



Dallas Heritage Village



Bud Mallar



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Gone To Texas



Lois Lehman

4TH GRADE

EDUCATOR'S HANDBOOK

WWW.DALLASHERITAGEVILLAGE.ORG

OBJECTIVES

The activities included in this handbook will give students an introduction to the pioneers of 19th century Texas. The activities included in this handbook will give students an introduction to the life of 19th century Texans. Each activity correlates with TEKS curriculum for your grade level. With both pre- and post-visit activities, we hope that you'll be able to find lots of ideas for your classroom.

Specific learning objectives for your students' Dallas Heritage Village experience are listed below:

1. In combination with 4th grade Texas history curriculum, students will absorb valuable information about the lives of 19th century Texas pioneers, including their reasons for settling in Texas and their occupations.
2. Students will explore how communities grow and develop.
3. Students will understand the various technological advancements that have changed methods of communication, transportation, and various other essential developments that shaped Texas history in the 19th century.
4. Students will gain an appreciation for the relative difficulty of the lives of 19th century Texan pioneers as compared with their own.
5. Students will understand the importance of communities like those depicted at Dallas Heritage Village in shaping the history of Texas.



Priscilla Killion

TEKS

The following TEKS curriculum requirements are met through the pre- and post-visit activities and the field trip itself.

§110.6 - English Language Arts and Reading, Grade 4.

4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.

4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

4.27 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings.

§111.6 - Mathematics, Grade 4

4.13 - Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

4.16 - Underlying processes and mathematical tools. The student uses logical reasoning.

§113.6 - Social Studies, Grade 4.

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

4.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.

4.9 Geography. The student understands how people adapt to and modify their environment.

4.12 Economics. The student understands patterns of work and economic activities in Texas.

4.20 Science, technology, and society. The student understands the impact of science and technology on life in Texas.

4.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.



IMPORTANT DATES IN DALLAS HISTORY

- 1841** — Republic of Texas issues charter to Peters' Colony to settle hundreds of families in North Texas, focusing national attention on this area. John Neely Bryan arrives in mid-November at a crossing of the Trinity to open an Indian trading post. He finds the Indians gone but settles with idea of starting a town.
- 1842** — Bryan journeys twenty miles west to Bird's Fort in spring and persuades the Gilberts and Beemans to join him. Martha Gilbert becomes first female settler.
- 1843** — Name "Dallas" first used for Bryan's little settlement in latter part of this year.
- Sam Houston visits Dallas on way to Indian powwow at Grapevine Prairie, in Tarrant County.
- 1844** — Bryan is appointed Postmaster.
- 1845** — William and Mary Hord settle west of the Trinity, at Hord's Ridge, which will become Oak Cliff.
- Methodists at Farmers Branch organize the area's first religious congregation.
 - Dallas Citizens vote 29 to 3 for annexation of Texas to the United States.
- 1846** — Birth of John Neely Bryan, Jr., January 9; first child born in Dallas to survive.
- Dallas County created March 30 from Nagadoches (east of Trinity) and Robertson (west) counties. Dallas named temporary county seat.
 - Bryan begins operating a ferry across the Trinity.
- 1849** — Weck Latimer arrives to start first newspaper in Dallas, *The Cedar Snag*, soon changed to *Herald*.
- 1850** — Dallas County voters select town of Dallas as permanent county seat. Population of Dallas is 163.
- 1851** — Rev. James Smith builds the first cotton gin.
- 1852** — Maxime Guillot opens first manufacturing plant, a carriage factory.
- Alexander Cockrell purchases Dallas and the ferry license from Bryan for \$7,000.
- 1854** — First colonists for La Reunion, a Frech utopian community, move to Dallas on April 26.
- 1855** — Alexander Cockrell erects a covered wooden toll bridge across the Trinity River.
- 1856** — Dallas is incorporated as a town; Dr. Samuel R. (Old Doc) Pryor elected first mayor.
- 1857** — First brick courthouse is erected. It is two stories.
- La Reunion begins to disband, and some colonists settle in Dallas. They become the core of the city's artistic community.
- 1860** — Federal census shows Dallas' population 775; county's 8,655.
- Huge fire on July 8 wipes out town square and business district save for the courthouse. Thought to be arson, a public committee hangs three African American men for the crime.
- 1861** — Dallas votes 741 to 237 to secede from the Union.
- Dallas named wheat procurement headquarters for Confederacy west of Mississippi; An arms factory is built at Lancaster.
- 1866** — Freedman's towns of former slaves spring up near Dallas, including Deep Ellum, Little Egypt, Alpha community, Five Mile Creek and remain until well into 20th century.
- Highest flood (but not most devastating) of the Trinity River cuts off Dallas for a week.

1867 — Freedmen's Bureau is established in Dallas.

- Disciples of Christ (Christians) build the first church in Dallas.

1868 — Job Boat #1 becomes first steamboat to navigate Trinity from Galveston to Dallas; passage took one year and four days. Sally Haynes launched in Dallas, but never made it to Galveston.

- William H. Gaston and A.C. Camp establish an "exchange office," the first banking institution in Dallas; after many mergers, and name changes, this bank becomes First National Bank (NCNB).

1869 — Water from Browder Spring piped into "downtown" Dallas.

1870 — Federal census gives Dallas 2,960 population.

1872 — First iron bridge over Trinity River. People must pay a toll to cross.

