

TEXAS PARKS AND WILDLIFE

BARRINGTON

Living History Farm



EDUCATOR'S PACKET

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O c t o b e r 2 0 0 4

INTRODUCTION

We consider the programs provided at Barrington Living History Farm to be a unique educational experience. The 19th century comes alive through hands-on activities, age appropriate programs and instruction by costumed interpreters.

Background knowledge enhances any field trip and helps provide students with a more meaningful experience. Please accept this educator's packet with our compliments. It contains classroom activities which may be used independently or to enrich a visit to the farm. The activities have been coded with objectives found in the 4th and 7th grade TEKS. We welcome your feedback as to its usefulness and your suggestions for improvement. If you have any questions or need this info in a different format, contact the farm at barrington.farm@tpwd.state.tx.us

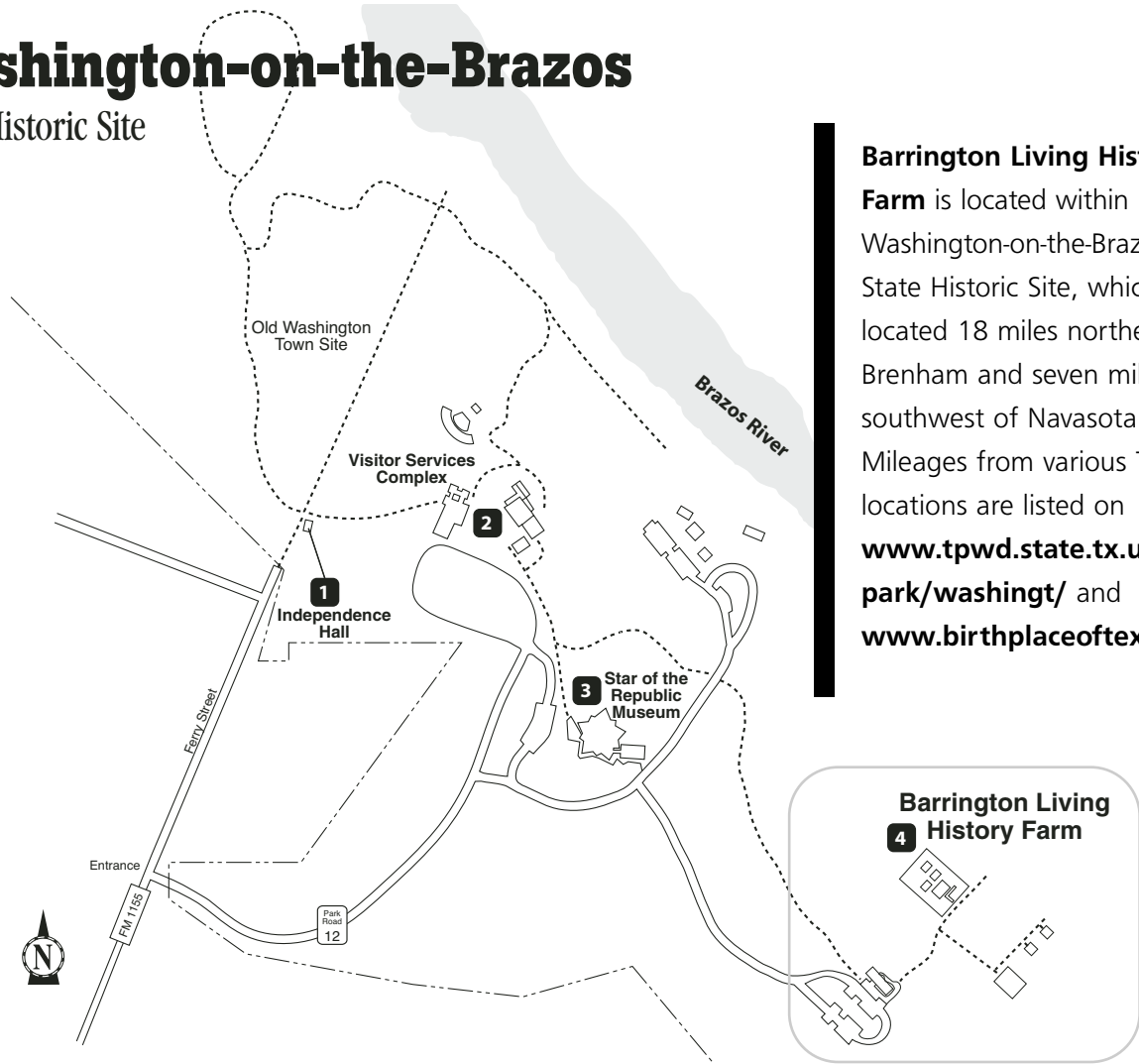
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Washington-on-the-Brazos

State Historic Site

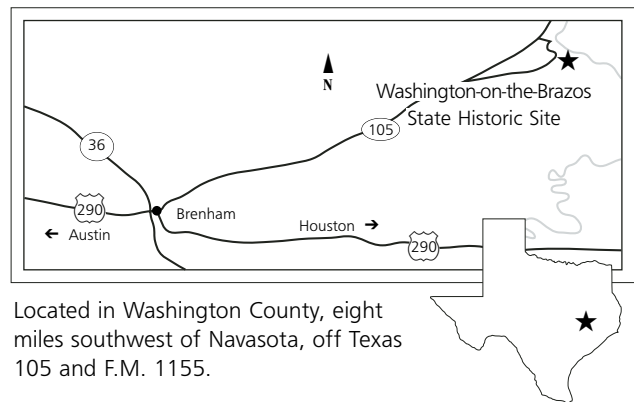


Barrington Living History Farm

is located within Washington-on-the-Brazos State Historic Site, which is located 18 miles northeast of Brenham and seven miles southwest of Navasota. Mileages from various Texas locations are listed on www.tpwd.state.tx.us/park/washingt/ and www.birthplaceoftexas.com

Washington-on-the-Brazos State Historic Site encompasses 290 acres and was created in 1916.

Barrington Living History Farm, a replica of an 1850s Brazos Valley cotton plantation is centered around the 1844 Anson Jones home. The farm was opened in March 2000.



