

COMMUNITY HELPERS AND CHANGING TIMES

(GRADES 1 - 2)



Education / Interpretation Department
1865 West Museum Blvd
Wichita, KS 67203
316-350-3322
Registration: 316-350-3317
www.oldcowtown.org



Museum Mission And Purpose..... 2

Tour Overview 2

Tour Objectives..... 2

Before Your Field Trip 4

Pre-Visit Checklist 6

For The Chaperone 7

We Need Your Help..... 8

Day Of The Field Trip 9

Wichita And Sedgwick County Historical Overview 10

Pre-/Post-Visit Activities 12

 Math—How Do You Help At Home? 12

 Art—How Did Children Help Long Ago?..... 12

 Chores: Have they changed?..... 12

 Chores: What Is A Chore Worth?..... 12

 Music—Whistle While You Work! 12

 Occupations: Changing Times, Changing Jobs!..... 13

 Art—Put Yourself In A Job!..... 13

 Children’s Games..... 13

 Shopping at the General Store 15

Suggested Readings For Teachers 16

Suggested Readings For Students..... 17

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.

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

Community Helpers and Changing Times is a self-guided tour that leads students on an exploration of occupations common to towns in the 1870s. Each student will receive a booklet they will complete as they identify objects found in exhibits and compare them to their modern-day counterparts.

It is advisable to divide the class into several groups with each beginning at a different location. (Since the tour is not sequential, your experience will not be marred by starting in different places.) All the exhibits are not included in the booklet; however, we encourage your class to explore all of them as they travel around the Museum.

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 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

- 1st The student understands that people have jobs to earn a wage.
- 2nd (1) The student understands that people earn an income and sometimes benefits for the work they do and gives examples of different types of work within a community both today and in the past.

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 interacts that occur in Kansas, the United State, and in our world.

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.

Indicators:

- 2nd The student identifies the past and present settlement or development patterns of his/her community or local area.

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 1: The student understands the significance of important individuals and major developments in history.

Indicators:

- 2nd (3) The student identifies important innovations made in the past that influence today.
- (4) The student recognizes the impact of contributions made by leaders past and present.

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

Indicators:

- 1st (1) The student describes the needs of a family.
- 2nd (1) The student compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.
- (3) The student defines history as the story of the past.

Benchmark 4: The student engages in historical thinking skills.

Indicators:

- 1st (1) The student puts events in chronological order
- (3) The student asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.
- 2nd (1) The student creates and uses timelines.
- (3) The student uses information to understand cause and effect.
- (4) The student compares and contrasts to draw conclusions.
- (5) The student uses research skills.

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.
- ___ Download, prepare and gather **tour booklets 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!

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.

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 W. 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. 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.

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 buildings 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 of the family were expected to contribute by either earning money, doing chores, or watching younger children so that others could do either activity. 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 Cowtown lead a discussion about how children in the 1870s and 1889s 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.

CHORES: WHAT IS A CHORE WORTH?

Today, many parents lament that when chores are assigned the common response is, "What will you pay me?" From the list compiled in the previous activity, ask your students what chores would they would desire/require pay to complete. Do they believe their response would be true in all situations? Propose different scenarios: What if they were asked by a grandparent, their best friend, a complete stranger, or in different places such as an older person's house, a shopping mall, or at school. Explore with the class why, and when, we do some things to earn money or just to accomplish a task. After compiling a list of chores, ask them to rate what they should be paid for such tasks. When the list is complete, ask them what other forms of compensation could be used. Some may suggest trading items instead of money or receiving special foods or privileges.

MUSIC—WHISTLE WHILE YOU WORK!

For some tasks that are repetitive or require group effort some people make games of the task or create songs to sing while working. Examples of historic traditions of singing while working could be explored further. Sound recordings of many work songs are available at local libraries. Many took the form of chants with a driving beat that permitted group exertion to occur at once. Others were melodic, told stories, or were nonsense songs that worked to pass the time or teach a moral or

history lesson. Allow students to create a game to play or song to sing while accomplishing some task at school; then, try playing the game or singing the song. Follow up the activity with a discussion about how well it worked—Did it help pass the time faster? Did it make the chore easier? Was it distracting? Etc.

OCCUPATIONS: CHANGING TIMES, CHANGING JOBS!

