



**FARMERS
BRANCH**

FARMERS BRANCH
HISTORICAL
PARK



TEACHER PACKET

www.farmersbranchtx.gov

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FARMERS BRANCH

Dear Teacher,

Thank you for scheduling a tour with the Historical Park. Enclosed you will find suggestions for pre- and post-visit activities to share with your students in order to enhance your visit. Make sure to discuss what they can expect to see at the Historical Park as well as what is expected of them on their visit. You will note the next page contains our “Student Guidelines for a Great Visit.” Please go over this page with your students prior to your scheduled visit.

The Farmers Branch Historical Park is an outdoor facility that contains historic and replica buildings from the North Texas area. Your students will learn about the history of Farmers Branch, the Peters Colony, and north Texas from the 1840s to the 1940s. At the Historical Park you will find:

- 1840s Log Culture Area
- 1856 Gilbert House
- 1877 Farmers Branch Railroad Depot and Caboose
- 1885 Queen Anne Victorian Cottage
- 1891 The Old Church
- 1900 Farmers Branch School
- 1920s General Store
- 1937 Dodson House
- 1930s Texaco Service Station

When you arrive, unload the buses in the parking lot. Have the students follow an adult along the brick path, past the flagpole to the first building on your left, the Old Church. In the Old Church, your group will be given a short orientation given by Historical Park staff. Staff will review your tour schedule and the park rules. Any parents or teachers who drive their own vehicles and buses are welcome to park in the parking lot. No unauthorized vehicles are permitted to drive through the Historical Park without prior permission.

We have a nice large meadow and a shaded picnic area you are welcome to use during your visit.

It is our hope that your visit to the Farmers Branch Historical Park will become an instrumental part of your social studies curriculum. Our interactive hands-on programs are designed to involve students in a fun and educational approach to specific units of study. Please complete the teacher evaluation in order for us as to better meet your curriculum needs in the future. You may fax it to 972-919-8733.

On behalf of the staff, I would like to thank you for choosing the Historical Park as your school tour destination and we look forward to your visit!

Barbara Judkins, Museum Educator

STUDENT GUIDELINES FOR A GREAT VISIT

We expect excellent behavior from students while they are at the Historical Park. In order to get the most out of your visit please share the following guidelines with your students:

1. When inside historic buildings, please keep your hands to yourself. You will be given the chance to participate in hand-on activities but must wait for a Historical Park docent to show you which items are meant to be used in activities and what items are too fragile for people to touch.
2. Please remember to raise your hand when you would like to speak. One person speaks at a time. When you are called on, speak loudly and clearly to everyone can hear your question or comment. Remember, when someone is speaking everyone should be listening.
3. Please walk while you are at the Historical Park. Running and horseplay could lead to damage to our historic structures and/or injury to yourself.
4. No food or drink is allowed inside historic structures.
5. Any disruptive behavior will result in removal of the student from the tour group. Students who have been removed from the tour will spend the remainder of the visit on the bus or in the Park Office.
6. Have a positive attitude and be prepared to participate!

**FARMERS BRANCH HISTORICAL PARK
TEKS SOCIAL STUDIES CORRELATIONS**

Tours	First Grade	Second Grade	Third Grade	Fourth Grade
Local History	1.1, 1.3, 1.6, 1.7, 1.8, 1.9, 1.14, 1.15, 1.16	2.1, 2.2, 2.3, 2.4, 2.8, 2.16, 2.17	3.1, 3.2, 3.3, 3.4, 3.14, 3.15, 3.16	4.9, 4.11, 4.13, 4.21
Victorian Age	1.2, 1.3, 1.6, 1.7, 1.8, 1.13, 1.14, 1.15, 1.16	2.2, 2.3, 2.14, 2.16	3.1, 3.2, 3.3, 3.4, 3.15, 3.16	4.4, 4.9, 4.13, 4.21
1800s Texas	N/A	N/A	N/A	4.1, 4.2, 4.6, 4.9, 4.10, 4.13, 4.21

PIONEER HISTORY LESSON #1

LOG CABINS

**TEKS 2.2, 2.16;
3.3, 3.4, 3.15**

Objective

The student will identify historic architecture and associate them with specific time periods; the student will understand and describe differences between technology of 100 years ago and technology today.

Materials Needed

White drawing paper, crayons or markers or colored pencils

Time Required

10 minutes to give instructions;

30 minutes for drawing;

30 minutes for class discussion

Procedure

1. Draw a picture of the inside of your home with all the rooms.
2. Draw a picture of what you think the inside of a log house in 1840s Texas looks like.
3. Discussion. Compare the two pictures:
 - a. How many people lived in each house?
 - b. Do both houses have electricity? Why or why not?
 - c. Do both houses have running water? Why or why not?
 - d. What is different? Do they have the same number of rooms? Do they have the same kind of rooms? Are the objects inside the rooms the same or are they different?
 - e. What do both houses have that is the same?
 - f. Do you think you could live in an 1840s log cabin? What would you miss?

Extra Credit

Research historic log cabins in Texas on the Internet. Print some of your discoveries and share with the class. Are all the log cabins the same? What is different and why?

*Recommend Source for students:

Texas Log Buildings by Terry G. Jordan (1978) University of Texas Press, Austin.

PIONEER HISTORY LESSON #2

WANTED: PIONEERS IN TEXAS!

**TEKS 2.1, 2.7, 2.18 ;
3.1, 3.4, 3.17**

Objective

The student will describe physical characteristics of the local area; the student will discuss what attracted pioneers to Texas in 1840s and what attracts people today

Materials Needed

Paper, pen/pencil, colored pencils or crayons

Time Required

30 minute class discussion for Step 1; 30 minute class discussion for Step 2; 30 minutes to complete Step 3; 30 minutes to complete Step 4

Procedure

Step 1: Here is part of an 1846 advertisement for land in Peters Colony, Texas (read/discuss with class):

"We have now in our possession letters from gentlemen of the highest standing and intelligence, and from the colonists themselves, declaring that this country contains, for its territory, the largest body of the richest and most fertile lands of any in North America; and that no country is more abundantly watered by rivers, creeks, rivulets, and springs of the purest and most wholesome water.

... nearly every settler may have woodland enough for all purposes of fuel, fencing, and agriculture, and rich prairie enough to relieve him of the tedious, expensive, and laborious work of clearing a plantation, it requiring only to be fenced in, to be ready for cultivation.

The rich river bottoms and splendid prairies cannot be surpassed by any lands on this continent for richness, and the luxuriant production of all the great staple articles grown in this country, with as little labor to the cultivator.