Located in Washington County, eight miles southwest of Navasota, off Texas 105 and F.M. 1155.



A TRIP TO BARRINGTON LIVING HISTORY FARM

Before planning a trip to Barrington it is important for both teachers and students to understand what the farm represents. Barrington Living History Farm is a recreated 1850s Brazos valley cotton plantation. The centerpiece of the farm is the 1844 home of Dr. Anson Jones, last President of the Republic of Texas. The presence of costumed staff and hands-on activities transports the visitor back to life as it was in the mid-19th century for a family of upper middle class means. Through domestic, agricultural and social interpretative programs, a trip to Barrington Living History Farm will examine and demonstrate how families lived and worked.



How do we schedule our tour?

Tours of Barrington Living History Farm may be scheduled through the Star of the Republic Museum by calling (936) 878-2214 ext. 236. Spaces, particularly between March and May, fill up very quickly. It is advisable to schedule your tour early. You may also e-mail at skeil@blinn.edu or visit www.birthplaceoftexas.com



How do we get ready for our tour?

Background knowledge enhances your trip and helps us provide students with a more meaningful experience. Prepare your students by having them work the pre-visit activities in this packet. The vocabulary is especially important. Please keep in mind that even though Barrington Farm is in a park-like setting, it is a museum. It is a good idea to review museum manners with your class prior to your trip. All participants should wear comfortable shoes and clothing. This is an outdoor activity, so jackets and sweaters may be needed.

What should we expect when we arrive?

If your field trip is scheduled for 10 a.m., your tour of the farm begins at that time. To insure you receive your full time, plan to arrive at the farm 15 or 20 minutes early. This will allow time for unloading students, rest room/water time and paying the entry fee. It will also allow our staff to give your students a brief orientation explaining Barrington Farm and any other information we feel is necessary.



What about the weather?

We are open rain or shine. However, for the safety of our staff and visitors, if lightning does occur, we will close the site. If, on the day of your trip, you have questions about the weather, please call the farm for a weather update. To check highway conditions along your route, you might check the Texas Department of Transportation Web site at www.dot.state.tx.us

What should our chaperones do?

Please remember that your chaperones, however many, are there to assist your students in learning and keep order. Encourage them to become a part of the tour and enjoy learning about Barrington Living History Farm along with the children.

What can we carry on site?

Cameras are always welcome at Barrington Living History Farm. Photography is such a wonderful way to document your trip to the farm. We do not allow drinks and snacks to be carried on site. Students and adults will be asked to dispose of such items when entering the farm grounds.

What about cancellations?

If you are unable to honor your scheduled field trip, please give us as much prior notice as possible by calling (936) 878-2213. You may reschedule by calling (936) 878-2214 ext. 236.



BARRINGTON

Living History Farm

PRE-VISIT ACTIVITIES



FROM **HERE** TO **THERE**

OBJECTIVES: The student will locate places and regions of importance in Texas during the 19th and 20th centuries.

The student will use appropriate math skills to interpret social studies information such as maps and graphs.

MATERIALS: Republic of Texas Mapwork handout
Ruler

PROCEDURE: Using the map scale and ruler, calculate the distances between the early towns.

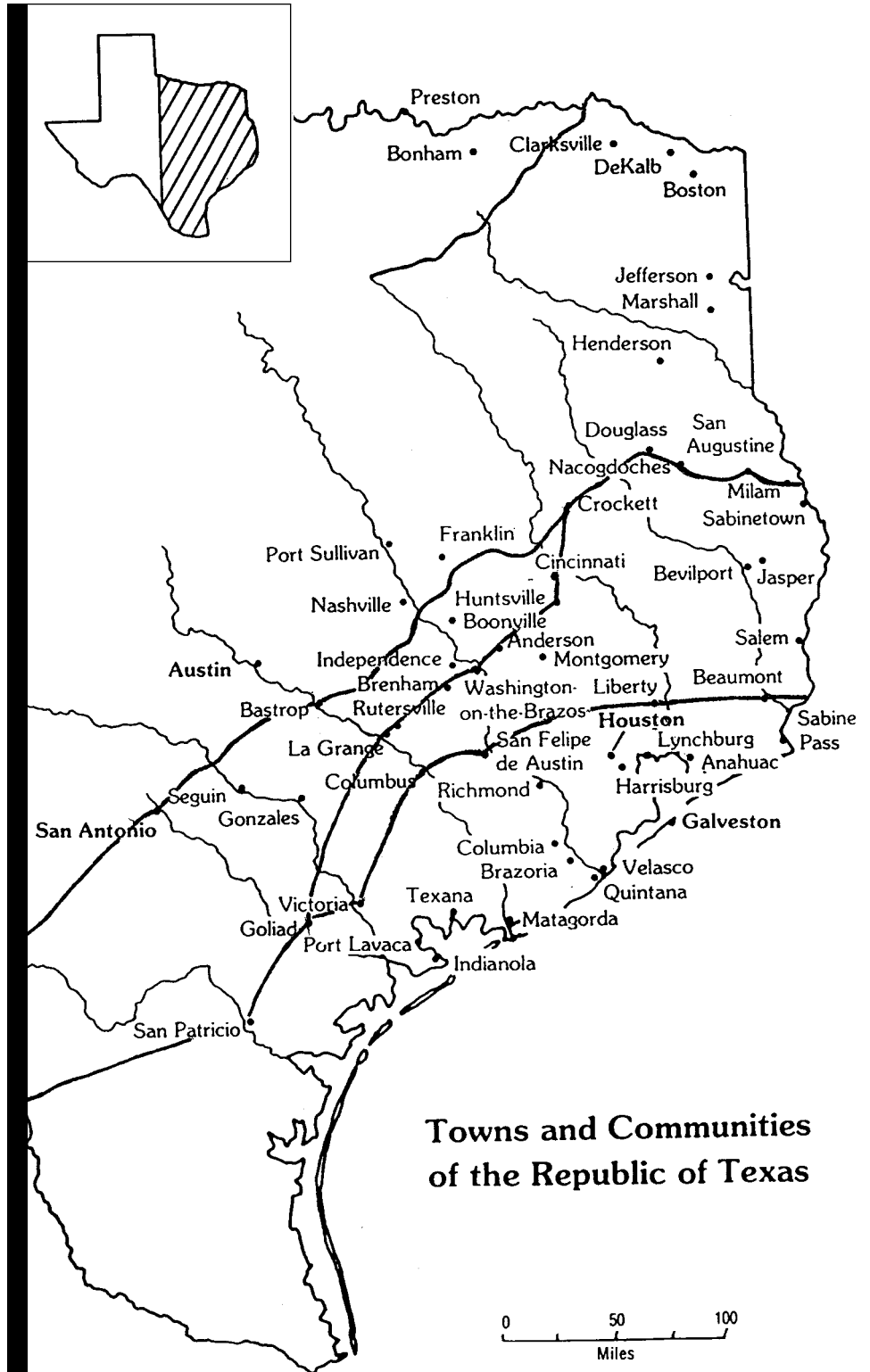
EXTENSION: Research stagecoach routes and stops during the 1850s.
Mark the stage stops on the map with a red star.