- On July 16, the first railroad (Houston and Texas Central) arrives in Dallas from south, continuing north to Denison. An all day celebration draws 10,000 visitors.
- New Hope Baptist Church is established as the first African-American church in Dallas.
- Railroad merchants such as E.M. Kahn and the Sanger Brothers open dry goods stores, which will later become department stores.
- Volunteers organize a Dallas Fire Department.

1873 — First streetcars (mule powered) run up Main from courthouse to the depot on Haskell and Main.

- Texas & Pacific railway builds east-west line through Dallas, making it the first rail crossroads in Texas.
- First Jewish congregation, Temple Emanu-El, is established.
- J.Y. and Thomas Field build Dallas' first opera house.

1874 — Natural gas lights introduced, and gas mains are laid.

- Dallas becomes buffalo hide market headquarters of the world.
- First traffic police put on Main and Elm for "huge concourse of wagons" brought on by heavy trading.

1875 — First commercial telegraph line (to Ft. Worth) opened in September; Western Union opens office month later.

- J.H. "Doc" Holliday, after practicing dentistry in Dallas for three years, is "invited" to leave town after a shooting in a local saloon.

1876 — J. J. Eakin gives land surrounding Browder Springs to city for its first park in lieu of taxes. This land later hosts Dallas Heritage Village at Old City Park.

1878 — H.C. Blakeney purchases first bicycle. It has iron tires.

1879 — First telephone installed, from fire station to Browder Springs pump house so that water pressure could be increased as needed at fires.

- Rev. R. C. Buckner establishes Buckner's Orphan Home on east side of county.

1880 — Federal census gives Dallas official population of 10, 385 but local citizens claim 20,000.

- A Board of Trade is organized to promote industry and manufacturing in Dallas.
- The Pearl Street Reading Club, the first "culture club" for women, is organized by Mary Mitchell (Mrs. John Henry) Brown.

1881 — First public telephone exchange with forty subscribers.

1882 — First electrical plant opens; lights at Mayer Gardens and Sanger Brothers draw thousands of onlookers.

- First paved street. Street is paved with bois d'arc (a type of wood) blocks.
- The Merchants' Exchange is organized to expedite commerce in farm produce.

1884 — First public school board is elected.

1885 — *Dallas Morning News* publishes its first issue on October 1.

- First traffic ticket issued for driving horse too fast on Main; fine of \$1.00.
- Dallas County Fair and Texas State Fair end rivalry, combine to form Texas State Fair (State Fair of Texas).
- African American Masons establish a college in Dallas on land provided by white religious leaders.

1887 — T. L. Marsalis and J. S. Armstrong develop one of the first suburbs in Texas history and name it Oak Cliff. A steam railroad is built across Trinity for commuters.

1888 — Texas Baseball League is organized; Dallas' team, the Hams, wins the championship.

1889 — First electric streetcar begins service.

- St. Mary's College opens under leadership of Episcopal Bishop Alexander C. Garrett.
- Dallas annexes City of East Dallas.

1892 — Dallas' sixth courthouse, "Old Red," is completed. Previous courthouses had burned down; this one was considered fire proof.

1890 — Federal census gives Dallas population of 38,067, making it the largest city in Texas for the first (and only) time.

1893 — Oriental Hotel opens at Commerce and Akard. It is fully electrified and includes elevators.

- First paper mill in Texas (Fleming's) opened.
- Steamer H. A. Harvey, Jr. docks from Galveston, causing huge celebration. Travel time was 67 days.

1894 — A new public hospital, Parkland, is built near Maple and Oak Lawn.

1896 — Golf is introduced to Dallas in a cow pasture in Oak Lawn.

1898 — Linz Building, at seven stories, becomes first skyscraper.

1899 — First automobile, owned by E. H. R. Green, driven on Dallas streets on October 5.

- Main Street is paved with asphalt; Murphy Street is paved with brick.

1900 — First high school football team in Texas is formed at Dallas High School.

- Dallas Symphony Club performs its first concerts.
- Population of Dallas is 42,638

1901 — The new Dallas Public Library, funded by Andrew Carnegie, opens.

1903 — Oak Cliff citizens vote for annexation to Dallas.

1905 — Theodore Roosevelt is first U.S. President to visit Dallas.

- Munger Place opens as Dallas' first deed-restricted residential neighborhood.

1906 — Dallas Citizens' Association is organized to persuade voters to adopt the commission form of city government.

1907 — Herbert Marcus, Carrie Marcus Neiman, and Albert L. Neiman open Neiman-Marcus.

- Praetorian Building completed, the first steel skyscraper.
- Dallas adopts a Mayor-Commission form of government.

1908 — Worst flooding of the Trinity in Dallas history prompts calls for a levee project.

- Mrs. E.P. Turner and Mrs. P.P. Tucker are first women elected to Dallas School Board.

1909 — President William H. Taft visits Dallas.

1910 — Herring-Curtiss biplane is the first airplane to fly over Dallas, in an exhibition at Fair Park.

- Population of Dallas is 92,104.

PRE-VISIT ACTIVITIES

GONE TO TEXAS PROBLEM SOLVING

Using the attached maps and activity, think like a nineteenth century Texas pioneer. Discuss the reasons for settling in certain areas. Is there something about that piece of land that makes it special? What kind of businesses are already in place?

