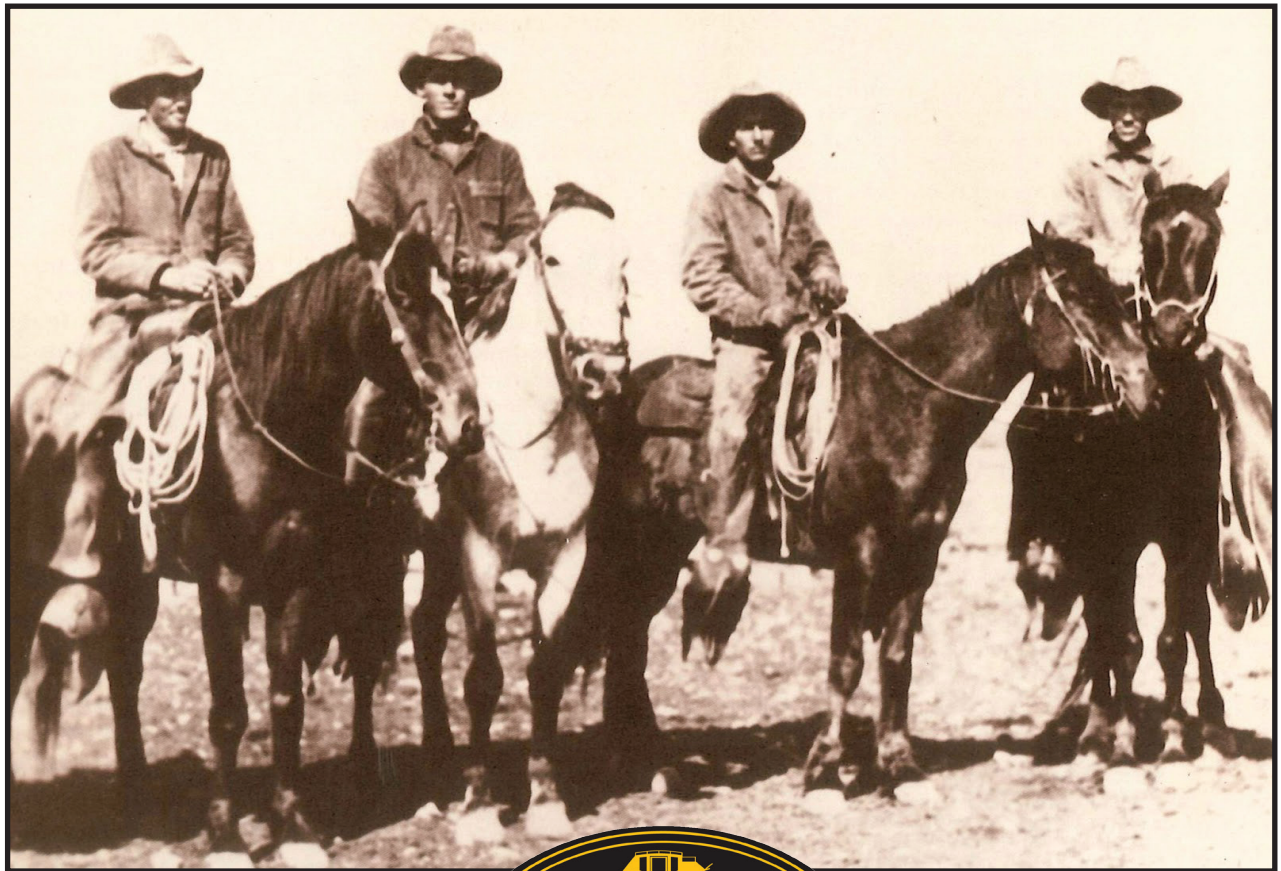


HOME ON THE RANGE PRE AND POST VISIT PACKET



3rd – 5th
grade students

HOME ON THE RANGE PRE AND POST VISIT PACKET

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Supplemental Math and Science Programs can be found on the Mahaffie website (Mahaffie.org).

– “Is There Safety in Numbers?”



