



## 7<sup>th</sup> Grade Quiz

1. How does Buck Taylor describe a “frontier?”
  - a. Space Travel into the unknown
  - b. Prairie land waiting for farmers to come
  - c. A line between what is known and what is unknown
2. What big game animals and big game predators could you find in Frontier Texas?
  - a. Elk and coyotes
  - b. Buffalo and wolves
  - c. Cows and dogs
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 to sell them to customers
  - b. food-to keep the cowboys from starving
  - c. to-help the Indians get better homes on the reservations
4. Cynthia Ann Parker expressed her fear that wiping out the herds of buffalo would:
  - a. help the Indians get better homes on the reservation
  - b. destroy the Indian way of life
  - c. cause a war between the Indian tribes
5. George Reynolds said he paid \_\_\_\_ for each head of cattle in Texas to take along the Goodnight-Loving Trail?
  - a. \$ 30.00 each
  - b. \$10.00 each
  - c. \$3.00 each
6. He said he could sell those same longhorns in Kansas for approximately how much?
  - a. \$30.00 each
  - b. \$10.00 each
  - c. \$3.00 each
7. The flag pole in the parade ground looks like one you might find:
  - a. at your school
  - b. on a ship
  - c. at the courthouse
8. The Frontier military fort closest to Abilene was:
  - a. Fort Worth
  - b. Fort Smith
  - c. Fort Phantom

9. The Butterfield Stage Line took passengers and \_\_\_\_\_ between Fort Smith, Arkansas and San Francisco.
- a. Gold
  - b. U. S. Mail
  - c. Chinese immigrants
10. Texas no longer had a frontier with the arrival of which of the following groups?
- a. women in the military
  - b. stagecoaches, freight wagons, saloons
  - c. windmills, barbed wire, railroads

Answers:

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



## 7<sup>th</sup> Grade Texas History Tour Questions and Answers

1. How does Buck Taylor describe a “frontier?” Hint: Listen to his first statements in the “Big Picture” theatre. #5 Answer: A line between the “known and unknown.”  
TEKS: SS 7.1A,B, TAKS GR 8 SS 2.8;12A,5:8.30B,C
2. What big game did we have in Texas before the hunters killed them all?  
Hint: #9; Answer: Bear, elk, buffalo
3. What kind of big game predators did we have that are no longer here?  
Answer: Wolves, Bear TEKS: SS 7.8 B,C; 7.9B
4. Give an example from Esihibatu and Sun Boy of how Indian tribes educated their young people about their history, culture and religion. Hint: # 21 (pictures drawn on rock, special celebrated days) and Sun Boy #25 (pictures drawn on hides). TEKS: SS 7.19
5. Why did J. Wright Mooar and the other buffalo hunters almost wipe out the buffalo in Texas? Hint: #22  
Answer: For the money—there was a demand for the hides in the east and even Europeans wanted things made from buffalo hides or bones.  
TEKS: SS7.13; 7.21 B,C; TAKS 8SS 5.8.30B,C
6. What was the point of View of Cynthia Ann Parker about buffalo hunters?  
Hint: #21 Answer: She could see that her tribe was suffering from hunger and cold without the buffalo. TEKS: SS 7.6; 7.21B,C,E; TAKS 8Ss 5.8.30B,C
7. What was the point of view of the military about the buffalo hunters?  
Hint: #22 Answer: They did not discourage their hunting, even on lands reserved for Indians because it made it easier to force the Indians on to reservations. TEKS: 7.6A; 7.21B,E; TAKS Gr8 SS 5
8. Name the military fort that was located 12 miles north of Abilene:  
Hint: #26, Answer: Fort Phantom TEKS SS 7.6A;
9. Who were the “Buffalo Soldiers?” Hint: #32 Answer: Black soldiers who came into the frontier after the Civil War to fight against the Indians.  
TEKS: SS 7.6A; 7.21;TAKS SS5.8
10. 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: A good sense of geography, knowledge of where the water was, and alternate routes around Indian tribes or trouble areas. TEKS: 7.13,14;

