

# FRONTIER *Texas!*

625 North First Street ★ Abilene, TX 79601 ★ Phone: 325.437.2800 ★ Fax: 325.437.2804

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Thank you for planning a tour of Frontier Texas! We look forward to having you here. Attached you will find a confirmation sheet containing all pertinent information for your tour. Below is information provided to make a great Museum experience for everyone. Please share this information with all involved.

Tours usually run about 1 hour and a half per group, 30-45 minutes for young children. As a result, your group will see only a portion of the exhibit during their tour. Students are encouraged to return with their parents on their own time to see more of the exhibit. If you have more or less time for a tour please advise Nell Sims at 325-437-2800 prior to arrival.

## **Group Size**

Frontier Texas! can accommodate groups of almost any size. Although the optimal group size is 15 we can accommodate groups of 30 every 7 minutes. It is helpful for groups of 60 or more to stagger their arrival time or divide the group and rotate among other venues in Abilene such as the Grace Museum, The 12<sup>th</sup> Armored Division Memorial Museum, The Center for Contemporary Art, or the NCCIL, etc.

School groups that are larger than 30 will be divided up and given an age appropriate activity while they wait for their group to begin the tour.

## **Chaperones (which include teachers and parents):**

- Must be at least 18 years old.
- There must be at least one chaperone for every 5 students grades Pre K-2, one chaperone for every 10 students grades 3-8, and one chaperone for every 20 students grades 9-12.
- Additional children brought by a chaperone, will be counted in class totals and chaperone recommendations. Chaperones are still required to adhere to their responsibilities.

## **Chaperone Responsibilities:**

Chaperone responsibilities include:

- Helping to ensure a safe and pleasant museum experience for their group.
- Staying with their group at all times
- Managing their group and being responsible for their behavior and safety.

## **Cell phones**

Please silence all cell phones prior to entering exhibit. If you must use the phone, please leave the exhibit.

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## **Student Behavior**

Please review appropriate museum behavior to students prior to their visit. For safety and well-being, please make sure your students:

- Stay in their chaperone-led groups at all times
- Respect other visitors, volunteers and staff
- Listen attentively to guides
- Use indoor voices
- Walk at all times.
- Please bring only pencils and clipboards into the Museum for student interactive activities. There is no consumption of food, drinks or chewing gum allowed in the exhibit.

**Teachers are responsible for all disciplinary action, if needed.**

## **Group Arrival**

**It is very important that you arrive at your confirmed time. Our docents are scheduled to be available at designated tour times.**

If you anticipate that your group will be more than 10 minutes late, please contact Nell Sims at 325-437-2800. Payment is required before the tour begins. For school tours, payment is required in the form of a single check or credit card. School purchase orders will not be accepted. Inform us if your tour is underwritten by Region 14, or some other grant.

## **Content Advisory**

Please be advised that small children or students with hearing or sight impairments might be sensitive to certain images and loud sound effects. If the exhibit is questionable, group leaders are encouraged to preview the exhibit prior to arriving in order to decide content appropriateness. We want everyone to have a positive experience at Frontier Texas!

## **Parking**

Bus parking is available at the corner of North 1<sup>st</sup> and Mesquite. After the students are dropped off in the circle by the big buffalo, please move buses to the parking lot.

## **Photography**

Photography is allowed in the building and throughout the exhibit for personal use only. Permission must be granted for other uses including publication and broadcast.

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## FIVE THINGS YOU SHOULD KNOW ABOUT USING FRONTIER TEXAS! AS A TEACHING SITE

1. Frontier Texas! Is a significant TEKS teaching resource.

Frontier Texas! provides a powerful learning experience with TEKS related materials that printed words and pictures in a textbook alone cannot convey. Students leave eager to talk and write about what they have seen and heard, giving teachers an opportunity to require students to practice their skills of observation and summarization and interaction. Frontier Texas! staff has developed lesson plans specifically addressing Social Studies TEKS and we would like to invite you to submit to us ways you develop materials for teaching your subject and TEKS.

