

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



Subject and Grade Social Studies, 7th Grade

Author Mary S. Black (1999), TEKS updated by Jason Terry (2023)

Time duration Unit Plan: Six 55-minute class periods

Overview 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, and oral histories, they gain important skills as well as content. The inquiry activities allow adolescents to explore their own identities, this making the lessons personally meaningful.

TEKS *Social Studies, Grade 7*

Please disregard the outdated TEKS in the attached Unit Plan document and use the updated TEKS below:

Lesson 1 TEKS

(1A), identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican

National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas

(20B), analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(22A), use social studies terminology correctly

Lesson 2 TEKS

(1A), identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas

Lesson 3 TEKS

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news

services, biographies, interviews, and artifacts to acquire information about Texas

(20B), analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(21A), create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries

Lesson 4 TEKS

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas

(20C), organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

Lesson 5 TEKS

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas

(20B), analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(20C), organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

(22A), use social studies terminology correctly

Lesson 6 TEKS

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(20B), analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

Lesson 7 TEKS

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas

Culminating Project TEKS

(20A), differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas

(22A), use social studies terminology correctly

(22B), use effective written communication skills, including proper citations and avoiding plagiarism

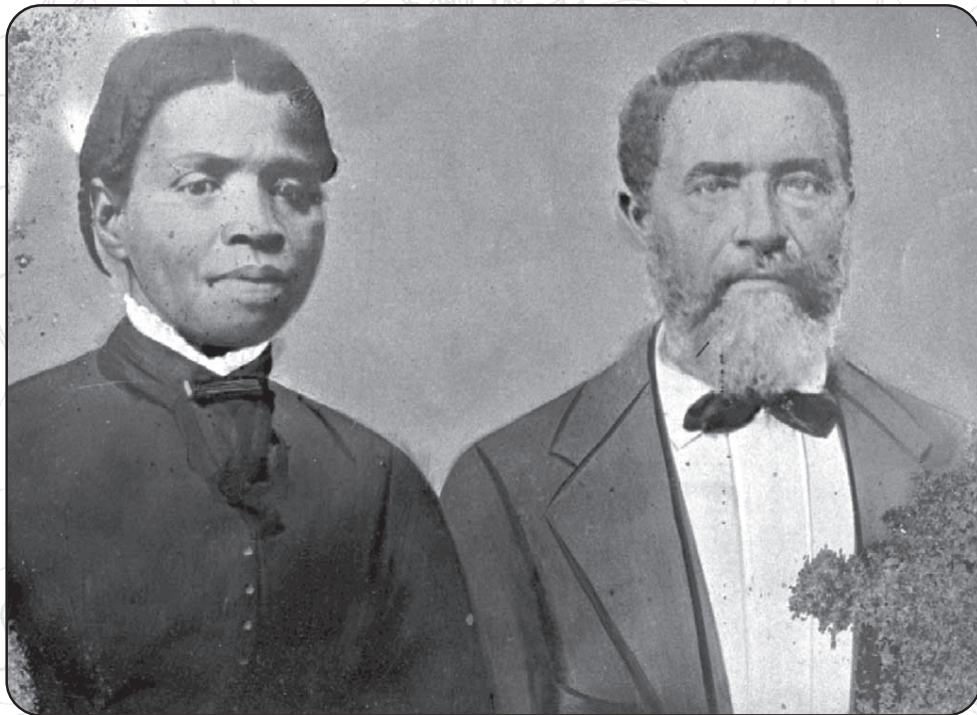
(22C), create written, oral, and visual presentations of social studies information

Activities and procedures See Unit Plan attachment for lesson details. Please note that some weblinks in the lesson plan are no longer functioning. These are for extension activities, and the lesson plans do not require them. Links that no longer work are struck through.

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.



September 1999

Piecing Together History:
A Turn-of-the-Century African American Farmstead
(41TV875)

Curriculum Unit for 7th Grade Texas History

by
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Prewitt and Associates, Inc.
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Texas Antiquities Committee Permit No. 630
Austin, Texas

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

September 1999

Austin

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**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.

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 - Quilt square
 - Site map
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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: | 25 minutes |
| 1) practice interviews in pairs | |
| 2) use Internet for recommended sites | |
| 3) make quilt squares | |

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.