HOME ON THE RANGE PRE-VISIT PACKET

Section 1 –Pre-Visit Materials



HOME ON THE RANGE

PRE-VISIT LESSON PLAN

OVERVIEW

Students will learn about cowboys and the history of the cattle industry in Texas and Kansas. Mr. Mahaffie raised blooded cattle, and, from 1865 to 1885, thousands of cowboys drove cattle from Texas to the nearest railroad in Kansas. Towns like Dodge City, Abilene, Wichita, and Kansas City became known as “cow towns.” During this pre-visit lesson, students will learn about the Mexican influence on cowboys, as well as what it meant to be a cowboy.

OBJECTIVES

- 1.The student will identify the different parts to the cowboy’s outfit.
- 2.The student will differentiate myths from facts about the cowboy’s lifestyle.
- 3.The student will demonstrate knowledge of key terminology used in the cattle industry, both English and Spanish.
- 4.The student will analyze cowboy songs for historical facts.

ESSENTIAL QUESTIONS

- 1.What was the purpose of the cattle industry?
- 2.What was the main job of the cowboy?
- 3.Why did the cattle runs end?

STANDARDS

Kansas Benchmark:

- 1.1 The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.
- 3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
- 4.1 The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.

Common Core:

CCSS.ELA-Literacy.L.3-4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 and 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



HOME ON THE RANGE

LESSON OVERVIEW

Lesson 1:

Vocabulary

Lesson 2:

History of cowboys

Chuck Wagon VTS activity

Lesson 3:

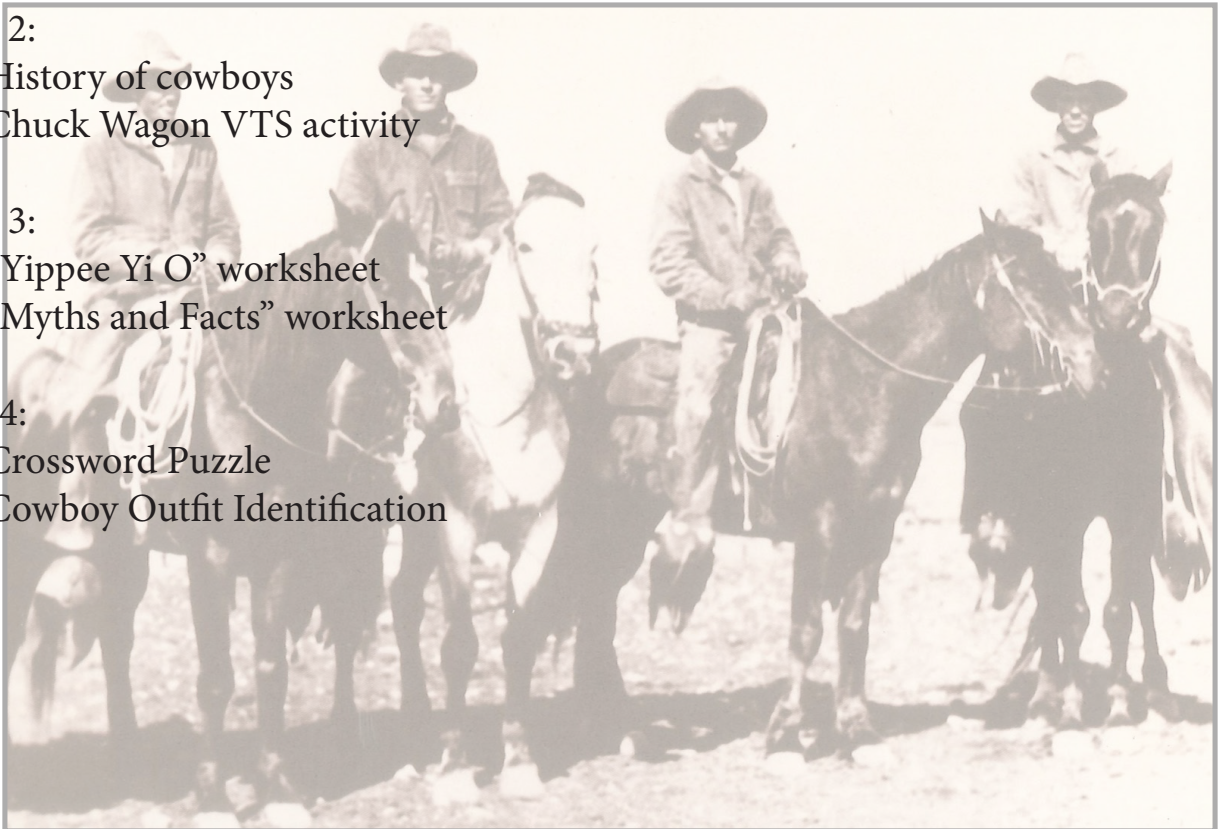
“Yippee Yi O” worksheet

“Myths and Facts” worksheet

Lesson 4:

Crossword Puzzle

Cowboy Outfit Identification



HOME ON THE RANGE

LESSON 1 INSTRUCTIONS

Review the provided vocabulary list with your students. The list contains vocabulary about the cowboys and the cattle industry that will be discussed throughout this lesson and the tour. In parentheses next to select terms are the Spanish translations. Make sure students learn both the English and Spanish vocab terms. For correct pronunciation of the Spanish vocab, you can visit www.spanishdict.com and click on the speaker button.

Choose one of the three options for reviewing the vocabulary list.

1. As a class through recitation
2. In small groups, have students quiz each other on the terminology
3. Have students work individually and create a sentence for each of the vocabulary words.

The vocabulary review activity should take about 45 minutes to complete.



HOME ON THE RANGE

VOCABULARY

1. **Bandanna** (Bandana) – cheap scarf printed with bright red dye used to protect the cowboy’s face from sun, wind, and dust.
2. **Bronco** – an untrained horse; means “wild” in Spanish
3. **Buckaroo** (Vaquero) – another name for cowboy
4. **Cinch** (Cincha) – a wide strap used to hold the saddle on a horse
5. **Chaps** (Chaparreras) – Leg coverings worn by cowboys to protect them from rough brush and keep them warm in cold weather
6. **Chuck** – cowboy slang for food
7. **Corral** – fenced area for horses, cattle, and other animals; means “playpen” in Spanish
8. **Jinglebobs** – attachment to a spur that creates a noise when a cowboy walks
9. **Lariat** (La Riata) – cowboy’s rope; also known as a lasso
10. **Cattle Drive** – taking cattle north to the railroad
11. **Ranch (Rancho)** – a farm for horses, cattle, and other livestock
12. **Stampede** (Estampida) – horses and cattle run after getting scared
13. **Stirrup** (El Estribo) – a foot rest on the saddle
14. **Spur** (La Espeula) – metal wheel worn on the back of the boot to get horses to run faster
15. **Outlaw** – name for a criminal during the 1800s
16. **Revolver** – a pistol holding several shots in a revolving chamber; means “to spin” in Spanish
17. **Rodeo** – a competition of cowboy skills; means “cattle market” in Spanish



HOME ON THE RANGE

LESSON 2 INSTRUCTIONS

If students feel comfortable with the vocabulary they practiced yesterday, they are ready to learn more about the history of cowboys and the cattle industry. Read the provided script to the class and show them the appropriate images when necessary.

Students will utilize a new interpretation technique employed by museums called Visual Thinking Strategy (VTS) to strengthen their critical thinking skills when discussing the cattle industry.

The teacher will act as the facilitator to ask their students only three questions to interpret the photograph of a chuck wagon:

1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Make sure students know there are no wrong answers. This is a completely student-led activity, so the teacher should not offer any clues or suggestions to the students on how to interpret the image. Students can talk about the characters they see, landscape, objects, as well as the position of objects and characters. This is a whole-class activity. The VTS activity should take between 15-30 minutes.