FROM HERE TO THERE

Using the scale on the map, calculate the distance from Washington-on-the-Brazos to the following Republic of Texas towns.

- Nacogdoches
- San Felipe de Austin
- Brazoria
- Anahuac
- San Antonio
- San Augustine
- Gonzales
- Jefferson
- Houston
- Indianola
- Galveston
- Liberty
- Bonham
- Bastrop
- Crockett
- Sabine Pass
- Goliad
- Matagorda
- Montgomery
- San Patricio



SPEAKING OF THE FARM

OBJECTIVES: The student will use and understand social studies terminology correctly.

MATERIALS: Vocabulary list

METHOD: Familiarize the students with the words on the list. Discuss the familiar words as a class. For unknown terms, create an assignment for the day of the visit.



SPEAKING OF THE FARM

Who lived at Barrington?

Dr. Anson Jones
Mrs. Mary Jones
Samuel
Charles
Sarah
Cromwell
Miss Mary Jones – Dr. Jones' sister

Dr. Jones' slaves:

Charity – cook
Lucy – domestic servant
Jerry – tended the livestock
Mary – field hand
Jake – field hand
Willis – field hand
Nobel – field hand

Terms explained in the house:

Dog-trot
Dry sink
Parlor
Trundle bed
Wardrobe
Graces – a 19th century game

Terms from the kitchen:

brine
hearth
Dutch oven
tin kitchen

Words from the slave houses:

mud-cat chimney
gourd
rations
spinning wheel
chinking & daubing – putting mud and straw
between logs

Barrington livestock:

Dominique Chicken
Ossabaw Island Hog
Pineywoods Cattle
Blue Andalusian Chicken
White-faced Black Spanish Chicken
Milking Shorthorn – Bud and Abe, the oxen

Terms used in the barn:

shaving horse
stone boat
harrow
free-range
crib
fodder
yoke
mast
forage



BARRINGTON

Living History Farm

POST-VISIT ACTIVITIES



PACK YOUR BAGS, MA! WE'RE **MOVIN'** TO **TEXAS**

OBJECTIVES: The student will analyze information.

The student will use appropriate mathematical skills to interpret social studies information.

The student will use a problem-solving process to identify a problem and implement a solution.

The student will use a decision-making process to identify a situation and take action to implement a decision.

MATERIALS: Worksheet

PROCEDURE: Each student will work independently to complete the activity. After completion, share the individual lists with the class.



PACK YOUR BAGS, MA! WE'RE MOVIN' TO TEXAS

You are moving to a home in Texas! Your route will take you overland from Mississippi to New Orleans and then by boat to Velasco. Your trip will continue up the Brazos River to the town of Washington-on-the-Brazos, your new home!

Upon arriving in Velasco, you are told that not all items can be put on the steamboat that will take you to Washington. The man who is helping you explained about a point system and handed your father a list of household items. All of the items on the list were given a certain number of points, and the man said that you must not go over 75 points. You and your family then sat down and decided which items should be taken to your new farm.

On the attached sheet put a check beside each item you decide to take; then, add the points. If the total is more than 75, you must decide which items to leave behind. Finally write why you choose to take or leave each item on the list.



NEW SETTLER CHECKLIST

Check	Item	Points	Reason Taken or Left Behind
	pair of oxen	15	
	horse	15	
	milk cow	15	
	5-lb. barrel of gunpowder	4	
	plow	10	
	20-lb. bag of flour	7	
	10-lb. slab of bacon	5	
	10-gal. barrel of water	7	
	3 blankets	3	
	kettle	5	
	saddle	10	
	guitar	4	
	hoe	2	
	shovel	2	
	compass	1	
	cross-cut saw	1	
	bullet mold	3	
	10 lbs. of lead for bullets	5	
	canteen	2	
	butcher knife	2	
	candles	2	
	rifle	5	
	silver candlesticks	3	
	4 pairs of dungarees	4	
	2 pairs of overalls	4	
	grandfather's portrait	5	
	10 lbs. of sugar	5	
	2 cotton dresses	3	
	25 lbs. seed corn	5	
	2 bolts of cotton cloth	3	
	your pet dog	1	
	10 lbs. of coffee	5	
	spider skillet	3	
	sharpening stone	1	
	4 pairs of boots	5	
	butter churn	5	
	4 heavy coats	5	
	2 cotton shirts	3	
	20 lbs. of animal feed	7	
	the family Bible	2	
	ax	2	
	chest of silverware	4	
	sewing kit	2	
	coil of rope	1	



CORRESPONDENCE

FROM BARRINGTON

OBJECTIVES: The student will analyze information by summarizing, making generalizations and predictions and drawing inferences and conclusions.

MATERIALS: Handout sheets

PROCEDURE: Pre-read the two letters. Then use context clues found in the paragraph and information gained during the visit to Barrington Farm to fill in the blanks with the appropriate words from the Word Box.

