



4th Grade Tour Questions and Answers

1. How did Indian tribes educate their young people about their history, their culture and their religion? Hint: Esihibatu ((12) can tell you; Sun Boy (25) can show you.
Answer: Through drawings on rocks, hides or paper and through word of mouth, festivals, traditions and celebrations.
TEKS 4:2A Compare the cultures of Native Americans.
2. What would Indians and frontier settlers use for fuel on a prairie that had no wood to burn? Hint: See what is available by looking at the mural in the Indians area around the tipi.
Answer: Buffalo (or cow) chips left as animals traveled through the area.
TEKS ELA 4.8:B,C; Visual Literacy
3. Why did J. Wright Mooar and the other buffalo hunters almost wipe out the buffalo in Texas? Hint: Listen to (22)
Answer: It was to make money.
TEKS SS 4.7B Identify cause and effect relationships.
4. Who was the woman who told you about how Indian life was affected by the killing of the buffalo? Hint: (21)
Answer: Cynthia Ann Parker
TEKS SS 4.A; Identify similarities and differences
5. Who were the "Buffalo Soldiers?" Hint: (32)
Answer: Black soldiers stationed on the frontier after the Civil War.
TEKS: SS 4.4D Effects of changes on Native Americans in Texas
6. What important things would a trail boss need to know before taking his cattle along the long cattle trail to the railroads? Hint: (38)
Answer: The location of water, grazing, Indian tribes, railroad towns
TEKS: SS 4.4B; 4.13:A,B,C,F; 4.22; 4.23:A: Explain growth and development of cattle industry. Making Inferences. Visual interpretation.
7. What animal did Britt Johnson use to pull his freight wagon? Hint: (42)
Answer: Mules
TEKS: SS 4.13:E Explain developments in transportation.
8. What was the purpose of the Butterfield Stagecoach line? Hint: (43)
Answer: To carry mail and passengers from St. Louis to San Francisco.
TEKS: SS 4.13:E Explain developments in transportation.
9. Approximately how far could you walk in one day? Hint: (41)
Answer: 20miles
TEKS: SS 4.22:C Interpret information in visuals
10. Which job on the cattle trail would you consider to be the worst? Why? Hint: (53)
Answer: The Drag because of the dust and muck from the cattle.
TEKS: SS 4.22:C Interpret information in visuals



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Frontier Forts and Settlement

Since Spain ruled Texas, the Indians had served as a major issue in settlement. Fighting between the two was significant and the trouble was transferred to the Texians (white settlers) when Mexico took over, then to the Republic of Texas and eventually the state.

Determined to establish peace, the US Army needed a permanent physical presence. In June 1851, General William Belknap founded Fort Belknap located in Young County (near present day Graham). It protected settlers from Kiowa and Comanche Indians throughout the 1850's.

The next fort was about 50 miles away. Ft. Phantom Hill was established in November 1851. Its location, from the beginning, was a major problem. The resources, most importantly water which had to be hauled from 4 miles away, were not as plentiful as once thought. They did have mostly peaceful relations with the Indians. In April 1854 the fort closed and the soldiers burned the buildings, so that no one would have to man the fort again.

October 1852, Ft. Chadbourne was established about 60 miles southwest of Ft. Phantom Hill and did have to deal with hostile Indians. Ft. Mason was built in the summer of 1851 about 90 miles southeast of Ft. Chadbourne. They also protected settlers from the Comanches, Lipan Apaches and Kiowa. Ft. McKavett was built in 1852 about 35 miles west Ft. Mason was and abandoned in 1859.

The US soldier's service in Texas was divided between building forts, protecting settlers, expeditions in pursuit of Indians, fighting Indians, surveying roads, escorting the mail, stringing telegraph lines and enforcing the law. They lived as soldiers do today, with a defined chain of command. Each soldier's rank indicated where he fit in the scheme of things.

The forts were abandoned by US troops at the beginning of the civil war leaving settlers to fend for themselves due to the lack of resources from the state. The state did form the Frontier Regiment in an attempt to protect frontier settlements. Indian attacks increased.

Resourceful Texans joined together to provide a defense from the Indians. As a result of the Elm Creek raid in 1864, citizens began to join together for protection and form citizen forts. The forts also provided the settlers with a sense of community which they lacked in their otherwise normally isolated lives. Most though were abandoned prior to the end of the Civil War.

The presence of the US military had been a factor bringing settlers to the region and after the Civil War, the same citizens demanded that the protection be provided. By 1866, US military presence resumed.

The military returned to Ft. Mason in 1866 and rebuilt it while curbing the violence and lawlessness of the region. Fort Griffin was built in 1867 in Shackelford County. Early in 1868 Ft. Richardson was built. In 1868 troopers and contractors began construction of Ft. Concho in present day San Angelo. The War Department reactivated Ft. McKavett in 1868.

Buffalo Soldiers (African American) were introduced to the area and proved to be very strong, capable soldiers. They along with white soldiers helped survey roads, escort the mail, string telegraph lines and enforce the law. Soldiers black and white, helped to build West Texas.



Frontier Forts and Settlement

P X C T F B S D U J R R W C W H A H P D
N H X S B Y Y T X B B H Z V F X E Q X U
Z B A E F X R J Y Y R U L U I T F Y T O
B B Y N Z C T W N O S D R A H C I R H I
B E I W T N O I T A R G I M M I K C W S
M P L O K O M Q L Z K B W V L G N K B R
G V S K G K M X D H N Z W Q G O A K Y M
A P F K N H X H I L K E Y P C D Q S A T
B P Z O H A M Q I M V G T J U Q Y B W R
Y P D H U D P Q L L T P H Q L B P T I A
F T U C R N P Y T N L V C G T F B M Y E
U N F K L U A R E Q G R M D J T K D K U
M E L T E V C M C E N R U O B D A H C N
N C B F X X E B F T Y H S R F T X S P I
C P K W Q L W W P B Y W A Y D D Y D V F
G J A A T G J E C Q M D L Z M C X U U F
J V B T V B M M A S O N X U H D J J X I
K H E O N E E J N N W P K R M O H D Y R
Y S G E Y N T W N O B M L X Y J H A U G
I B A D H G J T N H E J R Q B D C K A Q

BELKNAP
CHADBOURNE
CONCHO
GRIFFIN
IMMIGRATION
MASON
MCKAVETT
PHANTOMHILL
RICHARDSON
SETTLEMENT

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History Through Art

Overview: This activity uses art (painting) to challenge students to look closely at a work of art and make references to historical learning objectives.



Painting Title: **“Almost Home”**

Painting Subject: **Cattle Drive or Ranch Round-Up**

About the Artist: **Marie Tumlinson (1917-2007)**

Marie Pruett Tumlinson was born in 1917 in California, but she grew up in Texas. She married her childhood sweetheart, Sam Tumlinson while he was in the U. S. Army and traveled with him to many parts of the world. Sam's family was one of the original 300 families who came to Texas with Stephen F. Austin. For many years she traveled between her native Texas and her studio in Tacoma, Washington and their home in Canada. Her travels gave her ample opportunity to observe people and out-of-doors scenes she loved to represent in her oils and pastels. Marie Tumlinson died in Abilene, Texas in 2007.

Since her childhood she has drawn and sketched, but did not have the opportunity for formal training until she was twenty-five years old and began classes at the University of Texas in Austin. This study has been supplemented by classes taught by distinguished artists from all over the world in places she has lived and worked.

Her work has been shown in galleries and collections in Texas, Virginia, Washington D.C., Oregon, Washington State, Canada and Texas. She has exhibited in local and national shows in the U.S. and Canada and her work has received numerous awards. She has held workshops, lectured and taught special art classes in both public and private schools. Currently, one of her cattle drive paintings is on display in the Abilene Civic Center.



“Almost Home”

This painting is a prototype of a large painting that Marie Tumlinson did for the Abilene Civic Center in 1995. She was asked to create a cowboy scene that had a timeless quality so that every generation of Texans could identify with the picture. Before she began her large painting, she did this one in order to help her develop perspective, her predominate colors of yellow, orange, green and rust. She began with an under-painting of gold colors then drew the perspective of where she wanted the eye to focus. From there she added values of light and dark, creating patterns that let us know that it is almost sunset. The painting is done in oil.

