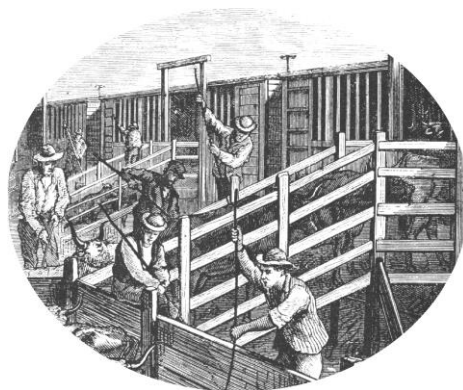




WORKING TOGETHER TO MAKE A TOWN WORK

(GRADES 3 - 5)



Education / Interpretation Department
1871 Sim Park Drive
Wichita, KS 67203
316-350-3322
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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.

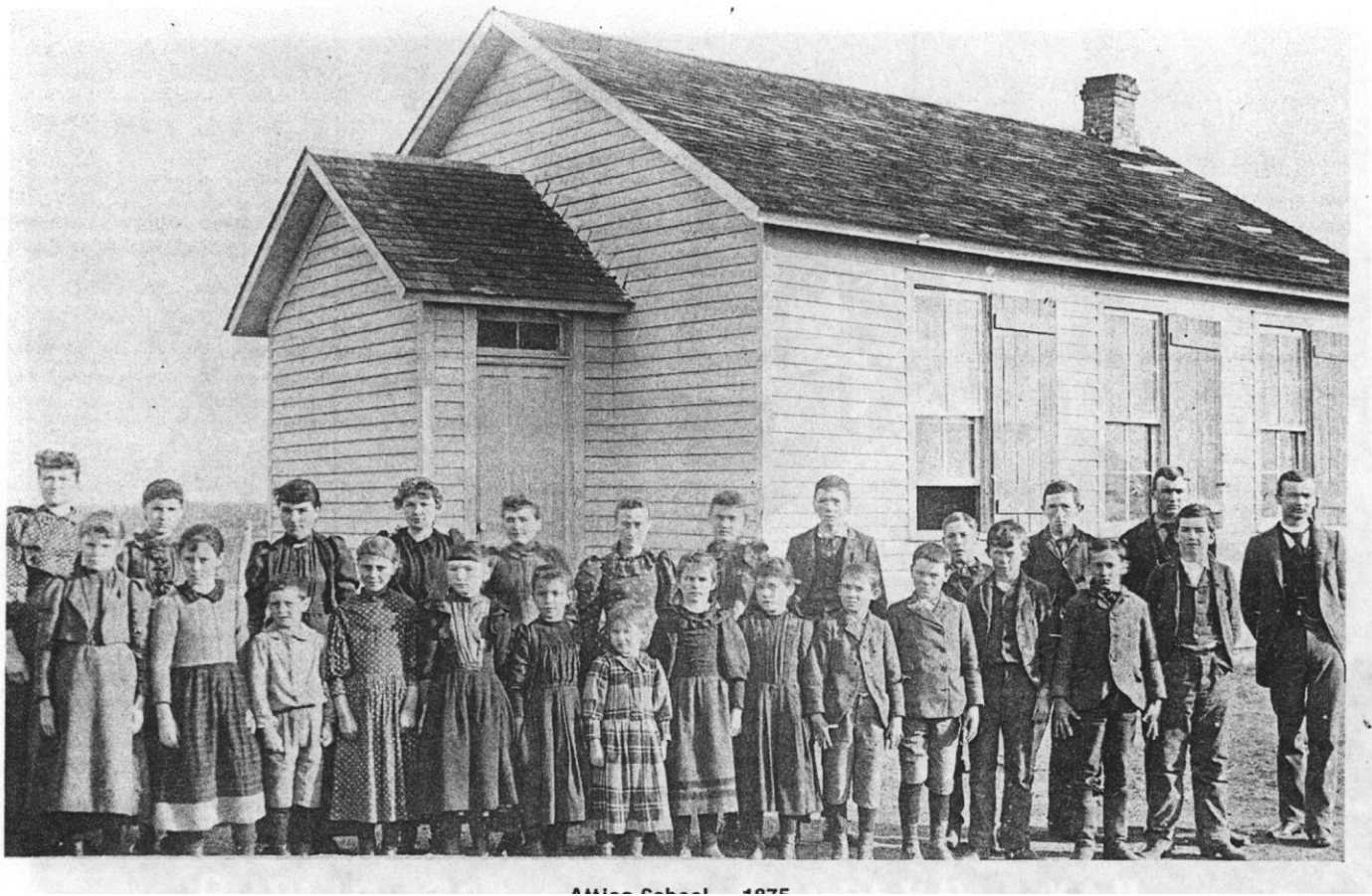
LUNCH PLANS—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student ***not*** to take snacks from the picnic area into the rest of the Museum.