EXTENSION: From reading others' letters to writing their own! The student will communicate in written form by addressing the following prompt:

"You have just returned from a field trip to Barrington Farm and wish to share some of your experiences with your family. Write a letter to your parents describing your field trip to the farm. Be sure to include descriptions of the sights, sounds and smells of the farm. To completely describe your experience, include a map of the farm and a sketch of the house."



PHOTO: TXDOT



Barrington Farm
Washington-on-the-Brazos
April 23, 1855

Dear James,

I have had a fun time visiting with Charley and Sam. The girls get in our way, though. They bother us all the time! It was interesting to see all of the livestock on the farm. They have a chicken _____, where the chickens stay at night. We find eggs in the boxes inside of the chicken house. The black and white birds are called _____, and they lay brown eggs. They run all over the farm and look for food everywhere, which is called _____. The cattle on the farm are brown and white spotted, and they are called _____. At Barrington there are 3 cows, 1 bull, 2 steers and 3 calves. It sure takes a lot of work to take care of them! I guess the smelliest job on the farm is working with the hogs. The hogs that live at Barrington are called _____. They usually run free all year living on _____, which is what they find in the woods and along the creek bottoms. . . usually acorns, roots, just about anything. They are rough and tough. Yesterday I helped Charley get the oxen. We put a big wooden collar called a _____ on them. The two oxen are named Bud and Abe. They are huge! They are used to pull very heavy loads around on the farm. They pull the plow when the gardening's being done.

Write soon, your cousin. . .

Ezekiel

WORD BOX

Yoke
Coop
Mast
Foraging
Dominique Chickens
Pineywoods Cattle
Ossabaw Island Hogs



Barrington Farm
Washington-on-the-Brazos
April 22, 1855

Dear Susie,

I'm having the grandest time here at Barrington visiting with the Jones family. The house is just beautiful and so big! It has a large central hallway that the people in Texas call a _____. I haven't seen any dogs there, but I have seen plenty of children and adults playing and working there. The house is furnished in a simple, but grand manner. In the _____ Dr. Jones has a desk, the ladies keep their handiwork baskets, and the kids have their own chair made of real cowhide! Sarah sleeps in a _____ at the foot of her parents' bed, and a huge, wooden _____ stands in the corner and holds Mrs. Jones' pretty dresses. We are required to wash up before coming into the dining room, and there is a _____ on the porch with a water basin, soap and a towel.

When we went out to the kitchen, Charity put us to work on the butter _____. I had a grand time singing "Come, butter, come" with Sarah. We made right good butter, too. Charity was at the _____ cooking. She was heating up _____ in the _____ skillet to fry something. She had cornbread baking in the _____, and she also had a chicken cooking in the roaster she called a _____. She took pickled cucumbers out of a crock full of salty water called _____. The food sure was good that night at supper.

When Sarah and I have some free time we like to play _____. Of course the boys are always there shooting _____ made of clay. They get in our way and pester us while we play. Write me back, as I will be in Washington for two months.

Your loving cousin . . .

Mattie

WORD BOX

Graces	Dutch oven
brine	marbles
dog-trot	churn
spider	dry sink
wardrobe	hearth
trundle bed	tin kitchen
lard	parlor



COMMENCE TO CYPHERING

OBJECTIVES: The student will use appropriate mathematical skills to interpret social studies information.

MATERIALS: Worksheet

PROCEDURE: Students will use basic math skills to complete the activity.

“Cyphering” is a 19th century term that refers to the basic mathematical applications of addition, subtraction, multiplication and division. Parents in the 19th century hoped that their children’s education consisted of, at the very least, reading and cyphering. Reporting on the progress of his 12-year-old son in September 1855, Dr. Anson Jones proudly wrote, “Charles Elliott commenced cyphering in fractions.”



COMMENCE TO CYPHERING

1. If Anson Jones built the Barrington farmhouse in 1844, how old is the house today?
2. If Anson Jones owned 1,100 acres of land and 750 acres were under cultivation, how many acres were not planted?
3. If Charley Jones picked 95 pounds of cotton in 1 day, how many days would it take Charley to pick 1 bale?
Hint: 1 bale = 400 pounds
4. A team of oxen can pull their combined weight. If Bud weighs 2,002 pounds and Abe weighs 2,067 pounds, what is the total amount of weight they can pull?
5. If 24 eggs were collected every day for 1 week, how many dozen eggs would the hens at Barrington Farm produce in 1 week?
6. The Barrington cornbread recipe calls for 2 eggs. If Charity made 1 pan of cornbread everyday for the month of October, how many eggs would she use? How many dozen?
7. Mary Jones bought a bolt of blue calico fabric at the general store in Washington. The bolt contained 25 yards of fabric and cost \$15. How much was the fabric per yard?
8. Mrs. Jones' dress pattern requires 7 yards of fabric and Sarah's skirt requires 3-1/2 yards. How many dresses could be made from one bolt of blue calico? How many skirts could be made from one bolt?
9. If Mary's dress requires 7 yards of fabric, what is the cost of the dress?
10. Barrington Farm was located 5 miles from Washington. If a fully loaded ox cart averaged 2 mph, how long would it take Dr. Jones to reach Washington? How long would the round trip take?



TELL ME A STORY

OBJECTIVES: The student communicates in written, oral and visual forms.

The student will write for a variety of audiences, purposes and in a variety of forms.

The student applies standard grammar and usage to communicate clearly and effectively in writing.

MATERIALS: Handout of story starters

PROCEDURE: The students will choose one of the story starters and write a two-page story. Conclude the exercise by having a class "read-around" with everyone sharing their story.



TELL ME A STORY

STORY STARTERS

The chickens looked so happy when I saw them in the yard. It was hard to believe they were worried about...

The family who lived at Barrington Farm saw many people traveling along the road, but none were more odd than old Zeke. He was...

One day Charity was busy cooking in the kitchen, when she looked up and saw three chickens standing at the door. She was surprised when they said...

One morning the hogs gathered around the feed trough. Suddenly one hog said...

Three large cotton plants were standing tall in the field. Suddenly they saw Mary and Jerry picking clean, white cotton off the plants in the next row. The tallest plant said...

A flock of geese were flying over Barrington Farm when, looking down, they saw...