For Discussion: ART

1. How did she create a scene that cowboys from the past, present and perhaps future could identify with?
2. Look at the picture and name four things that a cowboy needs to do his job.
3. What are the predominate colors?
4. What kind of mood do these colors create?
5. How did doing this picture help her plan the large one on public display?
6. After you have been on a long trip and get close to home, how do you feel? Does the title of the piece, “Almost Home” help you know how these cowboys might be feeling?

Additional Activities:

1. Read the biographical information about George Reynolds, listen to him as a Spirit Guide and write a brief description of his career as a cattleman.
2. Research the life of a legendary cowboys or cowgirls—Below are some suggestions: <http://www.tsha.utexas.edu/handbook/online/articles>
 - i. Oliver Loving
 - ii. Charles Goodnight
 - iii. Bill Pickett
 - iv. Helen Groves
 - v. Amon Carter

Or see: www.texascowboyhalloffame.com; or <http://www.cowgirl.net>

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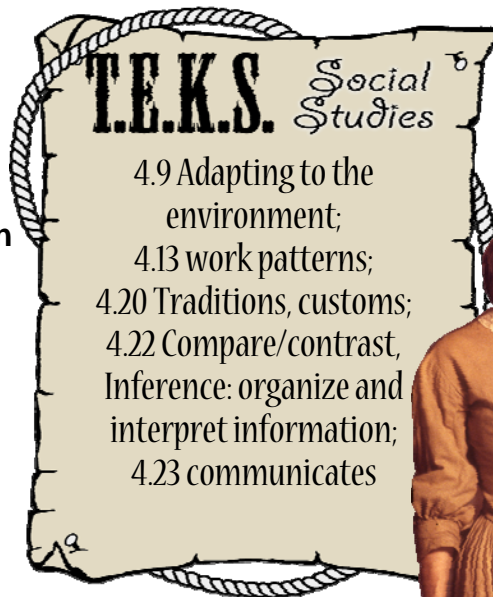
A Day in the Life of Frontier Boys and Girls

Overview: This lesson asks students to compare their lives with those of frontier boys and girls, making inferences and drawing conclusions about life on the frontier.

Objectives:

Students will:

1. Discover similarities and differences between themselves and a frontier child.
2. Make comparisons and draw inferences.
3. Evaluate pros and cons of frontier life.



Materials

Educational Displays provided by Frontier Texas!

Information Station (57), Towns and Social Life Rotator (56), Frontier Women Rotator (61), Frontier Experience Theater

Supplemental Materials Needed

Copies of journal page (Attachment 1), "A Day in the Life of a Frontier Boy or Girl," (Attachment 2), "Frontier Boy/Girl Comparison" (Attachment 3), "A Few Thoughts" (Attachment 4)

Teaching Strategy

Pre-Visit Introduction

1. As an introduction to your trip to Frontier Texas!, ask student to think about what their normal day is like. "When do you get up? What is your morning routine? What do you do after school?"
2. Students will complete the journal page (Attachment 1) describing what is happening at the times specified on their usual school day.

Museum Instruction

1. Enjoy learning about frontier life from the Frontier Experience Theater, Towns and Social Life Rotator (56), Imagination Station (57), and Frontier Women Rotator (61)
2. Remind students to look for similarities and differences between their own experiences and those of frontier children, especially as they play the game at Imagination Station.

Post-Visit Synthesis Activity

1. Distribute copies of "A Day in the Life of a Frontier Boy or Girl." (Attachment 2)
2. Ask students to compare the frontier boy's routine with the frontier girl's daily life, using attached comparison page (Attachment 3). Discuss ways their own lives are different from frontier children.
3. Students will express their own thoughts about frontier children, using the attached graphic, "A Few Thoughts" (Attachment 4)
4. Students will complete a paragraph telling what they would like and dislike about living on the frontier.

Student Assessment

Assess students understanding from their comparison of their own lives with that of a frontier child.

G/T Extension Activity

Students will create a game for a frontier child, using only the resources and materials that would be available on the frontier.



Attachment 1

7:00 am

9:00 am

12:00 pm

2:00 pm

4:00 pm

6:00 pm

9:00 pm

A Day in the Life of a Frontier Boy or Girl

In the 1800s, the pioneer family worked together to ensure each member's survival. For this reason, a child's help was essential towards the well-being of the entire family. During primitive settlement activities, boys and girls worked side by side. As the home place became established, it became acceptable for a young girl to work inside the house while her brother helped outside. Even though these frontier children worked hard, they always found time to play.

A Day as a Pioneer Boy

5:00 AM

Rise and shine! The sun has not fully risen, but it is time for you to start your chores. You pull on your clothes and walk outside to fetch water. If your family has a well, consider yourself lucky. You have to pump the well at least 100 times to ensure your family has enough water for the day. If there is not a well, you must travel a few miles to the creek. Next you have to carry extremely heavy buckets back home. Be careful you don't spill, or your mother will send you back outside for more water.

6:30 AM

After you wait for your mom to boil the water, you scarf down breakfast. Mom has cooked up a typical breakfast meal, consisting of corn mush, bacon and biscuits and gravy. Don't forget to drink your milk.

7:30 AM

It is important that you attend to your family's garden. If the crops fail, you will not have supper on the table tonight! You begin by weeding the fields. You have to do this by hand, because like most other pioneer families, your family doesn't have the money or the machines to make this job either. When you were younger, your hand would blister after weeding. Now you have built up calluses that protect your hands. This job can take several hours. Lucky for you, it is not harvest season, during which you would spend another few hours harvesting the crops by hand. Maybe you will have a few extra hours to play.

11:00 AM

You pause to take a quick lunch break, and you run to find your dad. He is just finishing branding some cattle. Your sister brings you some dried bread, cold beans, and leftover bacon to eat.

12:00 PM

Now it is time to go hunting. You need to have some meat on the table tonight. Unfortunately, your father has a number of other chores to do, so you have to hunt all by yourself. So what will you hunt today? Rabbit. These little critters abound the Plains region, and when cooked with your mother's special recipe, they provide a delicious source of protein.

2:00 PM

You are getting a little tired. You have been working for nine hours, but your work is not finished yet. It is time for you to collect fuel to keep the fire burning tonight. However, you are too young to get an ax and chop wood. Instead, you gather hay and animal bones. But most importantly, you fill buckets with cattle dung. Dung keeps your fire burning strong throughout the night. Once again, you have to carry an extremely heavy load back to the house. This keeps you busy for a few hours.

5:00 PM

Home at last and time for supper! Mom has cooked up a delicious meal – rabbit stew! The stew is flavorful, due to the carrots and wild onions your sister collected earlier today. No meal is complete without homemade bread.

6:00 PM

Your work is finished, but now it is time for school! Some children in other parts of the frontier may have a schoolhouse where they go to learn, but not you. Your mom has a collection of different books that she uses to teach you to read. Tonight, you begin reading *Hamlet* by Shakespeare. This play is one of your mother's favorites, and she carried it with her during the long journey west.

8:00 PM

Playtime! You join other children outside and decide to play *All the Tigers are Gone*, which is most fun when the sun is set. The group decides that your sister is it. She runs to hide, while you and the rest of the group wait at home base. After a minute, you split up and go walking into the dark night yelling "All the tigers are gone!" Hopefully, you will be able to spot your sister before she pounces, giving you a chance to run to the safe home base. Before you know it, your sister jumps out the dark and catches you. You're it! Have fun playing for a little longer.

9:00 PM

Bed time! What a day. Because your house is composed of only one room, your entire family goes to bed at the same time. After washing your face and ears in a basin filled with cold water, you snuggle up in bed. Your mother extinguishes the light in the kerosene lamp, and you shut your eyes. Sleep tight.

A Day as a Pioneer Girl

5:00 AM

Time to get up! It is still dark outside, but you have chores to do. You pull on your clothes and sleepily walk outside. It is time for you to milk the cows.

6:00 AM

Breakfast time! You help your mom boil the water that your brother brought in this morning, and you help your mother prepare the meal. Like most other days, breakfast consists of corn mush, bacon and biscuits and gravy. You polish off your meal with a tall glass of milk.

