

BECOMING WICHITA:

IMMIGRANTS, INVENTIONS & CAPITALISTS

(GRADES 3 & 4)



Education / Interpretation Department
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Wichita, KS 67203
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www.oldcowtown.org



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Welcome to Old Cowtown Museum. We are glad you are coming and look forward to working with you to meet your educational goals. If you have any ideas, requests, or comments don't hesitate to call 316-350-3322.

BEFORE YOUR FIELD TRIP

REVIEW THE PURPOSE FOR YOUR TRIP—Old Cowtown Museum sets out goals and themes for its tours and programs; help your students gain the most from their experience by sharing with them the goals **you** have for this field trip.

CHAPERONES—Chaperones can enrich the educational value of the trip and help to keep your students safe and focused on the educational activities. Please bring **at least one chaperone for every 10 students**. A handout for chaperones has been included with this packet; distribute it to all chaperones prior to your arrival at Cowtown.

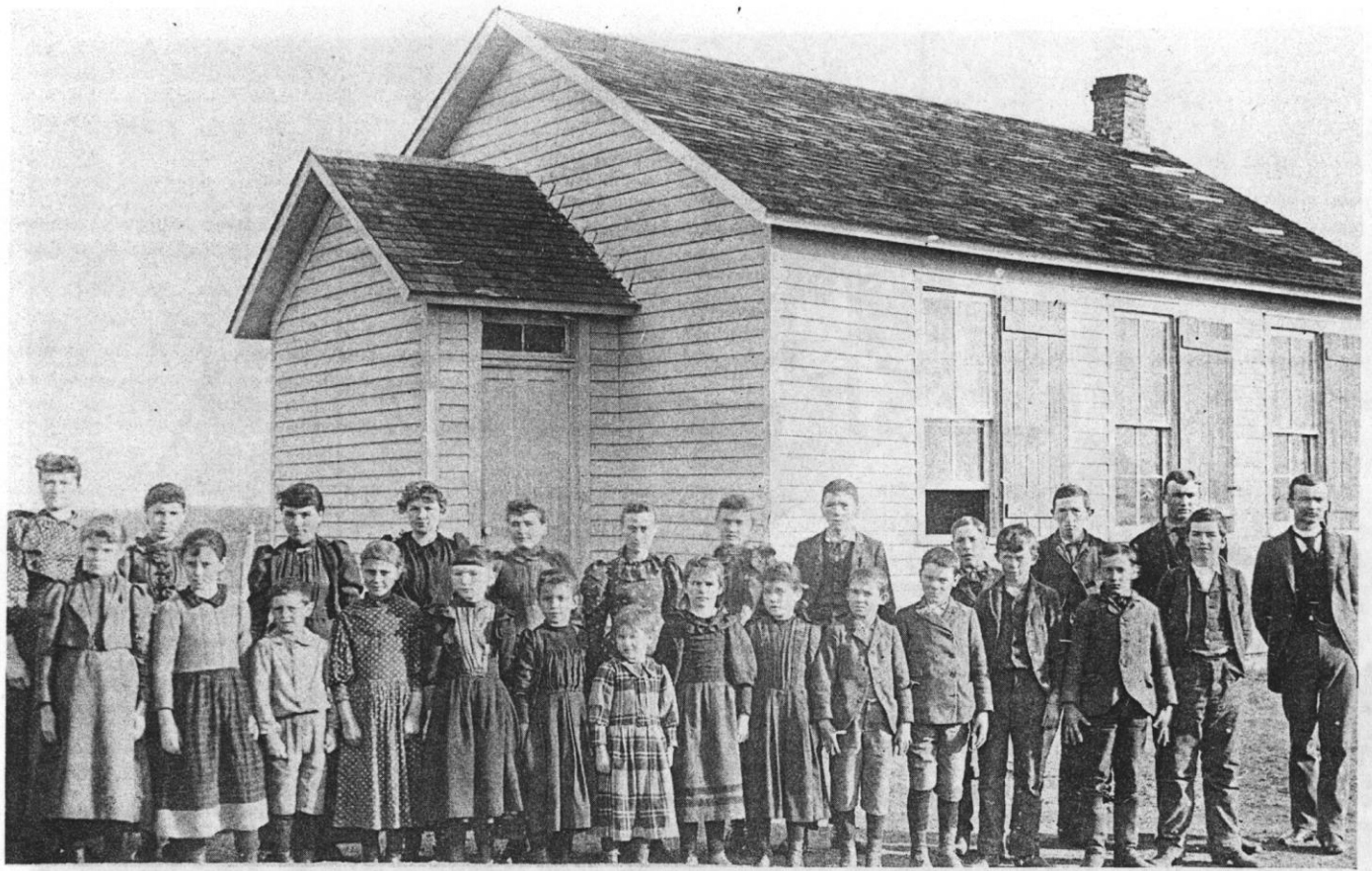
LUNCH PLANS—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student **not** to take snacks from the picnic area into the rest of the Museum.

NAME TAGS—We require name tags that list the name of the school and first name of each child and chaperone in your tour group (as well as last name if possible). This helps our interpreters address student questions and is helpful when dealing with unforeseen injury or security issues.

SPENDING MONEY—The Old Cowtown Museum gift shop, S. G. Bastian and Sons Mercantile, will be open during your visit. The shop offers products that are educational, fun, and sentimental in a wide range of prices (from approximately \$1.00 to \$15).

(Please note that S. G. Bastian and Sons sells toy “weapons” to the general public; however, we respect the zero tolerance weapons policy enforced at school. To assist your students in complying with that policy, Old Cowtown Museum will not intentionally sell any toy “weapons” to school children on school-approved field trips.)

Some teachers do not allow students to bring money because they are afraid that students will lose it, have it stolen, or that some will bring more than others. Other teachers encourage students to purchase mementos of their field trip. Whether you permit or discourage your students to bring money, we encourage you to **state and enforce your preference *before*** the trip to eliminate confusion and conflict.



Miss School 1875

CLOTHING—To enhance the sense of going back in time, we encourage students to dress as they did in the 1870s.

For girls, calico and cotton dresses were usually full, with long sleeves, and frequently aprons were worn over their dresses. Their hair was often worn in long braids, sometimes with ribbons. Bonnets or straw hats were worn in summer and stocking caps in the winter.