This country is peculiarly adapted to the growth of tobacco and cotton, as there are no early frosts to destroy the crops. Indian corn, rye, barley, oats, peas, beans, melons, figs, sweet and Irish potatoes, hemp, fruits, and grapes of the very finest kind, are produced in great abundance. It is not surpassed by any part of the world for its abundant produce of the finest wheat, and grasses of various kinds; the prairies abound in ample range of wild nutritious pasturage; affording the greatest facility for rearing cattle at the very cheapest rates. Horses, cattle, sheep, and hogs all thrive there with the usual care and attention.

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..."

Step 2: Students imagine they are a farmer in 1840s and considering moving west. What physical characteristics or features of a location will be desirable? Make a list of these characteristics. [Think about: access to water, type of soil, weather, wild game, etc]

Step 3: Using the list of desirable features and their own knowledge of where they live, ask students to design their own 1840s advertisement for land in Carrollton-Farmers Branch

Step 4: Why do people move here today? Are the reasons the same as 150 years ago? Why or why not? Make an advertisement for Carrollton-Farmers Branch today.

PIONEER HISTORY LESSON #3

FOODWAYS

**TEKS 2.2, 2.7, 2.8, 2.9, 2.16;
3.2, 3.3, 3.4, 3.15**

Objective

The student will describe how Texas pioneers depended on the physical environment and its natural resources to live; the student will describe how Texas pioneers used and modified the local environment in the 19th Century; the student will learn the importance of work, particularly in the 19th Century; the student will describe how science and technology have changed farming since the 19th Century

Materials Needed

Activity 1: Plastic cup, bean seeds (1 or 2 per student), water, marker,

Activity 2: Paper, pencil/pen, computer and Internet or library for research

Time Required

Activity 1: 1 hour (plus several weeks to several months for seed to grow)

Activity 2: 1-2 weeks of 1 hour per day of research

Presentations: 15 minutes per group

Procedure

Activity 1: Give each child a bean seed and a plastic cup. With a marker, write their name on the cup. Place the seed in the cup and fill half-full with water. Grow a plant in water in class.

Activity 2: Divide class into groups and give each group one set of the following questions to research. When they are done, have them share their answers with the class and discuss.

Group 1: What do plants need to grow? Do they need water, light, food, soil? How much and how often? What kinds of plants did early Texans grow? How long do they take to grow?

Group 2: How did Texas pioneers feed their family? How did they get food? What kinds of fruits and vegetables did they grow? How much land did they plant and cultivate? How many times per year could they grow food? Was this enough to feed a family year-round? How else might they get food, other than farming? How did pioneers store food to make it last?

Group 3: What food did pioneers cook for meals? Find out 4 different meals that pioneers cooked to eat. One meal, for example, is corn bread and butter. With your parent's help, make corn bread and home-made butter to share with the class.

To make your own butter: take one cup of room temperature whipping cream. Place this in a glass jar with a tight fitting lid. Shake the jar hard until butter forms (may take 10-20 minutes!). Washed marbles can be added to the jar to act like a dasher and compact cream particles. After butter has formed, pour off the excess buttermilk and rinse the butter with warm water. Add salt to taste.

Group 4: What tools did pioneers have to clear the land, plant a farm and harvest the food? Who worked on the farm? When did they work?

Group 5: Compare modern farms to pioneer farms. Are the tools the same or different? Is it faster or slower today? Why? Do more or less people work on farms today than 100 years ago? Why? How do people today get food for their family?

PIONEER HISTORY LESSON #4

FRONTIER FASHION

**TEKS 2.2, 2.3, 2.10, 2.16, 2.17;
3.3, 3.15, 3.16**

Objective

The student will understand how clothes were made in the 19th Century and be able to trace the manufacture of clothes from natural resource to finished product

Materials Needed

Paper, pen/pencil, computer and Internet or library

Time Required

15 minutes of instruction;
1 week of 1 hour per day research;
10 minutes per child per presentation

Procedure

Give each student a difference decade from 1800-1900 to research. Each student should produce an 8x10 picture or drawing of a man and woman in period-style clothes. On the back of the picture, they should answer the following questions:

1. Describe the clothes in the picture.
2. Where did people get their clothes? Do they buy them at a store? Order them through a store or catalog? Make them?
3. What materials are the clothes made of? Where do these materials come from?
4. How were these clothes made? By hand or machine? List the steps from raw material to finished product

Extra Credit: Dress up for your visit to the Historical Park!

*Recommend Source for students:

19th Century Clothing by Bobbie Kalman. (1993) Crabtree Publishing Company.

PIONEER HISTORY LESSON #5

TRANSPORTATION

**TEKS 2.2, 2.3, 2.5, 2.16, 2.17, 2.18, 2.19;
3.3, 3.5, 3.15, 3.16, 3.17, 3.18**

Objective

The student will identify and understand changes in 19th and 20th Century transportation technology and how each mode of transportation improved peoples' lives.

Materials Needed

Paper, pencil/pen, computer and Internet, library

Time Required

1-2 weeks of 1 hour per day research
15 minutes per group presentation
30 minute discussion/ wrap-up

Instructions

Divide class into three groups. Assign each group a set of corresponding questions below to research in the library. Have each group share their answers with the class.

Procedure

Group 1: How do you think pioneers came to Texas 150 years ago? Imagine you are a pioneer moving from St. Louis, Missouri to Dallas, Texas in 1840.

- a. How would you get there? What mode of transportation would you use?
- b. How long do you think it would take?
- c. How much do you think it would cost?
- d. How comfortable is this form of transportation?
- e. How dependable is this form of transportation?
- f. What things could you bring with you and what would you leave behind?

Group 2: Imagine the same move in 1890.

- a. What new form of transportation could you take?
- b. How long do you think it would take? Is this faster than in 1840?
- c. How much do you think it would cost? Is it more or less expensive than in 1840?
- d. How comfortable is this form of transportation? More or less than in 1840?
- e. How dependable is this form of transportation? More or less than in 1840?
- f. What things could you bring with you? More or less than in 1840?

Group 3: Imagine the same move today.

- a. What form of transportation would you take? Car? Bus? Plane?
- b. How long do you think it would take? Is this faster than in 1840 and 1900?
- c. How much do you think it would cost? Is this more or less expensive than in 1840 and 1900?
- d. How comfortable is this form of transportation? More or less than in 1840 and 1900?
- e. How dependable is this form of transportation? More or less than in 1840 and 1900?
- f. What things could you bring with you? More or less than in 1840 and 1900?