11. Name three facts about Britt Johnson? Hint: #42 and hear his story in the movie. Answer: (See spirit guide biography) TEKS: 7.13B
12. What was the purpose of the Butterfield Stagecoach line? Hint: #40  
Answer: To carry mail and passengers across Texas from Fort Smith to San Francisco. TEKS 7.12C
13. What were three facts about Elizabeth Carter Clifton? Hint: Listen to her story in movie and #58 Answer: (See bio sheet) TEKS 7.21B
14. What did Mrs. Clifton mean about living “hand to mouth?” Answer: Barely making a living with little or nothing left over. TEKS SS 7.21B
15. What three changes signaled the end of the frontier? Hint: Notice what you see in the area from #61-#66. Answer: Barbed wire, windmills, railroads, stores, courthouses, etc. TEKS SS 7.20D,F



## 7<sup>th</sup> Grade Texas History Tour Questions

1. How does Buck Taylor describe a “frontier?” Hint: Listen to his first statements in the “Big Picture” theatre. # 5
2. What big game did we have on the Texas Frontier? Hint: Note # 9.
3. What kind of big game predators did we have that are no longer here? Hint: Note # 9 and listen to your guide.
4. How did Indian tribes educate their young people about their history, their culture and their religion? Give an example from Esihibatu and Sun Boy. Hint: Esihibatu #12 can tell you; Sun Boy #25 can show you.
5. Why did J. Wright Mooar and the other buffalo hunters almost wipe out the buffalo in Texas? Hint: Listen to him at #22.
6. What was the point of View of Cynthia Ann Parker about buffalo hunters? Hint: Listen to her at #21.
7. What was the point of view of the military about the buffalo hunters? Hint: Listen again to #22.
8. Name the military fort that was located 12 miles north of Abilene. Hint: #26
9. Who were the “Buffalo Soldiers?” Hint: #32
10. What important things would a trail boss need to know before taking his cattle along the long cattle trail to the railroads? Hint: Listen to #38.
11. Name three facts about Britt Johnson? Hint: #42
12. What was the purpose of the Butterfield Stagecoach line? Hint: #51
13. What were three facts about Elizabeth Carter Clifton? Listen to her story in the movie and at #58.
14. What did Mrs. Clifton mean about living “hand to mouth?”
15. What three changes signaled the end of the frontier? Hint: What are three things you notice in the area from #62, through #66?

## Chronology Worksheet

Put the following historical events in the proper chronological order and explain their importance.

