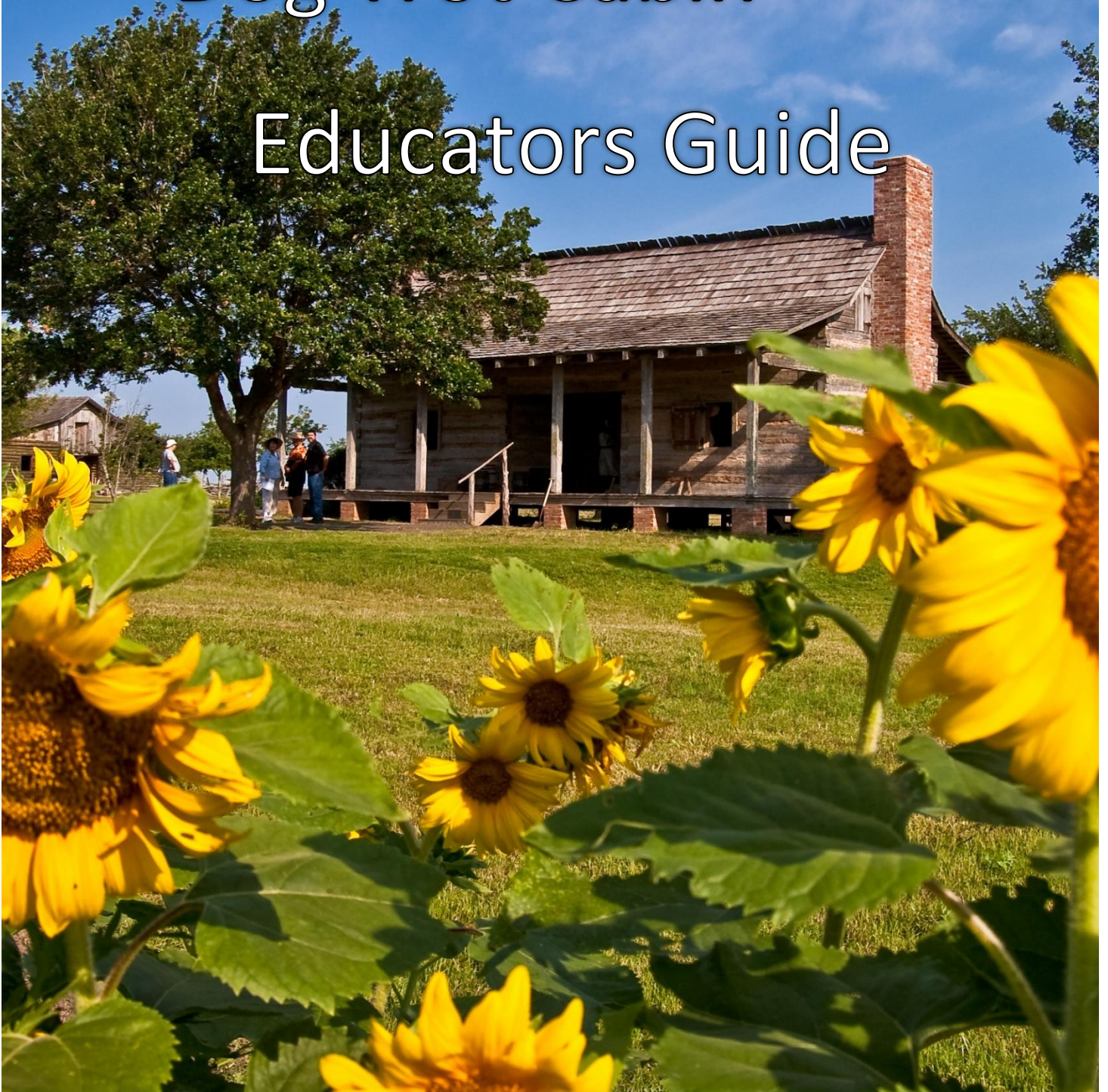


# The George Ranch

## Dog Trot Cabin

### Educators Guide



The George Ranch is a living history museum that tracks four generations of one family through one hundred years of Texas history. The Ranch'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 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 Ranch land. The George Ranch 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

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SCHEDULING A SCHOOL PROGRAM

**Dog trot Cabin Educators Guide**

The George Ranch offers their living history classroom September through May, Tuesday through Friday. To see our available programs, please visit [www.georgeranch.org](http://www.georgeranch.org). 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 living history classroom or Hands on History tour. While some of our sites are completely hands-on environments, several 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 Ranch is just under 1 mile.

