Piecing Together History: 
A Turn-of-the-Century African American Farmstead

Curriculum Unit for 7th Grade Texas History

by
Mary S. Black

Texas Department of Transportation
Prewitt and Associates, Inc.
This curriculum was prepared in 1999 by Mary S. Black of the Department of Curriculum and Instruction, College of Education, The University of Texas at Austin, for Prewitt and Associates, Inc., under a contract with the Texas Department of Transportation (TxDOT). TxDOT completed excavations at the Rubin Hancock Farmstead as part of their legal responsibility to recover information from important archeological sites that are to be affected by road and highway projects. In 1998, TxDOT contracted with Prewitt and Associates to complete analysis of the data recovered during the excavations, prepare technical reports on the site, and produce this curriculum.
Piecing Together History:
A Turn-of-the-Century African American Farmstead
(41TV875)

Curriculum Unit for 7th Grade Texas History

by
Mary S. Black

Prewitt and Associates, Inc.
Ross C. Fields, Principal Investigator
Texas Antiquities Committee Permit No. 630
Austin, Texas

Sponsored by
Texas Department of Transportation
Environmental Affairs Division
Archeology Studies Program

September 1999
Austin
For further information, please contact Nancy A. Kenmotsu, Ph.D.
TxDOT-ENV
Archeology Studies Program
125 E. 11th St.
Austin, Texas  78701
Piecing Together History:
A Turn-of-the-Century African American Farmstead
Curriculum Unit for 7th Grade Texas History

In this unit, students use primary source materials to learn about African American history at the turn of the century in Texas. As students practice using maps, artifacts, archives, and oral histories, they gain important skills as well as content. The inquiry activities also allow adolescents to explore their own identities, thus making the lessons personally meaningful.

All lessons are coordinated with the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Academic Skills (TAAS). Suggested extensions and Internet sites are included, as well as grading rubrics.

Table of Contents

1. Vocabulary
2. Suggested Unit Plan and Evaluation
3. Lesson 1: Introduction to Historic Archeology: Rubin Hancock’s Farm
4. Lesson 2: Learning from Oral History: Emma
5. Lesson 3: Learning from Maps: Urban Growth
6. Lesson 4: Learning from Features: Drawing a Site Map
7. Lesson 5: Learning from Artifacts: Bits and Pieces
8. Lesson 6: Learning from Archives: Mr. Hancock’s Will
9. Lesson 7: Learning from Archives: The Sears Catalogue
10. Culminating Project: Piecing Together History
11. Grading Rubrics
   - Quilt square
   - Site map
   - Presentation
   - Written report
12. Recommended Internet sites
Piecing Together History:  
A Turn-of-the-Century African American Farmstead  
**Vocabulary**

Archeology = learning about the people of the past from material remains.

Archeological site = location studied by archeologists to learn about people of the past.

Archives = photographs or documents, usually made of paper, that are saved by someone. Archives may include photos of any kind, newspaper stories, tax records, church records, school records, wills, or personal papers like letters or diaries.

Artifacts = any objects made or transformed by human beings, such as a pencil or an automobile.

Features = the remains of shelters or additions to the environment that were built by human beings, such as buildings, fences, roads, or fire hearths.

Historical archeology = archeology about historic times (versus prehistoric).

Oral history = interviews with persons about their memories of the past.

Site = location where human beings live or work.
Piecing Together History:
A Turn-of-the-Century African American Farmstead

**Suggested Unit Plan**
(6 days @ 55 minutes per class period)

**Monday**

1. Overhead transparencies (Lesson 1)  
   20 minutes
2. Discuss culminating project  
   5 minutes
3. Oral history reading (Lesson 2: Emma) and explain oral history assignment  
   20 minutes
4. Generate questions for oral history assignment  
   10 minutes

**Tuesday**

1. Learning from maps (Lesson 3)  
   25 minutes
2. Learning from features (Lesson 4)  
   20 minutes
3. Explain site map assignment  
   10 minutes

**Wednesday**

1. Learning from artifacts (Lesson 5) and explain artifact assignment  
   30 minutes
2. Archive reading (Lesson 6) and explain archive assignment  
   15 minutes
3. Practice interview questions with partner  
   10 minutes

**Thursday**

1. Learning from archives (Lesson 7: Sears Catalogue)  
   25 minutes
2. Student presentations about artifacts, archives, and site maps  
   30 minutes

