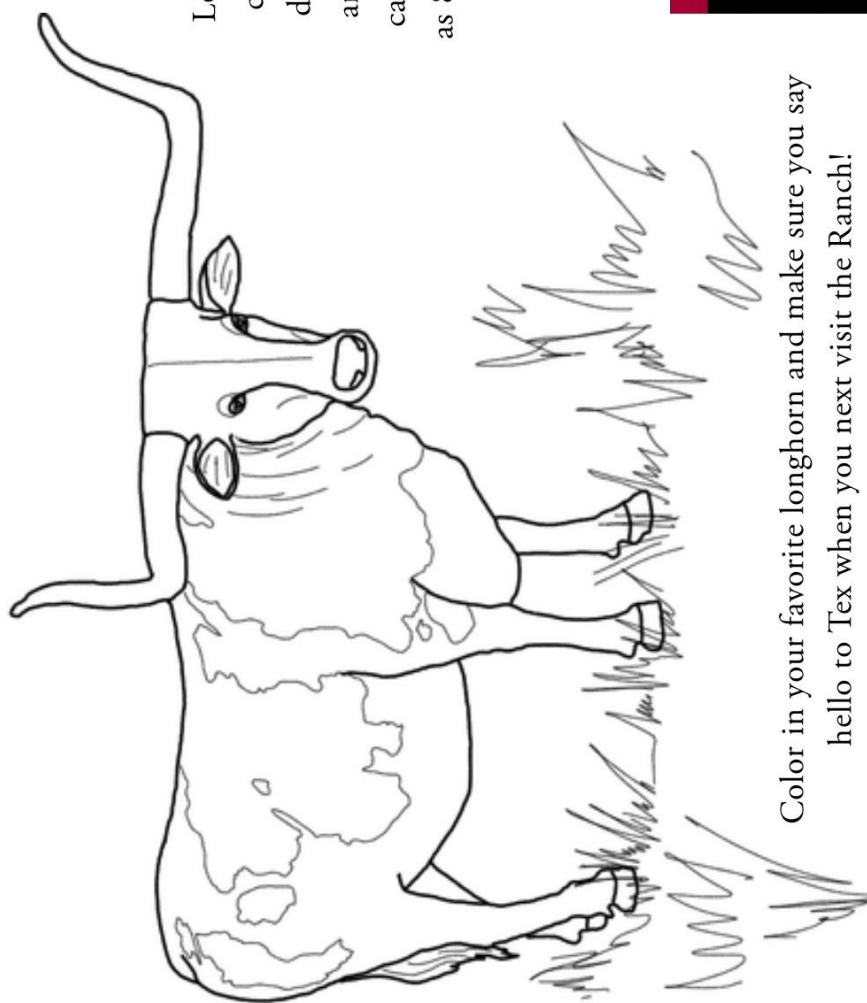
Using the attached comic strip, have your students create their own story line and draw it in the 6 boxes below. Be creative!





# TEXAS LONGHORN FACTS

**'HOWDY' FROM GEORGE RANCH HISTORICAL PARK!!!**



Longhorn cattle  
come in many  
different colors  
and their horns  
can grow as long  
as 8 feet in length!



Color in your favorite longhorn and make sure you say  
hello to Tex when you next visit the Ranch!

# ADDITIONAL RESOURCES

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The 1930s through the 1940s was incredibly tough across the globe. With the Great Depression hitting worldwide, the Dust Bowl destroying much of the lower United States, all while still recovering from World War I, most families were already scraping by. Because of these shared events and the unitedness found all across the globe, most were able to recover this dark period in our world's history. Below are resources used for the program guide as well as additional information for class!

## Texas and the War

- <https://www.thc.texas.gov/preserve/projects-and-programs/military-sites/texas-world-war-ii>

## Women's Roles

- <https://www.history.com/topics/world-war-ii/rosie-the-riveter>
- <https://www.maryklann.com/hist-123-course-blog/2021/5/12/week-15-we-can-do-it-rosie-the-riveter>
- <http://www.socialstudies.org/sites/default/files/publications/se/5802/580210.html>
- <https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/women-wwii>

## National WWII Museum in New Orleans Get in the Scrap Program

- <https://getinthescrap.org/>

## Further Recycling

- [https://upload.wikimedia.org/wikipedia/commons/1/1b/See\\_How\\_Your\\_Salvage\\_Helps\\_a\\_Bomber\\_Art.IWMPST14695.jpg](https://upload.wikimedia.org/wikipedia/commons/1/1b/See_How_Your_Salvage_Helps_a_Bomber_Art.IWMPST14695.jpg)

## Code Makers and Breakers

- [www.cnduk.org/lesson-3](http://www.cnduk.org/lesson-3)

## More Recipes!

- <https://the1940sexperiment.com/>

## Salt Domes

- Big Creek Mine (Big Creek Oil Field), Rosenberg, Fort Bend Co. Texas, USA:  
<https://www.mindat.org/loc-274184.html>
- Osborn, Marsland & Hargrove, 515 Congress Suite 2450, Austin, Texas, 2017, Number twenty-five in an annual Christmas oilfield series, 1 p.
- Stone, Ron, and Ron Stone, Jr., 2004, Albert & Mamie George: The Legend and Legacy, The George Foundation, Nortex Press, Austin, Texas, 120 pp.
- What is a Salt Dome? Geology.com: <https://geology.com/stories/13/salt-domes/>