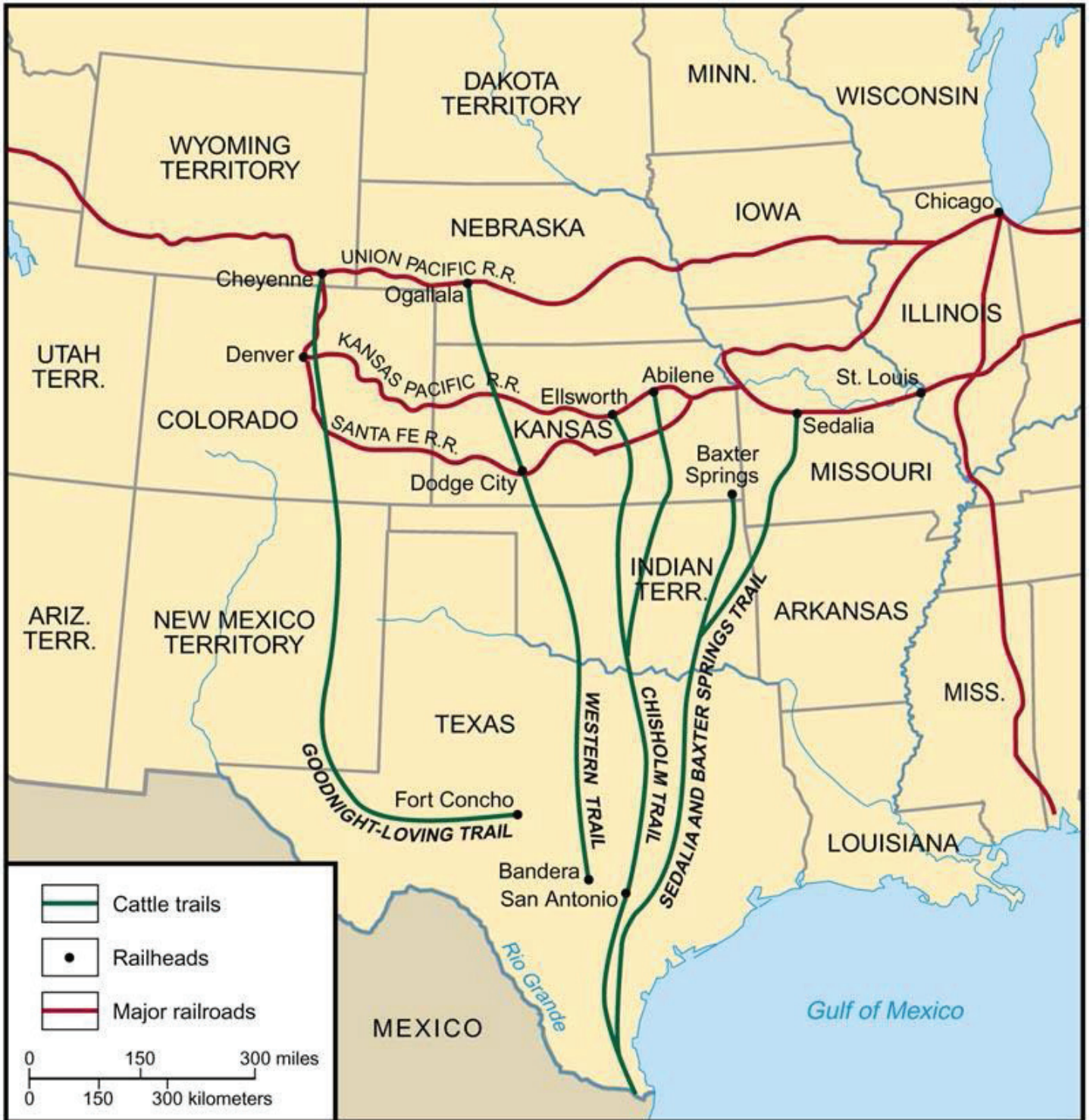
HOME ON THE RANGE

HISTORY OF THE CATTLE INDUSTRY

1. Break down the word cowboy. What two words do you see? (Students should answer cow and boy.) Cowboys got their name because they were young men (boys) who drove cattle (cows) north to the railroad. Most cowboys were in their 20s.
2. The first cowboys started in Mexico and were called Vaqueros. Mexicans bred and raised cattle that the Spaniards brought over after settling in the country. Texas cowboys preferred to be called buckaroos, a slang version of vaqueros.
3. In the early 1800s, Texas was part of Mexico. It wasn't until 1844 that Texas became part of the United States of America. Up until that time, many vaqueros had been raising cattle on the land. When Texas joined the U.S., the vaqueros stayed and worked in the cattle industry.
4. Texas was the main cattle breeder in the U.S., but it was really far away from the people who lived in the East. At the time, there was no railroad connecting Texas to the eastern states. The nearest railroad ran through Kansas. Cattle ranchers hired cowboys to drive cattle up trails to specific towns on the railroad to then ship the cattle to the east. These towns became known as "cow towns." (Show picture of Cattle Trails and ask students to describe where each trail went.)
5. The life of a cowboy was a tough life. They were out on the open range for days and weeks at a time. The land was dry, and they often went days without fresh water. It was also dangerous. Stampedes and wildlife could cause serious harm to cowboys.
6. Old cowboys who were too old to sit in the saddle drove the chuck wagons. They were responsible for cooking all of the meals, waking the cowboys in the morning, giving out medicine, and mending clothes. Chuck was usually pretty dull food, usually dried beef, beans, and bread. Texas became known for its spicy food because cowboys would add lots of spice to old meat to hide the bad taste.
7. The cattle industry lasted for about twenty years, from the 1860s to the 1880s. It ended when the railroad expanded into Texas, making the trails unnecessary. Cowboys then worked primarily on ranches.