## **WHAT TO BRING**

Cameras are welcome at The George Ranch. To help everyone stay hydrated, bottled water or a rolling water cooler is allowed into the Ranch. Picnic tables are available 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 gives students time to unload, take a restroom break and hear a brief introduction.

## **Weather Preparation**

As an outdoor living history museum, 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 Visitor Center for a weather update.

## **Dog trot Cabin Educators Guide**

## 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 2 weeks before your scheduled tour. School representatives can re-schedule by calling 281-343-0218 ext. 220.

# Pre-Visit Activities



## Survival of the Fittest

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### TEKS Alignments:

4(8) Geography: Students will understand how people adapt to and modify their environment.

4(9) Economics: Students will understand the basic economic activities of early societies in Texas.

4(9)(B) Economics: Explain the economic activities early settlers to Texas used to meet their needs and wants.

4(22) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others.

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 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 Dog Trot Cabin, 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.

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 Dog Trot Cabin, encourage the students to reflect on what they learned and how it may differ from their initial ideas of pioneer life.

What I know about Pioneers.	What I want to know....	What I learned....
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# To Measure a Mile

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## TEKS Alignments:

4(7) Geography: Understand the location and patterns of settlement and the geographic factors that influence where people live.

4(8) Geography: Understand how people adapt to and modify their environment

4(9)(B) Economics: Explain the economic activities early settlers to Texas used to meet their needs and wants.

4(22) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others.

## 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.”

## 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?



## Dog Trot Vocabulary

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TEK Alignments:

- 4(2)(A) History: Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.
- 4(8) Geography: Understand how people adapt to and modify their environment

**Dog trot Cabin Educators Guide**

4(9)(B) Economics: Explain the economic activities early settlers 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:

Dog Trot Vocabulary Sheet

Description:

Share the Dog Trot 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 Dog Trot Cabin.

Cabin Terms:

Dog-trot  
Spinning Wheel  
Loom  
Chinking  
Yoke  
Carding

Settler Terms:

Land Grant  
Labor  
Empresario  
Survey  
Stock Raisers  
Farmers  
Old Three Hundred

Kitchen Terms:

Hearth  
Kindling  
Flint  
Char Cloth  
Gourds

# Post Visit Activities



## Gone to Texas!

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### TEKS Alignments:

4(8) Geography: Understand how people adapt to and modify their environment.

4(22) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others.

### 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?

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 make 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.

ITEM	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	
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	

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	
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	

Gunpowder	5	
Pocket Watch	1	
Compass	1	
Marbles	.5	
Deck of Cards	.5	
Family Bible	.5	
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	

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## There's no place like home

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### TEKS Alignments:

4(19)(B) Social Studies Skills: Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4(21)(D) Social Studies Skills: Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

4(21)(B) 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 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.

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“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 at the Dog Trot Cabin. 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 Dog Trot Cabin. 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 Dog Trot Cabin. 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

### TEK Alignments:

4(8) Geography: Understand how people adapt to and modify their environment.  
 4(22) Social Studies Skills: Use problem-solving and decision-making skills, working independently and with others.

### 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

- a. 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.