For boys knickers (short trousers that fit tightly just above or just below the knee) were favored; however, sometimes long trousers were worn. Suspenders were worn to keep their pants up. Boys' shirts had long full sleeves and often round collars. Boys wore hats or caps of straw or felt in the summer and, just like girls, stocking caps in winter.

PRE-VISIT CHECKLIST

- _____ Schedule your tour as far in advance as possible.
- _____ Share with the students your tour objectives and expectations.
- _____ Select at least one pre-visit activity that is suited to your students.
- _____ Brainstorm with your students questions they wish to have answered on the tour.
- _____ Determine (tentatively) at least one post-visit activity.
- _____ Confirm your transportation arrangements.
- _____ Make lunch arrangements if necessary.
- _____ Collect fees and have a single check prepared payable to **Old Cowtown Museum**.
- _____ Review behavior expectations with students.
- _____ Encourage students to wear 1870s clothing.
- _____ Create and distribute name tags.
- _____ Collect signed permission slips if necessary.
- _____ Chaperones
 - _____ Be sure you have a *minimum* of **1 chaperone for every 10 students**.
 - _____ Inform chaperones about the tour and their expected participation.
 - _____ Provide a map and educational background material.
 - _____ Provide with strategies for dealing with unacceptable behavior.
 - _____ Provide a copy of “Your Role as a Chaperone” and “We Need Your Help.”
 - _____ Inform chaperones of time schedule (departure and arrival back at school)

FOR THE CHAPERONE

We at Old Cowtown Museum are grateful that you will be coming to the Museum with your child/group. This is a wonderful opportunity for children to see and experience many things they do not normally encounter.

Your participation is very important; you have an opportunity to assist in the education of the children you are with by helping them focus on the educational activities. You can also enrich their visit by sharing your knowledge and by the quality of your interactions with them. Stay with the children at all times and help to direct their attention as you walk through the Museum.

General Guidelines

- 1) Be familiar with what the teacher expects to be accomplished during the tour.**
- 2) Stay with your students at all times.**
- 3) You are entrusted with the safety and care of the children you are with; watch and make sure they are acting in a safe manner at all times.**
- 4) Remind students to ask before touching; some items are artifacts and should not be touched.**
- 5) When encountering animals, please do not allow children to chase or pick them up.**
- 6) Model the behaviors you expect the students to follow.**

We want your visit to Old Cowtown Museum to be a safe and enjoyable experience for all our visitors. For the benefit of all our guests please encourage your students to follow all our guidelines.

**Thank you again
for accompanying this group to
Old Cowtown Museum!**

ATTENTION TOUR LEADER:

*Please read the following information to your students **prior to arriving** at the Museum even if they have participated in programs at the Museum before. **Thank you!***

We are glad you will be coming to visit the Old Cowtown Museum!

STUDENTS WE NEED YOUR HELP

In order that your visit will be a safe one and to make sure that Old Cowtown will last a long time for others to see and enjoy, please follow these rules.

- 1) There may be many other classes here at the same time you are here. Please **stay with your teacher/chaperone at all times and wear your nametag.**
- 2) The boardwalks are uneven, rough, and may be slick especially when it is raining or snowing. **Please walk carefully on the boardwalks so you do not slip or trip and fall.**
- 3) Please drink water **only** at the water fountains by the restrooms. **The water you pump from the hand pumps is not clean enough to drink!**
- 4) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 5) **When encountering animals, please do not pick them up or chase them.** Pet the cats and watch the chickens (they have claws and sharp beaks).

Thank you for helping to make your visit a safe one!

DAY OF THE FIELD TRIP

CHECK IN—Please arrive at the Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. Your group may visit S. G. Bastian & Sons Mercantile while one person checks in. Please bring **one check** payable to **Old Cowtown Museum**. (Those with memberships will need to present their membership card before entering.) After rejoining your group, our staff will permit you onto the grounds.

If your transportation was via bus, we ask that the bus be moved from the Visitors Center to the former entrance at 1871 Sim Park Drive. The bus driver may then enter the grounds from that location.

DEPARTURE—The museum is a closed loop so you will depart the same direction way you entered. **We strongly encourage you to leave your tour evaluations at the entrance complex** when you are leaving. Should you choose to submit it by mail, send it to Old Cowtown Museum, Education Department, 1865 West Museum Blvd, Wichita, KS 67203.

MAP—A map is provided on the back of this guide. When you arrive you and your chaperones will be provided with complete maps of Old Cowtown Museum.

RESTROOMS—There are three restrooms available to the groups—one in the Visitors Center; two on the Museum grounds on the east in a red building near the School House and on the west behind the Meat Market. Drinking fountains are also available at these locations.

EMERGENCIES—In case of emergency a telephone is available in the Visitors Center. Should anyone need to contact you or your group, they may call the Visitors Center (**350-3323**) and a staff member will locate you. Identification is easiest if your students are wearing name tags.

FIRST AID—For minor injuries we have a first aid kit in the Visitors Center and Saloon. Your tour guide will have access to a first aid kit at all times. For more serious incidents we will call 911.

SECURITY—Should an emergency occur that would require Security assistance, such as a lost child, contact any employee on the grounds who will place you in contact with Old Cowtown Museum Security personnel.

SEVERE WEATHER—The personnel in the Visitors Center monitor weather conditions. In case of severe weather, our interpretive staff will alert you and guide you to shelter.

LOST AND FOUND—Items found at the Museum can be turned in at the Visitors Center. Check for lost items at the same location.

MUSEUM MISSION AND PURPOSE

Old Cowtown is an open-air, living history museum that interprets the history of Wichita, Sedgwick Country, and life on the southern plains, circa 1865-1880. The Museum accomplishes this through the preservation of artifacts, by exposure to interactive historic experiences, and other activities for the education and entertainment of our visitors.

TOUR OVERVIEW AND OBJECTIVES

THIRD GRADE

Community, Entrepreneurs, Historic events, Immigrants, sense of place

Wichita's survival and prosperity was the result of the community working for the common good. Recruiting the railroad and diverting the cattle drives through Wichita were key events that were spearheaded by several entrepreneurial individuals who worked for their own and the common good and required the commitment of the public. The social cohesiveness of the town was greatly furthered by the presence of people from Germany. Third grade students will get to know the stories of several key individuals and the community efforts made Wichita's future possible. They will also learn some of the influence and contributions of citizens from Germany and will consider the impact of these two events on the image of the city.

