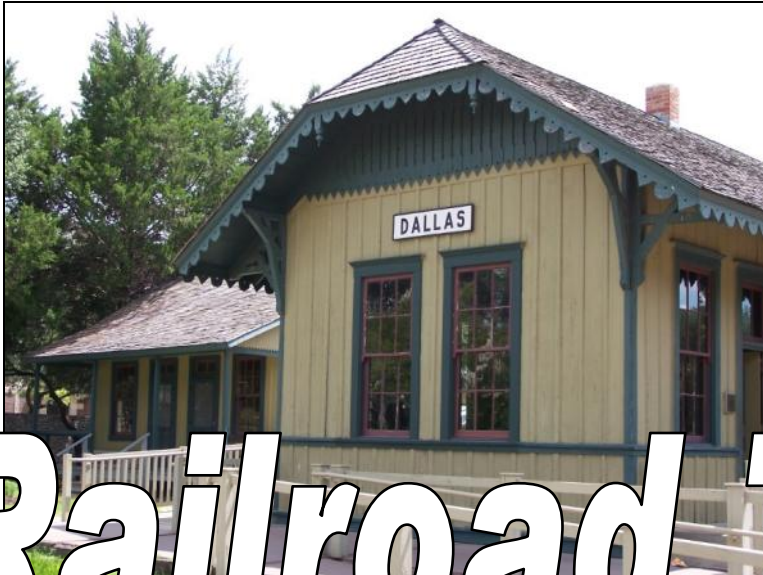


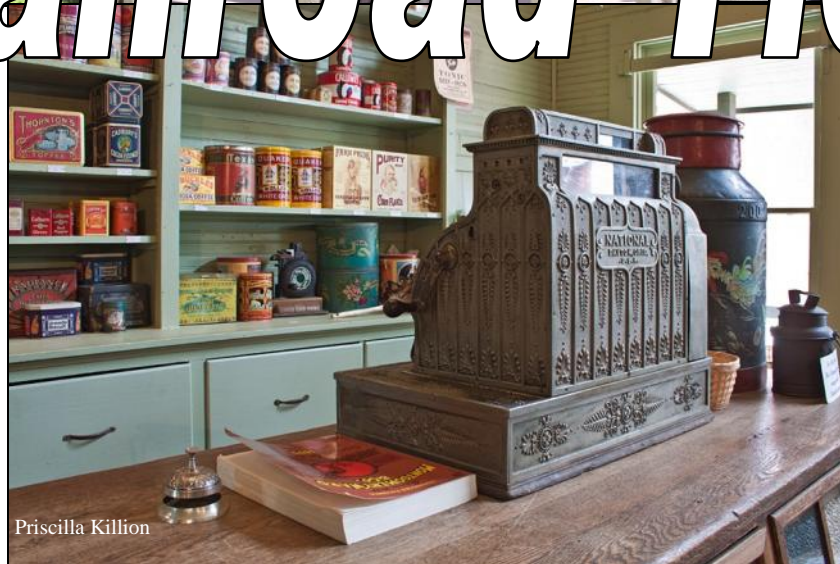


Dallas Heritage Village



Lois Lehman

Railroad Ties



Priscilla Killion

7TH & 8TH GRADE

EDUCATOR'S HANDBOOK

WWW.DALLASHERITAGEVILLAGE.ORG

OBJECTIVES & TEKS

The activities included in this handbook will give students an introduction to the changes the railroad brought to nineteenth century Texas. 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 7th grade and 8th grade social studies curriculum, students will compare what life was like before and after the railroad.
2. Students will learn how Dallas grew and changed after the railroad.
3. Students will explore how the economy changed after the railroad.

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

113.23 - Social Studies, Grade 7.

7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.

7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries.

7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society.

7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.

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

113.24 - Social Studies, Grade 8.

8.9 History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation.

8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment.

8.28 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States

8.29 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.

8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of 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 except 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 Springs 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

WELCOMING THE RAILROAD

The following worksheet contains a letter written by John Milton McCoy about the coming of the railroad to Dallas in 1872. McCoy was an Indiana-born lawyer who became Dallas' first city attorney.

- Have students imagine the practical ways the railroad and telegraph affected daily life in Dallas. (For example: a faster pace of life due to more reliance on schedules, news of national events could travel faster than people, increased migration to the area, increased agricultural profits because of market accessibility, increased variety of material goods for purchase and more jobs, industry and trade.)
- McCoy, like many Dallas leaders, saw his own fortune as connected to that of the city and the railroads. Other people may have responded more personally to the railroad. Have students imagine how different Dallasites would relate to the coming of the railroad. Write letters regarding the railroad from the perspective of a child, a woman, a Mexican American worker, or a recently freed slave.
- Explain to the students that they will be visiting Dallas Heritage Village where they will be learning about Dallas as a boomtown between 1870 and 1910. The railroad played a significant role in Dallas' growth.
- After your visit to Dallas Heritage Village, have the students reassess their letters and discuss whether they would change or add anything.