CATTLE TRAILS



CHUCK WAGON



Camp Wagon On a Texas Roundup - by Henry Jackson, photographer, 1900

1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

For a larger version of this image, visit: www.loc.gov/pictures/item/det1994014787/PP/



HOME ON THE RANGE

LESSON 2 INSTRUCTIONS

Students will analyze traditional cowboy ballads and learn the difference between myth and fact. In the “Yippee Yi O” worksheet, students will read lyrics from a traditional cowboy ballad and then analyze the information to answer questions in a worksheet. The ballad is being used as a primary document for students to get first-hand knowledge of what it was like to be a cowboy. The “Yippee Yi O” worksheet can be either a small group or individual activity, but answers should be reviewed as a class. After the answers have been reviewed, you can go to <http://www.youtube.com/watch?v=D40hyjEp0Co> to play the song. Make sure your students know that there are many versions of the song, so the lyrics won’t match up perfectly. They can sing along to the chorus if they’d like.

Once students have completed the “Yippee Yi O” worksheet, they should begin the “Myths and Facts” worksheet. This worksheet helps students differentiate real facts about cowboys from the fantasy tales that have made their rounds in books and movies. Students can work in small groups or individually to complete this activity. If in a group, they should discuss the questions as a group before coming up with an answer. Once students have finished the worksheet, the teacher should go over the answers with the class as a whole.



HOME OF THE RANGE

YIPPEE YI O WORKSHEET

“The Old Chisholm Trail”

Come along boys and listen to my tale
Tell you of my trouble on the old Chisholm Trail
(Chorus)

Come a ki yi yippee yippee yi yippee yay
Come a ki yi yippee yippee yay

Well, I started up the trail October twenty-third
Started up the trail with a 2-U herd (Chorus)

I'm up in the mornin' before daylight,
an' before I sleep the moon shines bright. (Chorus)

Ten dollar horse and a forty dollar saddle
I'm going cut them Texas cattle (Chorus)

Woke up one morning on the old Chisholm Trail
My rope in my hand and a cow by the tail (Chorus)

Cloudy in the west, looking like rain
My danged old slicker's in the wagon again (Chorus)

Jumped in the saddle and I grabbed that horn
The best blamed cowboy ever was born (Chorus)

Foot in the stirrup and a hand on the horn
The best danged cowboy ever was born (Chorus)

Last night on guard, an' the leader broke the ranks.
I hit my horse down the shoulders an' spurred him in the flanks.(Chorus)

Bacon and beans most every day
Soon to be eating that prairie hay (Chorus)

I went to the boss to draw my roll.
He figgered me out nine dollars in the hole. (Chorus)

No chaps, no slicker, and it's pourin' down rain,
an' I swear by God I'll never nightherd again.(Chorus)

So I sold old Baldy, and I hung up my saddle
and bid farewell to the longhorn cattley (Chorus)

Knees in the saddle and a seat in the sky
Quit my boss and say goodbye (Chorus)



HOME OF THE RANGE

YIPPEE YI O WORKSHEET

1. List some of the vocabulary terms your studied that are in this song.

2. When did this cowboy wake up in the morning?

3. When did he go to sleep at night?

4. What did he eat for food?

5. What was the weather like on the trail?

6. What was the name of his horse?

7. Did this cowboy enjoy his job? Why or why not?



HOME OF THE RANGE

YIPPEE YI O ANSWER KEY

1. Spurred (Spur) and Chaps
2. Before daylight
3. After the moon shines bright
4. Bacon and beans
5. Windy and rainy
6. Baldy
7. No; hard work, long days and little sleep, bad weather, little pay



HOME OF THE RANGE

MYTH OR FACT WORKSHEET

There are many myths about cowboys. Books and movies have told stories that are far more glamorous and adventurous than the true stories. Below are common tales about cowboys. Some are true and some are false. Use the information you have learned about cowboys so far to decide whether you think a tale is myth or fact. Circle the correct answer for each tale.