KANSAS HISTORY, GOVERNMENT AND SOCIAL STUDIES STANDARDS

The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures. **(KHGSS 1.1)**

*The Student will recognize and evaluate the significant people and events that shaped their home town and/a major city in Kansas, and other cities of the world.

*The Student will recognize that limited resources require people to make choices to satisfy their wants for goods and services.

The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers. **(KHGSS 1.2)**

*The Student will understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their home town.

The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations. **(KHGSS 3.1)**

*The Student will analyze the impact of experiences of groups of people who have contributed to the development of towns/cities.

*The Student will recognize and evaluate the importance of a prominent immigrant group in their community.

The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations. **(KHGSS 4.1)**

KANSAS COLLEGE AND CAREER READY STANDARDS

RI.3.1: The student asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

*Pre/post Visit Activity – Selling Kansas and Wichita – Enticing Immigrants

FOURTH GRADE

Regional impact, Entrepreneurs, Historic events, Immigrants, Sense of Place

The establishment of the railroad and the acquisition of the cattle drives were two major events in Wichita history that linked the city to other regions. These events required the collaboration of many entrepreneurs who worked to build local support. Once success was established, people from other regions and other countries were enticed to come and settle here. 4th grade students will learn of the local historical figures in this era, discover the differences between wagon and Railroad travel, and the explore immigration through the experience of the Germans, the main nonnative cultural group who settled in Wichita.

KANSAS HISTORY, GOVERNMENT AND SOCIAL STUDIES STANDARDS

The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures. **(KHGSS 1.1)**

*The Student will recognize -recognize and evaluate the significant people and events that shaped Kansas and the other regions.

*The Student will understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders.

*The Student will understand why people choose to leave their homeland to move to Kansas/another region in the United States and what are the consequences.

*The student will recognize what choices travelers made as they prepared for trail travel and the consequences.

The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations. **(KHGSS 3.1)**

*The Student will recognize and evaluate the importance of a prominent immigrant group to Kansas.

The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. . **(KHGSS 5.1)**

*The Student will understand the human consequences of using or living by transportation routes in the 1800s

KANSAS COLLEGE AND CAREER READY STANDARDS

*Pre/post Visit Activity – Selling Kansas and Wichita – Enticing Immigrants

RI.4.1: The student refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

****Read Kansas! Intermediate - I-8 Immigrants to Kansas: Why Did They Come?**

RI.4.4.: The student determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.2 a-e: The student writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.4.1 a-d: The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.4: The student will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

****Read Kansas! Intermediate - I-9 Immigrant Contributions**

RI.4.2.: The student determines the meaning the main idea of a text and explain how it is supported by key details; summarize the text.

SL.4.1 a-d: The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.4: The student will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

****<http://www.kshs.org/p/classroom-materials/18955>**

Kansas Historical Society 6425 SW 6th Avenue ·

Topeka, KS 66615-1099 ·

785-272-8681

HISTORICAL BACKGROUND

The area where the Big and Little Arkansas Rivers converge changed from a sparsely populated valley with abundant wildlife to a bustling prairie town in the space of 15 years, from 1865 to 1880. Native Americans, farmers, town builders, and cowboys all used and competed for the natural resources of this area to promote their economic and social interests.

The westward expansion of the United States created conflict between the Native Americans and settlers. Explorers had termed the prairies the “Great American Desert” and became the logical site to permanently move the Native Americans. Attitudes changed as pioneers moving to Oregon and California found Kansas land not to be a desert. The Kansas-Nebraska Act of 1854 opened the land to settlement which reversed the Government’s promise of a permanent home to the Indians.

Settlement began in the northeastern part of the state and spread west and south. This movement was led by hunters eager for wild game furs to sell back east and traders who hoped to become Government Agents and supply the needs of the Indians that were removed to the future Oklahoma as more of Kansas was opened.

Farmers soon followed, attempting to turn the prairie soil. They “squatted” (occupied land illegally) on Osage Indian land anticipating the Indian’s removal would permit settlement under the Homestead Act. The Indians were relocated to Oklahoma in 1871 and the squatters realized their dreams.

At the same time, Texas cowboys started driving longhorn cattle north in an effort to rebuild their state’s economic wealth after their disastrous participation in the Civil War. These abundant, but worthless, cattle would draw a good price once grazed in the north and shipped east.

With a growing cattle trade, Wichita, a settlement of a few trading posts, residences, and a short-term military post, endeavored to become a railhead. They hoped to prosper by attracting the cowboys who drove the cattle herds to the railroad stations. They also knew that the first towns with rails often became county seats, providing unlimited growth. The Santa Fe railroad, like many of the time, was financed through Government permission to sell land around their westward-moving tracks. Unfortunately, Wichita was illegally located on Osage Indian Trust land which meant that the railroad did not qualify for this permission. Thus, the Santa Fe Railroad stayed some 20 miles north to gain these benefits. But, the wisdom of a few local entrepreneurs encouraged county financing of a railroad link to the Santa Fe railroad and kept Wichita from fading away as did many other prairie towns.

From 1872 to 1875, Wichita shipped cattle east and profited through gambling, prostitution, and other services provided for the cowboys. By 1875 the population of Sedgwick County was more than 8,000, and the rowdy lifestyles of the cowboys clashed with the desires of those who hoped for a more civilized, Christian environment in which to live and raise their children. Farmers also resented the trampling of their field, the contamination of their eastern livestock with Texas ticks, and the bank’s ruinous interest rates. Their combined lobbying efforts moved a quarantine line west, prohibiting further cattle drives to the area and stimulating a growth in agriculture and manufacturing.

PRE-/POST-VISIT ACTIVITIES

THE IMMIGRANT EXPERIENCE IN KANSAS

The Kansas State Historical Society has two excellent resources on Immigrants in Kansas.

Read Kansas! Intermediate - I-8 Immigrants to Kansas: Why Did They Come?