Lesson 1
Introduction to Historic Archeology:
Rubin Hancock's Farm
Overhead Transparency Narrative

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 descendants 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 20th 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 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:

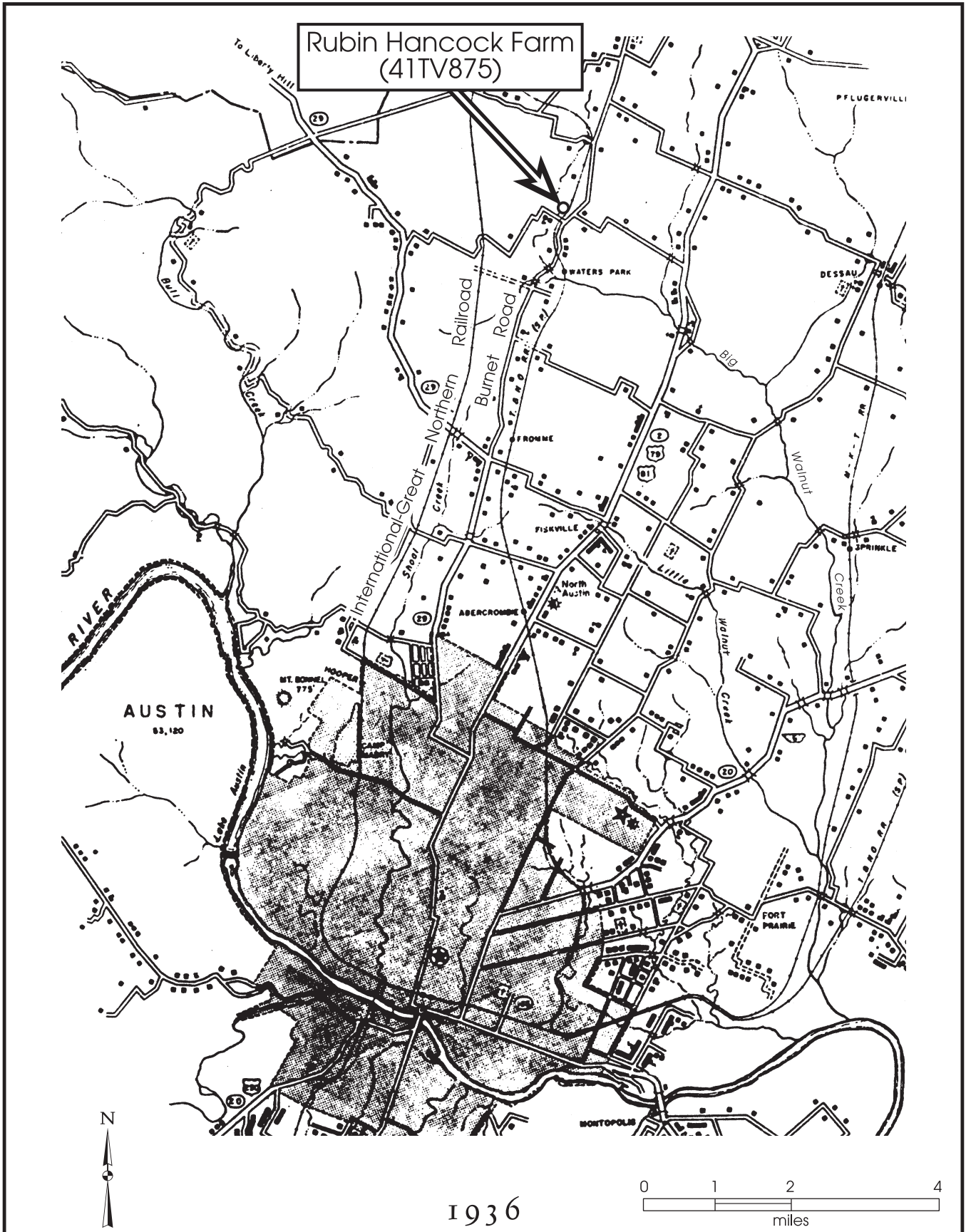
- Big Walnut Creek = blue
- Burnet Road = red
- International-Great Northern Railroad = brown
- Intersection of MoPac (Loop 1) and Parmer Lane [41TV875] = green

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?