- First, students should look at the population distribution map. Explain that the largest circles are the areas with large populations and that East Texas has historically been the most populated region of Texas.
- Next, students should look at the maps of Texas geography and the Texas frontier.
- After looking at these maps, ask your students to think critically about why early Texas pioneers settled in these areas.
- Students can express their ideas verbally or in writing. Answers can include settlers' fears of the Native Americans in West Texas, the low-elevation and fertile land, and the large numbers of rivers in East Texas that flow toward the Gulf of Mexico.
- Use this activity to do more research about early Texas settlers and settlements using electronic and print sources. Suggestions include using the Handbook of Texas Online (<http://www.tshaonline.org/handbook/online/>) or The Portal to Texas History (<http://texashistory.unt.edu/>)

LIFE LISTS

Use lists of personal items to reconstruct stories of the past.

Preparation:

- The day before the activity, have the students list all the items found in a specific area of their home.
- The list can include things found: on the floor of their room, on their bathroom counter, in their bedroom trash can, surrounding the place they do their homework, or any place they choose that contains a variety of their personal items.
- The list should include everything found in the chosen area, such as: photographs, doodles on scrap paper, trash, pens, items of clothing and grooming, empty soda cans, etc.

Activity:

- Collect a list from each student, and pass out the lists of items so that no student has their own list.
- Have each student think about the items on the list and the information they provide. Ask the students to construct a story about the person using only the specific list items.
- Discuss how things can tell us about how people live. Tell the students they will be going to Dallas Heritage Village, which is a museum about how people lived in the past, and ask them to pay attention to details as they did with their own lists.

K-W-L LIST

Create a list of what the students *know*, *want to know* and *learn* from their experience at Dallas Heritage Village.

- Draw a large table with three columns labeled: "Know," "Want to Know" and "Learn."
- Explain to the class that you are visiting a museum about how people lived in the past.
- In small groups, get the students to discuss what they *know* about how people lived in the 1800s in Texas and then what they *want* to know.
- Discuss the group findings and compile them into a class master list.
- You can fill in the last column with what they *learned* after your visit.



Texas

POPULATION
DISTRIBUTION

New Mexico

Colorado

Kansas

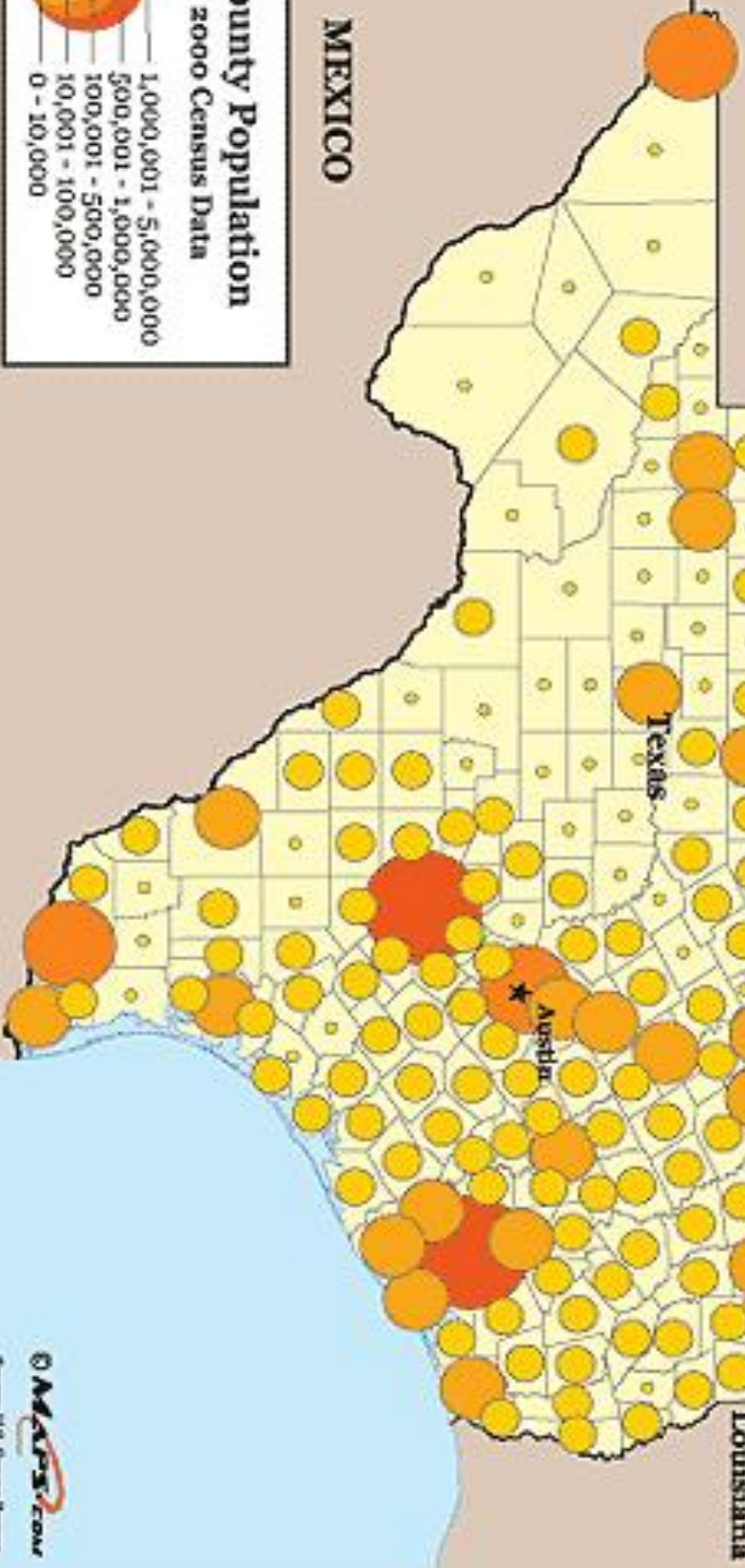
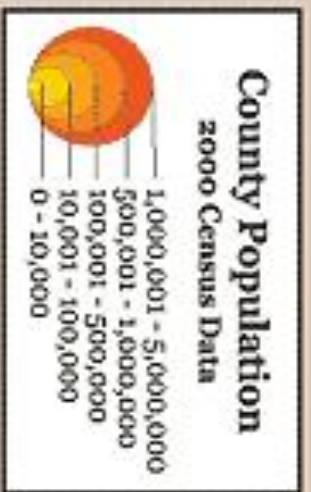
Oklahoma