Cowboys were mostly young men in their 20s.

Myth Fact

Cowboys carried guns to fight off Indians.

Myth Fact

Cowboys robbed stagecoaches and trains.

Myth Fact

Mexicans and Native Americans worked as cowboys.

Myth Fact

Cowboys protected townspeople from Indians and outlaws.

Myth Fact

Cowboys didn't change their clothes during the whole trip.

Myth Fact

Only men worked as cowboys.

Myth Fact

The cowboy language is English.

Myth Fact



HOME OF THE RANGE

MYTH OR FACT ANSWER SHEET

There are many myths about cowboys. Books and movies have told stories that are far more glamorous and adventurous than the true stories. Below are common tales about cowboys. Some are true and some are false. Use the information you have learned about cowboys so far to decide whether you think a tale is myth or fact. Circle the correct answer for each tale.

Cowboys were mostly young men in their 20s.

FACT – cowboys were rarely over the age of 30. It was hard work, so most cowboys didn't work for more than ten years. They hoped to own their own ranch by the time they were 30.

Cowboys carried guns to fight off Indians.

MYTH – cowboys and Indians usually got along really well. Many Indians even worked as cowboys. If cowboys carried a gun, it was to fight off wild life like wolves and rattlesnakes.

Cowboys robbed stagecoaches and trains.

MYTH – outlaws robbed stagecoaches and trains. Cowboys just delivered cattle to the trains. There is no evidence that they ever committed crimes like robbery.

Mexicans and Native Americans worked as cowboys.

FACT – many cowboys were Mexican or Native American. Texas used to be part of Mexico, so the first cowboys in Texas were Mexicans. Many Mexicans stayed in Texas after it became part of the U.S. to keep working as cowboys. Native Americans knew the land really well, so they made great cowboys.

Cowboys didn't change their clothes during the whole trip.

FACT – cowboys didn't carry any luggage other than the items they needed to get the cattle to the railroad. Once they got into town, they would throw away their clothes and buy new ones. This meant cowboys were usually pretty smelly.

Only men worked as cowboys.

MYTH – women sometimes worked as cowboys too, except they were called cowgirls. Some women worked on the ranch when their husbands were gone or went of the drive with their husbands.

The cowboy language is English.

MYTH – the cowboy language is Spanish. Cowboys came from Mexico, so they brought their language with them.