PIONEER HISTORY LESSON #6 MEDICINE

**TEKS 2.2, 2.3, 2.4, 2.13, 2.16;
3.1, 3.3, 3.10, 3.15**

Objective

The student will learn about medical practice in the 19th Century and describe how medicine has changed since then.

Materials Needed

Paper, pen/pencil, computer and Internet or library

Time Required

20 minutes to give instructions;
1 week of 1 hour per day of research;
10 minutes each to present in class

Procedure

Ask each student to write down one reason why you might need to see a doctor, from immunizations to illnesses to broken limbs, etc. Then ask them to research the answers to the following questions:

1. If you need to see a doctor, what do you do today? Do you visit your doctor or do they visit you?
2. How far away is your doctor?
3. What tools does a doctor use to examine you today?
4. If they prescribe medicine for you, how do you get it?
5. For the particular injury or illness you picked, how would a doctor fix it today?
6. What do you think pioneers did 150 years ago when they were sick? Did they go to see a doctor or did he come to see them?
7. What tools did doctors have 150 years ago to examine patients?
8. How did you become a doctor 150 years ago?
9. What kinds of illnesses do you think the doctor treated?
10. How did patients get medicine? Did they go to a pharmacy?
11. For the particular injury or illness you picked, how would a doctor fix it 150 years ago?
12. Was the doctor an important member of the community? Why or why not?

Share your research when you visit the home of Dr. Gilbert at the Historical Park! And listen to parts of his diary from 1872!

*Recommend source for students:

Early Health and Medicine by Bobby Kalman. (1991) Crabtree Publishing Company

PIONEER HISTORY LESSON #7

SPELL DOWN

TEKS 2.2; 3.3

Objective

The student will learn to spell words from 19th Century 2nd and 3rd grade McGuffey's Readers used in frontier schools.

Materials Needed

Vocabulary list

Time Required

1 week to study vocabulary list; 1 hour or more to conduct spell down

Instructions

Have students line up across front of classroom. Ask each student to spell a word of your choosing from their vocabulary list. If they spell it right, they stay up front. If they spell it wrong, they sit down. Continue until only 1 student remains!

Vocabulary List

SECOND GRADE

Cold	Smiling
Kiss	Pleasant
Lamp	Boots
Newspaper	Dollar
Beautiful	Gentleman
Rainbow	Whisper
Bubbles	Careful
Sneeze	Mischief
Twinkle	Fingers
Behind	Eagle
Together	Settler
Noble	Kernel
Wagon	Creature
Cellar	Yellow
Fellow	Summer
Scold	Fragrant
Spiders	Daisy
Nose	Annoy
Crawls	Blame
Secret	Habit
Suddenly	Growing
Servant	Sheep
Strange	Wool
Trouble	Squirrel
Dozen	Shoulder
Longer	Forest
Learned	Wheat

THIRD GRADE

Glossy	Kingdom
Trickle	Forever
Shepherd	Gracious
Chestnuts	Helpless
Reflected	Forgive
Command	Locomotive
Pasture	Invention
Sugar	Determined
Butter	Resist
Thirsty	Measure
Anger	Season
Dismay	Glorious
Castle	Wrinkled
Interested	Disturb
Tower	Innocent
Spilled	Leather
Suspicion	Permission
Tomorrow	Turnip
Tongue	Insult
Malicious	Injury
Prevent	Kerchief
Protection	Gingerbread
Satisfied	Blanket
Receive	Selfish
Gratitude	Attention
Favorite	Neighbor
Weight	Cultivate

**Teacher of One-Room School might ask for these words on your tour so be prepared!*

PIONEER ARTS AND CRAFTS PROJECTS

SILHOUETTES: Like families today, pioneers liked to have pictures of their family members. While painted portraits were expensive, shadow portraits or silhouettes were an inexpensive and easy way to decorate a homestead. A person's shadow was cast upon the wall, traced onto white paper, cut out, painted with black ink or paint, and later mounted upon white paper. Occasionally a white cutout silhouette was mounted on black paper.

Today we can make silhouettes using an overhead projector. Simply tape black or white paper on the wall, shine the overhead projector on the paper, and place student in front of the paper so a shadow hits the paper. Trace the outline of the student's profile and cut carefully. If traced on black paper, the silhouette can be mounted directly on white paper. If traced on white paper, it can be mounted on either white paper and painted black or mounted directly on black paper. In either case, you will have a silhouette created similar to those of the pioneers.

COVERED WAGON: Students can create a model of a wagon to illustrate how pioneer families often traveled. Used a shoebox or small rectangular box. Cut cardboard strips to make ribs for the canvas top. Curve strips and glue them to inside of the long sides of the box, forming an arch. You can also make the wagon cover by bending cardboard or poster board in the same way. Cover ribs with white paper or cloth. Cut cardboard wheels and attach to the bottom of the wagon. Students can also make paper dolls to sit in the wagon.

QUILL PENS: This activity was developed by a third grade student and has been enjoyed by many third grade students. It requires some advance practice by the teacher. Materials Needed: 1 turkey feather per student plus several extra, 1 pair scissors per student, box of toothpicks, and an Xacto knife and cutting board for the teacher, plus ink and paper. Teacher should cut the tip of each feather on a slant using Xacto knife and cutting board. Students should use toothpicks to clean out hollow part of quill and use scissors to sharpen it (always cut on a slant!). Students can dip their new quill pens into the ink and practice writing the old fashioned way!

CRICKET THERMOMETER: Without modern thermometers, pioneers could tell what the temperature was by using crickets. There are several different ways to use the chirping of crickets to find out what the outdoor temperature is. This is a great homework activity for students to do with parents and then compare their results with other students in class.

Method 1: Listen carefully to the cricket's chirping until you are sure you can single out the chirps of one cricket. Have your parent time you with a watch while you count the number of chirps one cricket makes in 60 seconds. To calculate the temperature subtract 40 from the number of chirps, divide the answer by 4 and then add 50 to that number to get the temperature.

Method 2: Have a parent time you while you count the number of chirps one cricket makes in 14 seconds. To calculate the temperature, add 40 to the number of chirps and you should have the outdoor temperature. Check your answer with an outdoor thermometer or with a classmate!

These activities have been adapted from the following sources:

Carlson, Laurie. *Colonial Kids: An Activity Guide to Life in the New World*. Chicago Review Press, 1997

Crawford, Ann Fears. *Sam Houston Activity Book*. Cincinnati: Creative Company Incorporated, 1982.

King, David. *Pioneer Days*. New York: Roundtable Press, 1997.