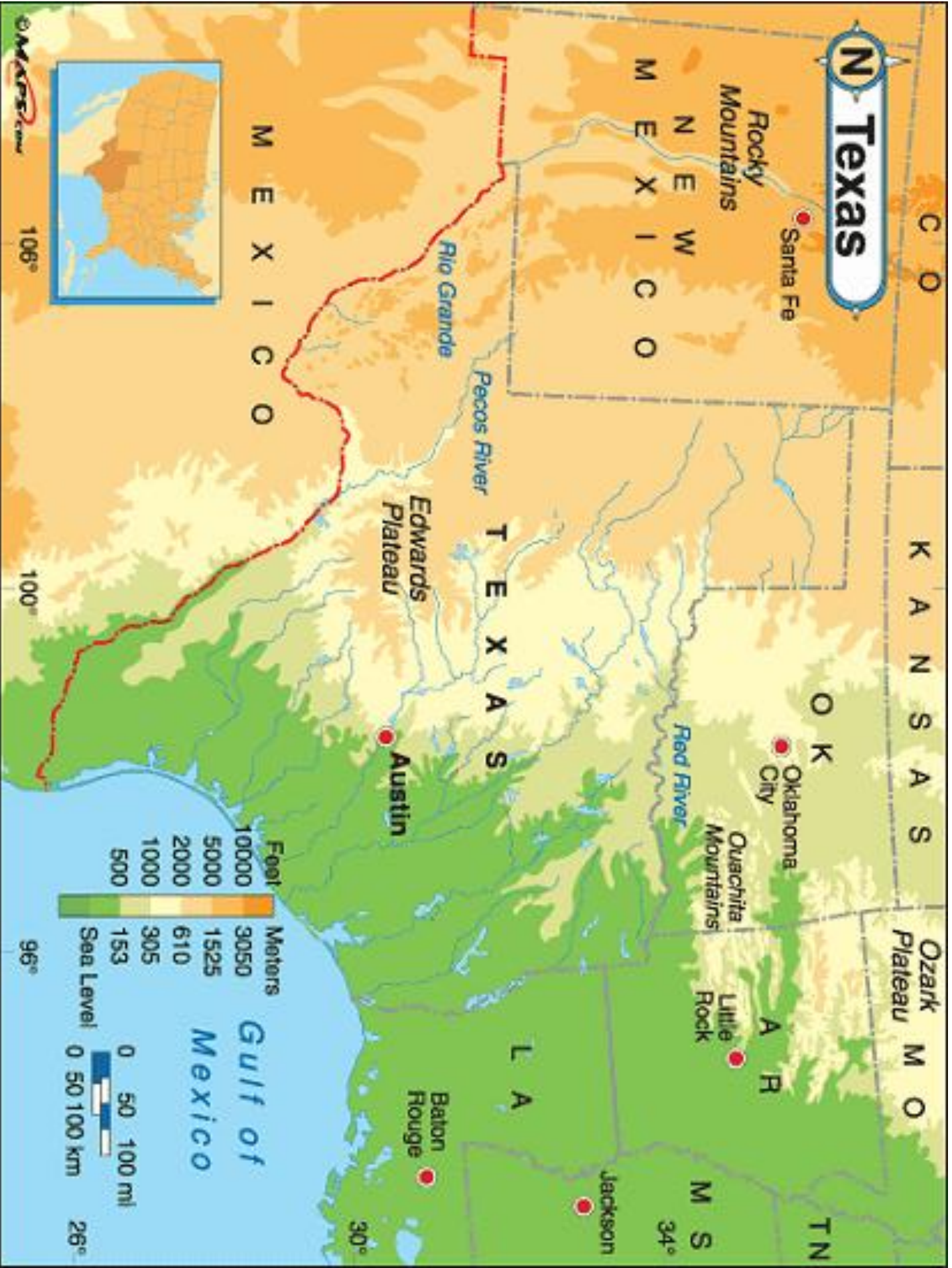
Missouri

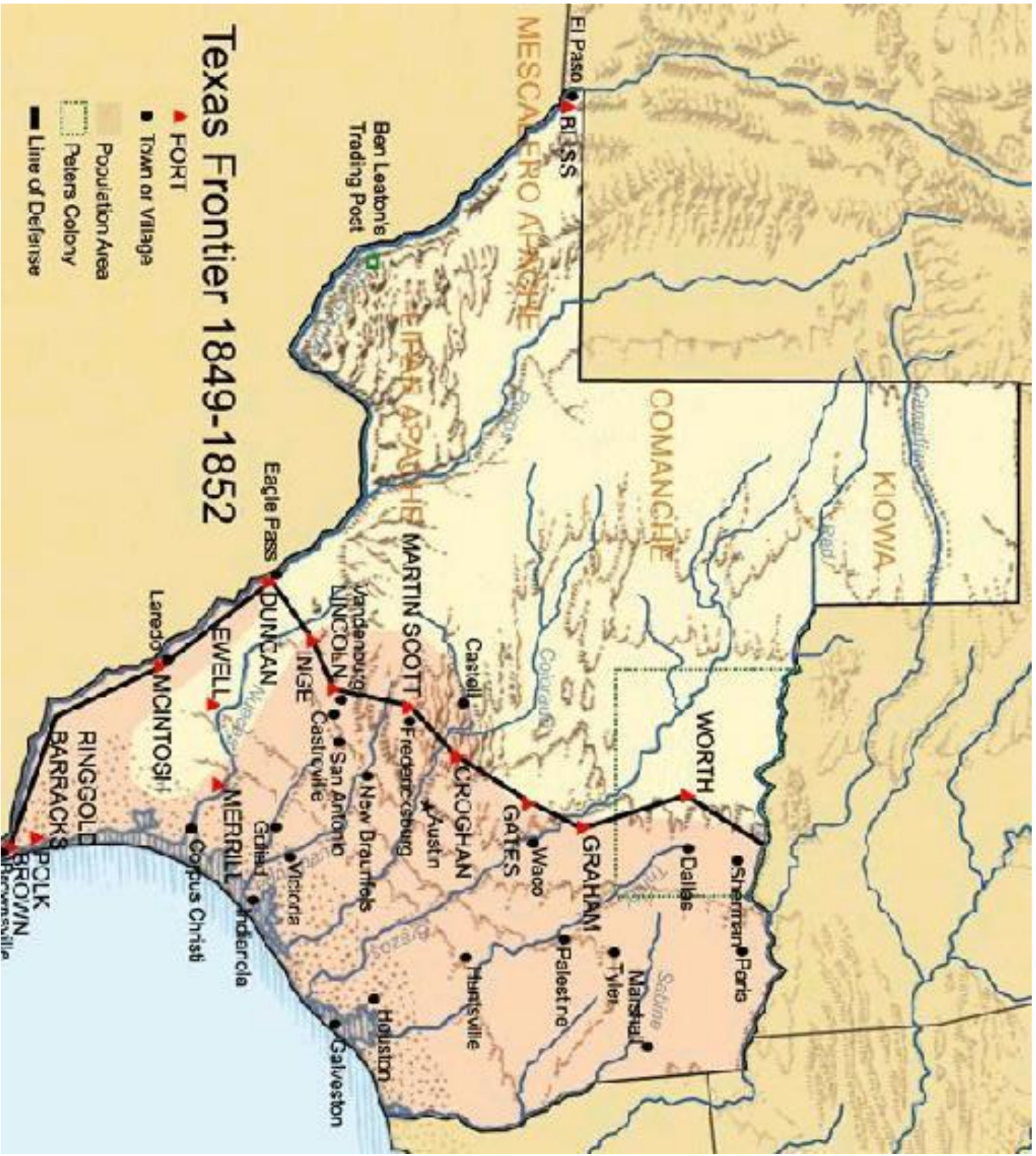
Arkansas

Louisiana

MEXICO







DURING YOUR VISIT

- Determine how and why pioneers chose to settle in Texas.
- Discover the impact the railroads had on the local economy and the population growth.
- Investigate the technology of pioneer times and the turn-of-the-last-century.



Encourage your chaperones and teachers to ask the students questions about what they see. You'll be amazed at how much adults can learn too when they get involved!

Conversation Starters:

- What was life like after moving to a new community? What adjustments did you have to make?
- How has Dallas changed in the past 150 years?
- What major inventions have made people more connected to each other?
- How is Dallas' story similar to the story of Texas?

Throughout your visit, you'll meet a wide variety of history educators. Feel free to ask them questions about their location, their clothing, or what they're currently doing.

POST-VISIT ACTIVITIES

SELLING TEXAS

ANALYZE A HISTORICAL DOCUMENT.

Here are some quotations from an advertisement that was used to persuade people that they should move to Texas.

Have the students read the quotations and make sure they understand all the words and ideas.

Discuss whether this advertisement would make the students want to move to Texas. Ask them to explain why or why not.

Quotations from 1846 Peter's Colony Land Company flyer:

"We now have in our possession letters from gentlemen of high standing and the colonists themselves declaring that this country contains the largest body of the richest and most fertile lands of any in North America."

"The lands... are so well proportioned with woodland and prairie that nearly every settler may have woodland enough for the purposes of fuel, fencing, and agriculture, and rich prairies enough to relieve him of the tedious task of clearing a plantation."