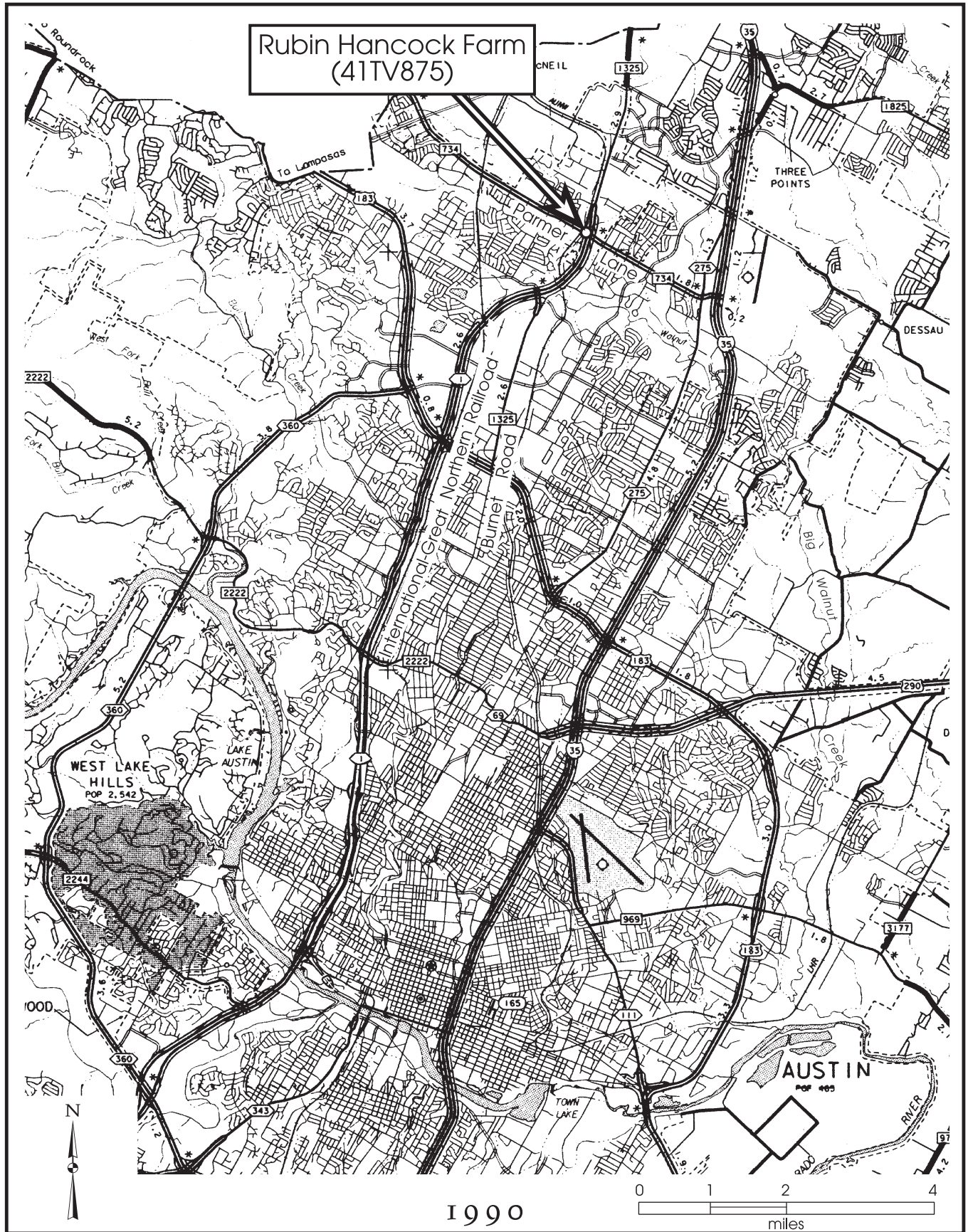
2. Use the directional indicator (compass rose) on the 1990 map. What direction would Rubin Hancock have had to travel to go from his farm to downtown Austin?
3. What are the major differences you see between the 1936 map and the 1990 map? Why do you suppose this is so?

Lesson 3
Learning from Maps
Urban Growth



1936

Lesson 3
Learning from Maps
Urban Growth



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.