PIONEER RECIPES

BUTTER: In pioneer days, butter was made with fresh milk from the family cow. The milk would be placed in a stone crock and put in a cool place to sit for 24-36 hours. Cream would rise to the top of the crock and could be skimmed off the top and churned in a butter churn. The long slender pole in the churn, the dasher, would help the cream particles stick together to form butter.

Today, butter can be made easily in a classroom. Take room temperature whipping cream and fill a glass jar with a tight fitting lid about half-full. Shake the jar hard until butter forms; it may take 10-15 minutes. Washed marbles can be added to the jar to act like a dasher and compact cream particles. After butter has formed, pour off the buttermilk and rinse the butter with warm water. Add salt to taste. This butter would taste delicious with some cornbread or johnnycakes!

JOHNNYCAKES: Johnnycakes were a popular pioneer food. To make johnnycakes, you will need the following ingredients: 1 cup cornmeal, 1 teaspoon salt, 1 tablespoon butter, 1 tablespoon sugar, 1 cup water, 1/2 cup milk, and vegetable oil..

Step 1: Place the cornmeal, salt, butter and sugar in a mixing bowl.

Step 2: Ask an adult to boil water in a covered saucepan and pour it into the bowl.

Step 3: Add the milk to the bowl. Mix thoroughly with a spoon to make smooth, thick batter.

Step 4: Use a paper towel to cover the griddle and pancake turner with a light coat of oil.

Step 5: Ask an adult to heat the pan. The surface is hot enough when a drop of water bounces; reduce the heat to medium.

Step 6: Drop the batter by spoonfuls onto the hot griddle, like you do with pancakes. Use the pancake turner to press each spoonful flat.

Step 7: Cook the cakes for about 5 minutes on each side. The cakes should be crisp and slightly brown when done.

Step 8: Eat the johnnycakes, with maple syrup or butter

GINGERSNAPS: A favorite cookie recipe of early Americans. Ingredients: 1 cup brown sugar, 3/4 cup shortening, 2 tablespoons molasses, 1 egg, 2 and 1/2 cups flour, 2 teaspoons baking soda, 1/4 teaspoon salt, 1 teaspoon ground cinnamon, 1 teaspoon ground ginger, 1/2 teaspoon ground cloves.

Step 1: Preheat oven to 375°

Step 2: Mix brown sugar, shortening, molasses and egg together in a large bowl.

Step 3: Stir in flour, baking soda, salt, and spices until dough forms.

Step 4: Shape the dough into balls about the size of egg yolks.

Step 5: Roll each ball in white, granulated sugar.

Step 6: Place balls about 3 inches apart on a greased cookie sheet

Step 7: Bake for 10 minutes

FARMERS BRANCH PIONEERS THE KEENANS

The Keenan Family were the first settlers to move to this area. They arrived in 1842. Thomas Keenan and his wife Sarah traveled from Indiana to Texas with their children: Elizabeth age 10, Hannah age 8, William age 7, Mary age 5, and Marion age 3.

Thomas Keenan was born in 1808 in Ohio. He married Sarah McAllister on October 1, 1829. Sarah was born in 1807 in Ohio. She was 35 when she arrived in Farmers Branch with her family. She enjoyed many years here before she died in 1872. Thomas Keenan died later, in 1879 and is buried next to his wife in Keenan Cemetery.

John Keenan was the first child born in Dallas County on September 3, 1843. He lived only 2 months and is buried in Keenan Cemetery alongside his parents. The Keenans had three other children in Farmers Branch: David, G.W. and Martha.

Thomas Keenan called this area Mustang Branch. The name later changed to Farmers Branch because the soil was excellent for farming.

The Keenans brought many seeds with them to plant. Thomas Keenan is known for planting the first peach trees in Dallas County. He also planted yellow pumpkins, corn, cotton, and many other crops on his farm.

There were no police for the first settlers. Instead, Thomas and other pioneers formed a protective group called the Minute Men. When Indians rode through Farmers Branch and stole cattle or other food from pioneer farmers, the Minute Men would grab their guns and horses and ride out to protect the pioneers from the Indians.

References:

Cochran, John (1928) Dallas County. Direct Advertising, Dallas.

Ogle, Georgia Myers (1996) Elm Fork Settlement: Farmers Branch and Carrollton. Eakin Press.

FARMERS BRANCH PIONEERS

ISAAC BLACKMAN WEBB

Isaac Blackman Webb first visited Farmers Branch in 1842. He wanted to see if this was a place he could bring his family to live. He visited Thomas Keenan and stayed with the Keenans during his short visit. Isaac Webb returned home to Missouri and convinced his family of the excellence of Farmers Branch. The Webb Family left Missouri in August or September of 1843, headed for Texas. His daughter Mary Jane was born in November 1843 along the journey! The Webbs arrived in Farmers Branch in January 1844. [how long did it take pioneers to travel from Missouri to Texas?]

Isaac Webb was born in 1802 in Tennessee. He married Mary Hughes in 1835. They had 9 children: William D, Joshua Whitfield, Pink, Sarah A., Isaac N., Mary J., Nancy Ann Maria, Sophronia, and Samuel H.

Isaac Webb organized the first post office in Farmers Branch in 1848 and served as the first postmaster. As was the custom, he charged the person receiving the mail for postage. Mail was delivered weekly by horseback or stagecoach.

Isaac Webb kept a journal of his life in Farmers Branch. The journals are kept at Fondren Library at SMU but the Farmers Branch Historical Park has copies available for loan. His journal records Indian raids, births and deaths of family members, community events like the first church and first school, crops on his farm, postage rates and even the weather!

The Webbs were a well-known and well-liked family in Farmers Branch. Many newcomers lived with the Webbs while building a house of their own. Dr. Gilbert and his wife Julia stayed with the Webbs for one year while their stone house was being built.

Isaac Webb is probably most remembered for establishing the first church in Dallas County in his cabin in 1845. The site of this church is now a historical landmark, located near Webb Chapel Cemetery.

Isaac Webb died in 1880 and was buried in Webb Chapel Cemetery. He is survived by many descendents still living in the Carrollton-Farmers Branch area.

References:

Cochran, John (1928) Dallas County. Direct Advertising, Dallas.

Ogle, Georgia Myers (1996) Elm Fork Settlement: Farmers Branch and Carrollton. Eakin Press, Austin.

Webb, Isaac (1843-1866) Diaries of Isaac B. Webb. Original papers in the collections of Fondren Library at Southern Methodist University, Dallas.

FARMERS BRANCH PIONEERS

DR. SAMUEL H. GILBERT

Dr. Samuel H. Gilbert first visited Farmers Branch in 1852. Three years later he and his wife Julia moved to Farmers Branch, living with Isaac Webb and his family until their home was built. Dr. and Mrs. Gilbert moved into their new home in 1856.

