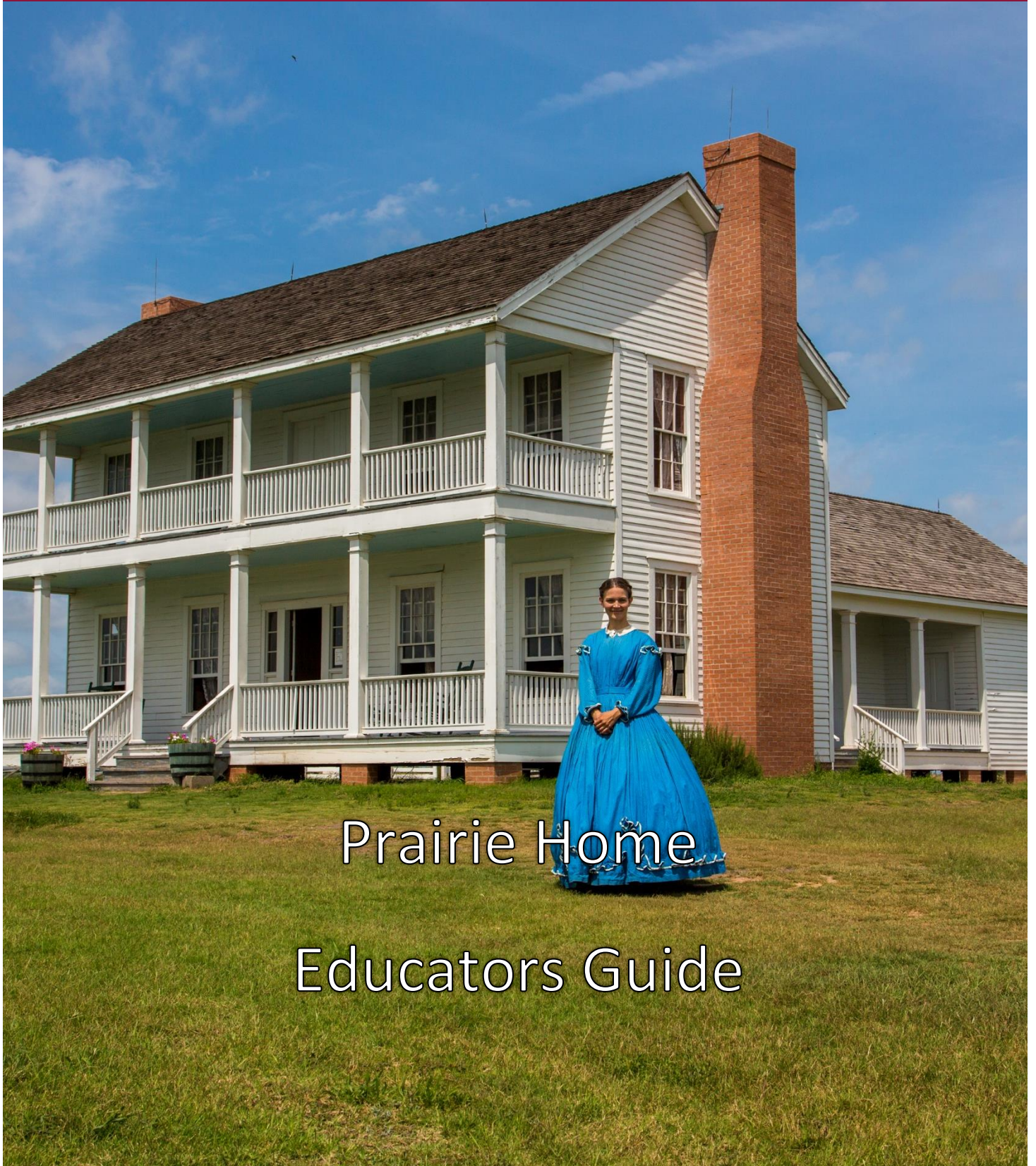


The George Ranch



Prairie Home

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



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

SCHEDULING A SCHOOL PROGRAM

Prairie Home 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. Bookings can be made by calling 281-343-0218 ext. 220 or by e-mailing education@georgeranch.org.

PREPARING FOR YOUR TOUR

The pre- and post-activities included in this guide are structured to enhance any visit. We encourage you to use them freely in advance of your 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.

Prairie Home 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



Domestic Life

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(19) Social Studies Skills: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

4(21) Social Studies Skills: The student communicates in written, oral, and visual forms.

Learning Objectives:

Prairie Home Educators Guide

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

- Organize and compare everyday domestic life in 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 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 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.

Historical Excerpt:

“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, candle making, 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 homes today.