Source: Elizabeth York Enstam (ed.), *When Dallas Became a City: Letters of John Milton McCoy, 1870-1881* (Dallas: The Dallas Historical Society, 1982), 77.



WELCOMING THE RAILROAD

The letter below was written by John Milton McCoy, an Indiana-born lawyer who became Dallas' first city attorney. McCoy, like many Dallas leaders, saw his own fortune as connected to that of the city and the railroads. How does McCoy feel about the railroad?

*Dallas, Texas
July 7, 1872*

My Dearest Parents,

Well, the railroad and telegraph are here now. The welkin [sky] rings with the old familiar sound of the whistle and we feel hundreds of miles nearer home and no longer behind the times. Yesterday the track reached the corporate limits about a mile and a half from the Court House square. The streets were crowded yesterday evening with equestrians, pedestrians and carriages and buggies flying back and forth to the terminus of the road. Today I see a bright new omnibus [horse-drawn passenger bus] upon the streets, the first that has come to town. Dallas is to be grinned at no longer as a one horse town. It has put away its petticoats and donned yesterday a new pair of "britches" with pockets and a cigar in its mouth and is no longer a boy—a man full of feeling, strides and gas. Talk about your Baltimores, New Yorks and Philadelphias and leave Dallas out of the ring if you dare. . . . Dallas, the Hub Dallas, the crescent of the southwest, Dallas the bright spot of the Lone Star, Dallas the coming City of Texas, the center of the grand Eldorado of the South. . . .

*Your own boy,
John McCoy*

Why do you think people were so excited about the railroad?

What are some of the ways that Mr. McCoy describes the future of Dallas? Would the Dallas of today meet his expectations?

Can you think of anything in your lifetime that would cause the same amount of excitement for a city?

CHALLENGING THE RAILROAD

Discuss another view of the railroad.

After Reconstruction, African Americans struggled with segregation on trains. Use the following story to start a discussion of how technology and progress could mean different things to different people.

Maud Cuney Hare recalled how her mother, Adelina Dowdie Cuney, defied segregation by climbing through a window into the first-class coach of a railroad car headed from Galveston to Houston in 1886. Many African Americans were forced to ride in second-class coach even after purchasing first-class tickets.

This excerpt is taken from: Maud Cuney Hare, *Norris Wright Cuney: A Tribune of the Black People* (1913; reprint Austin: Steck-Vaughn, 1968), 67-68.

“My uncle Joseph had gone to the depot with mother to see her off to Houston, where she was to join father, who was there attending a matter of business. The conductor of the first-class coach saw them coming, and, knowing them to be colored, he quickly locked the door of the coach because he knew from experience that no argument or force could compel mother to enter a second-class car. After locking the door he disappeared. It was then nearly train time and the coach was nearly filled with passengers. For a second, disconcerted, mother looked around and then innocently turning to Uncle Joseph, said: “Well, Joe, there are people in the coach and I see but one means of entrance and that is the window, so give me your hand as a mount.” And then, as if mounting a horse she got in the window and took her seat demurely. It was now time for the train to leave, so the conductor hastened forward, glancing hastily around, saw only Uncle Joseph and surmising his strategy had worked, unlocked the door and cried with great satisfaction, “All aboard.” Entering his coach to collect tickets he was greatly chagrined and bewildered to see mother sitting there quite contented and with perfect ease and indifference.”

This may be a humorous story, but remind the students of the serious implications of segregation and racism on wealth, education and opportunity.

Discuss the experience of segregation shown in this example.

- How did Hare’s mother react to it?
- Why was she so confident?
- This is a second-hand story. How does that perhaps affect the tone? How would other people have reacted to the same circumstance?

If time permits, do some research on the Cuney family.

A good place to start is the Handbook of Texas Online (<http://www.tshaonline.org/handbook/online/>)

DURING YOUR VISIT

- Compare what life was like before and after the railroad.
- Learn how Dallas grew and changed after the railroad.
- Explore how the economy changed after the railroad.

Featured Buildings:

Farmstead
Depot
Section House
General Store
Hotel

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:

- How did the railroad change everyday life? What would the impact of the railroad have been on a businessman? Wife and mother? Child? Farmer?
- Can you think of anything in modern life that had the same kind of impact that the railroad did?
- How is the railroad still used today?
- What would travel have been like in the 19th century? How does it compare to today?