**Friday**

1. Student presentations about artifacts, archives, and site maps  
   30 minutes
2. Student choice of activities:  
   1) practice interviews in pairs  
   2) use Internet for recommended sites  
   3) make quilt squares  
   25 minutes
Monday

1. Share oral histories  40 minutes
2. Finish history quilt  15 minutes

**Suggested Evaluation**

Daily grades for
- Learning from maps
- Catalogue shopping
- Site map—rubric included

Culminating project grade for
- Presentation of artifacts, site maps, and archive material—rubric included
- Written oral history—rubric included
- Quilt square—rubric included

(these three grades count together as major test grade for unit)
Lesson 1
Introduction to Historic Archeology
Rubin Hancock’s Farm

Lesson Overview: A brief overhead transparency presentation introduces this unit.

Objectives: Students will

- View primary source materials
- Listen carefully for main ideas

TEKS [history] 7.6; [social studies skills] 7.21A, B

Materials: 4 overhead transparencies; narrative; Rubin Hancock’s Farm student handout

Activity:

Step 1: Place the overhead transparencies in this order: 1) Rubin and Elizabeth Hancock, 2) aerial photo of the farm, 3) artifacts, 4) photo of the site today.

Step 2: Teacher reads the brief narrative as he/she shows the transparencies.

Step 3: Students answer questions on the handout.

Closure: Teacher calls on students to answer questions out loud.

Overhead Transparency 1: This is a photograph of Rubin and Elizabeth Hancock, African Americans who lived near Austin, Texas around the turn of the 20th century. They were both born into slavery, probably during the 1830s or 1840s. They became free after the Civil War. They were better off than most African Americans and many whites in Texas by the 1880s because they owned a farm.

They lived on the farm from 1880 to 1916, when Rubin died. Elizabeth died in 1899. Their children lived on the farm until 1942 when the house was moved. Some of their descendents still live in the Austin area today.
Their story is important because it tells us about the lives of African Americans in Texas during this time period. Historical archeologists pieced together the story of Rubin and Elizabeth by using a variety of resources and methods, such as artifacts, archives, features, and oral histories. You will use these same strategies as we study this unit.

**Overhead Transparency 2:** This aerial photograph of the Hancock farm was made in 1937. The house is hidden by trees. Notice that there are no other buildings or large roads near the farm.

The family raised cows and pigs, grew cotton and corn, and had a large vegetable garden and fruit trees. The work was hard, but typical of farm life of the period. There was no electricity or running water. They got water from a well, and cooked on a cast-iron wood stove. They had to chop wood every day for cooking.

Friends and relatives lived nearby. The family went to Sunday School and church picnics at St. Paul’s Baptist Church. The children liked to play baseball. Sometimes they played dominoes, using homemade dominoes made out of cardboard. The whole family liked to sing.

**Overhead Transparency 3:** These are some of the objects, or artifacts, archeologists found at the Hancock farm. Archeological testing and excavation was undertaken at the farm in 1985 and 1987. Archeologists found over 9000 artifacts at the Hancock farm, most of which were small, broken fragments. There were very few complete objects.

The archeologists took the artifacts to the lab, where the artifacts were carefully washed and numbered. Then archeologists analyzed the artifacts in different ways to learn about the Hancock family. You will do several activities using artifacts later in this unit.

**Overhead Transparency 4:** There is nothing left of the Hancock farm today. This photo was taken in 1999, near where the farm used to be. Modern highways, shopping centers, apartment buildings, and subdivisions occupy the land now. But thanks to historical archeology, we know about Rubin and Elizabeth’s life on the farm. Through them, we can understand what life was like at the turn of the 20\textsuperscript{th} century, especially for African Americans in Texas. In this unit, you will learn more about the Hancock farm, and also explore your own personal history.
Lesson 1
Introduction to Historic Archeology:
Rubin Hancock’s Farm
Student Handout

Listen carefully as you watch the overhead transparencies. Answer the questions as you go.

Overhead Transparency 1
1. Rubin and Elizabeth Hancock lived on a farm near what town?

2. Did they spend part of their lives as slaves?

3. List one way historical archeologists learned about the Hancocks.

Overhead Transparency 2
4. Did the Hancocks live in town or in the country?

5. List two things they grew.

6. How did they cook?

Overhead Transparency 3
7. What is an artifact?

8. Who found the artifacts?

9. Why did the archeologists analyze the artifacts?

10. Will you use artifacts as we study this unit?

Overhead Transparency 4
11. What remains of the farm today?