HOME ON THE RANGE

LESSON 4 INSTRUCTIONS

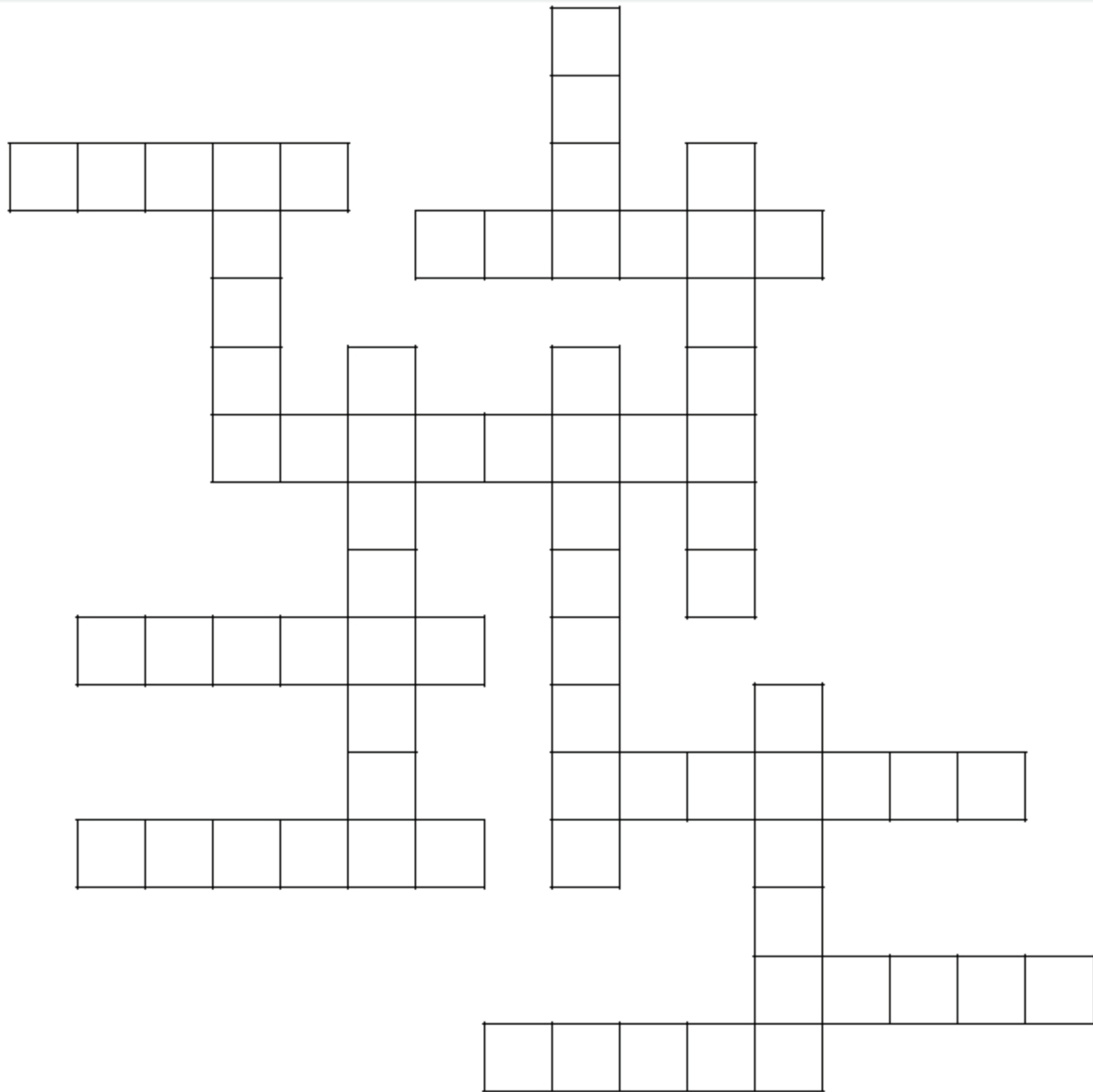
This lesson is dedicated to assessment.

Students will complete a crossword puzzle,desined to assess their knowledge of the previous days' content and ensure they are fully prepared for their tour at Mahaffie. The crossword puzzle assessments can be completed individually or in small groups, but should be reviewed as a class.



HOME ON THE RANGE

CROSSWORD PUZZLE



Across

2. Cowboy slang for food
5. Fenced area for horses, cattle, and other animals
8. Horses and cattle run after getting scared
9. Cowboy's rope
11. Spanish for stirrup
12. Name for a criminal in the 1800s
13. Strap that held the saddle to the horse
14. A competition of cowboy skills

