

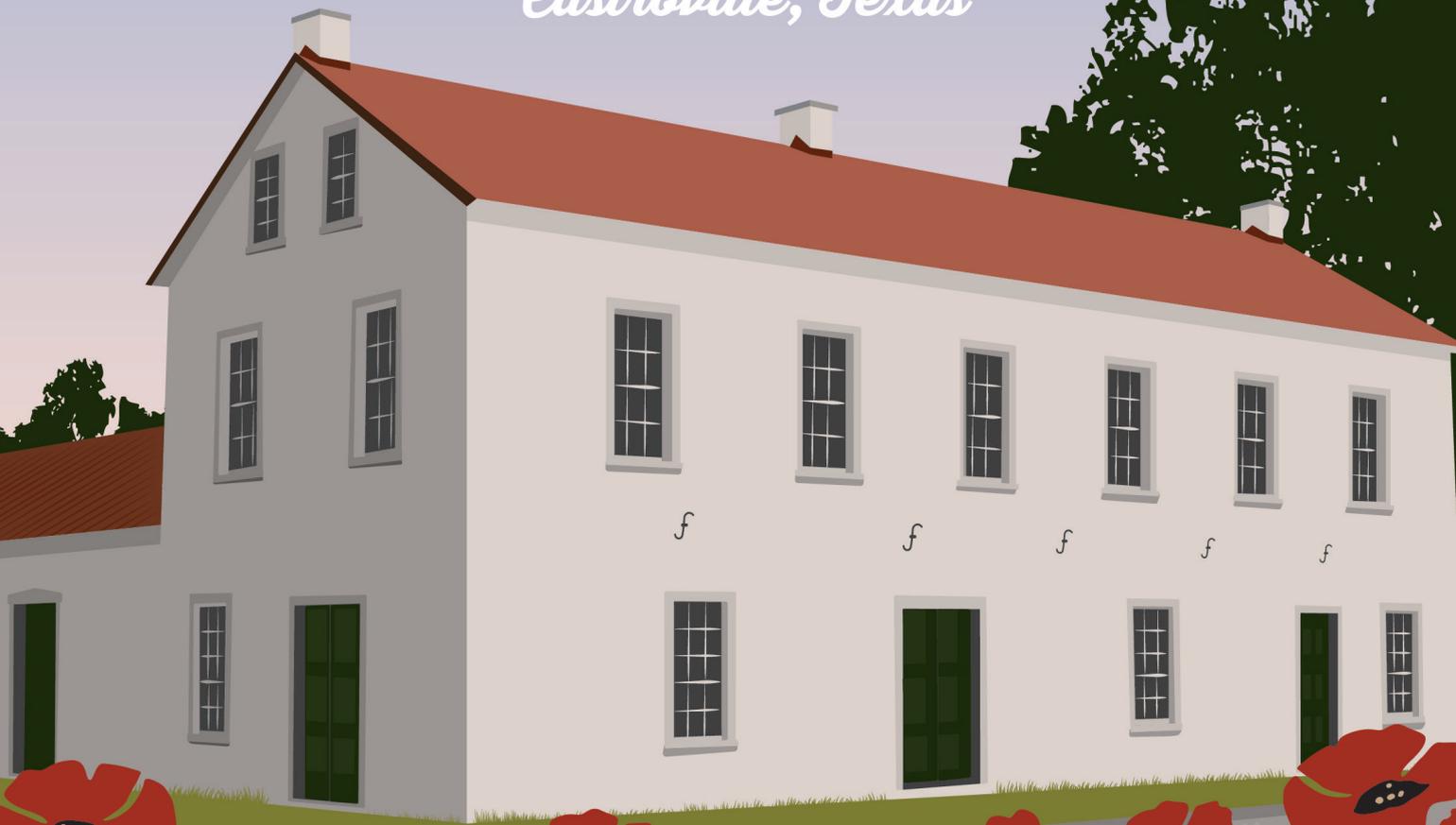
Texas Historical Commission

On-Site Activity
Grade 4

LANDMARK INN

— STATE HISTORIC SITE —

Castroville, Texas



On-site Activity

TEXAS
HISTORICAL
COMMISSION
visitlandmarkinn.com



Site Tour

Before facilitating the guided tour of the site, gather the whole group at the carriage house walls for an orientation before dividing learners into the five groups. As the groups rotate through each station, highlight elements of the site's story that relate to the daily life and commerce conducted here over time.