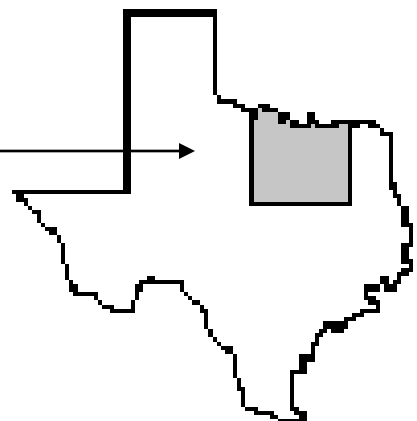
"Our colony is now becoming rapidly settled by an intelligent, industrious, and desirable population, and that there is no doubt but it will become in a very short time the most valuable part of Texas."

"There is an abundance of wild game including buffalo, bear, deer, wild turkey, prairie hens, quail and squirrel."

"The climate is mild and beautiful, and for health and pleasure is not surpassed by any in the world, and in this respect may be termed the Italy of America- the thermometer ranging from 30 to 90 degrees Fahrenheit during the year."

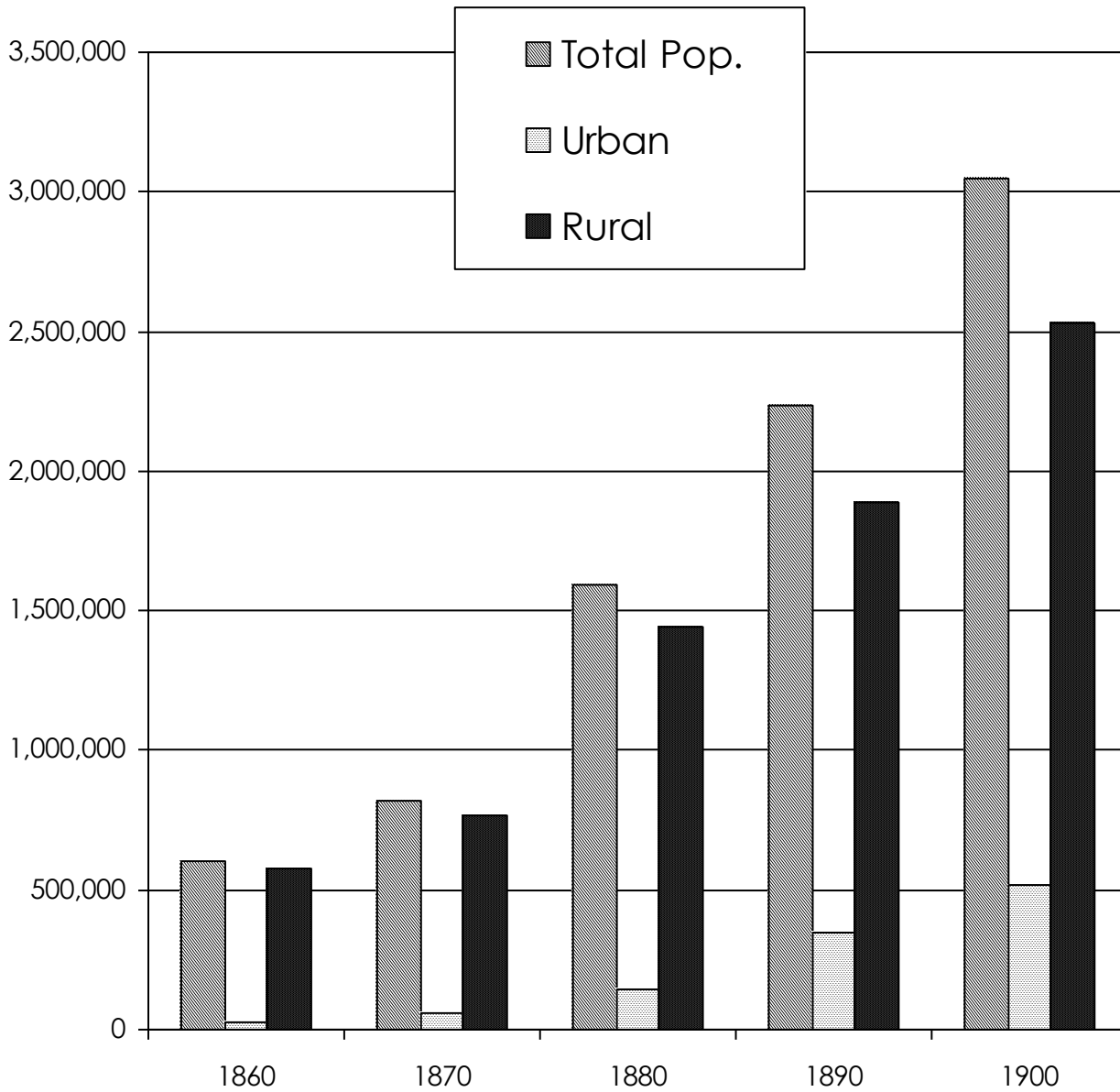
Have the students write their own advertisements trying to persuade people that their school, neighborhood or city is worth visiting. Remind them to try to exaggerate the good features and ignore the bad ones. Encourage them to use language to "sell" a place.

Peter's Colony



POPULATION EXPLOSION!

ANALYZE A BAR GRAPH TO COMBINE HISTORY AND MATH.