12. What is there now?

13. Why are we studying the Hancock farm?
Lesson 2
Learning from Oral History

Emma

Lesson Overview: Emma Weeks was Rubin Hancock’s niece (the daughter of Rubin’s brother). She was born a slave in 1858 about four miles north of downtown Austin, on a farm owned by a white man, Judge John Hancock. She was about 80-years-old when Alfred E. Menn interviewed her in 1937. Her complete oral history interview is available at the Austin History Center. Students read part of her oral history about her life after the Civil War in order to prepare for the oral history assignment in the culminating project.

Objectives: Students will

- Find the main idea in a primary source document
TEKS [history] 7.5B: [social studies skills] 7.21A,B

Materials: Emma Student Handout

Activity: Students work individually or in pairs

Step 1: Students read excerpts from Emma’s oral history either individually or in pairs.

Closure: Introduce oral history assignment for the culminating project.

Extension: For more oral histories from the 1930s, see this web site hosted by the Library of Congress:

American Life Histories
http://memory.loc.gov/ammem/wpaintro/wpahome.html
Lesson 2
Learning from Oral History

**Emma**
Student Handout

**Lesson Overview:** Emma Weeks was Rubin Hancock’s niece (the daughter of Rubin’s brother). She was born a slave in 1858 about four miles north of downtown Austin, on a farm owned by a white man, Judge John Hancock. She was about 80 years old when Alfred E. Menn interviewed her in 1937. Her complete oral history interview is available at the Austin History Center. Here is part of her story about her life after the Civil War, when she was about 10-years-old.

I don’t remember the day when I was set free, but I do know that pappy came over one day and got mammy and her children, and took us over to his cabin on the Judge Hancock place. So, I reckon that was the day we was set free....

I had to go out now and chop and pick cotton. I handled the field work pretty good; but I never could pick more than 150 pounds of cotton a day....

I sure did get to see plenty of rattlesnakes on the Davis farm. We wasn’t scared of them. We thought that it was fun to get a long stick, or a big rock, and kill ‘em. We would let ‘em coil and get ready to strike. If you got too close they would sure jump at you. If we was chopping cotton or corn and run into a rattlesnake, we’d kill it and then make a hole ...and bury it....

I can read a little, but I can’t write my name. I never had much chance to go to school. After slavery, I went to a little log schoolhouse in the county. Bettie Hill, a colored girl, was our teacher. I think that I went to school only for that year. We had school only during the winter....

We had enough milk for making butter for us, and about once a week, mammy would take about 10 pounds of butter to town to sell. I think that she got about two bits [about 24 cents] a pound for that butter. She didn’t sell butter to stores, but would go in a buggy and take it to certain folk’s houses.

**Extension:** For more oral histories from the 1930s, see this web site hosted by the Library of Congress:
American Life Histories
http://memory.loc.gov/ammem/wpaintro/wpahome.html
Lesson 3
Learning from Maps
Urban Growth

Lesson Overview: Rubin Hancock’s farm remained in his family from 1880 to 1942. Over the past 100 years northwestern Travis County has changed from a primarily rural area to one of the fastest growing urban areas in the United States. In this activity, students use map skills to compare and contrast maps of this area from 1936 and 1990 to understand urban growth and change and continuity over time.

Objectives: Students will
• Read a map
• Compare and contrast elements in the environment over time
• Make inferences about urban growth

TEKS [geography] 7.8A, B; 7.9A,B, C; 7.10A; 7.11C; [social studies skills] 7.21B,C

Materials: 1936 Travis County highway map; 1990 Travis County highway map; map pencils.

Activity: Students work individually or with a partner.

Step 1: Students trace Walnut Creek, Burnet Road, and International-Great Northern Railroad on 1936 map.

Step 2: Students color the above items on 1936 map.

Step 3: Students compare 1936 map to 1990 map. Students trace Walnut Creek, Burnet Road, and International-Great Northern Railroad on 1990 map.

Step 4: Students color above items on 1990 map.

Closure: Teacher calls on students to answer the following questions out loud:

1. Use the scale of miles on the 1990 map. Approximately how far is it from downtown Austin to the intersection of MoPac (Loop 1) and Parmer Lane, where Rubin Hancock’s farm used to be?

2. Use the directional indicator (compass rose) on the 1990 map. What direction would Rubin Hancock have had to travel to go from his farm to downtown Austin?