- Station 1: **Exhibit/store** for commerce information
- Station 2: **Kitchen/garden** for daily life and domestic chores information
- Station 3: **Wash house** for daily life and domestic chores information
- Station 4: **Mill** for industry and science information
- Station 5: **River** for nature and geography information

Station 1: Exhibit/Store

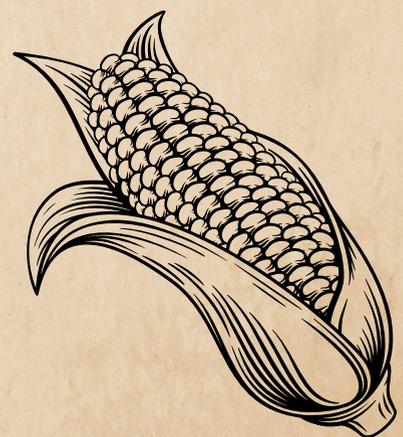
Learners explore the exhibit and store area on a self-guided tour.

Station 2: Kitchen/Garden

Context: Cesar and Hannah Monod were slave owners who lived here with a 22-year-old female enslaved person named Harriet and her 18-month-old baby boy. During the short while that the Monods lived in Castroville, Cesar worked as a dry goods merchant, served as the town mayor, and was appointed postmaster general for Medina County. He and Hannah lived and worked in their home, which also served as a store. Harriet would have spent much of her time working over the fire in the separate kitchen, doing laundry in the wash house, or doing chores in the garden.

Kitchen Activity

- Pass around a dried corn cob and samples of cornmeal for learners to experience.
- Ask: What do you eat that is made from corn? How does a kernel of corn become part of a piece of bread? How do you think cornmeal is made and used?
- Conduct a cooking demonstration by having site staff (if available) demonstrate making a simple cornbread recipe over an open hearth. Share recipes available in the Resources list. Allow learners to assist where safely possible.



- **Resources**

- Cornbread recipe similar to a Civil War recipe. <https://www.education.com/download-pdf/activity/68295/>
- 1855 recipe (see image below) from *The young housekeeper's friend, or, A guide to domestic economy and comfort*. (<https://digital.library.cornell.edu/catalog/hearth6060882>).

TAKE a pint of sour milk, or butter-milk, break an egg into it, stir in a spoonful or two of flour, and add Indian meal enough to make a thick batter; put in a teaspoonful of salt, stir it five or six minutes, and then add a heaping teaspoonful of saleratus dissolved in a spoonful of hot water. If it is the season for berries of any kind, put in a gill or two; bake in a pan or on the griddle. If you bake it in cakes on the griddle, notice, after they are laid on, whether they appear almost as thin as common griddle cakes; if they do, drop a spoonful more upon each cake, in order to make it of sufficient thickness when done; let them lay four or five minutes before you turn them; take them off in about two minutes after turning them. They should be of a thickness to be cut open with a knife. All kinds of Indian and sour milk cakes are good with whortle or blueberries; but the batter must be made rather stiffer than when they are not used.

There can hardly be a better breakfast for those who do not use meat at that meal, than cakes of this kind.

Garden Activity

- Learners explore the garden area.
- After exploration, gather learners together and ask: What did you observe in the garden? What is currently growing?
- Share Rowena Vance's letter to her mother from 1854 (see Resource below). Ask: How is this garden the same as and different from the garden that would have been here in the late 1800s?
- Resource:

I have recovered from the Indian depredation somewhat and now feel prepared to write of peaceable matters gardens children occ. I have an enormous beet from my garden for dinner today, also green beans turnips squashes and lettuce whenever required also last years sweet potatoes from our garden salt perk that I pickled from one of our pigs, that were, when you left Texas. I have six young ducks, had seven but one died of lice. I think you killed yours at the Salado with milk. They say it kills them. One of my others were sick and I gave it red pepper, rhubarb, butte and asafoedita and sure enough the poor creature got well.