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

BUILDING A CITY

You will need to find maps of Dallas from before 1910 to copy for this lesson. You can find maps in the special collections departments of libraries, or included in books about Dallas history such as: A.C. Greene, *A Place Called Dallas* (Dallas: Dallas County Heritage Society, 1975) and William McDonald, *Dallas Rediscovered* (Dallas: Dallas Historical Society, 1978). If your classroom has internet access, check out the following websites

Bird's Eye Views of Texas towns
<http://www.birdseyeviews.org/>

Dallas Neighborhood Maps
<http://www.dallaslibrary2.org/texas/murphyandbolanz/>

Map Collection at the Dallas Public Library
Searchable by date or location.
<http://www.dallaslibrary2.org/texas/maps.htm>

Maps are primary historical documents that can be the focus of class or group discussion or you can ask the students to write a report covering some of the following issues. Some questions to consider:

- What is the purpose of the map? Was it informational? Was it to help people get around Dallas?
- Was it supposed to be promotional? For example the 1872 Bird's Eye View of Dallas by Herman Brosius shows three railroads, but in 1872 Dallas only had one.
- What evidence can you see of growth? How did the city grow? What geographic features slowed the growth of the city?
- Where are the railroad lines located? How did railroads influence how the city grew?
- What public places can you see? What do they say about the city and its population?

Have the students compare two different maps and identify things that changed about Dallas during this time period. Consider why each of these changes occurred.

EXTENSION ACTIVITY

In small groups, have students imagine they are designing a new town in 1900. Use graph paper for them to plot buildings, streets, and neighborhoods.

Make sure they consider:

- A downtown. What businesses should be included?
- Where will people live? How will people move between home and work?
- How will the streets be laid out?
- Where will people gather as a community?

After the map is drawn, have them create an advertisement for their new town to share with their classmates.

Consider having the group build a 3-D version of their town as well.

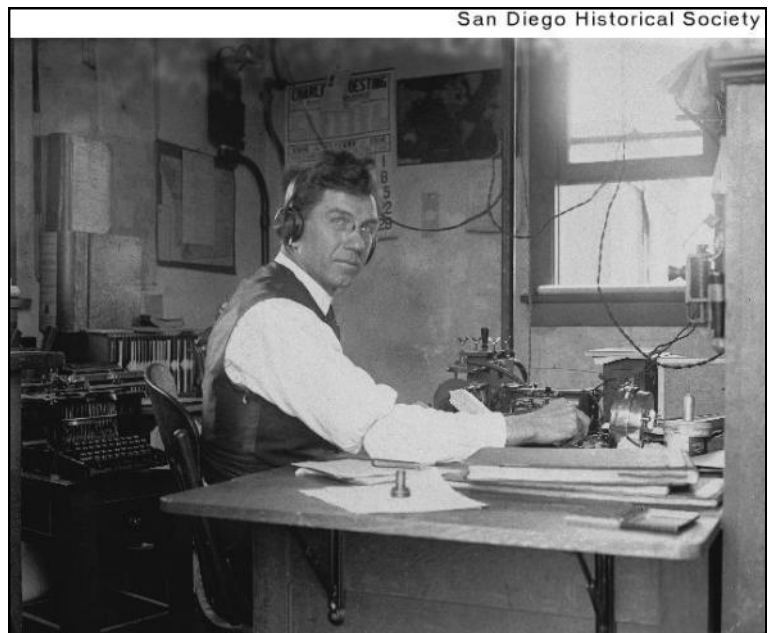
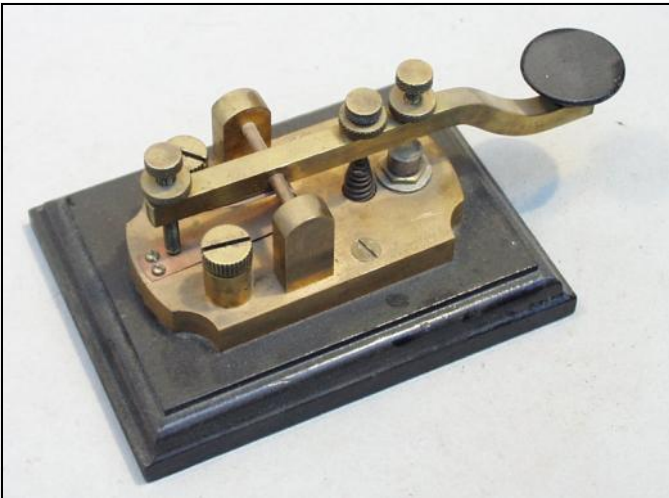
THE MORSE CODE

The Morse Code, along with the telegraph, revolutionized communication. Telegraph wires were built along railroad lines, partly so that train stations could be updated about a train's schedule. Soon, the system was used to share breaking news, do business, or share personal news. People were charged by the letter, so messages were brief and to the point. In this activity, students will decode simple Morse Code messages, offering a glimpse of this nineteenth century technological revolution. Use the attached Morse Code page as a handout for your students.