7:00 AM

Now it is time to help your mom clean up the house. Even though the floor of the house is dirt, you still spend time sweeping up debris around your home. Next is time to wash the clothes. You fill a large bucket with warm water. Placing the clothes in the water, you have to scrub each garment by hand, using a bar of soap. After this is finished, you carefully wring the water out of each article and lay it out to dry. When you are finished with the wash, you notice you have used all the soap.

9:00 AM

Now it is time to make more soap because there will be more washing to do tomorrow. You fill a special soap-making contraption, called the ash hopper, with ashes from the fire. Next, you pour water on top of the ashes. This causes lye to form, and you mix this with leftover animal fat. You boil this mixture over the fire, and the soap is made!

11:00 AM

It is time to take lunch to your father and brother. You fill a basket with some dried bread and leftover bacon from breakfast this morning. You also add cold beans to the lunch. After you take this to the men in the family, you join your mother inside to eat the same.

12:00 PM

This time you take your chores outside. You walk miles to gather wild vegetables. You notice your feet are a little tired because you have not sat down since you awoke this morning. You ignore the aches and continue on your journey. You finally come across some wild onions that should go deliciously with dinner. On your way home, you stop by the garden to pick some fresh carrots.

2:00 PM

You head outside again, but this time you collect eggs from the chickens. Perhaps your mom will make a delicious omelet in the morning. You finish the day by milking the cows one more time. This will provide your family with a fresh supply of milk for supper.

4:00 PM

It is time to help your mom make dinner. While your mother cleans the rabbit your brother caught, you boil the water, chop the vegetables, and tidy the house before dinner. You look forward to sitting down for a delicious meal.

5:00 PM

Dinner time! You enjoy the delicious rabbit stew and homemade bread your mother has made. But no dinner is complete without a tall glass of milk.

6:00 PM

Your work is finished, but now it is time for school! Some children in other parts of the frontier may have a schoolhouse where they go to learn, but not you. Your mom has a collection of different books that she uses to teach you to read. Tonight, you begin reading *Hamlet* by Shakespeare. This play is one of your mother's favorites, and she carried it with her during the long journey west.

8:00 PM

Playtime! You join with other children outside and decide to play *All the tigers are Gone*, which is most fun when the sun is set. The group decides that you are it. You run and hide behind a tree while the rest of the group waits at the home base. After a minute has passed, the members of the group spread out and yell "All the tigers are gone!" You listen and try to find someone to "pounce" on. You have to listen carefully because it is difficult to see at night. You hear footsteps approaching. You wait quietly, and POUNCE! You caught your brother. Good job.

9:00 PM

Bed time! What a day. Because your house is composed of only one room, your entire family goes to bed at the same time. After washing your face and ears in a basin filled with cold water, you snuggle up in bed. Your mother extinguishes the light in the kerosene lamp, and you shut your eyes. Sleep tight.

Compare Frontier Boy's Day with Frontier Girl's Day



Frontier Boy's Day

Frontier Girl's Day

Being a Frontier Boy or Girl

A Few Thoughts...

What I would like
about being a
frontier boy/girl?

If I were lived
on the frontier...

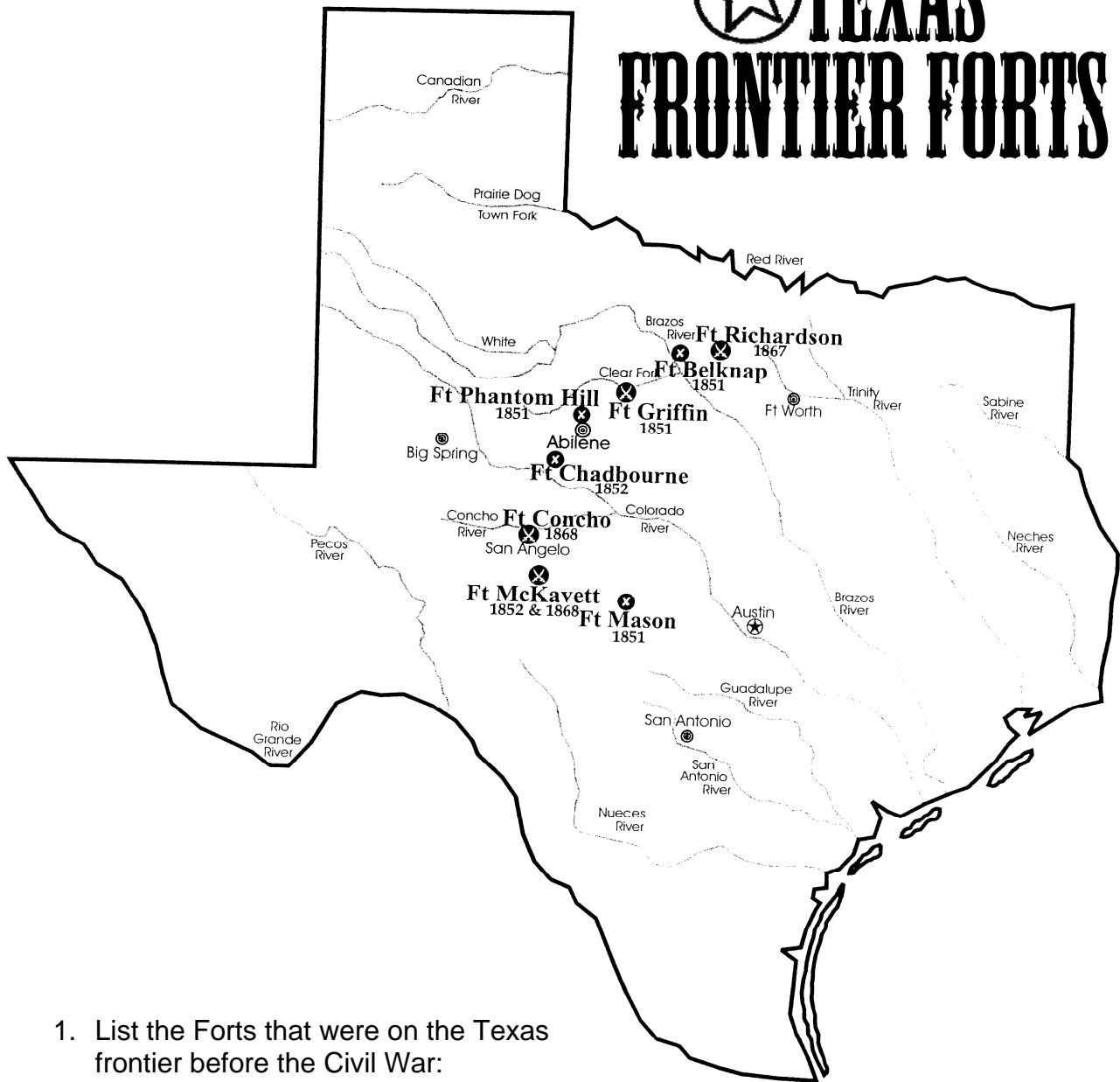
The scariest thing about
being a frontier boy/girl would be

The hardest thing about being a
frontier boy/girl would be

Being on the frontier
would be neat because. . .

If I lived on the frontier I would miss. . .

TEXAS FRONTIER FORTS



1. List the Forts that were on the Texas frontier before the Civil War:
2. Why did Federal troops leave the frontier during the Civil War?
3. List those Forts that reopened or were established after the Civil War:

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Hooked on Barbed Wire

Overview: This activity focuses on the economic impact of the invention of barbed wire on the Texas cattle industry.

Objectives:

Students will:

1. Identify the contribution of Joseph Glidden to the history of the West.
2. Analyze the impact of barbed wire on farming and ranching in Texas.
3. Compare differing points of view as to the value of barbed wire.