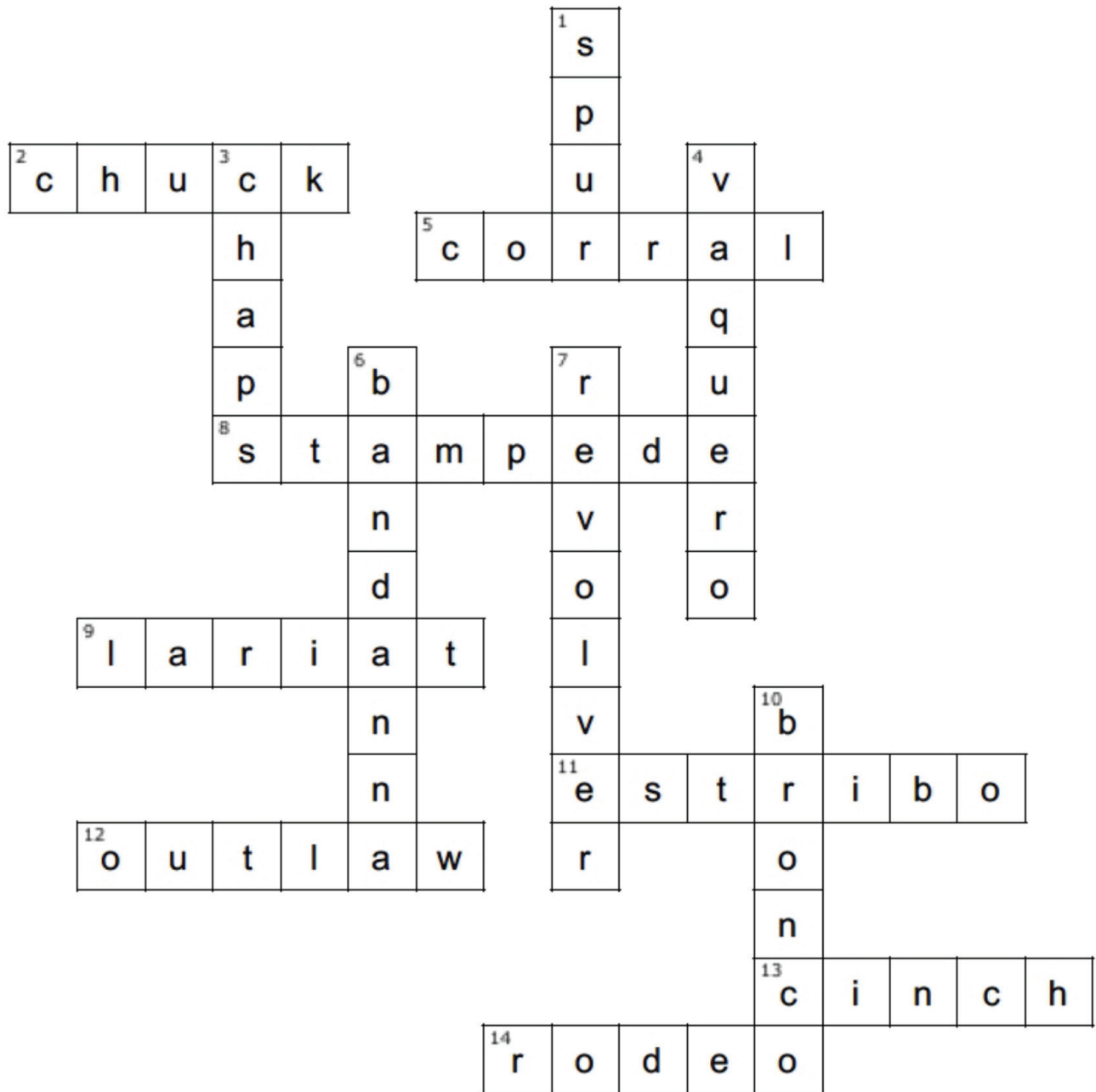
Down

1. Metal attachment on the back of the boot to get horses to run faster
3. Leg coverings worn by cowboys
4. Spanish for cowboy
6. Red scarf worn over a cowboy's face
7. A pistol
10. An untrained horse



HOME ON THE RANGE

CROSSWORD PUZZLE ANSWER KEY



HOME ON THE RANGE

POST-VISIT ACTIVITY

To ensure that students understand the material from the pre-visit lesson and the tour, they will complete a post-visit assessment.

Have students write a short story of what it would be like to be a cowboy during the cattle industry.

They should include:

1. Where they're starting from
2. Where their destination is
3. What trail they're traveling on

Suggestions on what to write about include:

1. Why they're traveling
2. Who they're traveling with
3. What they packed with them
4. What they encountered on the trail
5. What it was like once they got to their destination

Students can also draw a picture of a cowboy out on the range if they are more artistic than verbal. Drawings should still include the same information as the short story, just visually instead of verbally.



HOME ON THE RANGE

POST-VISIT ACTIVITY

Please label each of the parts to the cowboy's outfit with both the English and Spanish names. Some items might not have a Spanish name.