Engage your students in a general theme of exploring occupations. Help them create a list of occupations, their responsibilities, how they help the community, the tools they use, and the people they interact with while doing their job. Also list what they think would make each particular occupation attractive or unattractive to them.

ART—PUT YOURSELF IN A JOB!

After students have explored the town of 1870s Wichita, ask them to choose an occupation from those they observed at Old Cowtown Museum. Then ask them to draw, color, or paint a picture of themselves doing that job, complete with the appropriate costume and tools.

CHILDREN’S GAMES

In the 1870s, play activities were seen as an important part of a child's development, and parents were encouraged to provide playtime for their children. The following list of games and activities were popular in the 1870s. You might learn and play a few of them before your field trip. (The outdoor games require equipment your class will find at Old Cowtown Museum.)

Typical 1870s children’s games include the following:

Hide and Seek	Dominoes	Drop the Handkerchief
Run, Sheep, Run	Tag	Skipping Rope (Jump Rope)
Ring-Around-the-Rosie	Marbles	Blind Man’s Bluff
Tug-O-War	Jacks	Follow the Leader
Farmer in the Dell	Hopscotch	“Round the Mulberry Bush
Simon Says	Backgammon	Checkers

Jump Rope Rhymes

Mabel, Mabel, Set the Table

Mabel, Mabel, set the table
Don’t forget the red hot label,
Shake the salt and shake the
pepper,
Who will be the highest stepper?
Winds blows hot and winds blow
freeze
How many times will Mabel sneeze?
One, two, three . . .

Lady, Lady, Touch the Ground

Lady, lady, touch the ground,
Lady, lady, turn around,
Lady, lady, touch your shoe,
Lady, Lady, now skidoo.

Wash the Dishes

Wash the dishes, dry the dishes,
Have a cup of tea,
Don’t forget the sugar,
A-one, A-two, A-three

I Like Coffee, I Like Tea

I like coffee, I like tea,
I like sitting on Bobby’s knee,
Salute to the king and bow to the
queen,
And turn your back on the gypsy
queen.

Jacks

Jacks is played with a ball and ten metal jacks. The object of the game is to toss the ball in the air and pick up a certain number of jacks before the ball hits the ground, or in the case of a rubber

ball, bounces twice. The ball toss, catch, and jack pick-up are all done with one hand. The play is done in rounds with all players attempting to pick up jacks one at a time, then two, and so on. If a player misses a number or touches another, he must discontinue his play. When it becomes that player's turn again, depending upon the agreement, that player must begin at one at a time or may begin at the level that was reached previously. The winner is the one who goes through all the levels and picks up all ten at once.

Dominoes

The dominoes are placed face down, and each player draws 5 from the pile. The player with the highest double begins by placing it in the center. The second player places a domino with the same number perpendicular to it. This is followed by another player matching either the open double or the new end of the just placed domino. Doubles are played perpendicular to the domino number it matches. If a player cannot place one to match an existing number, that player must draw from the pile until one is found that can be played. The first one with no dominoes left wins. Points are scored by giving the winner one point for each dot on the losers domino. Games are usually played to 100.

Marbles (Ring Taw)

Draw a circle in the dirt and let each player place as many marbles in it as agreed upon. Draw a line a little distance off from which the players are, by turn, to shoot at the ring. This line is called the "offing." If a player shoots a marble out of the ring he is entitled to shoot again before the others. When the players have "fired" once, they shoot from the place where their marbles rested at the last "fire," not from the offing. If a marble is driven out of the ring by a player, it is won; but if a player has knocked any marbles out of the ring before his "taw" gets in, he must put those marbles back in. If one player's taw is truck by another, the one whose taw is truck is "out," and must give to the striker all the marbles he may have previously struck out of the ring.