<http://www.kshs.org/p/read-kansas-intermediate-i-8-immigrants-to-kansas-why-did-they-come/14891>

Read Kansas! Intermediate - I-9 Immigrant Contributions

<http://www.kshs.org/p/read-kansas-intermediate-i-9-immigrant-contributions/14892>

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785-272-8681 · [kshs.org](http://www.kshs.org)

SELLING KANSAS AND WICHITA – ENTICING IMMIGRANTS

In 1820, Major Stephen Long set out on a scientific expedition to find the Red River in the territory that is now Texas. While not successful, Long's expedition followed the Arkansas River into present day Kansas. He published a map that detailed his discoveries based on his travels and his popular map is credited with branding Kansas and much of the Great Plains as "The Great American Desert." Kansas suffered with the reputation of being a desert for many years before railroad marketing changed people's opinion of Kansas as a good place for farmers and other settlers.

1. Show the students the Major Long's map.

The students in pairs or teams write down everything they know about a desert. Once completed, the teams would share with the class to create a master chart with three columns labeled "Characteristic," "found in Kansas", "not found in Kansas." Ask the students to compare their surroundings to see if they meet the desert criteria. As a group, decide which column each characteristic falls into.

Returning to their groups, have the students speculate why or why not Major Long would have described the land as a desert.

2. Included are two examples of handbills sent from two railroads using two different methods to attempt to persuade immigrants to come to Kansas. One relies more on text, while the second focuses on a visual. After comparing the two, students in pairs or groups, will brainstorm a list of the possible audience each were attempting to reach.

Students will then evaluate which handbill would be the most effective and persuasive for each audience and provide specific reasons from the handbill to support the assertion.

3. In the large group, decide how effective was advertising in dispelling the myth of Kansas as the "Great American Desert"? Discuss the use of images, word choice and graphics to propel the message. Provide the students with paper, scissors, markers, old magazines and other supplies to create their own persuasive advertisement.

All Bound for the Kansas Valleys!

GEMS OF THE WEST!

SHOW US THE LANDS

THAT CAN EQUAL

THE VALLEYS

—OF THE—

Kaw, Big Blue, Republican, Smoky Hill, Solomon, Saline and Victoria Rivers.

IT CAN'T BE DONE.

INNUMERABLE TRIBUTARIES AND LIMPID STREAMS

Enrich the Lands and Beautify the Scenery all along the

GREAT KANSAS PACIFIC ROAD

5,000,000 ACRES

OF THE

Richest and Best Watered Lands.

"THE KANSAS PACIFIC HOMESTEAD"

Gives all information about these Lands and how they can be obtained. Also about Soldier's Homesteads, Timber Claims and Pre-emptions. It will be mailed free to all persons sending their address to

S. J. GILMORE,

Land Commissioner,

LAWRENCE, K^{AN}

Ramsey, Millett & Hudson Print, Kansas City.

WHY INVEST IN KANSAS PACIFIC LANDS?

Because you have the vast expanse of 5,000,000 Acres to select from, with every variety of Land, Bottom and Upland, Undulating Valley, and Rolling Prairie.

Because the PURITY of the CLIMATE is UNSURPASSED—long Summers, short Winters, and genial skies.

Because the fertility of the soil *can't be beaten*. Where else can be found a soil of such rich, dark loam, varying from 3 to 15 feet in depth?

Because in proof of this, the unprecedented Crops proclaim Kansas to be the *Banner Wheat and Corn State of the Union*.

Because its Rivers, Streams and Creeks abound in every County along the Road.

Because Springs of purest water are to be found in every section.

Because of the vastness of its water power for manufacturing purposes.

Because for Stock Raising and Wool Growing, the nutritious character of its wide grassy ranges has been proved invaluable.

Because all the Lands are within an easy distance of the Great Iron Thoroughfare of the West.

Because Towns and Cities are rapidly springing up all along its entire length, with all their attendant advantages.

Because wherever a settlement is formed, the moral and religious well being of its inhabitants are duly cared for.

Last but not least.

Because the Prices are *very low*.

Because the Terms of Credit are long, easy, liberal, and within the reach of all.

Because if you buy 160 Acres, your ride out to seek Lands will be free.

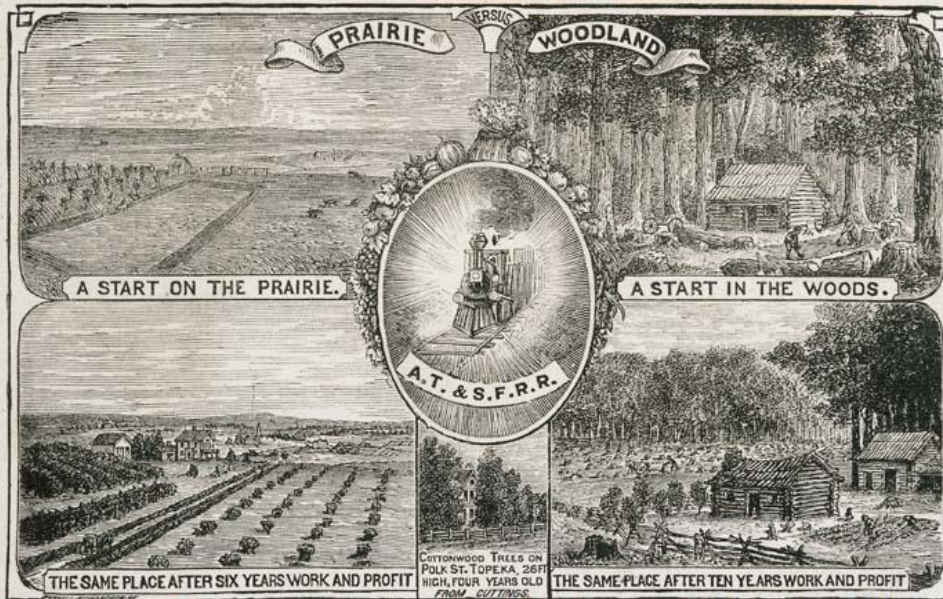
WHEN TO COME? AT ONCE!

The Company are more desirous to get their Lands settled up and improved, thereby increasing the business of its Railroad, than they are to hold them with the view of realizing higher prices, the prosperity of the settlers being the prosperity of the Railroad.

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IF YOU WANT A FARM OR HOME

"THE BEST THING IN THE WEST"
IS THE

Atchison, Topeka & Santa Fe
RAILROAD
LANDS
IN SOUTHWEST KANSAS.



Temperate Climate, Excellent Health, Pure and Abundant Water.

GOOD SOIL FOR WHEAT, CORN AND FRUIT.