3. What are the major differences you see between the 1936 map and the 1990 map? Why do you suppose this is so?
Extension 1: Every archeological site in the United States gets a number when it is recorded. The number for the Rubin Hancock site is 41TV875. The first two numbers stand for the state (41 = Texas). The two letters are the abbreviation for the county (TV = Travis). The last numbers are the site number within the county (875 = 875th site recorded in Travis County, Texas). As of 1999 there are over 1000 recorded archeological sites in Travis County. To record a new archeological site, please contact the Texas Historical Commission at 512-463-6100 in Austin.

Extension 2: Find an old map, or a plat map, of your neighborhood. Where is your school? The public library or county historical center is a good place to find old maps. Plat maps can be found at the County Court House or Tax Appraisal Office. Another good resource is Sanborn Fire Insurance maps, which are often archived at local universities.
Lesson 3
Learning from Maps
**Urban Growth**
Student Handout

**Lesson overview:** Rubin Hancock’s farm remained in his family from 1880 to 1942. Over the past 100 years northwestern Travis County has changed from a primarily rural area to one of the fastest growing urban areas in the United States. In this activity, students use map skills to compare and contrast maps of this area from 1936 and 1990 to understand urban growth and change and continuity over time.

**Activity:** Work individually or with a partner

Step 1: On the 1936 map, trace the following with your finger:
- Big Walnut Creek
- Burnet Road
- International-Great Northern Railroad

Step 2: On the 1936 map, color the following:
- Big Walnut Creek = blue
- Burnet Road = red
- International-Great Northern Railroad = brown
- Rubin Hancock Farm = green

Step 3: Compare the 1936 map and the 1990 map side-by-side. Trace the following on the 1990 map with your finger:
- Big Walnut Creek
- Burnet Road
- International-Great Northern Railroad
- Intersection of MoPac (Loop 1) and Parmer Lane [Archeologists designate the site where Rubin Hancock’s farm used to be as # 41TV875]

Step 4: On the 1990 map, color the following:
- Big Walnut Creek = blue
- Burnet Road = red
- International-Great Northern Railroad = brown
- Intersection of MoPac (Loop 1) and Parmer Lane [41TV875] = green

**Closure:** Answer the following questions:

1. Use the scale of miles on the 1990 map. Approximately how far is it from downtown Austin to the intersection of MoPac (Loop 1) and Parmer Lane, where Rubin Hancock’s farm used to be?
2. Use the directional indicator (compass rose) on the 1990 map. What direction would Rubin Hancock have had to travel to go from his farm to downtown Austin?

3. What are the major differences you see between the 1936 map and the 1990 map? Why do you suppose this is so?
Lesson 3
Learning from Maps
Urban Growth

Rubin Hancock Farm
(41TV875)
Lesson 4
Learning from Features
Site Map of the Hancock Farm

Lesson Overview: Archeologists draw site maps of their excavations to help them learn about how people used to live. Students will read and interpret a site map of the Hancock farm, then draw a map of their own room.

Objectives: Students will

- Read and interpret a map
- Create a map

TEKS [geography] 7.8A,B; 7.10A

Materials: Site map of Hancock farm; Student handout

Activity: Students work individually

Step 1: Students answer questions about the site map of the Hancock farm.

Step 2: Students draw a site map of the classroom or their room at home.

Closure: Teacher calls on students to answer questions about the site map of the Hancock farm out loud.
Lesson 4
Learning from Features
Site Map of the Hancock Farm
Student Handout

Archeologists draw site maps of their excavations. Look at the site map of the Rubin Hancock farm. Notice the legend in the top right corner.

1. What do the squares stand for?
2. How many excavation units did archeologists dig at the Rubin Hancock site?
3. Using the scale of feet or meters, measure the house on each side. About how large was it?
4. The directional arrow marked “TN” indicates true North. What direction, more or less, did the longest section of the rock fence run?
Lesson 5
Learning from Artifacts
Bits and Pieces

Lesson Overview: Artifacts are any objects made or modified by human beings, such as a pencil or a book. Archeologists use the artifacts found on Rubin Hancock’s farm to learn about what life was like for African American farmers at the turn of the century. One of the first steps in artifact analysis is to sort the objects into different groups.

Objectives: Students will

- Classify pictures of primary source artifacts into different groups
- Make inferences based on evidence

TEKS [social studies skills] 7.21B; [geography] 7.10A; [economics] 7.12A, 7.13A; [science, technology, and society] 7.20A.

Materials: Bits and Pieces artifact cards (1 per student or group of 2); Artifact Question handout.

Activity: Students work individually or with a partner

Step 1: Cut the artifact cards apart.