Station 3: Wash House

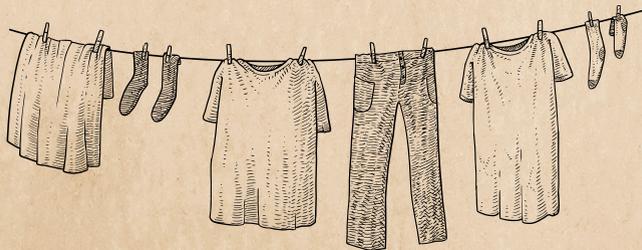
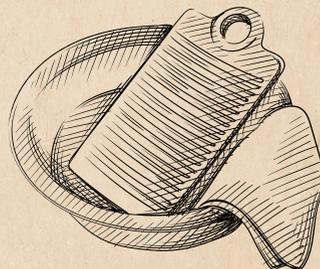
The goal for a learner experience at the wash house is to demonstrate the very hard labor required for cleaning clothes in the late 1800s. Reconstructing a “wash day” activity requires hands-on supervision by site staff and/or chaperones.

Activity

- Share the following quote from Frank Howard, 1872, a mercantile store employee.

“One day while working in the store I saw some women engaged in some employment near the river...I saw that they were washing. Kneeling down close to the edge of the water and holding a kind of wooden trough they were scrubbing articles of clothing with great energy. After the washing was completed they wrung out the clothes by slapping them on the rocks. Nearly everybody here do their washings out of doors, and a large number take their tubs and boiling kettle to the river.”

- Direct learners’ attention to artifacts/reproduction materials such as wash tubs, washboards, dolly-tubs with agitators, bar soaps/soap flakes, powder/ash bars, linens, sad irons, wash lines. Ask how each item might have been used during washing day.
- Ask these suggested discussion questions:
 - The river was a water source for washing laundry, but so was the well. Was one source preferable to the other? Why?
 - How would water get from the source to the wash house?
 - How was water heated for cleaning?
 - What was the physical labor involved in doing laundry from start to finish?
 - How were laundry soaps alike and different to soaps today?



Additional Activity

If possible, set up a laundry day relay race between two teams. Fill two wash tubs with water. Give each team a washboard, washing soap, and multiple pieces of scrap fabric. At go, one learner from each team grabs a piece of fabric, puts washing soap on it, scrubs it against the washboard ten (10) times, wrings it out, and hangs it on a wash line (with or without clothespins). As soon as one learner finishes the entire process, the next team member begins.

Station 4: Mill

Context: The wheel and axle is one of the first “simple machines” used to harness nature’s power. The wheel holds potential energy. The water holds kinetic energy. When water and wheel meet, the water applies force on the wheel, causing it to turn and generate mechanical energy. Water wheels have been used for centuries to generate mechanical power. Using water to harness energy is called hydropower. Hydropower is this nation’s largest renewable energy source.

When the Haas-Quintle gristmill was in operation, water from the Medina River was redirected into the head race and down into the mill pit, turning the turbine. The rotation of the turbine and the vertical shaft created enough mechanical energy to run the gristmill that moved the grain elevators and turned the millstones or mill roller.

Activity

- Review these key terms:
 - gristmill: a building that houses machines that grind grains such as wheat and corn into flour or meal
 - hydropower: mechanical or electrical energy created by flowing water
 - kinetic energy: energy from motion
 - potential energy: untapped, stored energy
 - renewable resource: energy resources that can be replenished
 - work: the energy transferred from or to an object when applied force causes movement
- Observe the water wheel. Have learners take turns using the cup to pour water from the basin over the wheel blades. Ask these suggested discussion questions:
 - How many blades does this turbine use? (16)
 - Hydropower is a renewable resource, meaning that the source never runs out. What are some other examples of renewable resources? (solar/wind/geothermal energy)
 - What work is the water wheel doing? (lifting the weight as the shaft turns)

Additional Activity: Pinwheel Turbine

A pinwheel is similar in shape to a mill turbine. When its blades fill with air, the pinwheel turns and creates energy, as does water when it flows across the gristmill blades. In this activity, learners create their own pinwheel turbines.