The Best Stock Country in the World.

Or to

For Full Information apply to

Agent,

LAND COMMISSIONER,

A. T. & S. F. R. R., Topeka, Kas.

Muskunft erteilt, O. B. Schmidt, Deutscher Gen'l Mgt., Topeka, Kan.

Knight & Leonard, Printers, Chicago.

HOW DO WE GET THERE?

Copy and distribute the *How Should We Pull the Wagon* worksheet. Ask students to decide which animal they would choose to pull their wagon. ALL these animals were used on the trail, though some were preferred over others.

Reading the characteristics row by row, decide which of the three is the best. Put a “+” in the “ME” column for the best choices. Put a “-” in the “ME” column for the least preferred choice. Count the number of “+” and put that number in the bottom of the column.

For number 11, Can you think of another characteristic that should be considered?

Join your group and row by row and put a “+” by the most popular choice.

Was your animal the same one the group came up with?

Now that you have your group’s choice would you change your choice? Every wagon driver had his own choice.

HOW SHALL WE PULL THE WAGON?

<u>Horses</u>	ME	Group	<u>Mules</u>	ME	Group	<u>Oxen</u>	ME	Group
1. Must be fed grain you carried in your wagon			Must be fed grain you carried in your wagon			Native vegetation sufficient		
2. Fastest (20 miles/ day) if the trail is not too rough			Faster (15-20 miles/ day) if the trail is not too rough			Slower (10-15 miles/ day) slow and steady on all roads		
3. Tolerate heat			Tolerate heat			Don’t do well in hot weather		
4. Desirable to Indians			Less desirable to Indians			Least desirable to Indians		
5. Requires expensive harness			Requires expensive harness			Ox yoke, bows, and chain		
6. Poor traction in sand and mud			Poor traction in sand and mud			Good traction in sand and mud		
7. Generally good temperament			Bad temperament			Good temperament		
8. Tend to run off			Tend to stray			Tend to stay around camp		
9. Strong			Not as strong			Strongest		
10. Most expensive - (\$80-\$125 each) - Need one team - (2). Maybe two.(4)			Expensive (\$70-80 each) Need 2 teams (4). Maybe 3 teams(6)			Cheapest (\$60-\$70 / pair) Need 2 yokes (4). Maybe a 3rd yoke(6)		
11.?								
TOTAL								

WHICH WAGON?

Students should read and discuss the attached articles on the Conestoga wagon and Prairie Schooner.

Why the Prairie Schooner was wagon of choice for settlers traveling to the Midwest.

Why did many abandon this mode of transportation when the railroad became available?

The Conestoga Wagon



Long before the canals and railroads made an appearance in Pennsylvania, descendants of German colonists developed a unique vehicle that was ideally suited to travel on the unimproved trails of the area and capable of carrying large amounts of any kind of cargo. Before the Revolutionary War, some 10,000 Conestoga wagons hauled farm produce, whiskey, iron ore, and finished products to the East and returned with items imported from Europe. After the Revolution, as settlements expanded westward, the Conestoga hauled freight to the new towns. The wagon was massive for its day, somewhat akin to the tractor-trailers of today.

Conestoga wagons were large and heavy and had beds shaped somewhat like boats, slanted ends and a sag in the center both crosswise and lengthwise, to be certain that the load would not shift to the center of the vehicle or barrels would not roll out when going up or down hill. The wheels were as tall as a man and broad enough to carry the weight without bogging down. On eastern roads its weight and narrow wheels were well suited.

Covering the wagon was a homespun canvas supported by hickory wood bows, the covering slanted over the front and back to help keep rain off the cargo. The body of the wagon was painted light blue, the ironwork black, and the white canvas top must have made some picture traveling down the road.

Conestogas were best directed from the left-hand side since the driver moved to the right to let oncoming traffic pass, that is if he moved at all for lesser vehicles. The wagoneer always rode the left wheel-horse or the lazyboard, a sliding board that could be pulled out from the left side of the wagon, or he walked on the left side of the wagon so the choice of moving to the right was obvious to him. Naturally, with a vehicle this size, others were forced to follow his pattern. Over time, as other drivers followed his wheel ruts, the habit of driving on the right became law.

The horses used to pull the wagons were the massive Conestogas, one of the few breeds developed in this country. They are believed to have originated from the Tammerlane, several of which were brought over by William Penn. On the average, they stood 16 ½ to 17 hands high and weighed about 1,600 pounds. At least 4 horses were used on each wagon, although many used 6 or 8 horses per team.

Over the horses were hoops with bells attached to them (except for the left wheel horse where the wagoneer rode), each carefully selected for its chime. These bells were highly prized, not so much for their beauty or tone or even for their usefulness, even though they warned other travelers of the approach of the wagon; rather they were prized as proof of the wagoneer's ability to take care of himself. If a wagon got stuck in a ditch or mud and the driver was forced to appeal to other wagoneers for help, and the bells were the price he paid for the assistance. To anyone as tough and independent as these men, it must have been a humiliating experience. Wagons used to arrive at their destination with bronze bells ringing, giving rise to the expression, "I'll be there with bells on," ready, eager, safe, and sound.

The wagoneers kept mostly with their own kind. In early Pennsylvania, taverns catered to only one type of clientele, usually denoted by the name or picture on the sign. The term "stogy" or "stogie" came from the Conestoga wagon masters who preferred to smoke the long, strong, and large cigars as they drove their teams.