1. The authorization for formation of six regiments of black troops. (2)

*Formation for the 1<sup>st</sup> peacetime black troops*

2. Black troops being assigned to Texas. (3)

*First black troops being in Texas*

3. Henry O. Flipper was posthumously pardoned of all crimes. (5)

*Exonerated him of charges that were racially motivated*

4. The outbreak of the Red River War. (4)

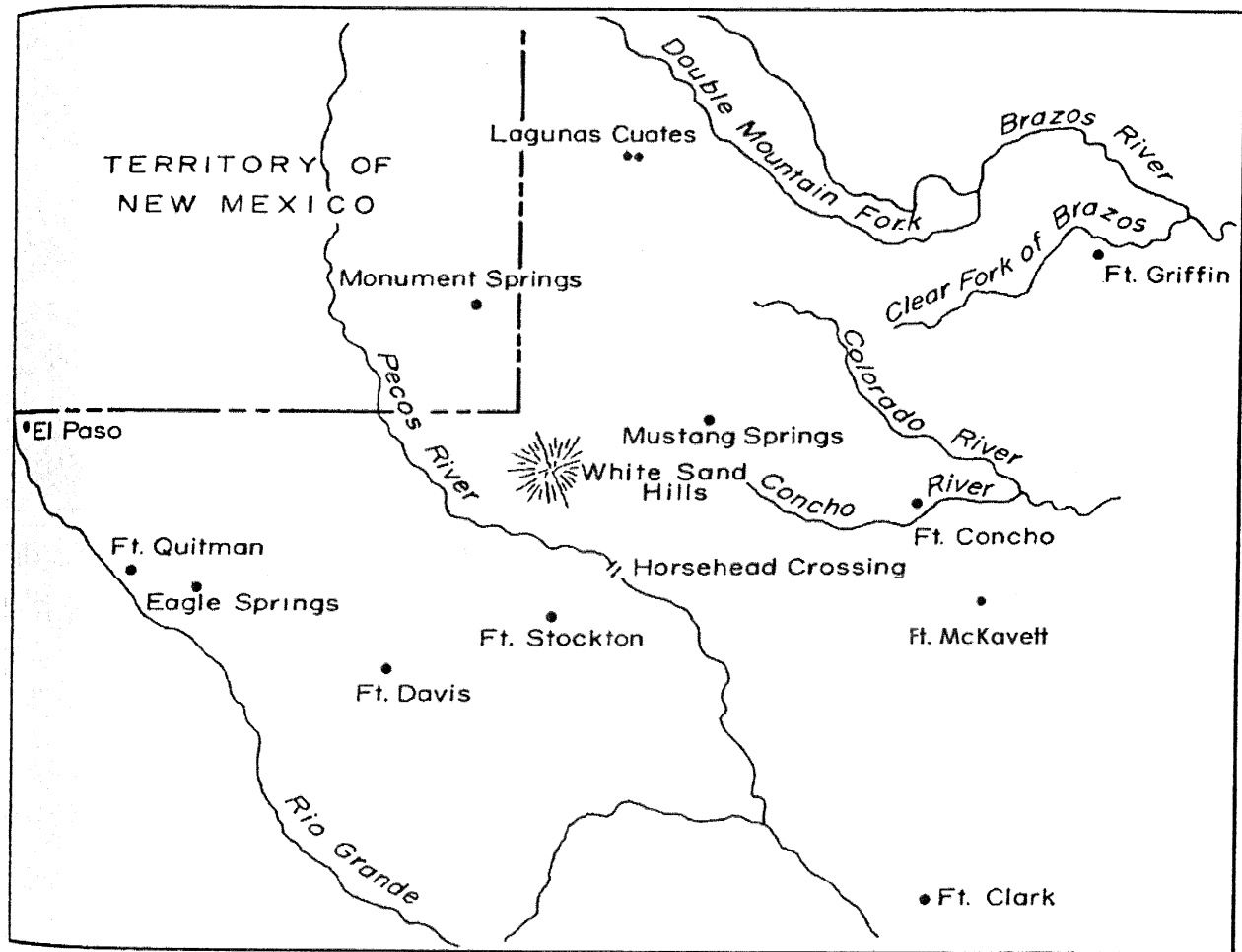
*Showed the skill and combat effectiveness of the Buffalo Soldiers*

5. The Civil War. (1)

*Black soldiers fought for the Union.  
Formation of the U.S. Colored Troops.*



# BUFFALO SOLDIER FORTS





## COMPARISON OF TREATMENT

### Treatment of White Soldiers

1. More likely to desert than Buffalo Soldiers.
2. Did not fight up close
3. Better equipment and uniforms
4. Were racist against Buffalo Soldiers

### Similarities

1. Had white officers
2. Stationed in Texas

### Treatment of Buffalo Soldiers

1. Victims of racial prejudice
2. Supplied with outdated and cast off equipment
3. Bad food & shelter
4. Fought in closer proximity to the Indians
5. Scouted, pursued in & mapped areas that other troops never penetrated
6. Considered worthy adversaries by Indians



## COMPARISON OF TREATMENT

Treatment of White Soldiers

Similarities

Treatment of Buffalo Soldiers

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# Let US Teach That For You!