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
sad iron
tools
axes
bowls
bonnet

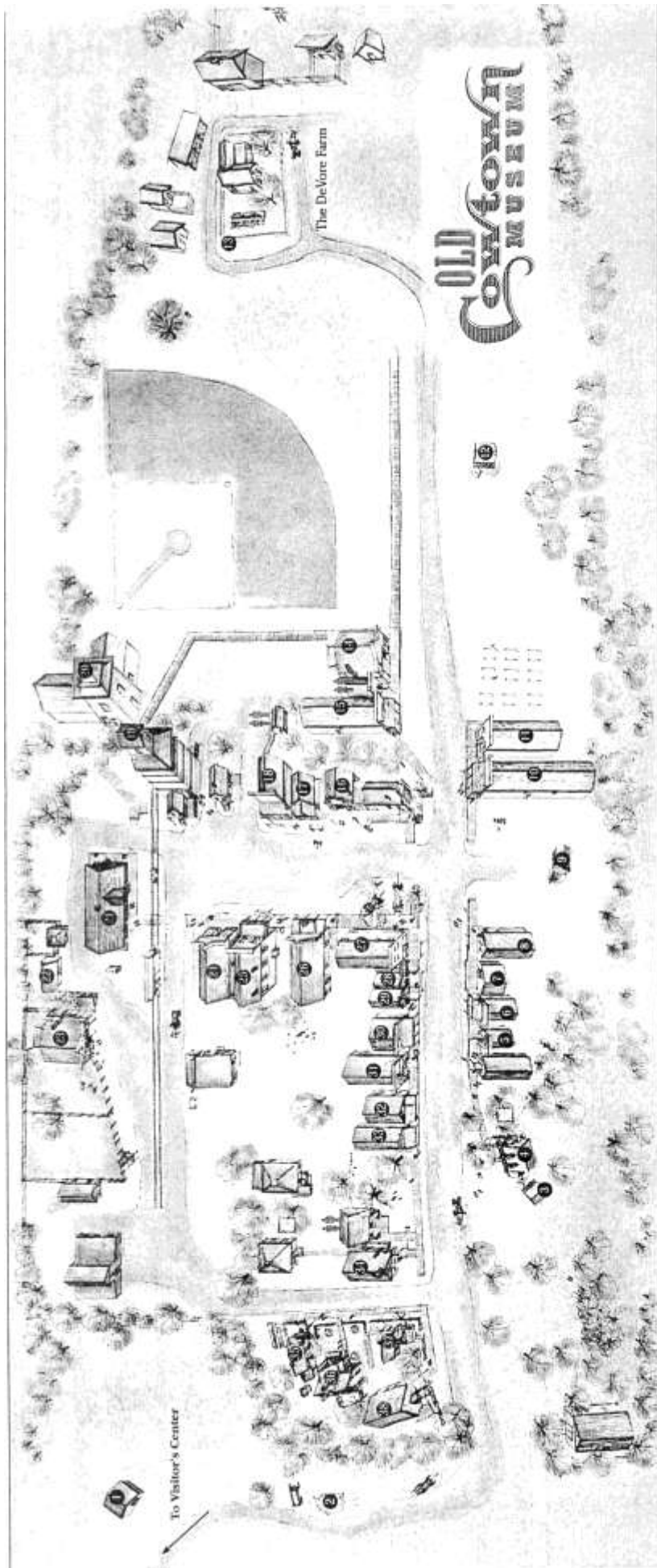
cap
lace
pitcher
boots
wagon
washboard
pot
skates

SUGGESTED READINGS FOR TEACHERS

- Beard, D. C. *The American Boy's Handy Book*. Boston: David R. Godine, 1987.
- Beard, Adelia, B. and Lina. *The American Girl's Handy Book*. Boston: David R. Godine, 1987.
- Green, Harvey. *The Light of the Home*. New York: Pantheon Books, 1983.
- Heineger, Mary Lynn Stevens, ed. *A Century of Childhood, 1820-1920*. Rochester: Margaret Woodbury Strong Museum, 1984.
- Kasson, John F. *Rudeness and Civility: Manners in Nineteenth Century America*. New York: Hill and Wang, 1990.
- Loeper, John J. *Going to School in 1876*. New York: Macmillan Publishing Company, 1984.
- Mead, James R. *Hunting and Trading on the Great Plains 1859-1875*. Edited by Schuyler Jones with an introduction by Ignace Mead Jones. Norman: University of Oklahoma Press, 1986.
- Miner, H. Craig. *Wichita: The Early Years*. Lincoln: The University of Nebraska Press, 1982.
- Newell, William Wells. *Games and Songs of American Children*. New York: Dover Publications, 1963.
- Richmond, Robert. *Kansas: A Land of Contrasts*. Arlington Heights: Forum, 1989.
- Richmond, Robert. *Kansas: A Pictorial History*. Lawrence: University Press, 1992.
- Socolofsky, Homer E. and Huber Self. *Historical Atlas of Kansas*. Norman: University of Oklahoma Press, 1972.
- Sutherland, Daniel E. *The Expansion of Everyday Life: 1860-1876*. New York: Harper & Row, 1989.
- Walker, Barbara M. *The Little House Cookbook*. New York: Harper & Row, 1979.