2. Frontier Texas! can inspire student thinking and imagination.

Students can imagine the rough and tumble life of a cowboy as they look closely at the sculpture of the "Crossing Catclaw Creek" in our lobby and hear the song of "Little Joe, the Wrangler" in the exhibit. As students go through the Frontier Texas! experience, they can imagine how Comanche and other Indian tribes lived on they very land they now occupy.

3. Frontier Texas! can interest your students in their own local history and heritage.

They can compare their own lives to that of typical boys and girls living the Frontier experience. Students can made decisions about how they might have chosen to make a living using the resources and opportunities of that time and plan how they will use their own resources and opportunities today. This exposure to the unfamiliar will help them realize their connection to individuals past and present.

4. Frontier Texas! has good curriculum support materials, including an extensive bookstore offering local and regional historical resources.

Browse through our bookstore and gift shop for teaching ideas that will further the educational experience of students

5. A successful trip to FT involves the Three P's: preparation, participation and post-visit reflection.

- I. **Preparation**: Students who receive information on the experience before they visit, who know where they are going and what they will see and do tend to gain more from the experience. Check with Nell for a Frontier Texas! brochure before you come. Show the students our Website: [www.frontiertexas.com](http://www.frontiertexas.com).
  - Discuss the expected rules of behavior.

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- Know what you want to accomplish beforehand and select the materials and experiences most appropriate for your classes.
- Encourage family trips if your students want to see more.

II. **Participation.** What will your students learn at Frontier Texas!. To really learn, students should be actively engaged in some kind of directed learning experience. Think of this as fieldwork and not as a fieldtrip. They will have the opportunity to use a variety of skills from critical thinking and observation to sketching and distinguishing between primary and secondary sources. Check with Frontier Texas! staff for pre and post tour activities.

Here are a few suggested student activities:

- Write stories about the individuals and lifestyles they learned about. Refer to the Handbook of Texas Online website for more information.
- Draw maps and compute distances and time needed for travel on cattle trails, stage coaches, mule teams, Indians and military on horseback. Compute distances between towns, and to centers of government.
- Take a quote from the quote stones and have the student use their own words to interpret its meaning. Also, describe the circumstances under which they would have said the specific quote.
- Consider issue of citizenship and the role the Frontier Texas! can play in preserving the customs, symbols, and celebrations of the past.
- Split into 7 groups and have each one go to a spirit guide and find three facts (this is an individual effort, not a group one) about that person. Write them down and have groups get back together in class room and relate their facts to one another.
- Observe artifacts in a collection and discuss the differences between primary and secondary sources. Look at the objects, photographs and read the documents they encounter in order to:
  - Analyze information (What is the artifact made of? What is the condition of the artifact? Was it used, and does it show wear, or is it a representation of the actual thing—i.e. the tipi, the guns, etc.
  - What is the object used for, and is it still needed today, or has it been replaced or changed?
  - Identify the frame of reference and point of view of the person who used the object-- i.e. Cynthia Ann Parker scraping the buffalo hide.

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- Identify the point of view, or bias of the people who tell their stories-and summarize the main idea from each character encountered.
- Teachers can encourage the students to ask the museum staff about the different points of view of the Indians, settlers, soldiers, hunters, cattlemen, etc. in order to make the experience more memorable. Students can write/debate their own positions.
- Have students carry pencil and clipboards and be assigned a task or responsibility. Upon arrival, ask the students to sit quietly in the lobby or outside the facility and reflect on the surroundings.

### III. **Post-Visit Reflection:**

Teachers should participate in the program along with their students to facilitate discussion, remind students of the concepts learned, and bring the lesson to closure back in the classroom. Check with Frontier Texas! staff for age-appropriate activities that you can do on-site if time permits.

- As they finish, have them again sit, reflect and write down their personal memories to share with the class the next day. This activity gives them an opportunity to emphasize frame of reference because not everyone participated in every activity in the same way and each will remember different experience.
- Encourage students to talk with their own family members about the concept of "Frontier," and how their own heritage represents frontier experiences that required courage and perseverance.
- Share your own lesson plans with other teachers.