Materials:

Educational Materials Provided by Frontier Texas!:

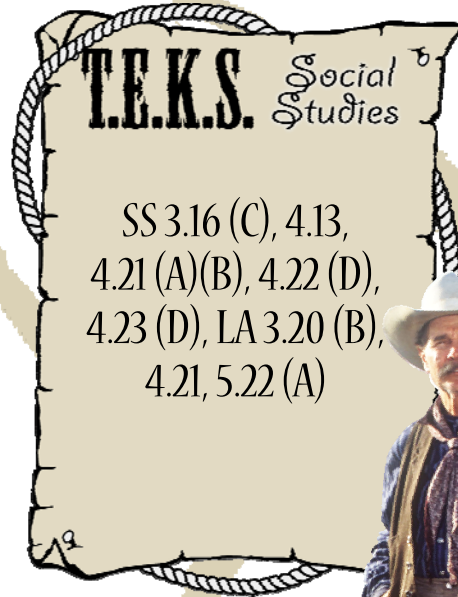
End of an Era Rotator (63)
George Reynolds Spirit Guide (38)

Materials Needed: online or print resources on the history of barbed wire, such as www.barbwiremuseum.com, copies of Attachment 1 "Barbed Wire – The Good and the Bad" for each student, copies or transparency of lyrics of "Don't Fence Me In" (Attachment 2) or recording, if available.

Teaching Strategy:

Pre-Visit Introduction

1. Introduce lesson by asking students to brainstorm all the words they can think of when they think of "barbed wire." Ask if any students have had experience with barbed wire, live in a place where there is barbed wire, and why it is useful.
2. Display a picture of Joseph Glidden and narrate how and why he invented barbed wire.
www.barbwiremuseum.com
www.ellwoodhouse.org/barb_wire/
http://xroads.virginia.edu/~CLASS/am485_98/cook/develop.htm



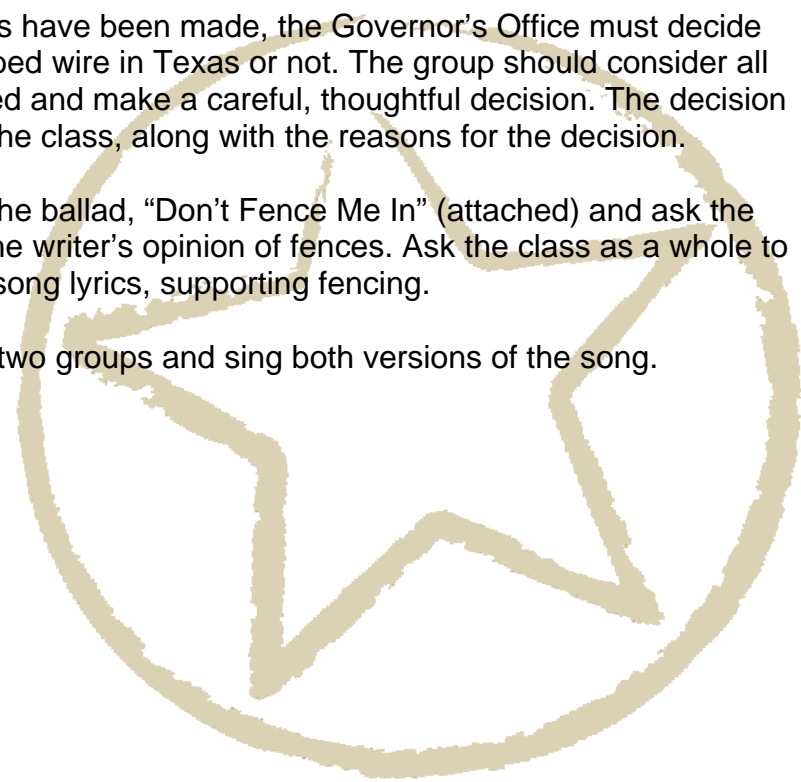
3. Discuss the pros and cons of barbed wire from several perspectives. Ask students why some called it “Devil’s Rope.” In what ways is barbed wire better/worse than a wooden fence?

Museum Instruction

4. Notice the display of different kinds of barbed wire on End of an Era Rotator 63.
5. As students listen to George Reynolds (38) tell about cattle drives, ask them to analyze the effect of barbed wire on the movement of cattle to markets in the north.

Post-Visit Synthesis Activity

6. Divide the class into 5 groups, representing cowboys/ranchers, farmers, Native Americans, wire manufacturers, and the governor’s office.
7. Each group will analyze the invention and use of barbed wire from their perspective by completing the attached form in order to make a presentation to the Governor’s Office asking for a ban or consent to have barbed wire in Texas. The Governor’s Office group will consider economic impact and how each of the other groups might feel.
8. After allowing work time, each group will present their perspective to the Governor’s Office, asking the governor to ban or allow barbed wire, depending on their opinion. They may make posters to promote their cause, if desired.
9. After all presentations have been made, the Governor’s Office must decide whether to allow barbed wire in Texas or not. The group should consider all the reasons presented and make a careful, thoughtful decision. The decision will be presented to the class, along with the reasons for the decision.
10. Display the lyrics of the ballad, “Don’t Fence Me In” (attached) and ask the students to identify the writer’s opinion of fences. Ask the class as a whole to write corresponding song lyrics, supporting fencing.
11. Divide the class into two groups and sing both versions of the song.



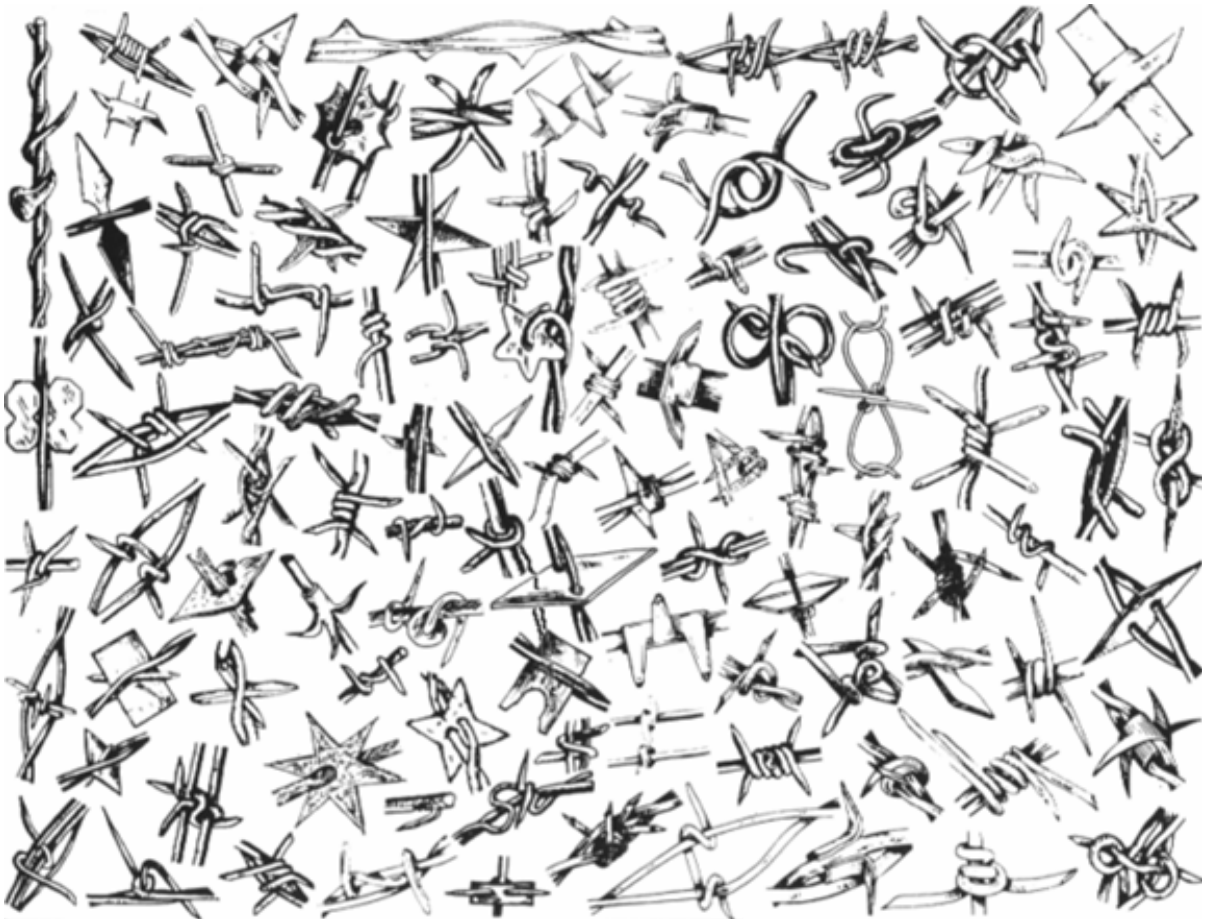
Student Assessment

Assess the arguments presented by each group.