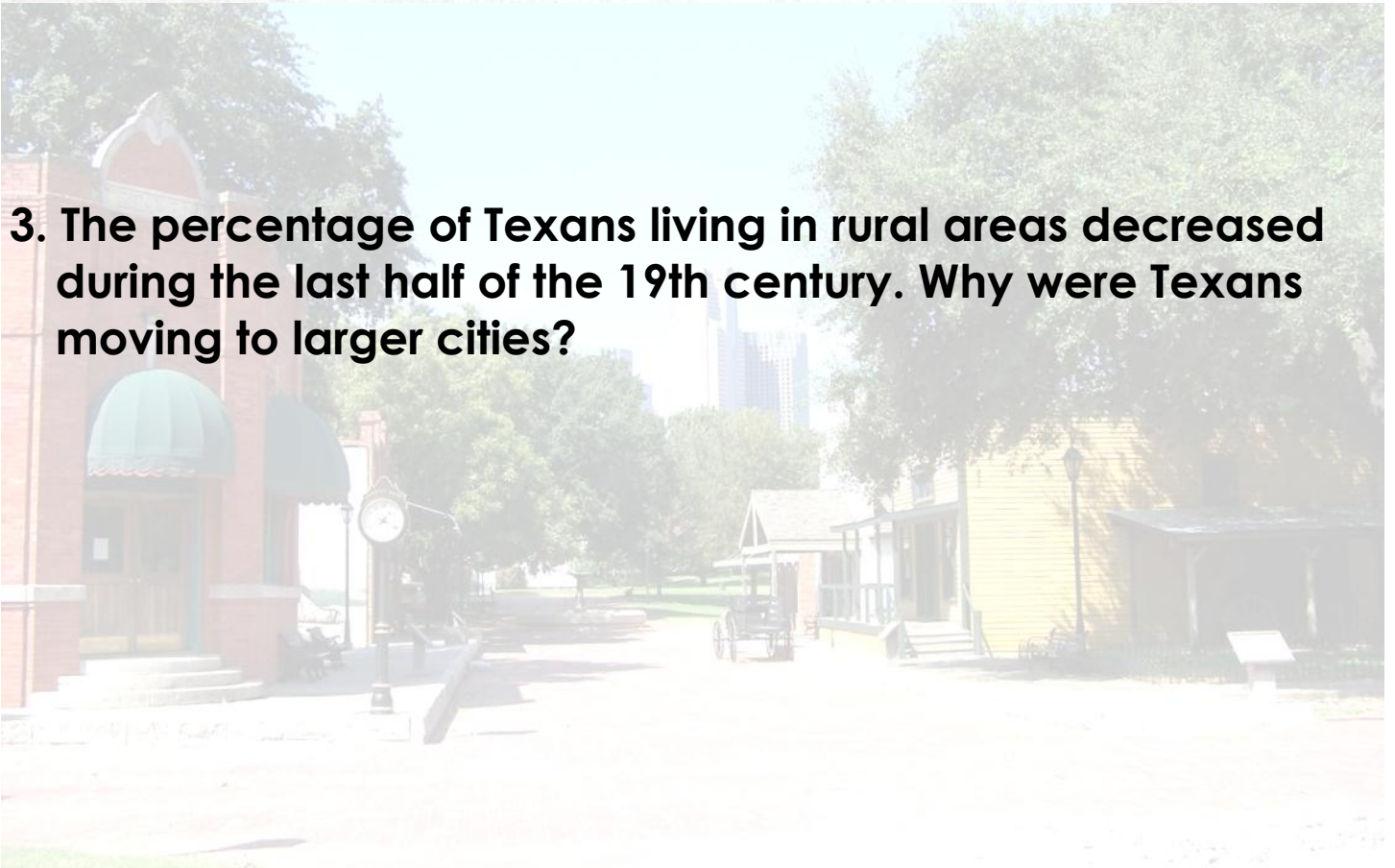
YEAR	TOTAL	URBAN	RURAL (%)
1860	604,215	26,615	577,600 (96.4)
1870	818,579	59,521	764,058 (95.6)
1880	1,591,749	146,795	1,444,954 (93.7)
1890	2,235,521	349,511	1,886,016 (90.5)
1900	3,048,710	520,759	2,527,951 (84.5)

Information from: Calvert, Robert A. Arnolde de Leon. Gregg Cantrell. *The History of Texas*, (Wheeling, IL: Harlan Davidson), 2002. p 177.

1. Predict the reason for the increase in the population of nineteenth century Texas. Why did settlers come to Texas? Write three reasons pioneers came to Texas.

2. What percentage of Texans lived in urban areas in the years of 1860, 1870, 1880, 1890, and 1900?

3. The percentage of Texans living in rural areas decreased during the last half of the 19th century. Why were Texans moving to larger cities?



CRAFTS

COVERED WAGON (You will need: a large appliance box, wire and cloth or butcher paper.)

Make cardboard wheels for the box and use wire to form a frame over the top of the box. Cover the frame with the butcher paper or cloth. This large wagon could form a reading area or you could get students to make smaller wagons with boxes the size of tissue boxes or shoe boxes.

GAMES AND PHYSICAL ACTIVITIES

THE MINISTER'S CAT (Any number of players. Indoors.)

The first player says, "The minister's cat is an astounding cat," using an adjective beginning with "a" to describe the cat. The next player makes a remark about the cat, using the same initial letter for the adjective; for instance, that it is an aggressive cat. This continues, each player using a different adjective starting with "a," until the game has gone entirely around the circle. The first player then repeats the remark using an adjective that begins with "b." This goes around, and so on through the alphabet. Any player who is slow to respond, or who fails, must drop out of the game.