Samuel Gilbert was born in 1828 in Tennessee. By 1850 he moved to Cass County, Texas. In 1853 he married Julia Ann Ritchie. They had two daughters, Mary born in 1857 and Isabelle in 1861. In 1880, Mrs. Gilbert's mother came to live with them.

Dr. Gilbert was one of the earliest doctors in Farmers Branch. Dr. Gilbert treated everything from illnesses to injuries and even delivered babies. He kept a daily journal in which he records all patient visits and information, as well as other daily activities such as farming and family life. According to his journal, someone needed his medical services almost every day!

The Gilberts also farmed on their property. Dr. Gilbert raised corn, cotton, wheat, pumpkins and many other vegetables.

Mrs. Gilbert and her daughters ran the household. Neighboring women often visited the Gilbert home to socialize and sew. In his journal, Gilbert mentions family outings such as picking wild grapes with his daughters and attending church.

Both daughters probably received a formal education, since schools had been built in Farmers Branch and Dallas. There are only records of Mary's attendance, however, at Cedar Springs Institute in Dallas, where a distant relative was teaching.

Dr. Gilbert was active in the Farmers Branch community. He was a founder and member of the Masonic Lodge. During the Civil War, he helped organize a local militia. After the war, he helped raise money for the Dallas County Soldiers Aid Society. In 1874, he served as a School Board Trustee. In 1886 he was elected Justice of the Peace.

Julia Gilbert died in 1881 and Samuel Gilbert died in 1890. They are both buried in Webb Chapel Cemetery. Their daughters both married and had children. Their descendants are still alive today, though not living in Texas.

References:

Cochran, John (1928) Dallas County. Direct Advertising, Dallas.

Gilbert, Samuel H. (1871) Journal. Original papers of Dr. Gilbert in the collections of the Farmers Branch Historical Park

Ogle, Georgia Myers (1996) Elm Fork Settlement: Farmers Branch and Carrollton. Eakin Press.

VICTORIAN AGE LESSON #1

GAMES OF THE PAST

**TEKS 2.2, 2.14, 2.15, 2.16, 2.17 ;
3.2, 3.3, 3.15, 3.16**

Objective

The student will describe the history of a particular sport or game, where and how it has been played.

Materials Needed

Paper, pen/pencil, computer and Internet or library

Time Required

10 minutes to give instructions;

3-4 hours for research;

1 hour to prepare information;

10 minutes each to make presentation

Procedure

Ask each student to choose their favorite sport, game or board game. They can draw a picture to show how it is played today. Pass out the questions and have students research the history of their game.

Questions:

- 1) How old is the game? When was it first invented/played?
- 2) Where was it first played? Where is it played today?
- 3) Who could play? Men, women, children?
- 4) Were uniforms required? Was there any required equipment? Are the requirements the same today? If not, describe what is different.
- 5) Were the rules of play the same then as they are now? If not, what is different?
- 6) Describe any major changes in the game from its beginning to today.

*Recommend sources for students:

Early Pleasure and Pastimes by Bobby Kalman. (1983) Crabtree Publishing Company

Games from long ago by Bobby Kalman. (1995) Crabtree Publishing Company

VICTORIAN AGE LESSON #2

THE AGE OF INVENTION

**TEKS 2.2, 2.3, 2.16, 2.17, 2.18;
3.1, 3.3, 3.11, 3.15, 3.16, 3.17**

Objective

The student will describe new science or technology invented in the Victorian Age and how it improved peoples' lives.

Materials Needed

Paper, pen/pencil, computer and Internet or library

Time Required

1 hour class discussion;

1 week of 1 hour per day class research for project

Procedure

Discuss with students the idea of invention and any famous inventors or inventions they might know. Ask them to research one invention from the Victorian Age. Students must describe the invention and how it improved people's lives.

Examples: telegraph, telephone, light bulb, sewing machine, steam engine, airplane, bicycle, phonograph, motion picture projector, elevator, floor sweeper, icebox, etc.

VICTORIAN AGE LESSON #3

COMMUNICATION

**TEKS 2.2, 2.3, 2.16, 2.17, 2.18, 2.19;
3.2, 3.3, 3.15, 3.16, 3.17, 3.18**

Objective

The student will identify and understand changes in 19th and 20th Century communication technology and how each form of communication improved peoples' lives.

Materials Needed

Paper, pencil/pen, computer and Internet, library

Time Required

1-2 weeks of 1 hour per day research;
15 minutes per group presentation;
30 minute discussion/wrap-up

Procedure

Group 1: How do you think pioneers in Texas 150 years ago communicated with family and friends left behind? [answers available in John Cochran's Dallas County (1928)].

- a. What form of communication could you use?
- b. How would it be carried from you to your relatives?
- c. How long do you think it would take to reach your relatives?
- d. How much do you think it would cost?
- e. How dependable is this form of communication?
- f. How often do you think pioneers communicated with distant relatives?

Group 2: Imagine you are living in Victorian Age Texas.

- a. What new forms of communication could you use?
- b. How are your words carried to your relatives?
- c. How long do you think it would take? Is this faster than in 1840s?
- d. How much do you think it would cost? Is it more or less expensive than in 1840s?
- e. How dependable is this form of communication? More or less than in 1840?
- f. How often do you think Victorians communicated with distant relatives? More or less than in 1840s?

Group 3: Communications today.

- a. What forms of communication do you use today?
- b. How does each form of communication carry your message?
- c. How long does each form of communication take? Is this faster than in 1840 and 1900?
- d. How much does each form of communication cost? Is this more or less expensive than in 1840 and 1900?
- e. How dependable are modern forms of communication? More or less than in 1840 and 1900?
- f. How often do you communicate with people living far away? Is this more or less than pioneers and Victorians?

CLASS DISCUSSION: How did each change in communication affect peoples lives? Was the change better or worse?

VICTORIAN AGE LESSON #4

CUSTOMS AND MANNERS

**TEKS 2.1, 2.2, 2.13, 2.14;
3.2, 3.3, 3.10, 3.12**

Objective

The student will describe customs and manners from the Victorian Age; identify good behavior and citizenship according to historic traditions.

Materials Needed

Paper, pencil/pen, computer and Internet, library

Time Required

1 hour for class discussion;

1 week of 1 hour each day for class research

Procedure

Discussion: Manners and etiquette were very important during the Victorian period. What table manners do you practice at home? What manners do you use at school? What manners and etiquette did children follow 100 years? Are they the same or different? Do you think the changes are for better or worse?