BARRINGTON FARM WORD SEARCH

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

ANNEXATION
BRAZOS
CHICKENS
COTTON
GAMES
HISTORIC
LARD
POLITICS
SCHOOL
SMOKEHOUSE
WASHINGTON

ANSONJONES
BRINE
CHINK
DOGTROT
GARDENS
HOGS
OXEN
PRESIDENT
SKILLET
STATEHOOD

BARN
CATTLE
CORN
FAMILY
HEARTH
KITCHEN
PARLOR
QUARTERS
SLAVES
TEXAS



BARRINGTON FARM WORD SEARCH

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

BARN
BRINE
CHILDREN
COOP
FENCE
GRACES
HOGS
LAUNDRY
OXEN
SLAVES
WASHINGTON

BARRINGTON
CATTLE
CHINK
COWPEAS
FODDER
HANDS
HOOPS
MAST
PARLOR
TEXAS
YOKE

BLACKSMITH
CHICKEN
CHURN
DOGTROT
FORAGE
HEARTH
LARD
OVERSEER
SKILLET
WARDROBE



BARRINGTON

Living History Farm

ENRICHMENT ACTIVITIES

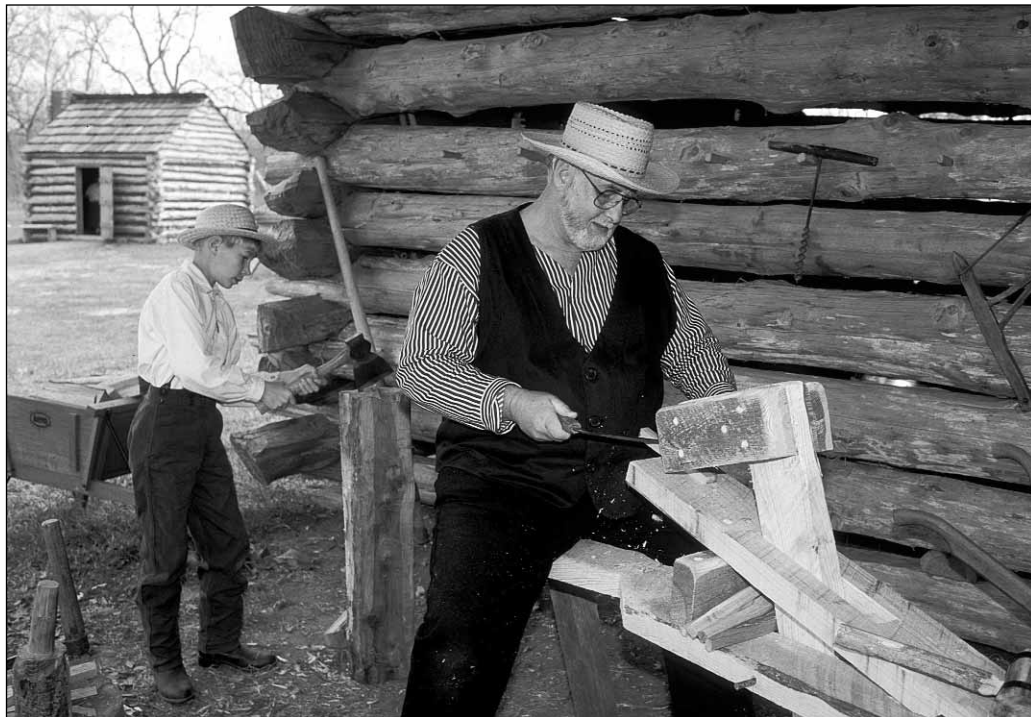


ENRICHMENT

ACTIVITIES

OBJECTIVES: The student will communicate in visual presentations of social studies information.

Hands-on activities are an essential component of the learning experience. The following activities may be used in the classroom to enrich your students' study of 1850s Texas. These activities lend themselves to further research.



COME, BUTTER, COME

In 1850s Texas, churning butter would often be the job of young children. The young workers would often chant verses while churning because it was a job that required constant work at a set rhythm. Chanting helped not only to pass the time, but it also helped maintain the set rhythm.

Classroom Butter

Supplies needed for this activity are:

An ordinary glass jar with a tight fitting lid
(a one quart mayonnaise jar will work fine)
1 cup (250 ml) whipping cream
A few well-washed marbles

Warm the whipping cream to room temperature and put in a glass jar with lid. Add a few well-washed marbles to the jar. (The marbles are not absolutely necessary, but they will hasten to process.) Shake the jar continuously, taking turns, until the butter forms. Pour off the buttermilk that remains. You might add a small quantity of salt to the butter.

While the cream is being churned, have the class members chant this old verse to the butter, keeping time with the churning/shaking.

*"Come, butter, come,
Come, butter, come,
Nellie's standing by the gate,
Waiting for her butter cake,
Come, butter, come."*

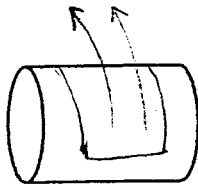


IF YOU CAN'T STAND THE HEAT... GET OUT OF THE KITCHEN!

One cooking utensil used frequently at Barrington Farm is called a Tin Kitchen. Dating from the 1790s, this utensil was still being used by cooks in the 1850s. Based on the principle of reflective heat, the cooker is used primarily for roasting meats. A huge, roaring fire is built in the kitchen, and the roaster is placed before the fire.

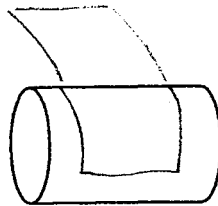
A simple reflective cooker can be made with a few household items. A round oatmeal box, aluminum foil and a wooden skewer are all you will need! Just remember, this homemade cooker will not "cook" the meat like the one at Barrington Farm. It would more properly be called a "warmer." As a result, it will be necessary for you to use a food item that is already cooked such as a hot dog or a strip of luncheon meat. You may need to weight the bottom of the warmer with dried beans, small rocks, or popcorn wrapped in aluminum foil and placed in the bottom of the cooker. Follow the directions to make a reflective heat cooker similar to the one used in the kitchen at Barrington Farm.