Step 2: Students sort the artifact cards into categories of their choice. For example, the artifacts could be sorted by type of material (metal, glass), shape (straight, curved), or decoration (decorated, undecorated), etc.

Step 3: When students have finished sorting the cards, the teacher calls on 4 or 5 people to explain their classification system to the class.

Step 4: Students then answer the questions on the Artifact Question handout, sorting the cards in various ways to find the answers.

Closure: Notice that the artifacts found at Rubin Hancock’s farm were mostly metal or glass. These materials do not deteriorate quickly, so they are often found by historic archeologists. Naturally, the Hancock family also used many things made of cloth, paper, straw, or other materials, but archeologists did not find any remains of these. Why do you think that is so?

Extension: Try the interactive activity on historical archeology at this web site hosted by the National Museum of American History at the Smithsonian Institution:
You Be the Historian  http://www.si.edu/nmah/notkid/ubh/00intro.html
Lesson 5
Learning from Artifacts

Bits and Pieces

Artifact Question Handout

Sort the artifact cards in different ways to answer these questions.

1. List all the artifacts made of metal.

2. List all the artifacts made of glass.

3. List all the artifacts made of ceramic.

4. What other kinds of materials are any of these artifacts made of?

5. List the artifacts used as tableware.

6. List the artifacts used as parts of a house.

7. List the artifacts that were part of furniture.

8. List the artifacts used as parts of clothing or personal adornment.

9. List the artifacts that might be used only by children.

10. List the artifacts that might be used only by adults.
<table>
<thead>
<tr>
<th>ceramic shard</th>
<th>bottle</th>
<th>corset clasp</th>
<th>clock gear</th>
</tr>
</thead>
<tbody>
<tr>
<td>jewelry pendant</td>
<td>marbles</td>
<td>glass jewelry inset</td>
<td>cuff holder</td>
</tr>
<tr>
<td>clock key</td>
<td>button hook</td>
<td>bottle neck</td>
<td>buttons</td>
</tr>
<tr>
<td>shoe heel plate</td>
<td>lock</td>
<td>fork</td>
<td>lamp chimney glass</td>
</tr>
<tr>
<td>straight pin</td>
<td>door knob</td>
<td>bed caster</td>
<td>buckle</td>
</tr>
<tr>
<td>stopper</td>
<td>ceramic sherd</td>
<td>bottle neck</td>
<td>keyhole escutcheon</td>
</tr>
</tbody>
</table>
Lesson 6
Learning from Archives
Mr. Hancock’s Will

Lesson Overview: A will is a legal document that describes the distribution of property after the death of the owner. Wills are one type of archive that is usually kept at the County Court House. Rubin Hancock’s will was recorded in Travis County on June 17, 1916. He could not write, so he signed an “X” to mark his name. Students will read excerpts of Rubin Hancock’s will to prepare for the archive assignment in the culminating project.

Objectives: Students will

- Find the main idea in a primary source document

TEKS [social studies skills] 7.21A, B.

Materials: Mr. Hancock’s Will student handout

Activity: Students work individually or with a partner

Step 1: Students read excerpts from the will either silently by themselves, or out loud, perhaps with a partner.

Closure: Explain the archive assignment for the culminating project.

Extension: For more archive materials on African American history, see the Library of Congress American Memory Collection on the Internet:

African American Perspectives <http://memory.loc.gov/ammem/aap/aohome.html>
African American Odyssey http://memory.loc.gov/ammem/aaohome.html
Lesson 6
Learning from Archives
Mr. Hancock’s Will
Student Handout

Lesson Overview: A will is a legal document that describes the distribution of property after the death of the owner. Wills are one type of archive that is usually kept at the County Court House. Rubin Hancock’s will was recorded in Travis County on June 17, 1916. He could not write, so he signed an “X” to mark his name. Here is part of what his will said:

It is my will and I so expressly direct that my homestead located about one mile north of Waters in Travis County, Texas, and containing Seventy-three acres of land, which I now, and have lived on for the past Thirty-four years, shall be divided into three parts and set aside as follows: I give and bequeath unto my beloved daughter Mattie Hansborough...Ten acres of land...including my residence, all outbuildings and well near by. To my beloved daughter[s] Susie Dickenson...and Fannie Pink...a tract of Thirty-six and one half acres [each].