Enrichment Activity

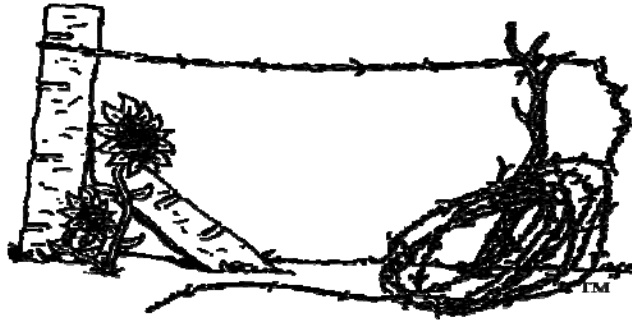
Students may wish to explore the impact of barbed wire on the famous XIT Ranch, which began as a 3 million acre ranch in the Texas panhandle shortly after barbed wire was invented. At one time the ranch boasted 6000 miles of fence. There is a book by that title, *6000 Miles of Fence* by Cordia Sloan Duke and Joe Frantz, (UT Press, 1961, ISBNB 0292775644) See www.xitmuseum.com

Created for Frontier Texas! by Jeanne Wray



"Don't Fence Me In"

By Cole Porter



*Well, give me land, lots of land under starry skies above
But don't fence me in
Let me ride through that wide open country that I love
Don't fence me in
Let me be by myself in the evenin' breeze
Listen to the murmur of the cottonwood trees
Send me off forever but I ask you please
Don't fence me in*

*Just turn me loose, let me straddle my old saddle
Underneath the western skies
On my cayuse, let me wander over yonder
Till I see the mountains rise*

*I want to ride to the ridge where the west commences
Gaze at the moon till I lose my senses
I don't like hobbles and I can't stand fences
Don't fence me in*

*Just turn me loose, let me straddle my old saddle
Underneath the western skies
On my cayuse, let me wander over yonder
Till I see the mountains rise*

*I want to ride to the ridge where the west commences
Gaze at that ole moon until I lose my senses
I can't stand them hobbles and I don't care for fences
Don't fence me in*

Oh no...don't you fence me in

Attachment 1

Barbed Wire – The Good and the Bad



Our Group

Good Things About Barbed Wire

Bad Things About Barbed Wire



Let US Teach That For You!

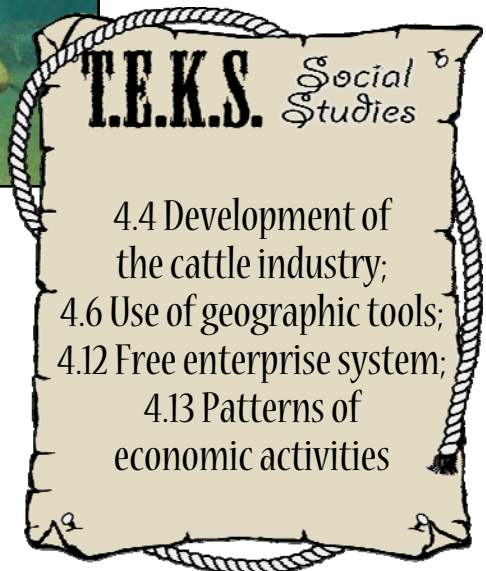
Cowboys and Cattle Trails

Overview: This activity is designed to enforce map reading skills and to use music to teach students about the cattle industry in early Texas

Objectives

Students will:

1. Explain the growth of the cattle industry in Texas.
2. Use map skills to identify the major cattle trails through Texas.
3. Describe the life of the cowboy.
4. Gain understanding of the economic impact of the cattle industry in Texas.
5. Use writing skills to create an obituary.



Materials

Educational Materials Provided by Frontier Texas!:

Spirit Guide George Reynolds # 38; Trail Map (7), Stampede # 35; Little Joe the Wrangler music # 34; Amigo replica # 52; Chuck Wagon #39; Trail Drivers and Longhorns Rotator #37; Trail Drive Interactive #53;

Materials Needed:

Maps of cattle trails (Attachment 1); CD and transparency with lyrics of "Little Joe the Wrangler" (Attachment 2); copies of "Listen Up" (Attachment 3); Transparency of Cattle Drive; Print of Cattle Drive; Learning to Read Brands activity.

Teaching Strategy

Pre-Visit Introduction

1. Before you head to Frontier Texas, locate the Chisholm Trail and the Goodnight-Loving Trail on the maps provided (Attachment 1).
2. Students need to compare the trail map with a current Texas map to determine what cities those two trails went through.

Museum Instruction

1. During “The Big Picture” at Frontier Texas! (4), students will discover how much cattlemen like George Reynolds and Charles Goodnight could make driving cattle to market. Ask them if they remember that information. (Cattle sold for \$3 a head in Texas, but \$30 a head in Kansas.)
2. Students will examine the lighted map showing the cattle trails, especially the Chisholm Trail and the Goodnight-Loving Trail. (7) Locate Abilene on the map and notice what trail it was on.
3. Distribute lyrics to “Little Joe, the Wrangler,” (Attachment 2) and locate the display of the lyrics of the song. (36) Identify some of the lingo that students may not be familiar with. Ask your students to describe what happened to poor old Little Joe. (He and his horse fell into a ravine, and his horse crushed Little Joe.)
4. Walk through the Stampede section of Frontier Texas! (35) to get an idea of what Little Joe must have felt as he was trying to head off the herd.
5. Listen to Spirit Guide George Reynolds (38), as he shares his perspective on trail drives.
6. Taking note of what George Reynolds has to say, students will record their responses to the questions on the prepared sheet, “Listen Up.” (Attachment 3)

Post-Visit Synthesis Activity

1. Students will prepare an obituary for Little Joe, telling when he was born and died, his family, what kind of a person he was, his favorite things to do, and what he will be remembered for.
2. Allow students to embellish the information given.
3. Students will use as much cowboy language as possible in the obituary, out of respect for Little Joe. Attachment 4 includes some phrases they might use, or you can Google “cowboy lingo” to find more.
4. Students will also create an epitaph to go on the tombstone for Little Joe. This should be drawn on unlined paper, outlined in marker, and displayed as the obituary is being read.
5. Allow students to present their work to the class.

Student Assessment

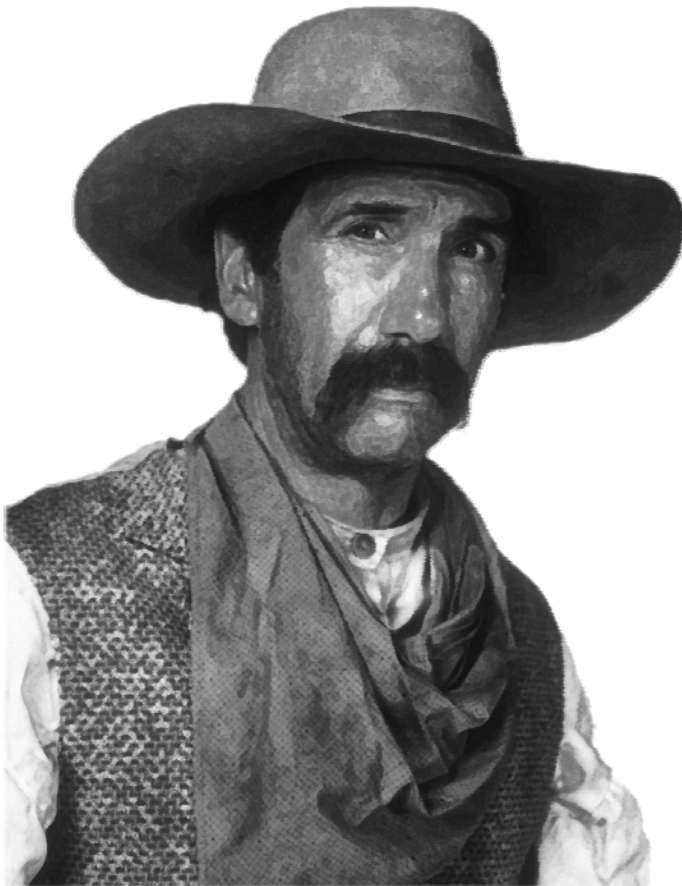
Assess the obituary and epitaph for Little Joe to determine if students gained an understanding of the life Little Joe must have lived.