Step 1



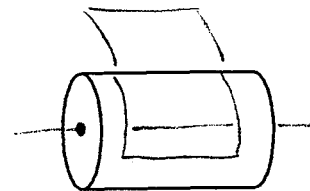
Cut a flap on one side of a round oatmeal box.

Step 2



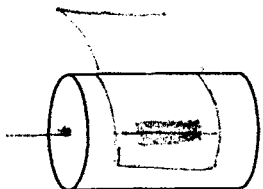
Line the inside of the cylinder with aluminum foil.

Step 3



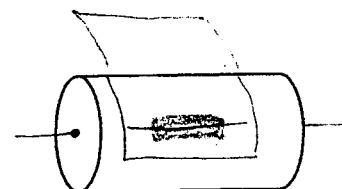
Punch a hole in each end to insert a skewer

Step 4



Skewer the food item and place skewer through the end holes.

Step 5



Place cooker facing the sun. The sun's rays hitting the foil will produce enough reflected heat to warm the food.



MISS MARY AND HER DRESS

Ladies in the 1850s, when properly dressed wore many layers of cloth!

Some of the “in style” fabric designs in the 1850s were:

- Plaids
- Checks
- Stripes
- Large florals
- Small florals printed on cotton, also known as calico

Some favored colors were:

- | | |
|-------------|------------|
| blue | magenta |
| purple | dark green |
| dove gray | maize |
| pink | violet |
| olive green | bronze |



The Round Dress was the most popular women’s dress style in the 1840s and 1850s. It was a type of all-purpose dress. For daywear, dresses would be made of calico cotton, wool or homespun (which was often a combination of wool and cotton woven together). They would be “fancied up” for a special occasion dress. Made out of satin, silk or brocade fabric, they were often trimmed with lace or ruffles and made into pretty party frocks.

Now is your chance to help Miss Mary!

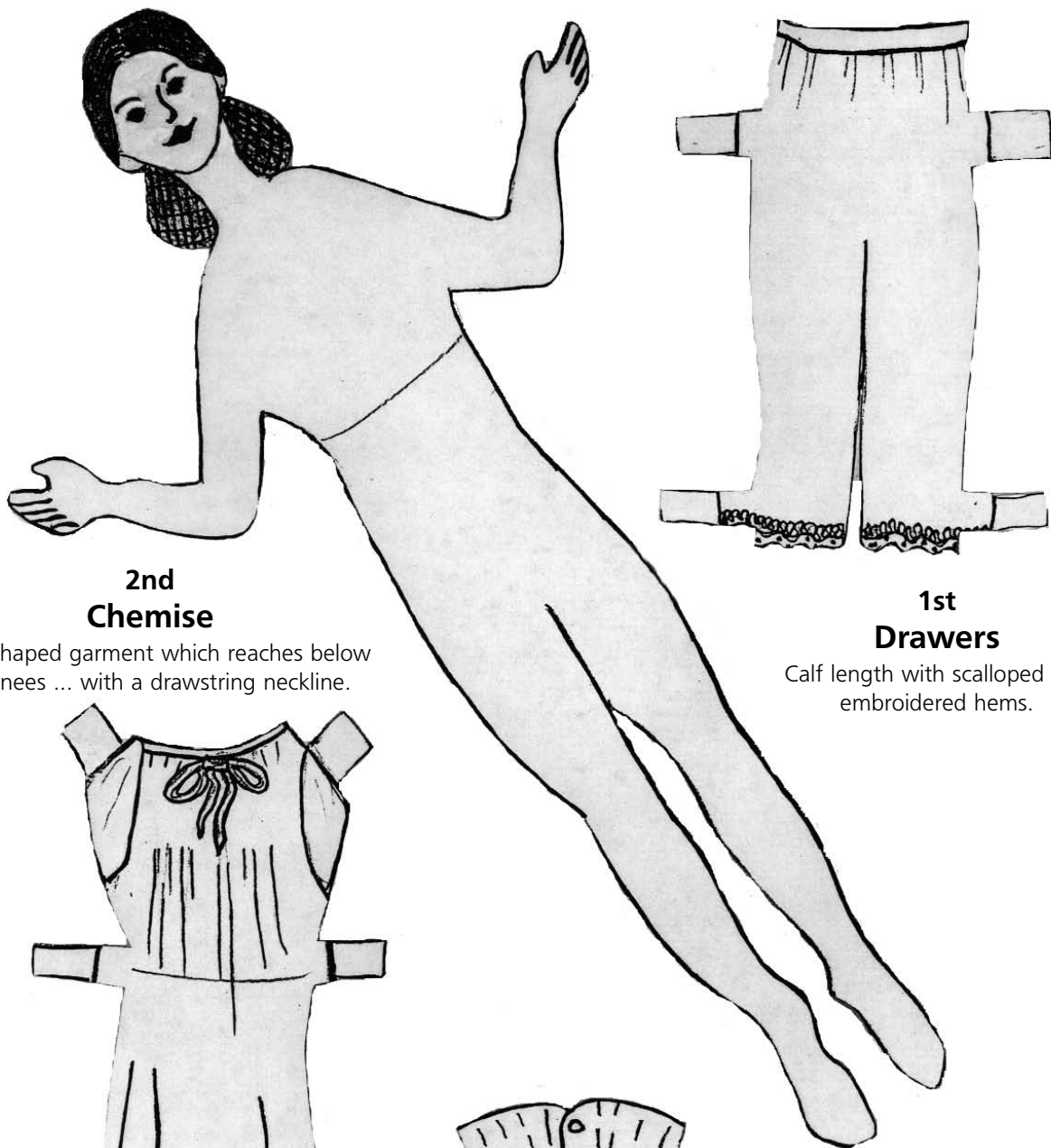
Color the paper doll, mount on poster board or heavy paper, and cut out.

Decorate Mary’s clothes using the fabric designs and favored colors listed above.

Cut out Mary’s garments.