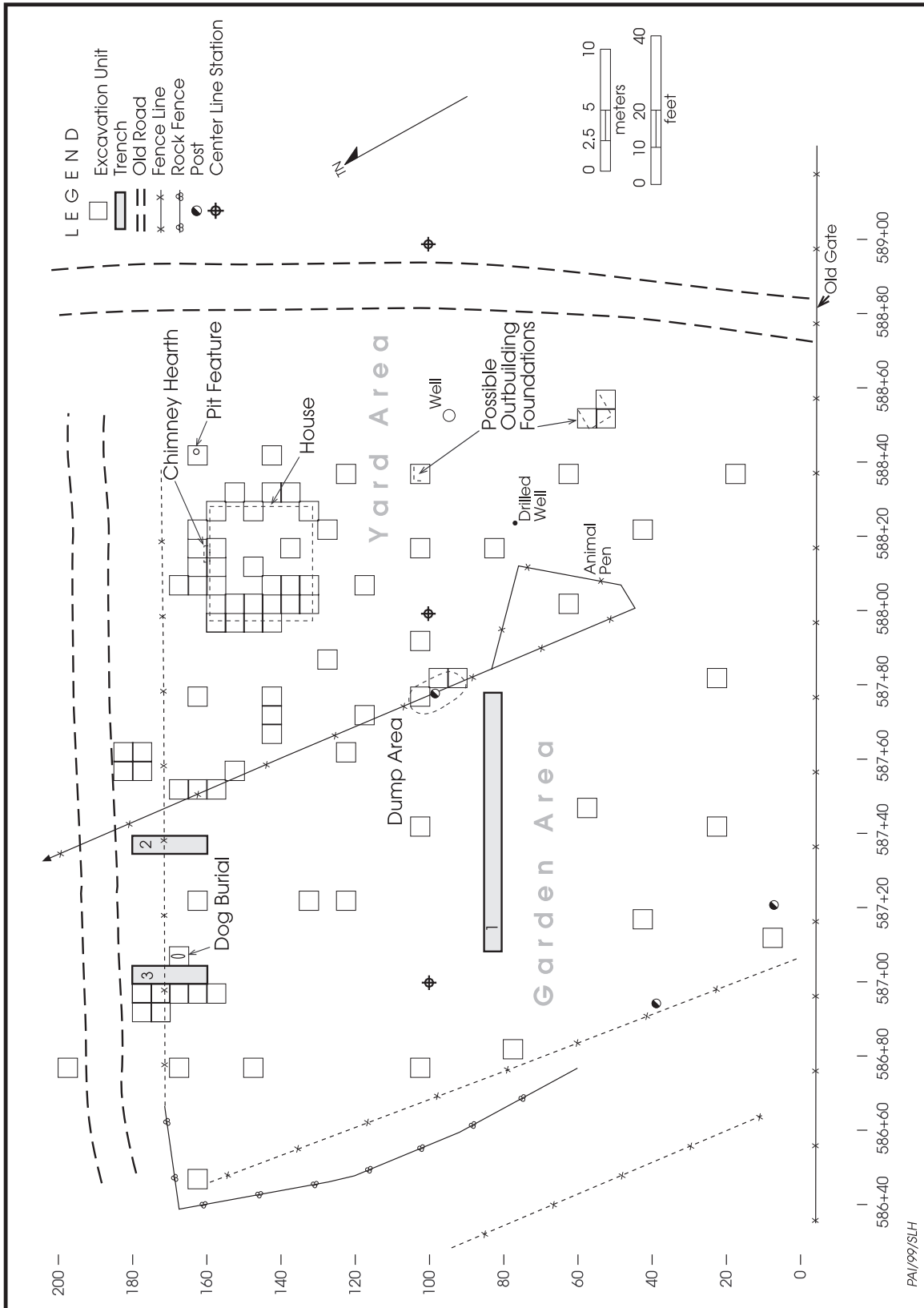
Closure: Teacher calls on students to answer questions about the site map of the Hancock farm out loud.

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 4
Learning from Features
Site Map of the Hancock Farm



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?

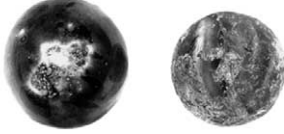



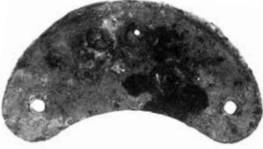


~~**Extension:** Try the interactive activity on historical archeology at this web site hosted by the National Museum of American History at the Smithsonian Institution.~~

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.