Enrichment Activity

After reading information about Charles Goodnight and Oliver Loving in the Handbook of Texas Online <http://www.tsha.utexas.edu/handbook/online>, or <http://www.net.westhost.com/trail1.htm>, students will create a dialogue between the two men, in which they discuss in first person life on a cattle drive and their accomplishments in the cattle industry.

Have students complete the “Learning to Read Brands” Assignment

Created for Frontier Texas! by Jeanne Wray





Little Joe the Wrangler



*Little Joe the Wrangler will wrangle nevermore
His days with the roundup they are o'er
Was a year ago last April when he rode into our camp
Just a little Texas stray and nothing more*

*Was late in the evening when he rode into our camp
On the little Texas pony he called Chaw
With his brogan shoes and overalls a tougher looking kid
You never in your life before had saw*

*His saddle was a Texas kack built many years ago
An OK spur on one foot lightly swung
With his packroll in a cotton sack so loosely tied behind
And a canteen from his saddle horn was slung*

*He said he had to leave his home his pa had married twice
His new ma whipped him every day or two
So he saddled up old Chaw one night and lit a shuck his way
He said he'd try to paddle his own canoe*

*He said if we would give him work he'd do the best he could
Though he didn't know straight up about a cow
So the boss he cut him out a mount and kindly put him on
He sorta liked this little kid somehow*

*He learned to wrangle horses and learned to know them all
And get them in at daybreakk if he could
And to trail the old chuck wagon and always hitch the team
And help to cook each evening rustle wood*

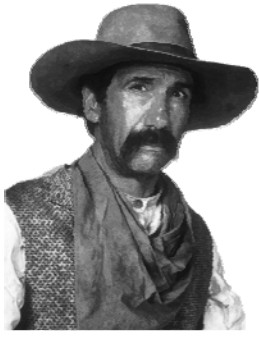
*We had hardly reached the Pecos the weather it was fine
We were camped down on the south side in a draw
When a northern commenced blowing and we doubled up our guards
It took every one of us to hold them in*

*Little Joe the Wrangler was called out with the rest
Scarcely had the little fellow reached the herd
When the cattle they stampeded like a hailstorm on they fled
And everyone was ridin' for the lead*

*Amid the streaks of lightnin' there was one horse up ahead
He was tryin' to check the leaders in their speed
It was little Joe the Wrangler with a slicker o'er his head
He was ridin' Old Blue Rocket in the lead*

*At last we got them millin' and kinda quited down
And the extra guards back to the wagon went
But there was one a missin' we could see it at a glance
Was our little Texas stray poor Wrangler Joe*

*Next morning just at daybreak we found where Rocket fell
Down in a washout twenty feet below
Beneath his horse his life had gone his spung had run its knell
Was our little Texas stray poor Wrangler Joe*



Listen Up!

Spirit Guide George Reynolds

1. What often started cattle stampedes along the trail? _____

2. How did the cowboys stop a stampede? _____

3. How did Oliver Loving, who helped make the Goodnight-Loving Trail famous, die? _____

4. Name three dangers cowboys faced on the cattle drives.

5. How much did cowboys make during a cattle drive? _____

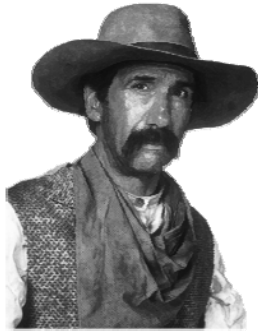
6. Would you have wanted to be a cowboy in a cattle drive? _____
Why or why not? _____

7. What would be one good thing about being on a cattle drive?

8. What would be the worst thing about a cattle drive? _____

9. Compare the cattle drives of yesteryear with transporting cattle by truck today. Name similarities and differences. _____

10. Which way do you think the cattle would prefer? _____



Listen Up!

Spirit Guide George Reynolds Answers

1. What often started cattle stampedes along the trail? **Lightning**
2. How did the cowboys stop a stampede? **Ride your horse as fast as you can to get ahead of the herd, get in front, and turn the leaders back into the herd**
3. How did Oliver Loving, who helped make the Goodnight-Loving Trail famous, die? **Killed by Indians**
4. Name three dangers cowboys faced on the cattle drives. **Indians, weather, stampedes**
5. How much did cowboys make during a cattle drive? **\$40 per month**
6. Would you have wanted to be a cowboy in a cattle drive?
Why or why not? _____
7. What would be one good thing about being on a cattle drive? (answers will vary) **Good money, independence, adventure, outdoors**
8. What would be the worst thing about a cattle drive? (answers will vary)
Stampedes, weather, Indians, gone for a long time, harsh conditions
9. Compare the cattle drives of yesteryear with transporting cattle by truck today. Name similarities and differences. (answers will vary)
10. Which way do you think the cattle would prefer? **Cattle drive, most likely**



4th Grade Quiz

Circle the Best Answer

1. According to Esihabitu, what two ways did the Indian tribes use remember their history?
 - a. Books and maps
 - b. Movies and DVD's
 - c. Stories and drawings
2. How would you build a fire on the prairie if you had no trees for wood?
 - a. coal
 - b. buffalo chips
 - c. grass
3. According to J. Wright Mooar, why did he and the other buffalo hunters almost wipe out the buffalo herds?
 - a. money—people back East wanted them to sell to customers
 - b. food—to keep the cowboys from starving
 - c. to help the Indians get better homes on reservations
4. Who was the white girl captured by Indians who later became the mother of Quannah, one of the last Comanche chiefs?
 - a. Elizabeth Carter Clifton
 - b. Cynthia Ann Parker
 - c. Big Nose Kate
5. Who were the buffalo soldiers?
 - a. men who hunted buffalo
 - b. another name for Comanche
 - c. black soldiers serving in Texas forts
6. What was the most important thing a Trail Boss needed to know before taking his cattle along the long cattle trail to market?
 - a. the location of water on the trail
 - b. the price of beef
 - c. what the cook was preparing each night
7. What animal did Britt Johnson use to pull his freight wagon?
 - a. mules
 - b. horses
 - c. steam engines

8. The Butterfield Stage Line took passengers and _____ between Fort Smith, Arkansas and San Francisco:
- a. Chinese immigrants
 - b. U. S. mail
 - c. Gold
9. Approximately how far could a person drive a horse drawn wagon in a day?
- a. 15-20 miles
 - b. 50 miles
 - c. 100 miles
10. Texas no longer had a frontier with the coming of which of the following groups?
- a. women in the military
 - b. stagecoaches, freight wagons, saloons
 - c. windmills, barbed wire, railroads



4th Grade Quiz

Answers:

1. C
2. B
3. A
4. B
5. C
6. A
7. A
8. B
9. A
10. C

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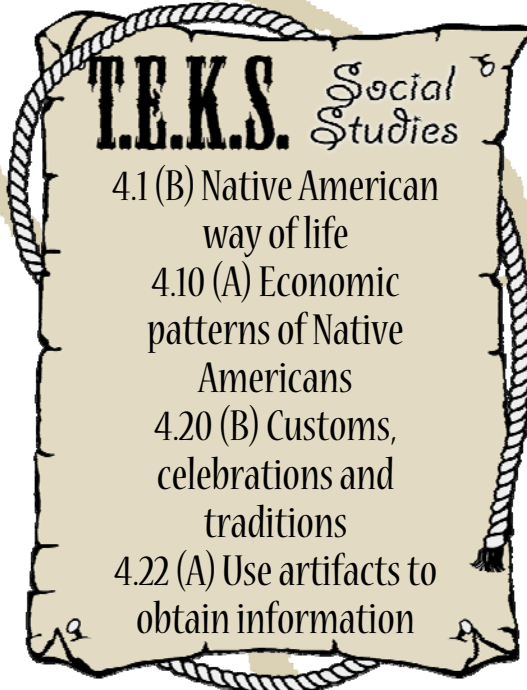
Preserving the Past

Overview: In this lesson students will observe how Indians preserved their past by rituals, customs, drawings, and story.