Materials needed for each learner:

- **Pinwheel Turbine activity instructions resource**
- 8”x8” paper or card stock
- ruler
- sharpened pencil
- pencils with erasers
- push pin (adult assistance advised)

Review the activity directions resource. Distribute materials. Share pinwheel turbines when completed.



Station 5: River

Gather the learning group at the river for orientation. Distribute the **Medina River and Historic Dam resource**. Review the resource and answer any questions. Point out that a dam is a barrier built across a stream or river to stop or slow the flow. Instruct learners to regather as a group when their observations are completed.

Possible answers include:

PRO Dams

- Provide water for drinking, cooking, bathing, washing, watering.
- Reservoirs create recreational areas for fishing and boating.
- Provide hydropower for industry.

CON Dams

- Potential flooding of large areas of land
- Change in river flow
- Negative impacts on plants and animals



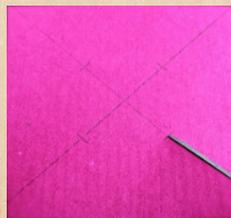
Site Tour Completion

Once all groups have completed all five stations, distribute the Settler Certificate to each learner.

Pinwheel Turbine Activity Instructions



- Choose a piece of card stock.
- Lightly draw a straight line connecting each diagonal corner creating a large X on your square.
- From the center point of the X, measure $\frac{1}{2}$ inch and make a mark on each line.
- Starting at each corner, cut along the pencil line toward the center. Stop at the $\frac{1}{2}$ inch marks.
- Start forming the pinwheel by gently pulling one corner down toward the center of the X. Don't crease or fold the corner as you pull it down.
- Repeat the process for each corner.
- Insert a push pin in the center of the X through all four corners. Wiggle the pin around a little to make the hole a bit larger. This will allow the pinwheel to turn more easily.
- Insert the push pin into the side of the pencil eraser.
- Enjoy your pinwheel!



Medina River and Historic Dam

Record your observations of the dam and river. Take notes and make drawings



Medina River Dam, 1890s

How are the river and dam today different from the river and dam in the 1890s?

What are the pros and cons of building a dam on a stream or river? List at **least three reasons** for each category.

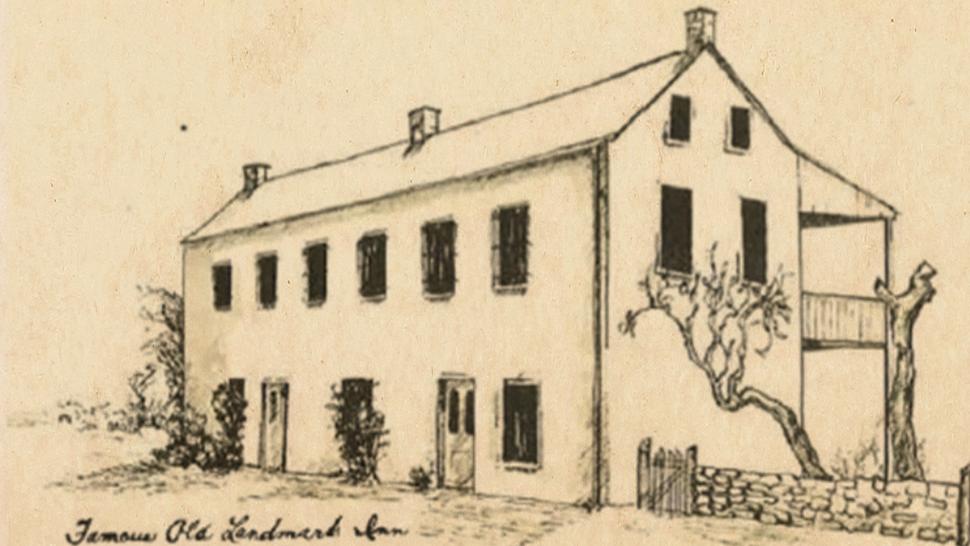
PROS	CONS

River and Dam Observation Drawings

SETTLER CERTIFICATE

Awarded to

for becoming an expert in the daily lives of
early Castroville settlers who lived and worked at
Landmark Inn State Historic Site.



*Famous Old Landmark Inn
Castroville, Texas*

Date

TEXAS
HISTORICAL
COMMISSION 
REAL PLACES TELLING REAL STORIES