Lesson 5
Learning from Artifacts
Bits and Pieces
Historic Artifacts

 <p>ceramic sherd</p>	 <p>bottle</p>	 <p>corset clasp</p>	 <p>clock gear</p>
 <p>jewelry pendant</p>	 <p>marbles</p>	 <p>glass jewelry inset</p>	 <p>cuff holder</p>
 <p>clock key</p>	 <p>button hook</p>	 <p>bottle neck</p>	 <p>buttons</p>
 <p>shoe heel plate</p>	 <p>lock</p>	 <p>fork</p>	 <p>lamp chimney glass</p>
 <p>straight pin</p>	 <p>door knob</p>	 <p>bed caster</p>	 <p>buckle</p>
 <p>stopper</p>	 <p>ceramic sherd</p>	 <p>bottle neck</p>	 <p>keyhole escutcheon</p>

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/ammen/aap/aohome.html>>~~

~~African American Odyssey <http://memory.loc.gov/ammen/aahtml/aohome.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

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

Materials: Page 11 from 1897 Sears, Roebuck & Co. Catalogue, and Shopping question handout.

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.

SEARS, ROEBUCK & CO., (Incorporated), Cheapest Supply House on Earth, Chicago.

11



Jamaica Ginger.

A strictly pure essence, worth double what retailers sell. Each. Doz.
G 880 2 oz bottle.....\$0 15 \$1 50
G 881 4 oz bottle..... 25 2 50

Blackberry Brandy.

We have a very large demand for this pure medicinal beverage prepared from the juice of the blackberry. Prescribed by the best physicians.

Case. Each
G 884 G. M. Jarvis Co., qts. 1 doz in case.....\$5 50 \$0 55
G 885 G. M. Jarvis Co., pts. 2 doz in case..... 5 75 30

Beverages.

At all seasons of the year a refreshing drink is very acceptable. We quote an assortment including the most desirable beverages. At a very little outlay one can manufacture strictly pure temperance drinks for family use, or for sale, at a large profit.
G 887 Lemon Sugar, for making lemonade, no lemon required, 1-lb cans, 2 doz. in case.....\$2 40 \$0 24
G 888 Lemon sugar, ½-lb cans, 2 doz. in case..... 1 50 14
G 889 Lime Juice, finest quality, quart bottles, 1 doz. in case \$3 10 \$0 27
G 891 Lemon Juice, clarified, quart bottles, 1 doz. in case, 4 00 38
G 892 Raspberry Vinegar..... 4 10 38
G 893 Grape Juice, Stevens', healthy, palatable and refreshing; pint bottles, 2 doz. in case..... 4 00 36
G 894 Same, quart bottles..... 6 50 60
Thompson's Hygeia Wild Cherry Phosphate, a delicious beverage in extract form. Doz. Each
G 896 25-cent size makes 6 quarts.....\$1 75 \$0 18
G 897 40-oz size makes 80 quarts..... 7 00 65
G 898 C & C Ginger Ale, imported..... 1 35 14

Root Beer.

This is a strict temperance drink, one that has a very large sale. It is so well known that nothing more can be said than that the brands sold by us have no superior.

G 899 Atlantic Brand Root Beer Preparation. Each bottle will make 3 gallons of beer. Bot. Doz. \$0 10 \$1 10
G 900 Hires' Extract..... 15 1 75

Wild Cherry Phosphate.

One ounce of this Phosphate will make 2 quarts of the finest drink imaginable; 15 cents for two gallons of a delicious beverage makes it pretty cheap. Doz. Each
G 902 Waihalia, 4-oz bottles \$1 45 \$0 15
G 903 Waihalia, 1-gal. jugs..... 2 50
G 904 Thompson's, 8-oz..... 2 00 25
G 905 Thompson's, 24-oz..... 4 00 50

Desiccated Coconut.

We buy Schepp's in bulk and in large quantities, and put up in our own packages.

G 906 In 1-lb paper cartons..... \$0 21
G 907 In ½-lb paper cartons..... 12
G 908 Bulk, shredded 20-lb pails..... 13
Less quantity..... 14

Dunham's.

G 910 Shredded, 15-lb Lb. Pkg cases, ½-lb..... 30 09
G 911 Shredded, 15-lb cases, ½-lb..... 30 16



Herbs.