Objectives:

Students will:

1. Gain understanding of how history is preserved in the Indian culture: symbols, drawings, stories, traditions.
2. Analyze symbols used to preserve Indian heritage.
3. Relate their own history in the form of symbols on an artifact page.



Materials:

Educational Displays provided by Frontier Texas!

Spirit Guide Esihabitu, Indian symbols throughout the museum, Sun Boy's drawings on animal hides.

Materials Needed:

Copies of Attachment 1, manila paper, crayons.

Teaching Strategy:

Pre-Visit Introductory Activity

1. Ask students to recall photo albums or baby books that preserve the history of their families. Other photos they might recall include school pictures, team pictures, pictures or video of recitals or programs.
2. Students will recall other stories, rituals, or customs passed down in their families. Many of these may occur during holiday times.
3. Tell students that during their visit to Frontier Texas! they will discover how the Indians preserved their history before the time of cameras.

Learning at the Museum

1. During the Frontier Texas! tour, pay special attention to what Spirit Guide Esihabitu recounts about how Indian culture and customs were passed from generation to generation.
2. Notice the drawings on the walls of the Esihabitu exhibit and other places in the museum.
3. Distribute "Native American Symbols" page to students. (Attachment 1) Ask them if they see any of these symbols at the museum.
4. Next notice the drawings of Sun Boy on animal skins that tell of his adventurous life. Remember two things he drew on the skin.

Post-Visit Synthesis Activity

1. Upon returning to the classroom, quiz students about the symbols they saw in some of the Indian displays. Ask students what they would like for others to remember about their lives and activities.
2. Students will create an artifact of their own lives, using symbols representing different events of their lives, Encourage students to use eight to ten stick figures and/or symbols, like those used in the Indian drawings.
3. Give each child a 12x18 sheet of manilla paper on which to create their artifact page. Students will use crayons to draw symbols or pictures chronologically from their birth, noting significant events, interests, hobbies, and families.
4. As students begin to finish their pages, ask them to pair up with a classmate to determine if they can interpret each other's drawings about their lives.
5. Allow students to display and explain their artifact page to the class.

Alternative Activity:

Have students look at the drawings of Sun Boy on animal skins that tell of his exploits in life. Students may then draw or paint stories that represent things that happened in their lives on paper sacks that have been rumpled to resemble animal skins.

Discuss the importance of oral history and tradition, and ask the students to tell a family story or tradition that they have learned from older members of their family.

Student Assessment



































Assess student understanding by noting how many events are on their pages and the significance of each.

Enrichment Activity

Students will conduct online investigations of Indian drawings at the Museum of Natural History, Smithsonian Institution, Washington, D.C., <http://www.mnh.si.edu/> and the Cowboy Hall of Fame and Western Heritage Center, Oklahoma City, Oklahoma. <http://www.nationalcowboymuseum.org/>

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Native American Symbols

Sign	Name	Meaning	Sign	Name	Meaning	Sign	Name	Meaning
	4 Ages	Infancy through Old Age		Eagle Feathers	Chief		Morning Stars	Guidance
	Arrow	Protection		Ceremonial Dances Enclosure			Mountain Range	
	Arrowhead	Alertness		Fence	Guarding Good Luck		Paths Crossing	
	Bear Track	Good Omen		Gila Monster	Sign of the Desert		Peace	
	Big Mountain	Abundance		Headdress	Ceremonial Dance		Rain Clouds	Good Prospects
	Bird	Carefree - Lighthearted		Hogan	Permanent Home		Raindrop-Rain	Plentiful Crops
	Butterfly	Everlasting Life		Horse	Journey		Rattle-snake Jaw	Strength
	Cactus	Sign of the Desert		House of Water			Running Water	Constant Life
	Cactus Flower	Courtship		Lasso	Captivity		Saddle Bags	Journey
	Coyote Tracks			Lightening Snake			Sky Band	To Happiness
	Crossed Arrows	Friendship		Lightening Arrow	Swiftness		Snake	Defiance, Wisdom
	Days and Nights	Time		Man	Human Life		Sun Rays	Constancy
	Deer track	Plenty Game		Medicine Man's Eye	Wise, watchful		Sun Symbols	Happiness
	Teepee	Temporary Home		Thunder-bird	Sacred Bearer Happiness		Thunder-bird Track	Bright Prospects
	Warding off Evil Spirits							

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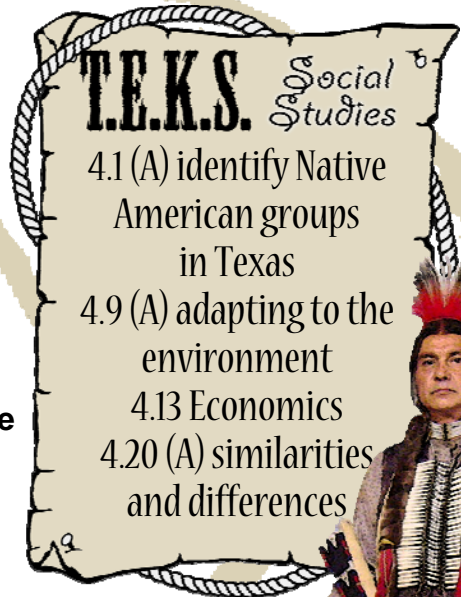
Three Texas Tribes

Overview: Students will enjoy this lesson in which three major Texas Indian tribes are compared.

Objectives

Students will:

1. Compare and contrast three important Texas Indian tribes.
2. Discover how each tribe adapted to their environment.
3. Discover how each tribe kept their customs and rituals alive.
4. Use creative thinking skills to include facts into a prescribed format.



Materials

Educational Materials Provided by Frontier Texas!:

Displays Esihabitu Spirit Guide (12), Tribes of the Region Rotator (13), Four Chiefs (14), Indians and Horses Rotator (15), Stereoscope (16), Tipi (18), Conflict Rotator (24), Indian Attack (27)

Materials Needed: copies of Attachment 1 and 2

Teaching Strategy

Pre-Visit Introduction

1. Brainstorm all the "facts" that students know about Indians. List these ideas on the overhead or white board. Many will be stereotypes of what students have learned in the past. Remind students that while some of their assumptions are true, not all Indians lived the same way. In fact, they may be surprised at what they see at Frontier Texas!
2. Ask students to relate what they know about Indian customs. Some activities mentioned may be dances, peace pipes, etc.
3. Ask students to relate some customs they have in their families, especially around holidays. Remind students that some families have different customs. Take note of ethnic students who may have different holiday customs. Encourage them to relate customs of their countries of origin.

Museum Instruction

1. As the students tour Frontier Texas, they should pay special attention to the displays where they can learn something about Indians, either confirming or teaching them something different than their pre-conceived understandings discussed earlier in the classroom.
2. Students should listen carefully to Spirit Guide Esihabitu as he discusses how customs and rituals were passed down from generation to generation.

Post-Visit Synthesis Activity

1. Divide the class into three groups, representing the Comanche, Tiguas (Pueblos), and the Caddo Indians. Each group will find out certain facts about their group, such as:
 - a. Location in Texas where they lived
 - b. How they got food (hunters or farmers)
 - c. What kind of dwellings they lived in
 - d. Whether they moved around or stayed in the same place
 - e. What kind of tools, containers, implements they used
 - f. Typical customs or rituals practiced
2. Provide resources for students to use or allow them to research online
www.texasindians.com, www.lsjunction.com/places/indians,
http://www.geocities.com/bigorrin/caddo_kids.htm;
<http://www.lsjunction.com/places/indians.htm>
<http://www.texasbeyondhistory.net/tejas/index.html>
3. Students will record information on prepared sheet (Attachment 1) and report their findings to the class in the form of a **song to a familiar tune** or a **poem**, in which the facts they learned are included.
4. Allow each group to present their song/poem to the class.