R. X Hancock

Extension: For more archive materials on African American history, see the Library of Congress American Memory Collection on the Internet:

African American Perspectives <http://memory.loc.gov/ammem/aap/aohome.html>
African American Odyssey http://memory.loc.gov/ammem/aaohome.html
Lesson 7
Learning from Archives
Shopping in the Sears Catalogue

Lesson Overview: Archeologists found over 4000 fragments of tin cans and glass containers on Rubin Hancock’s farm. Such artifacts can provide information about the date the land was occupied, trade networks, and food habits. Even small pieces of artifacts are useful to archeologists.

Commercial canning of food began in the U.S. in the 1840s. Relatively few people used canned goods until after the Civil War, however. By the 1870s national brands of canned food were sold through catalogues or by local merchants. This was a big change from before the Civil War, when only locally grown and distributed food was generally available.

Evidence suggests that after the Civil War some African Americans often bought canned goods, as this was a popular new convenience. Some historical archeologists have speculated that some African Americans may have ordered canned goods from catalogues to avoid conflict that could arise while shopping in white-owned stores. There was no store within walking distance of Rubin Hancock’s farm, so perhaps he shopped for canned goods through a catalogue for convenience.

Objectives: Students will use a primary source document

- to analyze information


Activity: Students work individually or in pairs

Step 1: Use the page from the catalogue to answer the questions on the handout. There are 20 answers at 5 points each.

Closure: How were cases of canned food shipped to buyers? (Answer: by freight train) Hint: Look carefully at the “Jelly” section.
Lesson 7
Learning from Archives
Shopping in the Sear’s Catalogue
Question Handout

Look carefully at the page from the 1897 Sears, Roebuck & Co. Catalogue to answer the following questions.

1. List three kinds of beverage products for sale in bottles or packages.
   1. 
   2. 
   3.

2. List three cooking herbs for sale through the catalogue.
   1. 
   2. 
   3.

3. List three kinds of fruit for sale in cans.
   1. 
   2. 
   3.

4. What are three fruits available from California?
   1. 
   2. 
   3.

5. List three kinds of canned vegetables for sale.
   1. 
   2. 
   3.

6. What are two brand names of canned pineapple available through Sears?
   1. 
   2.

7. What are two brands of wild cherry phosphate?
   1. 
   2.

8. How much does a 20 lb. wooden pail of strawberry jelly cost per pound?
Jamaica Ginger.
A strictly pure essence, worth double what retailers sell. Each, Doz.
G 844 1 oz. bottle—$1.25 
G 845 4 oz. bottle—$5.00

Blackberry Brandy.
We are prepared to make any demand for this pure medicinal beverage preferable to the juice of the blackberry. Pre-
earthed by the best brands. Case. Each
G 846 G. M. Jarvis Co., qts. 1—$8.75 
G 847 G. M. Jarvis Co., doz. in case—$5 30
G 848 G. M. Jarvis Co., doz. in case—$5 00

Beverages.

At all seasons of the year a refreshing drink is very acceptable. We quote you the following bottles containing the most desirable beverages. At a very little cost one can manufacture strictly pure temperature drinks for family use, or for sale, at a large profit.
G 887 Lemon Sugar, form each pound, no lemon re-
quired, 1-lb. cans, 32 doz. in case. Each, Doz.
G 888 Lemon sugar, ½-lb. cans, 250 doz. in case. Each, Doz.

G 889 Lime Juice, finest quality, quart bottles, 1 doz. in case. Each, Doz.
G 890 Pitted Cherries, quart bottles, 1 doz. in case. Each, 48 doz. in case.
G 891 Grape Juice, Stevens’, brand, choice of brands, quart bottles, 250 doz. in case. Each, Doz.
G 892 Grape Juice, Wild, brand, choice of brands, quart bottles, 250 doz. in case. Each, Doz.
G 893 Same, quart bottles, 250 doz. in case. Each, Doz.

Root Beer.
This is a strict temperature drink, one that has a very large sale. It is as unknown as anything, and nothing more can be said than that we have it, and we sell it cheaper than any other brand, and sold by us have no superiority.
G 894 Atlantic Brand Root Beer Prepara-
tions, Bott. Doz. Each
G 895 Root Extracts, quart bottles, 1 doz. in case. Each, Doz.
G 896 Wild Cherry, makes 5 gallons of
beer per 1 lb. bottle
G 897 Birr Extracts, 1 ½ lb. bottle

Wild Cherry Phosphate.
One ounce of this phosphate will make up 1 quart of the best drink im-
aginable; 15 cents for two gallons of a delicious beverage in which you can
cheat. Doz. Each. G 898 Galalith, 5 oz. bottles (5 lb. each)
G 899 Galalith, 1 gal. jugs....
G 900 Galalith, 16-gal. barrels.
G 901 Thompson's, 24-gal. barrels...