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## Spirit Guide Biographies

### Pedro Vial

Born in France, Vial came to San Antonio in 1784. He was an accomplished blacksmith. He spoke Spanish, French and several Indian languages. He was selected by Governor Domingo Cabello y Robles to gather information about the Comanches. One of the first non-Indians to explore the area and record his findings, he spent the summer of 1785 in the Comancheria, traveling through the areas of present-day Baird and Throckmorton. His later explorations took him throughout the Southwest and he lived for a time among the Comanches.

### Esihabitu

He was a leading chief of the Penateka band of the Comanche tribe whose life spanned early days on the warpath to meeting the President in Washington, D.C. The meeting convinced him that the war with the Whites couldn't be won and he worked for a peaceful resolution. He was known from the Red River to the Hill Country, first as a raider and later as one who would negotiate the return of captives from various Indian bands. He inscribed his signature as a pictograph at Paint Rock, where it can be seen today.

### Cynthia Ann Parker

She was only 10 or 11 years old living at Fort Parker in Limestone County when a large group of Indians raided the fort, killing several people and taking five captives, including Cynthia. She remained with the Comanches for the next 25 years and married Peta Nocona, a respected warrior. They had three children, one of whom would become the great chief Quanah Parker. In a battle on the Pease River in 1860, several members of her band were killed and she and two Comanches were captured in a raid by Texas Rangers, who believed at first that she was Comanche, but then saw her blue eyes. She was never reconciled to living in white society and made several unsuccessful attempts to flee to her Comanche family. Her small daughter, Topsanna, died. Though she is said in some sources to have died in 1864, the 1870 census enrolled her and gave her age as forty-five. At her death she was buried in Fosterville Cemetery in Anderson County. In 1910 her son Quanah moved her body to the Post Oak Cemetery near Cache, Oklahoma. She was later moved to Fort Sill, Oklahoma, and reinterred beside Quanah. In the last years of Cynthia Ann's life she never saw her Indian family, the only family she really knew. But she was a true pioneer of the American West, whose legacy was carried on by her son Quanah. Serving as a link between whites and Comanches, Quanah Parker became the most influential Comanche leader of the reservation era.

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## **J. Wright Mooar**

Born in Vermont in 1851, he followed the western migration. During 1870 in Kansas, he hunted buffalo as food for the railroad crews laying track. As an experiment, he shipped two dozen buffalo hides to his brother in New York City to see if any of the area tanneries would buy them. They did and ordered 2,000 hides. It wasn't long before there were more hunters than buffalo in Kansas, so Mooar moved to Texas in 1873. He was given permission by the commanding officer of Fort Dodge to violate the Medicine Lodge Treaty, which had reserved the Texas herd for the Indians. In 1876, when the herds were nearly exterminated, the brothers moved south to Fort Griffin. They were among those supporting the new buffalo post, Rath City. That fall, when Mooar shot a rare white buffalo, Teddy Roosevelt is said to have offered him \$5,000 for the hide, but Mooar declined the offer. Mooar is reputed to have killed 20,000 buffalo during his career. When the buffalo were finally destroyed, the Mooars stayed in Scurry and Mitchell counties as freighters to the ranchers. Among the first to see the ranching potential of the region, J. Wright established a ranch ten miles northwest of Snyder and spent his remaining years there.