Student Assessment

Assess student understanding by the number of facts used in the presentation and/or completed sheets.

Enrichment Activity

Students will research the history and present conditions of the current tribe of Tigua Indians living at Ysleta, near El Paso or the Alabama Coushatta tribe living in east Texas.

Created for Frontier Texas! by Jeanne Wray

Caddos, Tiguas, and Comanches

Different Yet Alike



Find these facts about the tribe you are assigned to study.

1. Location (what part of Texas) _____
2. How they got their food (Were they hunters or farmers?) _____
3. What kind of homes did they live in? _____
4. Did they move around or stay in one location? _____
5. What kind of containers and tools did they have? _____
6. Did they have horses? _____
7. What customs or rituals were common for this tribe?

Caddos, Tiguas, and Comanches

Different Yet Alike



	Caddo	Tigua (Pueblos)	Comanche
Location	east Tx	far W. Tx	plains of TX
How they got their food	farmers	farmers	hunters
Homes	grass huts	pueblo towns	teepees
Move around	no	no	yes
Containers	pottery	pottery	baskets, leather
Horses	no	no	yes
Customs	(answers will vary)		



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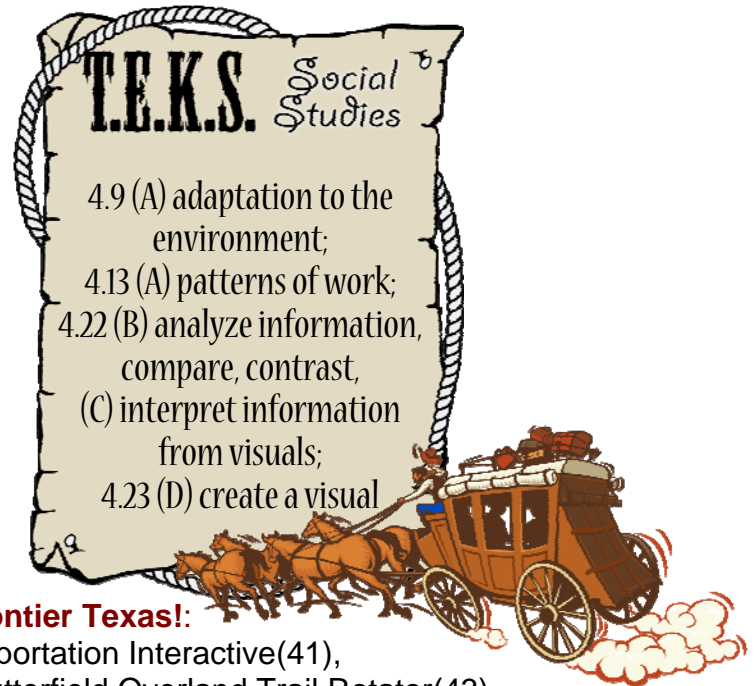
Gone to Texas: Transportation on the Frontier

Overview: This lesson offers students the opportunity to learn about different modes of transportation used on the frontier. Using the information obtained at the museum, students will create an advertisement.

Objectives

Students will:

1. Analyze different modes of transportation and/or work animals on the frontier.
2. Create an advertisement.
3. Make an inference about stagecoach travel.
4. Compare/contrast methods of transportation.



Materials

Educational Materials Provided by Frontier Texas!:

Transportation Rotator(40), Transportation Interactive(41), Spirit Guide Britt Johnson (42), Butterfield Overland Trail Rotator(43), Frontier Texas Stagecoach (51) Transportation 101 information sheet.

Materials Needed:

Unlined paper, markers, copies of "Transportation on the Frontier" (Attachment 1)

Teaching Strategy:

Pre-Visit Introduction

1. Before your tour of Frontier Texas!, brainstorm a list of modes of transportation for people as well as manufactured goods.
2. Speculate about how people and products might be transported in the future, including space travel.
3. Divide the class into 8 groups, who will be assigned to find information about:
 - a. Pulling Power
 - i. Horses
 - ii. Oxen
 - iii. Mules
 - b. People Movers
 - i. Army wagons
 - ii. Prairie schooners
 - iii. Farm wagons
 - iv. Buckboards
 - v. Surreys

Museum Instruction

1. Explore Frontier Texas!, paying close attention to the displays about transportation on the frontier:
2. Transportation Rotator (40)
3. Transportation Interactive (41)
4. Spirit guide Britt Johnson (42)
5. Butterfield Overland Trail Rotator (43)
6. Stagecoach (51)
7. Students will gather important information about the mode of transportation or work animal to which their group was assigned and record it on the prepared sheet. (Attachment 1)
8. Students should pay careful attention to the stagecoach, noting its construction, sturdiness, comfort/discomfort of riding in one for a long period of time.

Post-Visit Synthesis Activity

1. Within each group, students will discuss the advantages and disadvantages of the type of transportation or work animal that they are to analyze. If more information is needed, allow students to research books or online sources.
2. Each group will prepare a billboard or poster advertising their particular wagon or work animal, recognizing its strong points and encouraging the reader to purchase it. A price, as many details as possible, and contact information should be included.
3. Poster/billboard should be prepared on unlined paper and colored with markers. Posters should be neat and appealing.

Student Assessment

Assess the finished product with credit given for details, neatness, and persuasiveness.

Enrichment Activity

Students will research the Wells Fargo company for information on the early stagecoach business. Students may discover what was transported, how often, and facts about passenger travel. www.wellsfargohistory.com is a good source.

Created for Frontier Texas! by Jeanne Wray



Transportation on the Frontier

From the displays at **FRONTIER***Texas!* find information on the mode of transportation or work animal that your group has been assigned. List several facts below.

1. _____

2. _____

3. _____

4. _____

After carefully looking at the stagecoach at **FRONTIER***Texas!* consider the following questions:

1. One good thing about taking a trip on a stagecoach would be

2. The worst thing about a stagecoach trip would be

INDIANS AND BUFFALO HUNTERS

Learning Objectives: Students will:

1. Learn the different tribes of Indians that inhabited West Texas
2. Learn how the Indians used the buffalo as the principle source of their existence.
3. Understand the reasons why the buffalo hunters came to Texas
4. Learn the impact of buffalo hunting on the Plains Indians lifestyle
5. Contrast results of buffalo hunting from the viewpoint of the US military and the Indians.

TEKS: 4.1(A), 4.9(B), 4.10(A), 4.13(A), 4.13(B), 4.22(B) ,4.23(A), 4.23(B), 4.23(C), 4.24(A), 4.24(B), 7.1 (A), 7.2 (A), 7.6 (A), 7.21 (D), (E), 7.22 (D)

Materials Needed: Indians and Buffalo Hunters Information sheet

Vocabulary: Adobe Walls, Hide Town, Jumano, Apache, Comanche, Kiowa, economics

Teaching Strategy:

1. List the different tribes of Indians that inhabited the region and when they inhabited it.
2. Introduce Josiah Wright Mooar and narrate how he became a Texas buffalo hunter.
3. List economic incentives that brought buffalo hunters to Texas.
4. Summarize the effects that buffalo hunting had on the region. For example: the very short-lived buffalo bone industry, the growth of cattle drives, etc.
5. Divide the class into two groups: Indians and Buffalo Hunters.
6. Each group will come up with a list of uses their group would have for the buffalo. Discuss the conflicts that occurred between the Indians and the buffalo hunters. Write a letter to President Grant asking to keep current policy of buffalo slaughter or stop it. List at least 3 reasons for your position.

Evaluation/Assessment:
Completed letter.





SPIRIT GUIDE WORKSHEET

4th Grade

1. Choose a spirit guide from the seven in the exhibit.

Circle One

Esihabitu

Cynthia Ann Parker

J. Wright Mooar

Randolph Marcy

George Reynolds

Britt Johnson

Elizabeth Carter Clifton

2. List two facts about your chosen spirit guide that you find interesting.

1.

2.