Desiccated Coconut.
We buy shiploads direct and in large quantities, and put up in our own packages.
G 894 1 lb. paper cart.-
p. 12
G 895 ½ lb. paper cart-
op. 12
G 896 Bulk, shredded 20-
bags, an assortment inc.
G 897 Less quantity... 10 
cases, 1½ lb. bags...
G 899 Shredded, 15-lb. cases, 1½ lb. bags...

Herbs.
These are genuine herbs, and nothing is mixed with them in proportion. It is not
hand to take for our goods and so let our goods take for themselves. We don't want only a part of your order, but want to treat you so well that we

G 893 Leaf—Sage, Thyme, Savory, Mar-

ter, 1 lb. bags...
G 894 Leaf—Sweet Basil and Mint...
G 895 Ground Sage, ½ lb. pkg.
G 896 Ground Thyme, 1 lb. bags...
G 897 Ground Summer Savory and Sage, 1 lb. bags...
G 898 Ground Sweet Marigold, 1 lb. bags...
G 899 Ground Basil, 4 lb. pkg.
G 900 Ground Garlic... 1 oz. bns., 200 doz.
G 901 Pressed Hop, 2 oz. bns., 200 doz.
G 902 Pressed Sage, standard. ½ lb. pack-
ge...
G 903 Bay Leaves, per pound...

Jams and Jellies.

Jellies in Pails.
Prepared from ripe fruit. Car-
der, strawberry, Raspberry, Quince or Grape. Extra quality.
G 894 Jellies in 1 lb. pails...
G 895 Jellies in 2 lb. pails...
G 896 Jellies in 3 lb. pails...
G 897 Jellies in 5 lb. pails...

Jelly in 20 and 30 lb. Kits.
New style packages. Railroads take them as fourth class freight. Each, Lb.
G 898 20-lb. wood pails...
G 899 30-lb. wood pails...

WE ASK YOU TO NOTICE THIS: IF AT ANY TIME YOU ARE NOT COMPLETELY SATISFIED WITH WHAT WE DO FOR YOU, WE DO NOT CLAIM TO BE ABSOLUTELY FREE FROM MISTAKES, AND ARE ANXIOUS TO SATISFY YOU.
Piecing Together History

Culminating Project

Project Overview: How could an archeologist 100 years from now learn about you? Historical archeologists use a variety of strategies and resources to learn about people of the past as they piece together history. This series of activities explores ways to learn from primary sources such as artifacts, features, archives, and oral histories. Finally, you will use squares of colored construction paper and colored markers to make a class history quilt. Together, these activities count as a major test grade for this unit.

Objectives: Students will

- Make inferences from artifacts
- Locate primary sources
- Create a map
- Interview elders
- Write a report
- Present information orally
- Create symbols about personal identity

TEKS [history] 7.6; [geography] 7.8A; 7.10A,B; [economics] 7.12; [culture] 7.19; [social studies skills] 7.21A,B.

Materials: Assignment handouts and grading rubrics; colored markers; colored construction paper.

Activities:

Step 1: Students bring artifacts and archives from home.

Step 2: Students draw a site map of the classroom or their room at home.

Step 3: Students conduct an oral history interview and write it up to turn in.

Step 4: Students share their knowledge with the class by explaining their artifact, archive, site map, and oral history interview.

Step 5: Students make a class history quilt.

Closure: Display the quilt squares on the wall, with the edges of each square touching others to form one large square. Also post the site maps and archives on the wall.
Piecing Together History

Culminating Project
Student Handout

**Project Overview:** How could an archeologist 100 years from now learn about you? Historical archeologists use a variety of strategies and resources to learn about people of the past as they piece together history. This series of activities explores ways to learn from primary sources such as artifacts, features, archives, and oral histories. Finally, you will use squares of colored construction paper and colored markers to make a class history quilt. Together, these activities count as a major test grade for this unit.

**Part 1: Learning from Artifacts:** Archeologists found over 9000 artifacts at the Rubin Hancock farm. Bring one artifact from your room at home to share with the class. Make sure it is not breakable or irreplaceable. Something small that tells about your everyday life is good. Explain your artifact to the class and tell why it can help people know more about you. Part of presentation grade.

**Part 2: Learning from Archives:** Bring a photocopy of an archive or record about you to share with the class. A copy of your school record, birth certificate, passport, or other document or photograph will work fine. Do not bring the real thing! Explain the document to the class and display it on the wall. Part of presentation grade.