Traditions have also changed since the Victorian Age. Did you know Santa used to wear a green suit? And girls received gloves on Valentines Day? Pick your favorite holiday and research how it was celebrated 100 years ago! How has it changed?

*Recommend sources for students:

The Essential Book of Victorian Etiquette by Thomas Hill. (1994) Bluewood Books.

Victorian Christmas by Bobbie Kalman and Barbara Bedell. (1997) Crabtree Publishing Co.

Early Christmas by Bobbie Kalman. (1991) Crabtree Publishing Co.

Customs and Traditions by Bobbie Kalman and Tammy Everts. (1994) Crabtree Publishing Co.

VICTORIAN CRAFT PROJECTS AND ACTIVITIES

DECOUPAGE BOX: Many people in Victorian America liked to cut scraps or pictures from magazines and decorate boxes or picture frames with these scraps. This is called decoupage.

For your decoupage project, you can collect pictures from magazines, greeting cards, brochures, or even used stamps. To make a decoupage box, you will need: scraps, scissors, shoebox, glue, small bowl, water, craft stick, sponge, acrylic varnish, and a paintbrush.

Step 1: Pick a theme for your box, such as horses, baseball, flowers, or whatever you want.

Step 2: Collect and cut out plenty of pictures.

Step 3: Take your shoebox, lid and pictures. Experiment with different arrangements of the pictures on the box and lid until you have an idea of how you want your box to look.

Step 4: When you have a design in mind, pour a little glue into a small bowl and add a little water to thin it out; mix well. Use a small sponge to spread the thinned glue on the back of each picture.

Step 5: Place the pictures on the box. Fit the pictures close together so that as little of the box shows as possible. You can overlap the pictures too, for a closer fit. Using your scissors, trim off any part of pictures that go over the edge of the box.

Step 6: When all your pictures are in place, allow 10 minutes to dry. Then use a paintbrush to apply 2 coats of acrylic varnish (with help from an adult!).

TIN CAN TELEPHONE: Alexander Graham Bell invented the telephone in 1876. By the 1890s many American families had telephones in their homes. Victorian kids tried to create phones of their own, the most popular was the tin can telephone. See if you can make one of your own!

You will need: 2 soup cans, computer paper, pencil, scissors, 2 rubber bands, 30 ft of strong string, a sewing needle and a toothpick.

Step 1: Remove the labels and lids from the soup cans. Place one can on a sheet of paper and trace around it with a pencil. Draw a second circle 1-inch larger around the first.

Step 2: Cut out the larger circle. Don't erase the line of the smaller circle! Make a second paper circle the same way.

Step 3: To fit the paper circle over the tin can, cut slits all the way around the outer circle but not deeper than the inner circle.

Step 4: Center a paper circle over the end of one can and fold down the edges. Hold the paper in place with a rubber band.

Step 5: Thread one end of the string through the eye of a sewing needle. Push the needle through the center of the paper circle. Reach into the can and pull the needle through.

Step 6: Remove the string or thread from the needle and tie the end around a toothpick. This will keep the thread from pulling out of the hole when you stretch the line taut.

Step 7: Repeat Step 4 with the other can. Thread the needle with the other end of the string and repeat steps 5 and 6.

Your phone should be ready!! Just be careful not to pull so hard that you pull the phones apart.

VICTORIAN FANS: A folding fan was an essential part of every woman's attire in the 1890s. The fan not only provided a breeze, but it was a useful prop in conversation. Ladies could not point with their fingers because it was poor manners but they could point with a fan. An open fan could also be used as a screen behind which a lady could whisper to a friend.

To make a Victorian folding fan, you will need: 3 sheets of poster board in 3 different colors, ruler, pencil, scissors, hole punch, crayons or colored pencils, brass paper fastener, yarn or twine.

Step 1: On one piece of poster board, use a ruler and pencil to draw a fan blade of these dimensions: 7 inches long, 1 and 1/2 inches wide on bottom, 1 and 3/4 inches wide on top.

Cut out the fan blade with scissors, rounding off the corners on both top and bottom.

Step 2: Use this first blade as a pattern to make nine more blades. Make three in each color.

Step 3: Use a hole punch to make a hole in the center-top and center-bottom of each fan blade.

Make the top holes about 3/4 inch from the top edge and the bottom holes about 1/2 inch from the bottom edge.

Step 4: Use crayons or colored pencils to decorate each blade. Draw a different design on each color.

Step 5: Place the blades in a stack, alternating the colors. Push a brass fastener through all the bottom holes. Spread the prongs of the fastener.

Step 6: Tie one end of the yarn to the top hole of the first blade, then string yarn through the top holes of all the blades. Open the fan and adjust the yarn so the blades are spaced evenly.

Tie the end of the yarn to the last blade and trim off extra yarn.

**Your fan is now ready for Victorian social occasions!*

These Victorian activities have been adapted from the following source:
King, David. *Victorian Days*. New York: Roundtable Press, 2000.

VICTORIAN CALLING CARDS

In a time of ritual, tradition and propriety, Victorian society adopted the habit of calling cards. These cards formed part of a broader social etiquette that ranged in meanings. They were an essential part of introductions, invitations, and visits. Calling cards spread first through Europe and then to the United States as a way for people to get into the elite social circles.

A lady's card was larger than a gentleman's, who had to fit his in his breast pocket. Ladies carried these cards in special cases made of silver, ivory, papier-mache, and a number of other materials. Cards were approximately 3.5 x 2.3 inches (or 9 x 6 cm) during the Victorian Period. By comparison, today's business cards are approximately 2 x 3.5 inches. Early Victorian cards bore only a person's name and title, with the name of their house or town sometimes added. By the end of the 19th Century, the entire address was added to the card.

RULES

A lady would start making calls as soon as she arrived in town, to notify everyone that her family had arrived. She remained in her carriage while her servant took her card and handed it in. The card was conveyed to the mistress of the house, who would then decide whether or not to receive the caller. If a mistress was "not at home," it was a rejection of the visitor. Calls could only be made on at-home days. Days and times for these were engraved on visiting cards. Cards from visitors were placed on a silver tray in the entry hall. For a first call, one was wise to simply leave the card without inquiring as to whether or not the lady of the house was at home. She would then take the next step.

MAKE YOUR OWN CALLING CARD

Using index cards and colored pencils or crayons, have students make their own calling cards to bring on their visit to the Historical Park. They can give the cards to their guide of the Victorian House when they enter.

Bring your calling card to the Historical Park and give to the docent at the Victorian Cottage!