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.



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.
Do you need boxes or coolers to transport lunches to the Museum?
- ___ Collect fees and have a single check prepared payable to **Old Cowntown Museum**.
- ___ Review behavior expectations with students.
- ___ Encourage students to wear 1870s clothing.
- ___ Create and distribute name tags.
- ___ Collect signed permission slips if necessary.
- ___ Prepare and gather together **spelling list and arithmetic problems, lined paper, and pencils** to bring with you on the day of your visit.
- ___ 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 new Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. 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, 1871 Sim Park Drive, 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 County, 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

Working Together to Make a Town Work is a self-guided tour that explores the role occupations played in tying the Sedgwick County area together economically in the 1870s. Each student will receive a booklet to complete which will help them identify the ways occupations provided the basic necessities—food, clothing, shelter—for daily living as well as the ties and impact that rural and urban areas had on each other.

You will want to divide your class into groups of 10 or less so that exhibits do not become crowded; then each group may begin at a different location and travel at their own pace as they explore Old Cowtown Museum. All exhibits are not included in this tour; however, we encourage you to explore all of them as your class travels around the grounds.

TOUR OBJECTIVES

This program, including the pre- and post-visit activities, should help your students meet the following Social Studies curriculum standards set forth by the Kansas State Board of Education.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between people and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United State, and the world, utilizing essential analytical and research skills.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Benchmark 4: The student engages in historical thinking skills.

WICHITA AND SEDGWICK COUNTY HISTORICAL OVERVIEW

The area around the confluence of the Arkansas Rivers was owned by the Osage Tribe. They received official title to the land in 1825; however, they controlled the area long before. A favorite camping and hunting area of the Indians, it held buffalo, elk, antelope, wolves, bear, and other wildlife that interested other peoples. Treaties in 1865 and 1868 led professional game hunters, trappers, and traders to the area. They built several log, sod, and dug-out structures and hunted and traded with or hauled government goods to the Native Americans. They also brought supplies to the Wichita Indians, the town's namesake, who were brought to the region during the Civil War to escape harassment by the Oklahoma Indians who favored the Confederacy.

Following the hunters and traders were many settlers who wished to profit in the lucrative area. They *squatted*, settled illegally, on the Osage trust lands. Their pressure led to the sale of the area to the U. S. Government and the town's official formation. Among them were D. S. Munger of the Wichita Town and Land Company and "Dutch Bill" Greiffenstein, known as the father of Wichita, who set up a rival town site a short distance away from Munger. Their competition for business, local government, and main street prominence led to Greiffenstein's recruitment of newspaperman and town booster Marshall M. Murdock. His newspaper, *The Wichita City Eagle*, enticed immigrants and helped start a land boom that lasted into the 1880s.

With the start of the cattle drives on the Chisholm Trail, Wichita founders sought a railroad to ship the cattle to the East. Aggressive promotion by the city and the passage of a \$200,000 bond by Sedgwick County residents led to the organization of the Wichita and Southwestern Railroad. Its link with the Atchison, Topeka, and Santa Fe Railroad made Wichita a railhead and the county seat with unrivaled economic power.