SUGGESTED READINGS FOR STUDENTS

- American Heritage. *Trappers and Traders*. American Heritage, 1961.
- Burns, Paul C. *To Be a Pioneer*. New York: Abingdon, 1962.
- Burns, Peggy. *Stepping Through History: The Mail*. New York: Thomson Learning, 1995.
- Coerr, Eleanor. *Buffalo Bill and the Pony Express*. New York: Harper Collins, 1995.
- Freedman, Russell. *Buffalo Hunt*. New York: Holiday House, 1988.
- Garland, Hamlin. *Boy Life on the Prairie*. New York: Harper & Brothers, 1899.
- Greene, Carol. *A Rookie Biography: Elizabeth Blackwell, First Woman Doctor*. Chicago: Children's Press, 1991.
- Hofsinde, Robert. *Indian Hunting*. New York: Morrow, 1962.
- Kroll, Steven. *Pony Express*. New York: Scholastic, 1996.
- McCall, Edith S. *Pioneer Traders*. Chicago: Children's Press, 1964.
- MacLachlan, Patricia. *Sarah, Plain and Tall*. New York: Harper and Row, 1985.
- Perl, Lila. *Hunter's Stew and Hangtown Fry: What Pioneer America Ate and Why*. New York: Clarion, 1977.
- Reinfeld, Fred. *Trappers of the West*. New York: Thomas Y. Crowell Co., 1957.
- Rounds, Glen. *The Treeless Plains*. New York: Holiday House, 1967.
- Russell, Donald B. *Sioux Buffalo Hunters*. Chicago: Encyclopaedia Britannica Press, 1962.
- Stewart, Gail. *Trappers and Traders*. Vero Beach: Roarke Publications, 1990.
- Sandler, Martin W. *Pioneers: A Library of Congress Book*. New York: Harper Collins, 1994.
- Tunis, Edwin. *Frontier Living*. New York: World Publishing, 1961.
- Turner, Ann Warren. *Dakota Dugout*. New York: Macmillan Publishing Company, 1985.
- Walker, Barbara M. *The Little House Cookbook*. New York: Harper and Row, 1979.
- Wilder, Laura Ingalls. *Little Town on the Prairie*. New York: Harper & Row, 1968.
- 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
- Zitner, Cary B. and Gretchen Will Mayo. *Moon of Falling Leaves: The Great Buffalo Hunt*. London: Franklin Watts, 1988.



OLD COWTOWN MUSEUM

The DeVore Farm

To Visitor's Center

- 1. Heiler's Cabin
- 2. Buffalo Hunter's Camp and Chuckwagon
- 3. Trapper's Cabin
- 4. Munger House
- 5. Harness and Saddlery
- 6. Baldwin's Old Time Prison
- 7. Marshal's Office
- 8. First Arkansas Valley Bank
- 9. Jail
- 10. General Store
- 11. McClain's Feed and Seed
- 12. Blood Family Homestead
- 13. DeVore Farm
- 14. Empire House
- 15. Empire Hall
- 16. Blacksmith
- 17. Land Office
- 18. Meat Market
- 19. Arkansas Valley Grain Elevator and Scale House
- 20. Lakeville Administrative Offices
- 21. Wichita and Southwestern Depot
- 22. Wolf House
- 23. Livery Stable and Veterinarian's Office
- 24. Turnverein Hall
- 25. Southern Hotel
- 26. Fritz Snitzler's Saloon
- 27. Drug Store, Doctor and Dentist Offices
- 28. Barber Shop
- 29. Law Office
- 30. Fechner's Dry Goods and Clothing
- 31. City Eagle Print Shop
- 32. Gill Mortuary
- 33. Carpenter's Shop
- 34. One-Room School
- 35. Story-and-a-half House
- 36. Murdoch House
- 37. Parsonage
- 38. First Presbyterian Church



Restrooms