Buzz (5 to 30 players. Schoolroom or parlor.)

Use the word "buzz" to replace multiples of a certain number and any number containing that digit. Go around the group with each student counting one number except for students whose number is one of the multiples designated: they should say "buzz." For example with the number 4: 1, 2, 3, buzz, 5, 6, 7, buzz, 9, 10, 11, buzz, 13, buzz, 15... See how fast your group can go or high they can count.

SUGGESTED READING

FOR STUDENTS:

Erickson, Paul. ***Daily Life in a Covered Wagon***. Puffin, 1997. Drawing on diaries and letters, and illustrated with photos of actual objects from the past, *Daily Life in a Covered Wagon* explores what life was really like on the wagon train.

Flournoy, Valerie. ***The Patchwork Quilt***. Puffin, 1985. Fabric stitched into a quilt tells one family's story.

Fraser, Mary Ann. ***Ten Mile Day: And the Building of the Transcontinental Railroad***. Henry Holt, 1996. A detailed account of April 28, 1869, when--as the result of a \$10,000 wager--Central Pacific crews laid a record- setting ten miles of track.

Garland, Sherry. ***Voices of the Alamo***. Pelican, 2004. The story of the Alamo is not just the days of the famous siege. Rather, the story begins centuries earlier and continues to this day, as Garland dramatizes in this picture book for older readers by giving voices to 16 individuals who were involved in various ways with the unfolding story.

Gurasich, Marj. ***Letters to Oma: A Young German Girl's Account of Her First Year in Texas, 1847***. Texas Christian University Press, 1989. After her family moves from Germany to Texas in 1847, fifteen-year-old Tina chronicles in letters to her grandmother their struggle to survive in a strange new place while preserving their traditional German ways.

Johmann, Carol. ***Going West!: Journey on a Wagon Train to Settle a Frontier Town***. Williamson, 2000. History mingles with crafts, critical thinking activities and a story about moving west.

Kalman, Bobbie. ***19th Century Clothing***. Crabtree Publishing, 1993. Over forty color illustrations and photographs show how they dyed, spun and wove wool and flax to make the cloth from which they sewed their clothes.

Petrick, Neila Skinner. ***Jane Wilkinson Long: Texas Pioneer***. Pelican, 2004. Often called the "Mother of Texas," Jane Wilkinson Long led an eventful life on the Texas frontier. Her life as a pioneer, mother, widow, businesswoman and revolutionary is brought to life for children.

Wisler, G. Clifton. ***Caleb's Choice***. Puffin, 1998. When Caleb's father loses the family fortune in 1858, Caleb leaves his private school and privileged life to live with his grandmother in northern Texas. He adjusts easily to working in his grandmother's inn, but he struggles with issues surrounding slavery. Should he help two fugitive slaves escape to Kansas?

Wilder, Laura Ingalls. ***Little House*** series. HarperCollins. These classic novels explore the settlement of the West, with the joys and hardships, all told through the eyes of a child.

FOR TEACHERS:

Crisp, James E. ***Sleuthing the Alamo: Davy Crockett's Last Stand and other Mysteries of the Texas Revolution***. Oxford University Press, 2005. Historian James E. Crisp draws back the curtain on years of mythmaking to reveal some surprising truths about the Texas Revolution--truths that are often obscured by both racism and political correctness.

Fitzgerald, Ken. ***Dallas Then and Now***. Thunder Bay Press, 2001. This book captures the dramatic changes the city has undergone since its incorporation as a town through authentic photographs. Over 140 pages of pictures. Excellent resource for students as well.

Hazel, Michael V. ***Dallas: A History of the "Big D."*** Texas State Historical Association, 1997. A brief yet complete history of Dallas from its humble beginnings to its current status as one of the largest cities in Texas.

Jackson, Jack. ***New Texas History Movies***. Texas State Historical Association, 2007. The newest version of this timeless Texas history classic by the late Jack Jackson, award-winning scholar and illustrator. *The New Texas History Movies* is a totally revised edition with new cartoon strips and text. Great for teachers and students.

Luchetti, Cathy. ***Women of the West***. W.W. Norton and Company, 2001. Stories and diaries of frontier women and the lives they led. Includes over 150 authentic photographs.

McDonald, William L. ***Dallas Rediscovered: A Photographic Chronicle of Urban Expansion 1870-1925***. Dallas Historical Society, 1978. *Dallas Rediscovered* examines this city in all its turn of the century splendor through hundreds of period photographs expertly reproduced by a duotone printing process, complemented by a lively and informative text.

Payne, Darwin (editor). ***Sketches of a Growing Town: Episodes and People of Dallas from Early Days to Recent Times***. Southern Methodist University, 1991. A collection of essays about important people and events in the history of Dallas. Written by students enrolled in the Masters of Liberal Arts program at Southern Methodist University.

Sitton, Thad, and Miliam C. Rowold. ***Ringing the Children In: Texas Country Schools***. Texas A&M Press, 1987. A glimpse into the country schoolhouses of Texas' rural past.

West, Elliot. ***Growing Up with the Country: Childhood on the Western Frontier***. University of New Mexico Press, 1989. A thoroughly researched history of life on the Western Frontier. Accessible, informational, and interesting read.

If you have questions, concerns, or suggestions, please contact
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