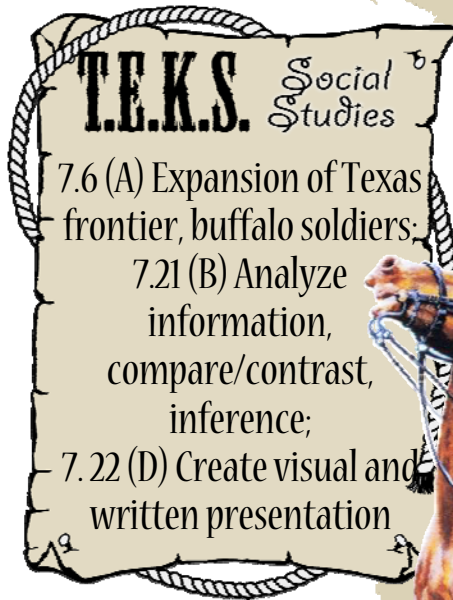
## Buffalo Soldiers

**Overview:** In this lesson, students will act as reporters, searching for facts about buffalo soldiers and frontier forts, in order to create newspapers for the various forts.

### Objectives

**Students will:**

1. Research information about buffalo soldiers.
2. Recognize differences between buffalo soldiers and Anglo soldiers on the frontier.
3. Locate various frontier forts of the region.
4. Use information and online template to create a newspaper.



### Materials

**Educational Material Provided by Frontier Texas!:**

Topo Map (7), Buffalo Soldiers Rotator (33), Forts Rotator (31)

**Materials Needed**

Paper for note-taking at the museum, online newspaper template

### Teaching Strategy

**Pre-Visit Introduction**

1. Read section of text having to do with buffalo soldiers. Question for class discussion: Why did African American ex-slaves want to become soldiers?
2. Assign students to take notes at the museum, as if they were reporters, in preparation for writing a newspaper article when they return from the tour.

**Museum Instruction**

1. Students will notice the names of area forts on the Topo Map (7), outside the Big Picture Theater.
2. Students will read information on Buffalo Soldiers Rotator (33) to obtain the following information:

- a. How buffalo soldiers got their name
- b. What was desertion rate of white regiments compared to buffalo soldiers in 1868?
- c. In what ways were the buffalo soldiers discriminated against?
- d. What 2 forts had the most buffalo soldiers?
3. Students will locate area forts on the Forts Rotator (31), especially Fort Concho and Fort Davis, notable Buffalo Soldier sites.

### Post-Visit Synthesis Activity

1. Divide students into groups of five, representing a local fort newspaper from various forts in the region. Each group will identify what fort they will write about and create a name for the newspaper. Area forts include:
  - e. Fort Concho
  - f. Fort Davis
  - g. Fort Phantom Hill
  - h. Fort Belknap
  - i. Fort Griffin
  - j. Fort Chadbourne
  - k. Fort Richardson
2. In each group five articles will be written.
  - l. News about an expedition from the perspective of a buffalo soldier
  - m. News about an expedition from a commanding office
  - n. News about the fort in general
  - o. A political cartoon about buffalo soldiers and the frontier
  - p. An illustration and commentary about the uniforms worn by buffalo soldiers
3. Additional information can be found at:
 

[www.imh.org/imh/buf/buftoc.html](http://www.imh.org/imh/buf/buftoc.html)  
[www.buffalosoldier.net](http://www.buffalosoldier.net)  
<http://www.buffalosoldiermuseum.com/>  
<http://www.buffalosoldier.net/CathayWilliamsFemaleBuffaloSoldierWithDocuments.htm>  
[http://www.tpwd.state.tx.us/learning/community\\_outreach\\_programs/buffalo\\_soldiers/](http://www.tpwd.state.tx.us/learning/community_outreach_programs/buffalo_soldiers/)  
<http://www.tsha.utexas.edu/handbook/online/articles/BB/qlb1.html>
4. Students may use an online template located at  
 ([http://interactives.mped.org/view\\_interactive.aspx?id=110&title=](http://interactives.mped.org/view_interactive.aspx?id=110&title=)) or  
 ([http://www.readwritethink.org/student\\_mat/student\\_material.asp?id=36](http://www.readwritethink.org/student_mat/student_material.asp?id=36))  
 to form a newsletter for the fort.

## Student Assessment

Assess students by the amount of information in the articles written.

## Enrichment Activity

Research the life and accomplishments of Henry O. Flipper, the first African American to graduation from the US Military Academy at West Point.