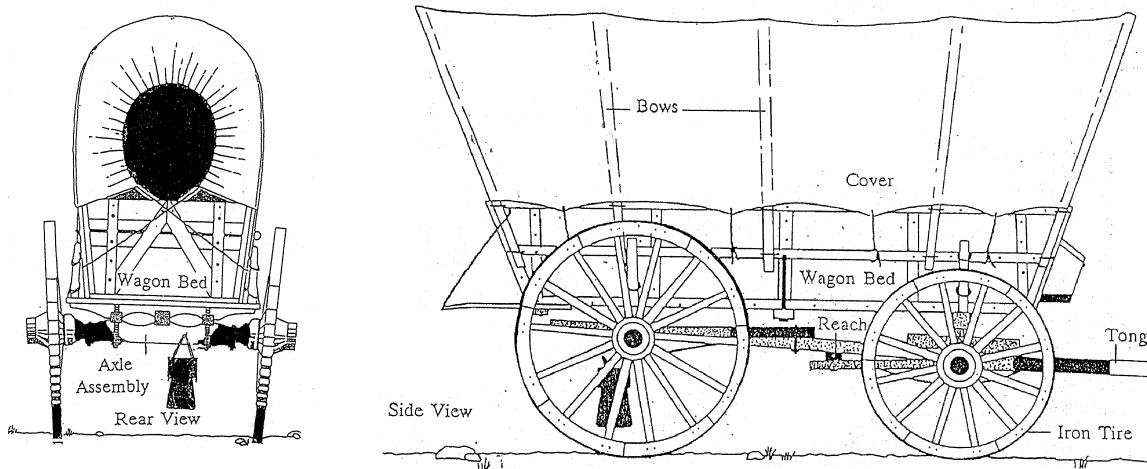
With the coming of the canal, and later the railroad travel, the Conestoga wagons gradually faded from view while their modified cousin, the Prairie Schooner, took on a more active life.

The Prairie Schooner

This half-sized version of the Conestoga typically measured 4 feet wide and 10 to 12 feet in length; with its tongue and neck yoke attached, its length doubled to about 23 feet. With the bonnet, a prairie schooner stood about 10 feet tall with a wheelbase of just over 5 feet wide. The clearance on most wagons was about 2 ½ feet, which meant that the prairie schooner could ford most streams. Another foot of clearance could be obtained for river crossings by raising the height of the bed by adding blocks under the axles. Construction was all wood except for the iron tires and metal reinforcements of the running gear at strategic locations. (Use of metal was kept to a minimum for weight reduction.) The hardwoods, such as maple, poplar, hickory, and oak, that were used were well seasoned to resist shrinking in the dry air of the plains and deserts the emigrants had to cross. The prairie schooner weighed approximately 1,300 pounds empty and could be easily dismantled for repairs en route; it could not carry more than 2,000 pounds. Manufactured by the Studebaker brothers or any of a dozen other wainwrights specializing in building wagons for overland emigrants, a prairie schooner in good repair offered shelter almost as good as a house.

The wagon box, or bed, was 2 to 3 feet deep, and with a bit of tar could easily be rendered watertight and floated across slow-moving rivers. The side boards were beveled outwards to keep rain from coming in under the edges of the bonnet and to help keep out river water. The box sat upon 2 sets of wheels of different sizes, the rear wheel typically about 50 inches in diameter while the front wheels were about 44 inches in diameter. The smaller front wheels allowed for a little extra play, allowing the wagon make slightly sharper turns than it would otherwise have been able to negotiate without necessitating a great deal of extra carpentry work to keep the bed level. All four wheels had iron “tires” to protect the wooden rims, and they were, likewise, constructed of hardwoods to resist shrinkage. Nonetheless, many emigrants took to soaking their wagon wheels in rivers and springs overnight, as it was not unheard of for the dry air to shrink the wood so much that the iron tires would roll right off the wheels during the day.

Hardwood bows held up the heavy, brown bonnets. The bows were soaked until the wood became



pliable, bent into u-shapes and allowed to dry. The bonnets themselves were usually homespun cotton doubled over to make them watertight and were also waterproofed with linseed or other oil. They were rarely painted (except for the occasional slogan such as “Pike’s Peak or Bust” in later years) as this stiffened the fabric and caused it to split. The bonnet was always well secured against the wind, and its edges overlapped in back to keep out snow, rain, and dust. This covering could be rolled backing summer to let air circulate. The oval-shaped openings were left in the front and rear to allow sun and air to enter; on some wagons it also angled outward at the front and back to lend some additional protection to the wagon’s interior.

There was only one set of springs on a prairie schooner, and they were underneath the rarely used driver’s seat. The simple leaf springs under the driver’s seat made that perch tenable, and not particularly comfortable. Without spring axles, riding inside a wagon was uncomfortable at the best of times. Lack of springs encouraged those who were able to walk to do so. The jolting movement of the wagon could incapacitate a healthy person quickly, and the severely limited spaced precluded many passengers anyway. Some stretches of the trail were so rough that an overlander could fill his butter churn with fresh milk in the morning, and the wagon would bounce around enough to churn a small lump of butter for the evening meal.

Some prairie schooners had a brake lever usually located so it could be pressed by the driver's foot or thrown by someone walking alongside the wagon, and it was ratcheted so the brake block would remain set against the wheel ever after pressure was taken off the lever. On prairie schools with no brakes (and, of course, no springs) the teamsters tied chains around the rear wheels to lock them, and thus provide a drag when the teams started down steep slopes.

Inside the covered wagon an enclosed space about five feet high from bed to peak provided storage space and shelter. The wagons had to be loaded to keep the center of gravity low and avoid puncturing the canvas. The heavy items went in first: plows, bedstead, chest of drawers, stove, seed bags. Next came lighter things that had to be tied down such as kitchen utensils and clothes. And, finally came necessities for the trip: flour, salt, water, pots, rifles.

Equipment for making repairs en route was carried in a jockey box attached to one end or side of the wagon for when wagons broke down or wore out from the difficulty and length of the journey. In the jockey box were extra iron bolts, linch pins, skeins, nails, hoop iron, a jack, and a variety of other tools. Also, commonly found slung on the sides of emigrant wagons were water barrels, a butter churn, shovel, axe, tar bucket, feed trough for livestock, and chicken coop. A fully outfitted wagon on the Oregon Trail must have been quite a sight, particularly with a coop full of clucking chickens raising a ruckus every time the wagon hit a rock.

Probably the biggest issue for the settlers was what to use to pull the wagon—oxen, mules, or horses. Each had its advantages and disadvantages*. Teams of 4 to 6 oxen or 6 to 10 mules were sufficient to pull the sturdy little wagons, but they were frequently assisted by the muscle power of those walking along the wagon and could cover 15 to 20 miles on a good day.

PACKING FOR THE JOURNEY AND A NEW LIFE

What will you need for your three month trip to settle in Wichita?

What will you be able to buy once you get there?