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 19th Household vs A Modern Households

<u>19th Century</u>	<u>Modern</u>

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 such as contributions made by Charles Goodnight, Richard King and Lizzie Johnson.

4(9) Economics: The student understands the basic economic activities of early societies in Texas.

4(17) Culture: The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture.

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, chore list

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.

Procedure:

1. Before your visit to the George Ranch, introduce students to the work that might have been performed at the 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 exist in the 19th century, What are some chores we may see in the future that may or may not exist today?

<p><u>JANUARY</u> 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 <u>FEBRUARY</u> 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</p>	<p>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 Ditched the yard <u>MARCH</u> 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</p>	<p>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</p>
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Plowed potato patch		
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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 such as contributions made by Charles Goodnight, Richard King and Lizzie Johnson.

4(8) Geography: The student understands how people adapt to and modify their environment.

4(9) Economics: The student understands the basic economic activities of early societies in Texas.

4(11) Economics: The student understands patterns of work and economic activities in Texas.

Prairie Home Educators Guide

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:

Prairie Home Vocabulary Sheet

Description:

Share the Prairie Home 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 Prairie Home.

Parlor	Cotton Gin
Study	One Room School House
Etiquette	Slate
Pie Safe	Reading Primer
Butter Churn	Cyphering
Clothes Line	Chuckwagon
Petticoat	Cattle Drive
Crinoline	Cookie
Herb Garden	Branding
<u>Farming Term:</u>	Round Up
Labor Contract	Wrangler
Sharecropper	Drover
Tenancy	Remuda
Freedman	
Plow	

Post Visit Activities



On the trail!

TEK Alignments:

4(11) 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 such as contributions made by Charles Goodnight, Richard King and Lizzie Johnson.

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 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.

"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."

The Trail Drivers of Texas: Interesting Sketches of Early Cowboys... (Texas Classics)

W. M. Shannon, Lytle, Texas

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 such as contributions made by Charles Goodnight, Richard King and Lizzie Johnson.

4(21) 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, Wylly 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 make your branding iron.

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 Southwestern Cattle Raisers Association registration form for registering brands in your classroom: <http://www.tscrabrands.com/application.pdf>

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?



Texas Brand Registration - <http://www.tscrabrand.com/design-brand.html>
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











Letters

















Regular	A
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Tilting, Tumbling or Toppling	
Winged or Flying	
Running, Denoted by Curves	
Lazy letters, lying face-up or face-down	
Crazy, upside down	

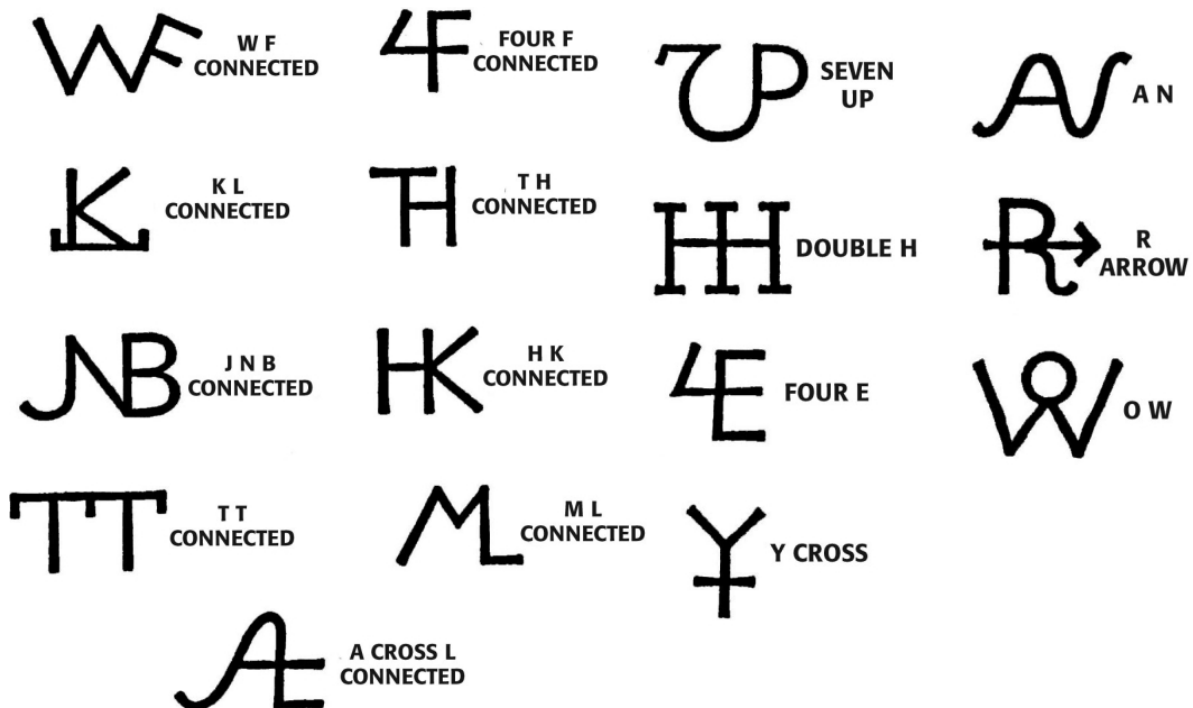
Lines and Circles

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 sitting or resting above it	