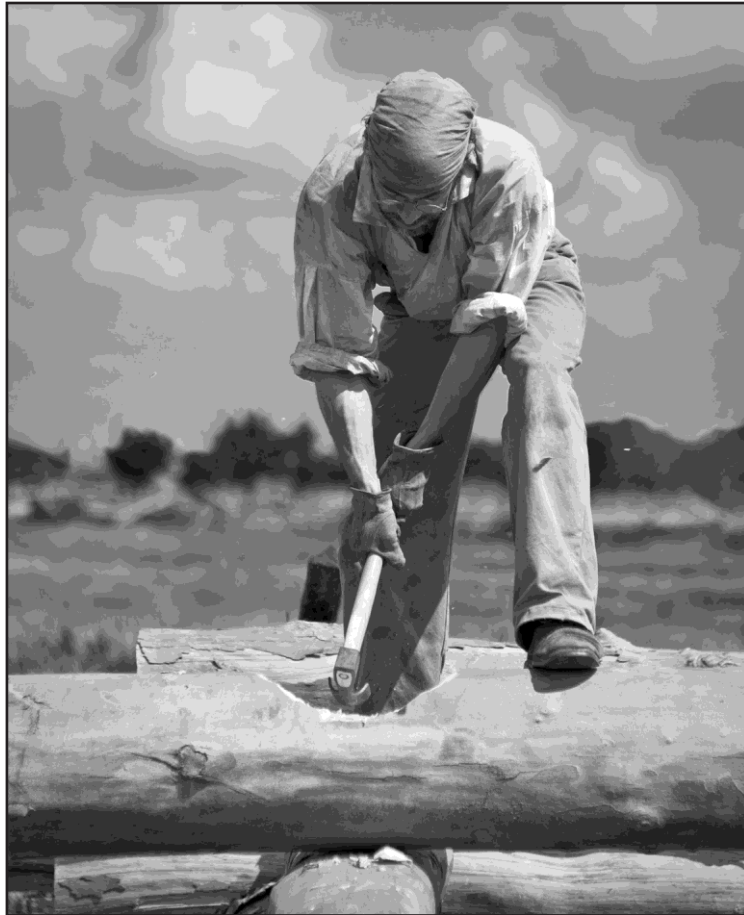
Visual Literacy #1



Questions to consider:

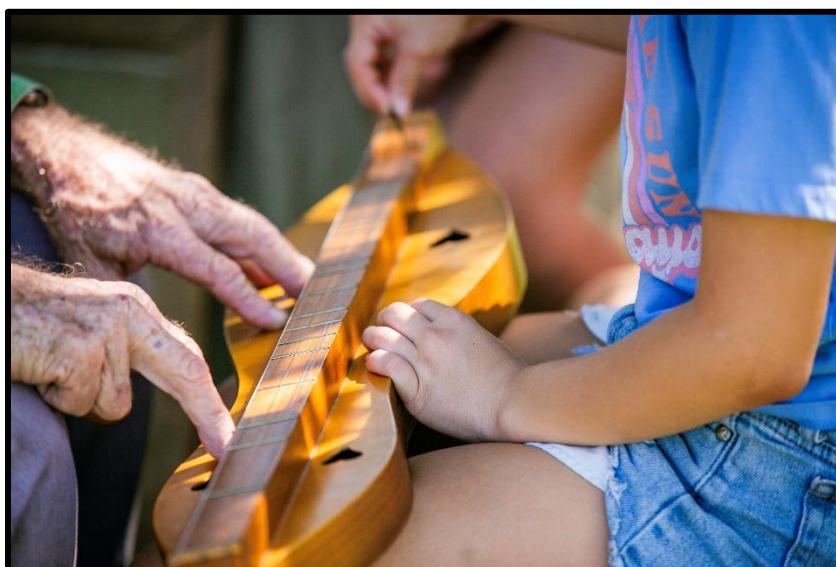
1. What do you see in this image? At this point, students should carefully inspect the visual details before offering interpretive statements.
2. Explain what is happening in this image. What can you infer about the people in this image?
3. What questions might you ask if you were to interview them?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

## 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



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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

## Texas Colonization Word Search

Austin's Colony    Cash Crop    Colonist    Empresario    Farmers    Henry Jones  
 Fort Settlement    Gone to Texas    Karankawa    Labor    Land Grant    League  
 Mexico    Nany Jones    Old Three Hundred    Stephen F Austin    Stock Farm    Survey  
 Stock Raisers    Tejanos    Vaqueros

# Old Fashion Dyeing

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## 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)

# Pioneer Recipes

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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.



## Additional Resources

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### Historical Fiction that describes life in early Texas

*A Paradise Called Texas* by Janice Shefelman

*Spirit of Iron* by Janice Shefelman

**Dog trot Cabin Educators Guide**

*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/texasobservation00holly]

The Runaway Scrape: The Non-Combatants In The Texas Revolution  
 [http://www.tamu.edu/faculty/ccbn/dewitt/roseharris.htm]

Texas Beyond History, The Virtual Museum of Texas' Cultural Heritage  
[www.texasbeyondhistory.net](http://www.texasbeyondhistory.net)

Texian Legacy Association has a teacher's section with lots of resources  
[www.texianlegacy.com](http://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](http://www.lib.utexas.edu/maps/historical/history_texas)