Category	Need	Want	Item	pounds		Running Total	Running Total
Bedding			Bedding	20			
Clothing			Extra Clothes	40			
Entertainment			Books	3			
Entertainment			Fiddle	2			
Entertainment			Piano	900			
Farming			Breaking Plow	175			
Food			Bacon	100			
Food			Barrel Of Water	350			
Food			Coffee	50			
Food			Cornmeal	75			
Food			Dried Beans	100			
Food			Dried Beef	50			
Food			Dried Fruit	40			
Food			Flour	150			
Food			Tea	10			
Food			Vinegar	25			
Food			Spices	5			
Food			Salt	10			
Furniture			Clock	2			
Furniture			Baby Cradle	75			
Hunting			Animal Traps	15			
Hunting			Hunting Knife	1			
Hunting			Pistol	7			
Hunting			Rifle	30			
Kitchen			Butter Churn	30			
Kitchen			Cooking Pots	100			
Kitchen			Cooking Stove	700			
Kitchen			Mixing Bowls	10			
Kitchen			Set Of Dishes	40			
Kitchen			Table And 4 Chairs	200			
Lighting			Lantern	4			
Lighting			10 Candles & Matches	2			
Medicine			Medicine	3			
Tools			Ax	15			
Tools			Hammer	7			
Tools			Shovel	12			
Toys			Doll	2			
Toys			Dominoes	1			
Toys			Jacks	1			
Toys			Marbles	1			
Toys			Metal Wagon	3			
Total			Total Weight	3306			

KEEP YOUR WAGON UNDER 2000 LBS.

WE HAVE TO EAT!

Common 1870s “necessary foods” used by soldiers, hunters, and settlers were *hardtack* and *jerky*. They were dry, had a high salt content, and could be kept for a long time without danger of spoiling. They were also lightweight and took little storage space when those concerns were premium. Copy and distribute the recipes for these foods for students to take home, prepare, and share with their families and the class. The production of these products could also be integrated into a science unit discussing evaporation and rehydration, as well as food preservation. Other recipes typical of settlers have also been included.

Pioneer Survival Foods

In the 1800s soldiers, hunter, and pioneers were often far from supplies need to make “normal” bread and food. They also needed foods that were lightweight and would not spoil. Hardtack and jerky are two of those kinds of foods. *Beef jerky* was a survival food made by the Indians and copied by the soldier, hunters, and pioneers. The hunters and pioneers also made a subsistence bread called *hardtack*.

Jerky

2 ½ pounds of lean beef chuck or shank
salt
pepper

Slice the meat into thin strips. Sprinkle with salt and pepper. Pound raw meat with a hammer. Turn meat over and pound on the other side.

Turn oven to a low heat, about 120 degrees, and leave the door partly open for moisture to escape. Cover the bottom rack of the oven with aluminum foil. Spread meat strips on wire rack above. (Strips can be hung over wires one by one.) Leave in the oven for 4 or 5 hours. Turn meat over and leave for another 4 or 5 hours. When the jerky shrivels up and turns black, it is done. The strips will bend without snapping when they come out of the oven. Turn the oven off and remove meat when cool. Store in a closed jar. (from *Foods in Kansas*, published by the Kansas State Historical Society)

Hardtack

Ingredients and supplies:

3 cups white flour
3 teaspoons salt
1 cup water
2-quart bowl

rolling pin
bread board
eight-penny nail
baking sheets

Preheat the oven to 375 degrees. In a large bowl, mix the flour and salt. Add water and mix until the dough becomes stiff and difficult to stir. Knead the dough in the bowl with one hand, adding more flour to make it very dry.

Press, pull, and roll the dough into a rectangle that can be divided into 3-inch squares of ½-inch thickness. Use a table knife to cut the dough into squares. Holding each square in your hand, punch 16 holes through it with the nail. Place the dough squares on ungreased baking sheets and bake for 30 minutes, until crisp and lightly browned. Cool before storing in a closed container. Makes 16 pieces. (from *Foods in Kansas*, published by the Kansas State Historical Society)

Jonnycakes (Journey Cakes)

Jonnycakes were a favorite meal on the prairie. They were also known as “Journey Cakes”. This corn bread was tasty, nourishing, and easy to prepare.

3 handfuls of cornmeal
1 handful of sugar
pinch of salt
enough boiling water to make a smooth batter (less than a cup)

Combine all the ingredients. Add enough boiling water to make a smooth batter. Bake on a hot greased skillet until browned on both sides. (from *Westward Ho!*, Creative Teaching Press, 1992)

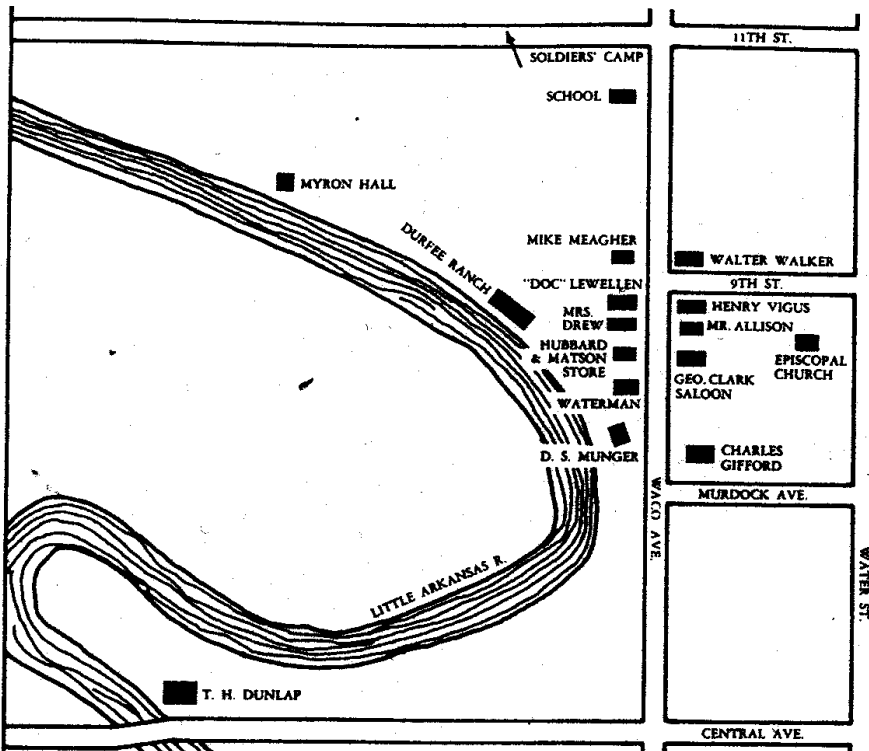
Indian Fry Bread

3 cups self-rising flour
2/3 cup powdered sugar
1/3 cup milk
1 cup cold water
corn oil (for frying)

In a bowl, mix sugar and milk. Add flour. Gradually stir in the water until the flour is moistened and the dough forms. Turn the dough out on a lightly floured surface; knead until dough is well mixed. Roll into a 10-inch square about 1/2-inch thick. Cut into 12 rectangles. In a deep saucepan, heat some oil at 375°F and fry the dough 2 or 3 minutes or until medium brown. Turn often as you are frying. Drain on a paper towel and serve with butter and honey or sprinkle with powdered sugar. (from Richard Rasmussen [aka Rodeo Rich]))

HOW HAS WICHITA CHANGED?