These are genuine herbs, and nothing is mixed with them in order to increase profits. We are not on hand to talk for our goods and so let our goods talk for themselves. We don't want only a part of your trade, but want to treat you so well that we will deserve all of it. Doz. Each

G 915 Leaf-Sage, Thyme, Savory, Marjoram, Bay Leaves, 2-oz. pkgs.....\$0 40 \$0 05
G 916 Leaf-Sweet Basil and Mint..... 75 10
G 917 Ground Sage, ¼-lb. pkgs..... 1 00 10
G 918 Ground Thyme, ¼-lb. pkgs..... 1 00 10
G 919 Ground Summer Savory, ¼-lb. pkgs..... 1 00 10
G 920 Ground Sweet Marjoram, ¼-lb. pkgs..... 1 00 10
G 921 Ground Sweet Basil, ¼-lb. pkgs..... 1 00 10
G 922 Imported Mint, 2-oz. bots..... 2 50 25
G 923 Imported Parsley, 2-oz. bots..... 2 50 25
G 924 Pressed Hops; best standard hops. ½-lb packages..... 60 07
G 925 Pressed Sage; standard. ½-lb packages..... 60 07
G 926 Bay Leaves, per pound, 25c.

CANNED FRUIT DEPARTMENT



CANNED GOODS at wholesale prices, brings even luxuries in groceries within easy reach of all; it will pay you to buy these goods in dozen lots; two or three families should join in making up the order so as to get the dozen price and the lowest freight rate and that divided up.

We are so anxious for your order, so anxious to show the value we can give, the amount you can save, that you need not send us all the money at once if you don't wish; send one-fourth the amount with your order, pay the balance to your freight agent when the goods are received.

Go over this Grocery List carefully, order just what you want, no more, no less, but don't forget the other departments, remembering a few things in other merchandise will add nothing to the freight.

Our stock includes only the newest goods of the latest pack. We ask you to remember that while price is a great object in buying anything, quality deserves great consideration in this department. We claim for our goods that they are superior, pure and new. We take particular pains that our canned goods shall be of such desirability that we may gain a customer in each sale. We have made the prices just as low as such excellent goods can be put on the market at, and we agree to refund every cent where goods are returned immediately, if they are not found as represented. Canned goods come two dozen in a case, unless otherwise specified. We will assort cases at dozen rates when not more than six kinds are ordered, thus giving you an opportunity to obtain these goods at as near cost price as possible.

G 930 Apricots, heavy syrup.....	\$1 50	Doz. Can.	\$0 14
G 931 Apricots, extra gal. cans.....	5 50	50	40
G 932 Apricots, standard goods.....	4 50	40	32
G 933 Apricots, for pies, gal. goods.....	3 60	32	16
G 934 Crawford peaches 1 70 16			
G 935 Crawford peaches for table, gal. cans, extra.....	6 05	52	38
G 936 Crawford Peaches, gal. cans, standards.....	4 00	38	13
G 937 Lemon Cling Peaches.....	1 50	13	13
G 938 White Health Peaches.....	1 50	13	20
G 939 White Cherries.....	2 10	20	12
G 940 Egg Plum.....	1 35	12	12
G 942 Green Gage Plums.....	1 35	12	18

The extra following prices are for California Extras the very highest grade. California Preserved Fruits, better than Golden Gate Extras. Doz. Can.
G 946 Apricots.....\$1 25 \$0 12
G 947 Lemon Cling Peaches..... 2 00 20
G 948 Crawford Peaches..... 1 75 16
G 949 Bartlett Pears..... 2 00 19
G 950 Muscat Grapes..... 1 55 14
G 951 Green Gage Plums..... 1 40 13
G 952 Egg Plums..... 1 40 13
G 953 White Cherries..... 2 25 20
G 954 Black Cherries..... 2 10 19
G 955 Peaches, sliced, very choice..... 2 35 23



The Canned Vegetables on our shelves are always up to a general high standard of excellence. When you buy of us we sell you what you pay for, and that isn't an attractive can, only two-thirds full of inferior goods. Full measure and big value is the rule in this department. Buy and you will buy again. It pays to make up a hundred pound order by adding such canned goods as you need. Freight is very little when compared with what we save you.