Two rails		Mashed O or goose egg	
Three rails are read as stripes		Buckle	
Four rails are read as pigpen		Lapped circles	
Diagonal lines are read as slashes		Half circles	
Rafter		Three links	

Diamond		Quarter circles can point in any direction as long as they stand by themselves	
Double diamond		A quarter or half circle attached to the top of a letter or figure is read as swinging	
Diamond and a half			
Open A, not a half diamond		A curved mark attached to the bottom of a letter is read as "rocking letter," such as a rocking H.	
Box or square			
Cross		If reversed, lower-case h is attached at a curved mark, it is read as rocking chair.	
Circle, or with letters, read as the "O"			
A letter inside a circle is read as Circle Letter, such as Circle K, not O K		A letter above a quarter circle is read "letter quarter circle," such as H quarter circle.	
Double O			
The letters C and U often look like horseshoes.			
A cross with quarter circles at the ends of all 4 arms is called a "cross wrenches".			

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.



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

4(15) Citizenship: The student understands the importance of active individual participation in the democratic process.

4(17) Culture: The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture.

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

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:

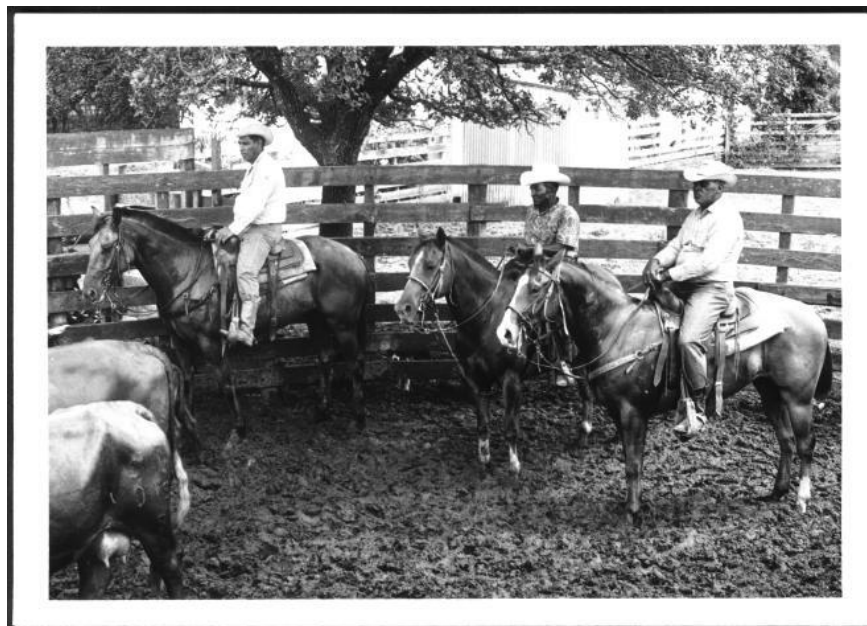
In *Black Cowboys of Texas*, “Peter Martin: Stock raiser of the Republic Period”, M.R. Moore writes “Prior to the general emancipation in 1865, few Afro-Texans appear in records depicting the cattle industry. Yet the importance of these men in the launching of Texas’ nineteenth century livestock industry is significant.” This was certainly true for Old Prairie Homeowners, 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.

Description Cont.:

For his service, Wylie wished to set Peter free 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 livestock. He hired his wife Judith from her owner 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 challenges 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?



Enrichment Activities



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 advantages 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

<http://www.oocities.org/homespunlhg/games.htm>

What games did children play in the 1860's?

http://www.ehow.com/info_7937833_games-did-children-play-1860s.html

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 ¼ tsp. nutmeg

1 ½ cups milk 4 ½ cups flour

3 eggs, beaten 4 ½ tsp. baking powder

1 tsp. cinnamon 1 ½ tsp. vanilla extract

1 tsp. ground cloves

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 butter 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”. https://www.tsl.state.tx.us/exhibits/civilwar/1864_1.html

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” <http://www.eyewitnesstohistory.com/owfrm.htm>

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#.Uf7PLI3viSo>

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