The railroad shipped Texas longhorns, as well as buffalo hides, bones, horns, and meat from the active hunting and trading industry east. It also increased the flow of goods, people, and cultural influences from the East coast society. Since Wichita merchants could now order any product available to people in the East, Wichitans adopted the latest styles of clothing, furniture, and housewares and established churches, schools, and social organizations that reflected Eastern culture. Society in Wichita was now patterned after the eastern Victorian lifestyle ideals.

Unfortunately, Eastern ways soon clashed with Western ways. Along with the railroad and the cowboys came saloons, dance halls, and gambling dens which were appropriately staffed to "separate drover" from their trail-end pay. The fines from prostitution, along with license fees from dram shops (saloons) and gambling tables, contributed revenues of about \$3,000 to a town of 3,000

people with dirt streets, no sewer system, and no education system. A single Wichita grocery store sold \$100,000 in merchandise to cowboys in 1872 alone. Such prosperity and the elimination of all city taxes was incentive for most to endure the rowdiness, but not all. The city government tried to regulate the vice since it was not in the town's economic interest to eliminate it. They isolated the worst places in areas outside the city limits on the west side of the river, prosecuted those who flaunted their seamy occupations before sensitive citizens, and enforced a strict gun control law within the city.

Not everyone supported these compromises. Sedgwick County farmers believe they received few benefits and were forced to pay high prices brought on by the town's pursuit of the cowboys' money. The women of Wichita thought their husbands' increased income was inadequate compensation for the sordid atmosphere of a town where children went to school by day in building that were used as brothels at night. These voices of reform led to church rallies against vice while both groups lobbied the government. By 1876 the quarantine line for Texas cattle was moved west of Wichita, sending most of the cattle drives toward Dodge City.

Wichita now became the supply center for the growing immigrant and farming community. The farming community moved from subsistence corn production to cash crop wheat farming with income that surpassed the profits from the cattle trade. As 1880 approached, the frame false-fronted buildings were being replaced by tall, brick structures, and Wichita was well on its way to becoming the state's largest city.

PRE-/POST-VISIT ACTIVITIES

One way to encourage students to think about the role people play in society and the roles that children play as contributors to the community is to have them consider family chores. In the 1870s all members were expected to contribute to the family by earning money, doing chores, or watching younger children; in many cases the family's future depended on it.

MATH—HOW DO YOU HELP AT HOME?

Ask students about the types and amount of chores they perform for their family. Place the results on a bar graph. How many of these have to do with preparing food? After their visit to Old Cowntown lead a discussion about how children in the 1870s and 1880s contributed to feeding the family.

ART—HOW DID CHILDREN HELP LONG AGO?

After reading sections of books that include 1870s family life (the *Little House* books, *Caddie Woodlawn*, etc. [see Bibliography]) help the students compile a list of the chores the characters perform. (How many of them had to do with food?) Engage the students in a discussion about the importance of those activities as well as how the characters felt about those tasks. Then ask students to draw a picture of a character performing one of their chores (including facial expressions that indicate their attitude toward the task).

CHORES: HAVE THEY CHANGED?

The chores of pioneer children contributed directly to the family welfare. Today, most people define childhood as a time in which children contribute to the family by enriching relationships rather than sustaining them. Help the students compile a list of the level of contribution to the family welfare that children of today provide. Use the list of chores from the previous activity and compare the two. Do the students think chores today are still valuable? Is it important that they perform tasks in their family? Has the value of chores changed? Are they still necessary for the family welfare, or do they play a different role in the modern family? Have them hypothesize how they could play a more active role in the family—for survival or to enrich the family life.

WHAT IS A CHORE WORTH?

Today many parents lament that when chores are assigned the common response is, “What will you pay me?” Presented with the list from the above activities, what chores would students desire/require pay to complete and what they should be paid for the tasks. When students have completed the list, ask them what other forms of compensation could be used (such as trading items, receiving special privileges, etc.). Do your students believe the same response would be true in all situations? Propose different situations: What if they were asked by a grandparent? Their best friend? Their teacher? A complete stranger? Explore with students why and when we do some things to earn money and at other times to help society.