Consider discussing some of the following topics:

- Why was the telegraph important?
- How did the telegraph change communication?
- Why was it important that telegraph lines accompany train tracks? What were they used for?
- If you could send a message to a family member or a friend, what would you say? Remember that messages had to be brief and to the point.

After they have completed the attached activity, ask students to create their own messages using Morse code.



THE MORSE CODE

Letter	Morse	Letter	Morse	Digit	Morse
A	.-	N	-.	0	-----
B	-...	O	---	1	.----
C	-.-.	P	.---	2	..---
D	-..	Q	--.-	3	...--
E	.	R	.-.	4-
F	..-.	S	...	5
G	--.	T	-	6	-....
H	U	..-	7	--...
I	..	V	...-	8	---..
J	.---	W	.-.	9	----.
K	-.-	X	-..-		
L	.-..	Y	-.--		
M	--	Z	--..		
Period	.-.-.-	Question Mark	..--..		

CAN YOU DECODE THESE MESSAGES?

1.)-... .-.. ---

2.) -.. ---- / -.--- ---- ..- / .-.. .. -. - . / - / ..--..

3.) .- . .-.. .-.. / -.. ---- -. / .-.-.-

4.) -.--- ---- ..- / -.-. .- -. / -. ---- .- / ..- /
 -- ---- .-. / -.-. ---- -. / .-.-.-

SUGGESTED READING

FOR STUDENTS:

Cushman, Karen. *Rodzina*. Yearling, 2005. It is 1881, and 12-year-old Rodzina Clara Jadwiga Anastazyia Brodski finds herself on an orphan train bound from Chicago to the west where, she is sure, she will be sold into slavery. Pressed into service to help with the younger children by tough Mr. Szprot and a stern young woman whom she calls Miss Doctor, Rodzina entertains the youngsters with colorful stories from her Polish heritage and watches as the more appealing children are adopted along the way.

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.

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.

Kelly, Jacqueline. *The Evolution of Calpurnia Tate*. Henry Holt, 2009. Calpurnia Virginia Tate is eleven years old in 1899 when she wonders why the yellow grasshoppers in her Texas backyard are so much bigger than the green ones. As Callie explores the natural world around her, she develops a close relationship with her grandfather, navigates the dangers of living with six brothers, and comes up against just what it means to be a girl at the turn of the century.

McCaughrean, Geraldine. *Stop the Train!* HarperCollins, 2005. In 1893, the northwest of Oklahoma was opened to settlers, and the train brought folks to places that didn't exist. A trainload of people gets off at the newly named Florence to discover there isn't anything there. But there's going to be. Twelve-year-old Cissy, her cheerful dad and morose mom, a black wheelwright, and a handful of others try to create a life from nothing, a fate made infinitely more difficult when the train decides, for nefarious reasons, to eliminate its Florence stop. A gently heightened view of the homesteading life serves as the backdrop for some hilarious characters and their indefatigable efforts to make the train stop in their town.

Peck, Richard. *Fair Weather*. Puffin. Granddad emits a strangled sound, 13-year-old Rosie pitches right off her chair, and young Buster just vibrates. What event catapults the Beckett family into such a state? The arrival of a letter from distant Chicago--and not just a letter, an invitation from Mama's elusive, wealthy sister Aunt Euterpe. She decides that it's high time for the children to see the world beyond "the four walls of a one-room country schoolhouse." And what better opportunity than the 1893 World's Columbian Exposition, to honor the 400th anniversary of the discovery of America?

Wilder, Laura Ingalls. *By the Shores of Silver Lake*. HarperCollins. The adventures of Laura Ingalls and her family continue as they move from their little house on the banks of Plum Creek to the wilderness of the unsettled Dakota Territory. Here Pa works on the new railroad until he finds a homestead claim that is perfect for their new little house. Laura takes her first train ride as she, her sisters, and their mother come out to live with Pa on the shores of Silver Lake. After a lonely winter in the surveyors' house, Pa puts up the first building in what will soon be a brand-new town on the beautiful shores of Silver Lake. The Ingallses' covered-wagon travels are finally over.

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
the Education Department at Dallas Heritage Village:

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