Local History

1. What did you learn about the Gilberts from Dr. Gilbert's diary? If someone found your diary 100 years from now, what might they learn about you?
2. Dramatize a day in the life of the Keenan or Gilbert families. Students can play Dr. Gilbert, his wife Julia and their two children Belle and Mary. Or they can play Sarah Keenan, her husband Thomas and their children Betsy (10), Hannah (9), William (7), Mary (5) and Marion (3).
3. Create a mobile by drawing a picture of each structure visited at the Historical Park. On the back of each picture students can write about what they did on their tour.
4. Discuss how Farmers Branch has changed since the 1840s. Do people still farm? Do they still have 640 acres around their houses? What has changed and what has stayed the same?

Victorian Texas

1. Do you think that everyone in the past lived in a nice house like the Queen Anne Victorian Cottage at the Historical Park? What other types of homes do you think people lived in?
2. Victorians loved rich, sweet food like chocolate and pie. Have children find Victorian recipes in library and try make food at home (with an adult!) to share with the class. Or make a class cookbook of recipes.
3. Spend a day at school in the Victorian Period. Teacher and students can agree to spend a day following manners, rules and discipline of a class from 100 years ago.
4. Compare the kitchen you have at home with the Victorian House kitchen. What appliances do both kitchens have? What is different? In another 100 years, what do you think will be in a kitchen?

Preserving History

1. At the Historical Park, you have seen and heard about lots of old things that have been preserved or handed down. What are you doing to preserve or hand down things? What items would you choose?
2. One hundred or 200 years from now, what buildings and artifacts do you think people will study about us? Why do you think it is important to study the past and preserve old buildings?
3. How long has your family been in Texas? Interview your parents and grandparents about your family history.

MATCH THE OBJECT

Objects on the left were used by Texas pioneers. Can you match them with an object on the right that we use today to do the same thing? Draw a line between the objects that match.



LOG CABIN



LAMP



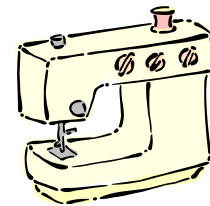
QUILL AND INK



CAR



KEROSENE LANTERN



SEWING MACHINE



WAGON



HOUSE



NEEDLE & THREAD



TELEPHONE

FARMERS BRANCH HISTORY

- 1800 American Indians known as the **Wichitas**, a sub-tribe of the **Caddo** tribes of North Texas, lived in Farmers Branch before European settlement and farmed crops such as **corn** and beans.
- 1841 John Neely Bryan established a trading post and community that became the City of Dallas.
- Peters' Colony** was granted land in North Texas by Texas President Sam **Houston**. In return for the land, Peters' Colony had to introduce 600 families by 1844.
- 1842 Thomas **Keenan** brought his family from Indiana in a wagon and built a cabin on Rawhide Creek. They were the first family to live in this area. They were also the first to plant **peach** trees in the area.
- 1843 Texas President Sam Houston came to Farmers Branch to meet with representatives of Indian tribes in Texas. According to some accounts, the meetings took place at Thomas Keenan's cabin.
- 1844 Isaac B. **Webb** and his family settled in Farmers Branch.
A.W. **Perry** and his family settled in Carrollton.
The last wild **buffalo** was killed in the area.
- 1845 The first church in Dallas County was established in the Webb's cabin.
Texas joined the United States of America.
- 1846 Dallas County was organized.
The first school in Dallas County opened in Farmers Branch.
The first **cotton** was grown in Dallas County.
- 1848 The first Post Office in Farmers Branch is opened with Isaac Webb as **postmaster**.
- 1856 Dallas becomes an incorporated **city** of 600 people.
Dr. Samuel Gilbert builds his home in Farmers Branch.
- 1861-1865 **Civil War**
- 1878 The first **railroad** line to reach the Farmers Branch area was the Dallas & Wichita Railroad.
- 1880 Farmers Branch Railroad Depot built.
- 1937 The Dodson house was built for William and Maude Dodson.
- 1938 Railroad service to Farmers Branch stopped.
- 1946 Farmers Branch became an incorporated city with William Dodson as the first Mayor.
- 1986 Farmers Branch Historical Park dedicated and opened to public.

FARMERS BRANCH HISTORY

Can you find the boldface words from the Farmers Branch History timeline in this word maze? All the words are in different directions and are listed below.

S C K M V B X H U B Y G O Y P U G G T H
Y T I C I B O G A C T L J L L E D H X P
D H Z I I E P R V K A X I N J R A O O N
O X T F T W Q B W F I P R O E A I C B L
X E J C P R P M F I K T G T F W F F H C
B V J L M H C U F P C Y W T U L X K B J
V P M G Z J B E R L N H X O Y I M W H D
Z M L P X Y K V C O Z V I C M V X M R B
H O U S T O N F L Y K T N T Y I X I Y C
F V M P N S L O V V M Q D P A C I P P U
D G R L R J C L I X L D L E H S I O S C
L N G T U E Q V I J Q E E T I S O A R N
C P H J O Y K U N J S V R E M B X X O R
V I E H C Q M C V O C B T R C E Y D B O
R E T S A M T S O P G T K S T T N P D C
N A N E E K P R I M W A U N O Z N L C X
N L G E W E O D D A C Y W F F H L R Z N
E L G H R O H R E M D S R A I L R O A D
Y F J R B Z Z P B F R K W Z V S C K S W
M V Y X N H N W K F Y C P K S D Q X I D

BUFFALO
CADDO
CITY
CIVILWAR
COLONY
CORN

COTTON
HOUSTON
KEENAN
PEACH
PERRY
PETERS

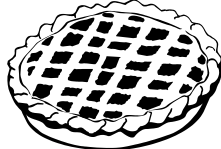
POSTMASTER
RAILROAD
TEXAS
WAGON
WEBB
WICHITAS

Circle the foods Texas pioneers would have eaten.

Remember that most pioneers had to grow or hunt for their food.