**Part 3: Learning from Features:** Use graph paper and a pencil to draw a “site map” of your classroom or your room at home. Explain your site map to the class and display it on the classroom wall. These things are required on the site map for grading:
1) Directional arrow
2) Scale of feet or meters
3) Furniture
4) Name in top left corner
5) Other items in room = extra points
6) Neatness = extra points

**Part 4: Learning from Oral History:** Interview your grandparents or an older neighbor about their lives as children. Where did they go to school? What was school like? What did they do for fun? Did they work? What was the most exciting time, or scariest time, they ever had? How did your family come to live where they do today? Brainstorm with the class to make up questions. Practice your interview with a partner before you do the real thing. Then, write up the interview and share it with the class.
These things are required for grading the written oral history interview:

1) Interview appropriate person
2) Use interview guide
3) Ask minimum of 10 questions
4) All grammar correct
5) All spelling correct
6) All punctuation correct
7) Minimum 2-3 pages long
8) Name in top left corner of all pages
9) Page numbers in top right corner
10) Written in ink or computer printed
11) Neatness
12) Evidence of extra work = extra points

See the following website hosted by the Smithsonian Institution for more about how to conduct oral history interviews:

How to Collect Your Family Folklore
http://www.educate.si.edu/migrations/seek2/family.html

Part 5: History Quilt: Use squares of colored construction paper and colored markers to create a classroom history quilt. Each student decorates one square, approximately 10 inches x 10 inches, with his/her name and 6 symbols representing important aspects of his/her life. All the squares are put on the wall, with edges touching, to form a quilt pattern. These things are required on the quilt square for grading:

1) Your name in the middle of the square. Make it colorful and decorative.
2) Six different symbols that represent different aspects of you. What do you really like or care about? What are you like as a person? Use colored markers to draw symbols that represent those things.
3) Colorful. Use different colors.
4) Neat. Make the square legible and eye-catching.
5) Meaningful. Make the symbols really reflect you.

Part 6: Sharing Knowledge: Share your personal artifacts, site maps, archive records, and oral history interviews with the class. Be prepared to stand up and speak loud enough so every one can hear. Your teacher will give you a time limit for your presentation. Don’t talk too long or too little. Display the site map and archive record on the wall. Turn in the written oral history to your teacher.
Grading Rubrics

Note to teachers: Pass out rubrics to students when assignment is made. Students check off rubric and write their comments before turning in rubric with assignment. Teacher checks off rubric, assigns points, writes comments, and returns rubric to students to increase feedback on student work.

History Quilt Rubric (one square per student)

<table>
<thead>
<tr>
<th>Required (10 points each)</th>
<th>student check off</th>
<th>teacher check off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six symbols about student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 points for each symbol)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student comments:

Teacher comments:

Site Map Rubric

<table>
<thead>
<tr>
<th>Required (20 points each)</th>
<th>student check off</th>
<th>teacher check off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directional arrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scale of feet or meters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name in top left corner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extra points (10 points each)

<table>
<thead>
<tr>
<th>Other items in room</th>
<th>student check off</th>
<th>teacher check off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student comments:

Teacher comments:
### Presentation Rubric

<table>
<thead>
<tr>
<th>Required</th>
<th>Possible points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal artifact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal archive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Site map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral history</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>Possible points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand up (generally)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak loud enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay within allotted time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student comments:**

**Teacher comments:**
## Written Oral History Rubric

<table>
<thead>
<tr>
<th>Required</th>
<th>Possible points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews appropriate person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses interview guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks 10 questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All grammar correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All spelling correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All punctuation correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum 2-3 pages long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name in top left corner of all pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page numbers in top right corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written in ink or computer printed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of extra work = extra points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student comments:**

**Teacher comments:**
1. American Life Histories
http://memory.loc.gov/ammem/wpaintro/wpahome.html
Oral histories collected by the Works Progress Administration from 1936-1940, hosted by the Library of Congress

2. You Be the Historian
http://www.si.edu/nmah/notkid/ubh/00intro.html
Interactive activity on historical archeology at this web site, hosted by the National Museum of American History at the Smithsonian Institution

Archive materials on African American history, from the Library of Congress African Memory Collection

Archive materials on African American history, from the Library of Congress American Memory Collection

5. How to Collect Your Family Folklore
http://www.educate.si.edu/migrations/seek2/family.html
How to conduct oral history interviews, hosted by the Smithsonian Institution