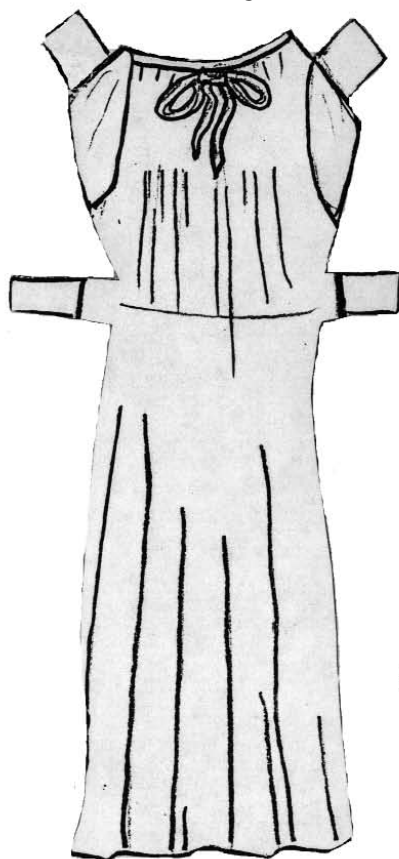
Then help dress Miss Mary in her many layers.





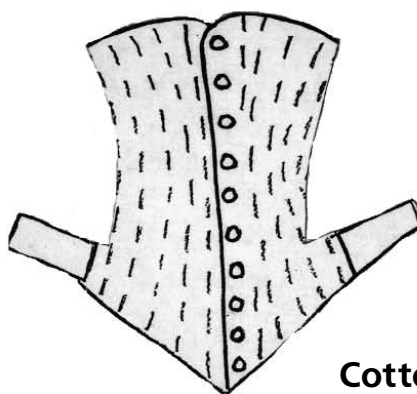
**2nd
Chemise**

An unshaped garment which reaches below the knees ... with a drawstring neckline.



**1st
Drawers**

Calf length with scalloped and embroidered hems.

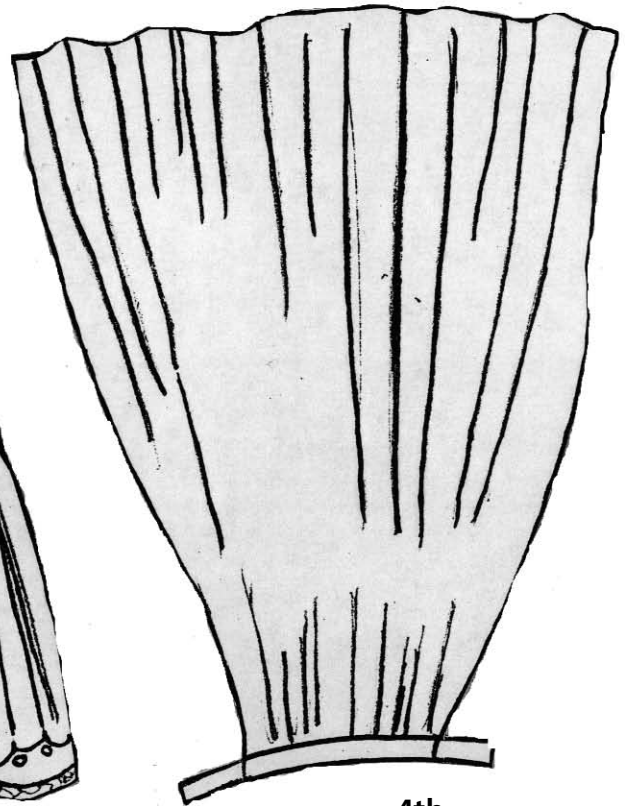
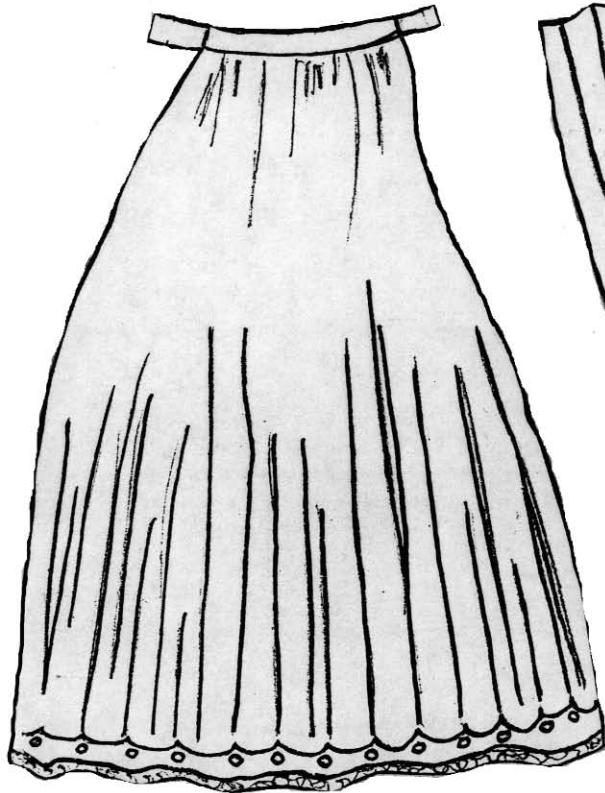


**3rd
Cotton Corset**

For a slim waistline.

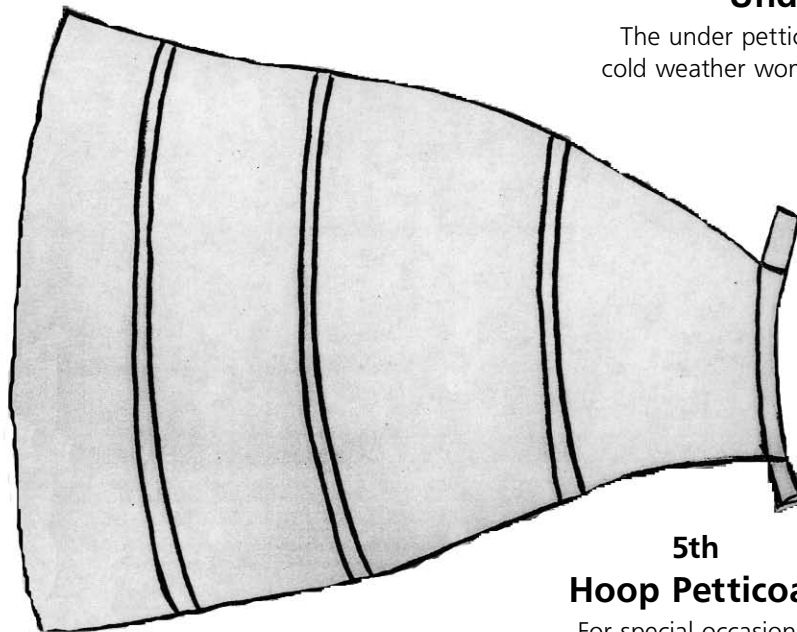


**6th
Overpetticoat**



**4th
Under Petticoat**

The under petticoats were plain and during cold weather women often wore six at a time!