ADVERTISING, THEN AND NOW

As a growing town, Wichita had expanding numbers and types of businesses. Just like businesses today, they promoted themselves by advertising. Initially, there were not many stores, and advertisements identified the items they had for sale. Their main competition was in Emporia, the largest city in the area, but the distance to travel there and the shipping costs led many to buy most of their goods in Wichita. As the town grew advertisements became more competitive as each store competed with other local merchants. Allow your students to examine the advertisement below and pick a modern product to advertise. Encourage the students to create their own ad using the same type of words and type style.

HISTORICAL SOCIETY
ARKANSAS VALLEY AGRICULTURAL SOCIETY.

**F. G. SMYTH & SONS,
IMPLEMENT ★ WAREHOUSE
—AND—
CARRIAGE REPOSITORY.**

We handle only the very best goods made. We thoroughly warrant all goods sold. Before you purchase, call and examine our Buggies, Carriages and Light Spring Wagons, Bain, LaBelle and Rossow Farm Wagons.

THE CELEBRATED

HALLADAY PUMPING



GEARED WIND MILLS.

Grain Drills, Disc Harrows, Spring-Tooth Harrows
AND SMOOTHING HARROWS.

Riding and Walking Plows, Corn Planters, Corn Cultivators, Hay Racks and Hay Loaders. Nichols, Shepard & Co., and Buffalo Pitts Steam and Horse-power Threshers. Keystone and King Hamilton Ottawa Corn Shollers, and everything else in the Implement and Machinery line.

Have you examined the New Light McCormick Steel Harvester and Binder and Mower?

Come and see us at No. 300 & 302 Douglas Ave., Wichita, Ks.
Sole Agents in Sedgwick Co. for the Genuine Glidden Steel Barb Wire.
Donation to premium fund, \$10.

THE 1870S INFORMATION SUPER HIGHWAY!

In a town in the 1870s people understood that they were a part of a much larger “system.” They thought that it was very important to be knowledgeable about the news in the rest of the country. Today we use the telephone, television, and computer to communicate. In the 1870s communication was limited to verbal or written methods. Although the telephone had been invented, it did not have widespread use; therefore, the only real form of transmitted communication in Wichita was the telegraph.

The telegraph carried electrical impulses on a wire in the form of long and short bursts that created short and long sounds in a speaker. The operator had to listen closely to accurately relay the message that was sent. This system of “dots” and “dashes” is known as Morse code. There are various websites on the Internet where students can hear and see telegraph messages; a Google search for *Morse code* will provide you with links to them.

Using Morse code, have students create messages for their classmates. To add complexity, during the Civil War the letters that made up the words were scrambled to form a code that was then transmitted. Students may also wish to make a code, “transmit” it to a friend, and see if the code can be deciphered.

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

Period . -- . -- . --

Comma -- -- . . -- --

Question Mark .. -- -- ..

Apostrophe . -- -- -- --

SHOPPING AT THE GENERAL STORE

In the 1870s in small cities and towns, people shopped at a general store. There they could buy a variety of things from apples to straw hats. A general store is a great place to learn about the technology used in everyday life. Find the items listed below.

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

guns
apples
crackers
fabric
hats
plates
cups
seeds
soap
gloves

ball
thread
coat
coffee
toys
saw iron
tools
axes
bowls
bonnet

cap
lace
pitcher
boots
wagon
washboard
pot
skates

SUGGESTED READINGS FOR TEACHERS

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- Sutherland, Daniel E. *The Expansion of Everyday Life: 1860-1876*. New York: Harper & Row, 1989.
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SUGGESTED READINGS FOR STUDENTS

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- Perl, Lila. *Hunter's Stew and Hangtown Fry: What Pioneer America Ate and Why*. New York: Clarion, 1977.
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- Walker, Barbara M. *The Little House Cookbook*. New York: Harper and Row, 1979.
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- Wilder, Laura Ingalls. *On the Banks of Plum Creek*. New York: Harper & Row, 1965
- Wilder, Laura Ingalls. *The Long Winter*. New York: Harper & Row, 1969
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