(2 dozen in case.)	Doz.	Can.
G 990 Marrowfat Peas, standards.....	\$1 05	\$0 09
G 991 Early June Peas, standards.....	1 20	11
G 992 Pumpkin, 3-lb cans, best quality.....	95	09
G 993 Succotash, very best.....	95	09
G 994 White Wax Beans, extras.....	1 00	09
G 995 White Wax Beans, very finest quality.....	1 50	14
G 996 Marrowfat Peas, best quality.....	1 35	12
G 997 Extra Sifted Peas.....	1 40	13
G 998 String Beans, standards.....	70	07
G 999 Sweet Potatoes, best goods.....	1 40	13
G 1000 Squash, extra quality.....	1 00	09
G 1001 Lima Beans, extra quality.....	1 10	11
G 1002 Lima Beans, standard.....	75	08
G 1003 Gallon Pumpkin.....	2 25	23

G 1004 Elgin Corn.....	\$0 95	\$0 09
G 1005 Corn, Paris, 2-lb cans, B. & M.....	1 00	10
G 1006 Corn, standard.....	70	06
G 1007 Corn, Illinois, standard, good.....	50	05
G 1008 Corn, Loomis, Portland, Maine, very fancy and sweet.....	1 00	09
G 1009 Beans, Boston Baked, 3-lb cans....	1 00	09



G 1010 Tomatoes, gal. cans, best grades.....	\$2 60	\$0 23
G 1011 Tomatoes, standard, gal.....	2 40	22
G 1012 Tomatoes, whole packed solid, 3-lb tins, very fine.....	85	08
G 1013 Tomatoes, 3-lb tins, extra standards.....	75	07
G 1014 Imported French Peas, best quality.....	1 85	17
G 1015 Mushrooms, imported, in tins.....	2 40	22

Plum Pudding.



Richardson & Robbins', a marvel of cooking. Better than home-made, and at no greater cost. Doz. Can.
G 1120 1-lb tins.....\$2 50 \$0 24
G 1121 Same, 2-lb tins..... 4 50 40
G 1122 R. & R. Plum Pudding Sauce, 1-lb tins..... 1 75 20
G 1123 Same, 2-lb tins..... 3 00 30
G 1124 Fruit Pudding, assorted..... 1 00 09

Jams and Jellies.

Jellies in Pails.



Prepared from ripe fruit, Currant, Strawberry, Raspberry, Quince or Grape. Extra quality; finest to be had. Doz. Each
G 1130 5-lb tin pails.....\$ 6 00 \$0 65
10-lb tin pails..... 10 60 1 25
20-lb wood pails..... 2 00

Jelly in 20 and 30 lb Kits.

New style packages. Railroads take them as fourth class freight. Each
G 1131 30-lb wood pails.....\$0 55
20-lb wood pails..... 40

WE ASK YOU TO WRITE US, 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 web site 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)

<u>Required (10 points each)</u>	<u>student check off</u>	<u>teacher check off</u>
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Name

Six symbols about student
(10 points for each symbol)

Colorful

Neat

Meaningful

Student comments:

Teacher comments:

Site Map Rubric

<u>Required (20 points each)</u>	<u>student check off</u>	<u>teacher check off</u>
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Directional arrow

Scale of feet or meters

Furniture

Name in top left corner

<u>Extra points (10 points each)</u>	<u>student check off</u>	<u>teacher check off</u>
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Other items in room

Neatness

Student comments:

Teacher comments:

Presentation Rubric

<u>Required</u>	<u>Possible points</u>	<u>Points earned</u>
Personal artifact		
Personal archive		
Personal Site map		
Oral history		

<u>Presentation Skills</u>	<u>Possible points</u>	<u>Points earned</u>
Stand up (generally)		
Speak loud enough		
Stay within allotted time		

Student comments:

Teacher comments:

Written Oral History Rubric

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

Student comments:

Teacher comments:

Piecing Together History
A Turn-of-the-Century African American Farmstead
Recommended Internet Sites

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/otkid/ubh/00intro.html>~~

~~Interactive activity on historical archeology at this web site, hosted by the National Museum of American History at the Smithsonian Institution~~

~~3. African American Perspectives~~ ~~<http://memory.loc.gov/ammen/aap/aohome.html>~~

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

~~4. African American Odyssey~~ ~~<http://memory.loc.gov/ammen/aaohtml/aohome.html>~~

~~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~~