**5th
Hoop Petticoat**

For special occasions.



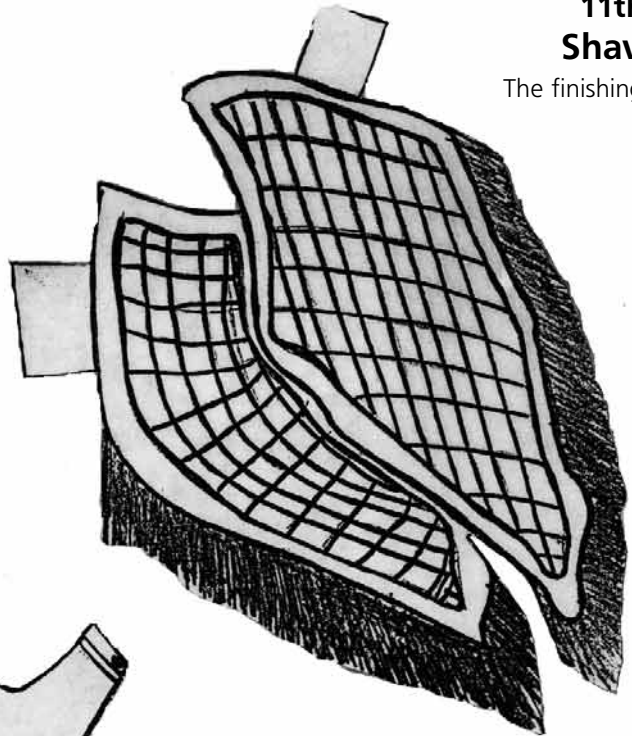
**9th
Bonnet**

Essential to the well-dressed lady.



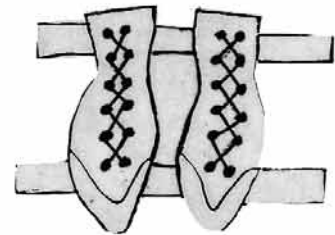
**11th
Shawl**

The finishing touch.



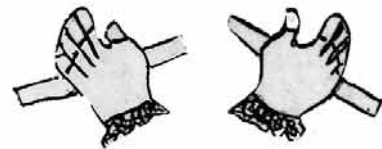
**7th
Miss Mary's Dress**

A round dress with a gathered bodice, long cuffed sleeves and a gathered skirt.



**8th
Shoes**

Laced-up soft leather boots.



**10th
Mitts**

Fingerless gloves worn for special occasions.



PAPER PATCHWORK QUILT

- OBJECTIVES:** To appreciate and demonstrate how quilts communicate experiences.
- To connect his/her own experiences with life experiences, language, customs and cultures of others.
- To communicate in oral and visual forms.

MATERIALS: Construction paper or different types of decorative paper, glue, large paper for backing.

PROCEDURE: 1. Discuss quilts and their practical and social roles in 1850s Texas. Bring quilts, quilt books, pictures, sewing notions for a display.

2. Read a story or book about quilts to the class. Suggested literature:

Flourney, Valerie. *The Patchwork Quilt*.

School and Library Binding, 1985.

Johnston, Tony. *The Quilt Story*.

Scholastic, Inc., 1985.

Polacco, Patricia. *The Keeping Quilt*.

Aladin Paperbacks, 2001.

3. Make a class quilt celebrating the trip to Barrington Farm.
Each class member will make a block depicting his or her memory of Barrington Farm. "Piece" all blocks together to form quilt.



PASTIMES AND PLAYTHINGS...

19th CENTURY TOYS

Throughout the ages all children have played with toys. Sam, Charley, Sarah and Cromwell Jones were no exceptions. Texas children, such as the Jones children, often played with homemade toys. Many times children made their own toys. Adults saw the process of making toys as important as the playtime the child would have with the toy. Making toys taught not only basic lessons as following directions and completing tasks, but also provided a creative outlet for young Texans. The following are three easily made 19th century toys. After mastering the basic designs, students can decorate their toys with colorful designs and add their own personal touch. Link to the following Web sites for the patterns.

Thaumatrope

www.osv.org/kids/crafts7.htm

Cornhusk dolls

www.teachersfirst.com/summer/cornhusk.htm

Whirligig

www.stratfordhall.org/whirligig.html



READING ABOUT TEXAS

<i>The Great Texas Scare: A Story of the Runaway Scrape</i>	Martha Tannery Jones
<i>A Line in the Sand: The Alamo Diary of Lucinda Lawrence</i>	Sherry Garland
<i>Kitty of Blossom Prairie</i>	Maurine Walpole Liles
<i>Son of Iron</i>	Janice Jordan Shefelman
<i>Jericho's Journey</i>	G. Clifton Wisler
<i>Voices of the Alamo</i>	Sherry Garland
<i>You Forgot Your Skirt, Amelia Bloomer!</i>	Shana Corey
<i>Anson Jones: The Last President of the Republic</i>	Jean Flynn
<i>Big Men Walked Here</i>	Stanley Siegal
<i>Plantation Life in Texas</i>	Elizabeth Silverthorne
<i>Amanda Paperdoll Series</i>	Betty Mills

LEARNING ABOUT TEXAS ONLINE

Texas Parks and Wildlife Dept.	www.tpwd.state.tx.us
Lone Star Junction	www.lsjunction.com
The Handbook of Texas	www.tsha.utexas.edu/handbook/online/
Texas History	www.texashistory.com





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