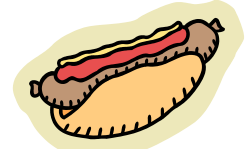
Chile pepper



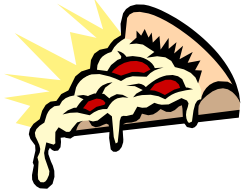
Pie



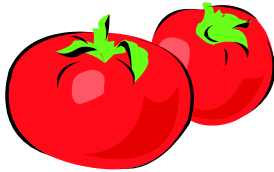
Bread



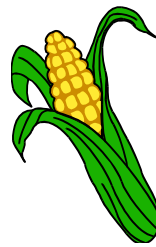
Hot Dog



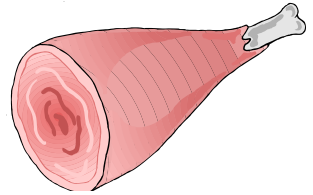
Pizza



Tomatoes



Corn



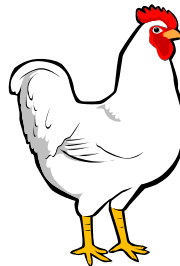
Ham



Ice Cream



French fries



Chicken



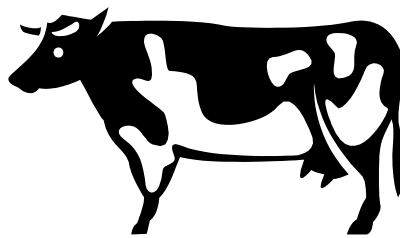
Spaghetti



Squirrel



Soda



Cow



Deer

SELECTIONS FROM OUR LIBRARY

At the Historical Park, we have an extensive library with books on both state and local history. Our collection includes books on the diverse and long history of this area, from Indians to European settlers and from Texas Rangers and statesmen to the average pioneer and frontiersmen. Books may be checked out to teachers and citizens. Please stop by and look through our collection!

Reading for Students and Teachers of Grades 2-3:

Carlson, Laurie.

- More than Moccasins: A Kids Activity Guide to Traditional North American Indian Life. (1994) Chicago Review Press, Chicago.
- Westward Ho: An Activity Guide to the Wild West. (1996) Chicago Review Press, Chicago.
- Colonial Kids: An Activity Guide to Life in the New World. (1997) Chicago Review Press.

Hatt, Christine. The American West: Native Americans, Pioneers, and Settlers. (1998) Peter Bedrick Books, New York

Kalman, Bobbie. Historic Communities, series. (1983) Crabtree Publishing Co, New York.
*Series includes titles such as Old Time Toys, The Victorian Home

Kalman, Bobbie. The Early Settler Life series. (1983) Crabtree Publishing Co, New York.
*Series includes Early Settler Storybook, Early Settler Children, Early Farm Life, etc.

King, David C. American Kids in History, series. (1997) John C. Wiley and Sons, Inc., New York.
*Series includes Civil War Days, Pioneer Days, Victorian Days, Wild West Days.

MacDonald, Fiona. Women in 19th Century America. (1999) Peter Bedrick Books, New York.

Taylor, Colin. What do we know about the Plains Indians? (1993) Peter Bedrick Books, New York.

Resources for Teachers:

Abernathy, Francis Edward. Texas Toys and Games. (1989) Southern Methodist University Press, Dallas.

Alter, Judy and Joyce G. Roach. Texas and Christmas. (1983) Texas Christian University Press, Fort Worth.

Barr, Alwyn. Black Texans: A history of African Americans in Texas 1528-1995. (1996) University of Oklahoma Press, Norman.

Boni, Margaret B. Songs of the Gilded Age. (1960). Golden Press, New York.

Cochran, John H. Dallas County: A Record its Pioneers and Progress. (1928) Arthur and Mathis Service Publishing, Dallas.

Connor, Seymour V. The Peters Colony of Texas. (1959) Texas State Historical Association, Austin.

DeBoe, David Teaching Texas History: An All-Level Resource Guide, 2nd edition. Texas State Historical Association, Austin

Farmers Branch Heritage Education Committee. (1996) Farmers Branch, Texas: A Pictorial History. (1996) Henington Publishing Company, Wolfe City.

Teachers' Resources, continued...

Gomme, Alice B. Children's Singing Games. (1993) Pryor Publications, England.

Gorsline, Douglas. What People Wore: 1800 Illustrations from Ancient Times to the Early 20th Century. (1994) Dover Publications, Inc., New York.

Gulliford, Andrew. America's Country Schools. (1984) Preservation Press, D.C.

Jackson, Richard. Popular Songs of the 19th Century America. (1976). Dover Publications, Inc.

Hollon, Eugene. William Bollaert's Texas. (1956). University of Oklahoma Press, Norman.

Hill, Thomas E. The Essential Handbook of Victorian Etiquette. (1994). Bluewood Books, San Francisco.

Jackson, George. Sixty Years in Texas. (1908) Wilkinson Printing Co., Dallas

LaVere, David. Life Among the Texas Indians: the WPA Narratives. (1998). Texas A&M University Press, College Station.

Linck, Ernestine and Joyce G. Roach. EATS: A Folk History of Texas Foods. (1989) Texas Christian University Press, Fort Worth.

Newcomb Jr., W.W. The Indians of Texas: from Prehistoric to Modern Times. University of Texas Press, Austin.

Ogle, Georgia Myers. Elm Fork Settlement: Farmers Branch and Carrollton. (1996) Eakin Press, Austin.

Proud Heritage: Pioneer Families of Dallas County, Vol.s I-III. (1993). Dallas County Pioneer Association.

Smith, F. Todd. The Caddo Indians. Texas A& M University Press, College Station.

The Handbook of Texas. (1952) Texas State Historical Association, Austin.

The Illustrated History of the 19th Century. (2000) Hackleberry Press.

WEBSITES:

- The Farmers Branch Historical Park: www.farmersbranchtx.gov
- Texas Beyond History: www.texasbeyondhistory.net
- The Handbook of Texas Online: www.tsha.utexas.edu/handbook/online/index.new.html
- The Texas Historical Commission: www.thc.state.tx.us/
- The Bob Bullock Texas State History Museum: www.tspb.state.tx.us/tspb/tSHM/welcome/welcome.htm
- Texas General Land Office: www.glo.state.tx.us

TEACHER EVALUATION

Please take the time to complete this evaluation and return it to the Farmers Branch Historical Park at P.O. Box 819010, Farmers Branch, TX 75381-9010 or fax 972-919-8733 to the attention of Barbara Judkins.

Date of Visit _____ Grade _____ Number of students _____

Buildings visited _____

What activities did you find the most beneficial to the students? And why?

What activities did you find the least beneficial to the students? And why?

Did you schedule a pre-visit by our traveling docents? If yes, which programs did you request?

Were they helpful in preparing the students for the Historical Park? _____

Were the volunteers and staff at the Historical Park helpful and informative? _____

Is there any information you expected/hoped to hear on the tour that was not offered? _____

Do you have any suggestions for alternative programs or activities to better suit your educational needs? _____

What can we do better? _____

Do you plan to return with your students next year? _____

Did you use the Teacher's Packet? _____ If yes, describe what you found useful.

Other Comments _____