Study the maps of Wichita in 1869 and 1870. Draw an outline of the original town of Wichita on a present-day road map of Wichita. Compare how they have changed. In which directions has the town grown?



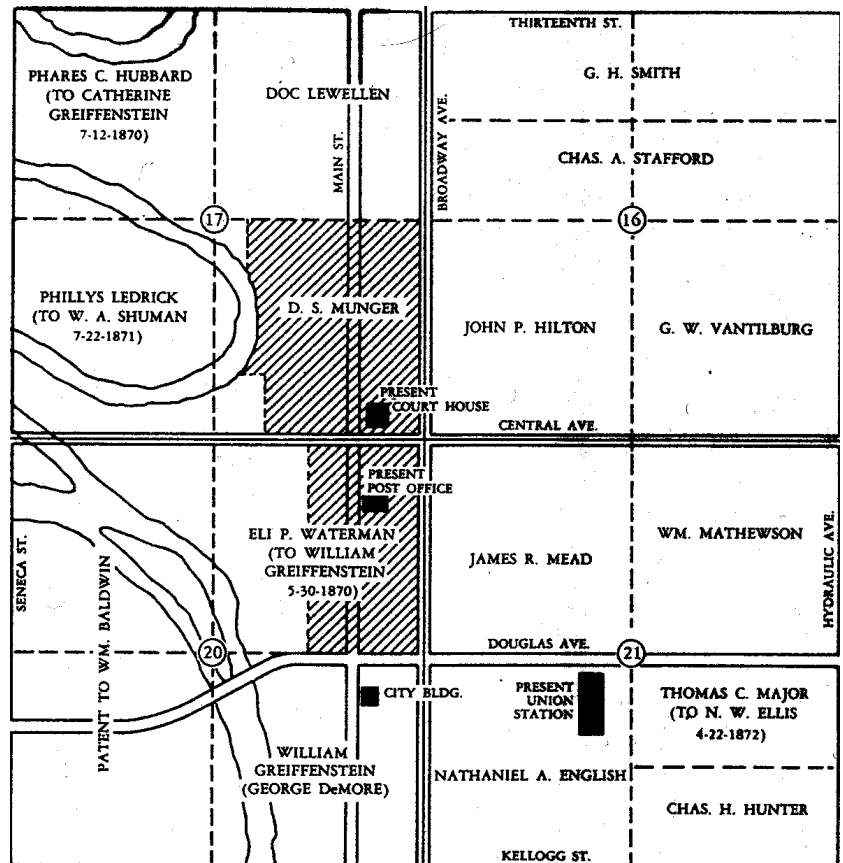
The memory of Lucy Dunlap Elder Lockard in 1939 at the age of 85 enabled *Wichita Eagle* artist Ben F. Hammond to sketch a map of the community of Wichita in 1869 locating all of the 16 buildings. She was 14 years old when her family moved to the cluster of buildings on the east bank of the Arkansas River which three years later would be incorporated as the town of Wichita

Two plots outlining the original town of Wichita were filed on March 25, 1870, by D. S. Munger and William

Greiffenstein at El Dorado, Kansas. The Munger plot of nearly a quarter section (160 acres) was north of Central Avenue and included the original townsite. The Greiffenstein plot of 80 acres reached south from Central to Douglas Avenue. The land ownership in 1870 shows why Mr. Greiffenstein was pleased that the developing settlement expand to the south He helped finance a bridge on west Douglas Ave and the Train Depot was located on the east end of Douglas, making it the most traveled and likely to be developed part of the growing town..

In the 1870s the railroad changed Wichita dramatically.

1. What modes of transportation have developed since the 1870s?
2. Did any of them help Wichita grow? Are they all still in use today?
3. Divide students into small groups to create a new transportation device and present their idea to the class explaining how their creation would change Wichita.
4. Allow the class to vote for their favorite and the one they believe is most feasible/possible.



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- Williams, David. *Grama Essie's Covered Wagon*. New York: Alfred a. Knopf, 1993.

OLD COWTOWN MUSEUM

WICHITA, KANSAS, USA

The DeVore Farm

Numbers are for identification only
and are not a suggested tour route

1. Heller Cabin
2. Buffalo Hunter's Camp and Chuckwagon
3. Orientation Building
4. Gifford's Store and Saloon
5. Munger House
6. Finlay Ross Furniture Store
7. Harness and Saddlery
8. Baldwin's Old Time Photos
9. Dressmaking and Millinery
10. First Arkansas Valley Bank
11. Jail
12. General Store
13. McGinn's Feed and Seed *exterior only*
14. Blood Family Homestead
15. DeVore Farm
16. Empire House
17. Empire Hall
18. Children's Corner Creative Emporium
19. Blacksmith
20. Marshal's Office
21. Meat Market
22. Arkansas Valley Grain Elevator and Scale House
23. Lakeside Administrative Offices
24. Wichita and Southwestern Depot
25. Wolf House and Herb Area
26. Livery Stable and Veterinarian's Office
27. Eagle Cornice Works
28. Turnverein Hall
29. Southern Hotel
30. Fritz Snitzler's Saloon
31. Drug Store, Doctor and Dentist Offices
32. O'Hara's Barber Shop and Land Office
33. Law Office
34. Fechheimer's Dry Goods and Clothing
35. City Eagle Print Shop
36. Gill Mortuary
37. Carpenter's Shop
38. One-Room School
39. The McKenzie House
40. Story-and-a-half House
41. Murdock House
42. The Hodge House
43. First Presbyterian Church

To the Visitors Center



Restrooms
Information