## **Randolph Marcy**

A career Army officer born in Massachusetts in 1812 and a West Point graduate, Much of his career was spent on the frontier. In 1846, he was promoted to Captain of Infantry and fought in the Mexican War at the battles of Palo Alto and Resaca de la Palma. He explored the Southwest in the 1840s and 1850s for the Army on mapping and research expeditions. He plotted a trail from Fort Smith, Arkansas, to Santa Fe, and in 1851 he assisted in selecting sites for the forts that would later protect the Texas frontier. His writings were some of the first recorded information on travel through the West. Shortly after his promotion to acting Inspector General of the Department of Utah, Capt. Marcy was recalled to Washington to prepare a guidebook on Western travel for the many emigrants heading west -- people poorly informed and ill-prepared for such a journey. His well-written military reports had attracted attention in Washington, and, at the direction of the Department of State, Capt. Marcy produced "The Prairie Traveler: A Hand-book for Overland Expeditions" in 1859. A bestseller in its day, the book was essential to the westward traveler, and no doubt saved many lives with its practical and experienced advice. "The Prairie Traveler" also provides a unique insight into the character and personality of the author. Capt. Marcy was extremely well-read and observant, and he was more than willing to adopt any idea that would work: "The Prairie Traveler" describes portable Indian lodges, advice from French and British medical journals, Norwegian saddling techniques, Mexican pack practices, African-American methods for carrying rifles while riding, and so on. He also wrote concisely and plainly, but in painstaking detail on matters most important to survival out West. His dry sense of humor, his commitment to the military and the men who served under him, and his independence and clarity in assessing people and situations all indicate the kind of military officer, and gentleman, he was. Capt. Marcy also wrote two other books describing his Western experiences, on his own initiative. General Marcy returned to the West after the Civil War. He retired in 1881, and died six years later in West Orange, New Jersey.

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## **George Reynolds**

Born in Alabama in 1844, his family moved to East Texas in 1847, where they farmed for 12 years before moving west, eventually settling in Palo Pinto County. At 15, George was riding pony express-type mail deliveries between this outpost and Weatherford, the last bastion of civilization at the time. During the Civil War he served with Company E, 19<sup>th</sup> Texas Cavalry under General Parsons, campaigning in Louisiana and Arkansas before returning home wounded late in the war. After the war in October 1865, he and two other men drove a herd of cattle from Palo Pinto County to New Mexico following the old Butterfield Stage route to Fort Sumner, the first herd over what would become the Goodnight-Loving Trail. While fighting Indians in 1867, he took an arrow in the stomach and lived with the arrowhead in his body until it was surgically removed 15 years later in Kansas City. He married into the Matthews family in 1867, and established ranching operations throughout West Texas. At his death in 1925, the Reynolds Cattle Company owned several hundred thousand acres of ranchland across West Texas and the Panhandle.

## **Britt Johnson**

Born a slave in Tennessee in 1840, he came to Texas with his master, Moses Johnson. As a reward for his loyalty and hard work, Britt was appointed foreman of a ranch in Young County and had his own horses and cattle. In 1864 during the Elm Creek Raid, Indians killed Britt's son and took his wife and two daughters captive. His owner made him a free man and gave him half of his gold, so that he could find his family. His attempts to find his family became the source of legend. In 1865, he was able to secure their freedom with the help of Esahabitu and the family returned to Texas. He used his renown to build a business as a freighter between Weatherford and Forts Richardson, Belknap and Griffin. He died heroically January 24, 1871 defending a wagon train he was leading through Young County when it was attacked by 25 Kiowas. Britt was famous as a crack shot with his 16-shot Henry rifle. When his body was found, there were 173 spent shell casings scattered all around him.

## **Elizabeth Clifton**

Born in Alabama in 1825, she married a free black in 1842. They came to Texas and established a ranch and the Carter Trading House, a boarding house, near Fort Belknap. In 1857, her father-in-law and husband were both murdered. She later married an Army lieutenant, who disappeared 8 months later. Her boarding house prospered once the Butterfield Overland Stage began stopping at Fort Belknap. She married one of her ranch hands, who was murdered 18 months later. In 1864, she was captured in the Elm Creek Raid, along with two granddaughters. She was rescued in 1865 and ended up in Fort Griffin with her granddaughter Lottie. She married an old buffalo hunter and stayed married to him for 11 years before he died. After her fourth and last husband died, she ran a boarding house in Fort Griffin, living "from hand to mouth".