# ☆ Let US Teach That For You!

## 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: "Night Scene"**

**Painting Subject: Cattle Drive Camp at Night**

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

Marie Pruett Tumlinson was born in 1917 in California, instead of Texas where her family made their home. Her mother Flossie and her brother were visiting Marie's father, Henry Pruett who was stationed at the naval base in San Diego when Marie was born before her mother could return to Texas as planned. Her father served during World War I aboard the USS Texan that is now in harbor at Houston, Texas. For a time, the Pruett family lived on Long Island, New York where her father was a fisherman. Again Texas called them back where he continued to fish along the Texas coast, finally settling the family at San Perlita.

In 1943 Marie married her childhood sweetheart, Sam Tumlinson who was in the U.S. Army during World War II. She and their four children traveled with him to many parts of the world, including a lengthy stay in Japan. Sam's family was one of the original 300 families who came to Texas with Stephen F. Austin and he had a life-long passion for Texas history. Marie accompanied Sam on his research trips throughout Texas, sketching the places he researched.

Marie studied under some of the most important artists of her day, and has been a teacher and encourager of other artists throughout her career. Her work has been shown in galleries and collections in Virginia, Washington D.C., Oregon, Washington State, Canada and Texas. Marie Tumlinson died in Abilene, Texas in 2007.

## **“Night Scene”**



*Cattle Drive: Night Scene* recreates some of the magic and mystic of cowboy life, past and present. The painting helps us feel we are a part of the scene through its use of dark, but not foreboding hues of blue and orange.

## For Discussion:

1. What is happening in this picture? Name at least three things that you see.
2. What is the mood of the painting? How does color add to the mood?
3. Describe how perspective is used in this painting.
4. When do you think this cattle drive took place—a long time ago, or last year? Why?
5. What questions would you like to ask the artist if you could?
6. Does this picture make you want to participate in a cattle drive? Why or Why not?

## Historical Context:

### **Chuck Wagons and Campfire Cooking**

The challenge of keeping a group of hungry cowboys fed on the trail without the convenience of a kitchen was solved when Charles Goodnight, famous trail driver and cattleman, introduced the chuck wagon.

Being a cook on a cattle drive was one of the most difficult and important jobs on the trail. To keep the crew happy and well fed, cooks would typically get up as early as four o'clock in the morning and would end their day when the last cowboy was fed and the chuck box lid finally closed for the night. During branding season this could be as late as 10:30 at night. The Chuck Wagon was the cowboy's home away from home and the center of social activity during the drive. Most cooks took great pride in their ability to make the best food possible under difficult conditions.

A cook had to be able to solve problems ranging from locating suitable water during times of drought to keeping a fire going during a downpour. Most wagons had a “fly,” which is a large tarp fastened to the front or side of the wagon that could be stretched out and staked down with ropes and iron stakes.

Tarps were also used to roll around bedding to give some protection from the rain or snow since sleeping in a wet bed is not the most comfortable way to spend a night. A cowboy might stay on the trail for weeks at a time. Their bathtub might be a bar of soap in stock tank, but running river or creek water was definitely preferred for bathing and laundry. Clothes were hung on mesquite to dry, and could be ironed by rolling them in the bed roll and sleeping on them.

Sour-dough biscuits and beans were standard fare on the trail. Small animals such as rabbit could be cooked up in a stew, and deer or antelope were killed when possible. Since they had no refrigeration in the early days, ranchers were reluctant to sacrifice a calf that could be sold for a profit.

Material Referenced: Boltz, Richard: Forty Years Behind the Lid. 1974.

# Let US Teach That For You!

## Commercial Buffalo Hunting

**Overview:** This activity introduces buffalo hunting as big business in early Texas, from the perspective of the buffalo hunter.

### Objectives

#### Students will

1. Understand how buffalo hunting shaped the history of Texas.
2. Compare/contrast the different work involved in buffalo hunting.
3. Use creativity to make a trading card.

### Materials

#### Educational Materials Provided by Frontier Texas!

Spirit Guide Mooar (22), Rotators (20), (23)

#### Materials Needed

Copies of Attachments 1-3

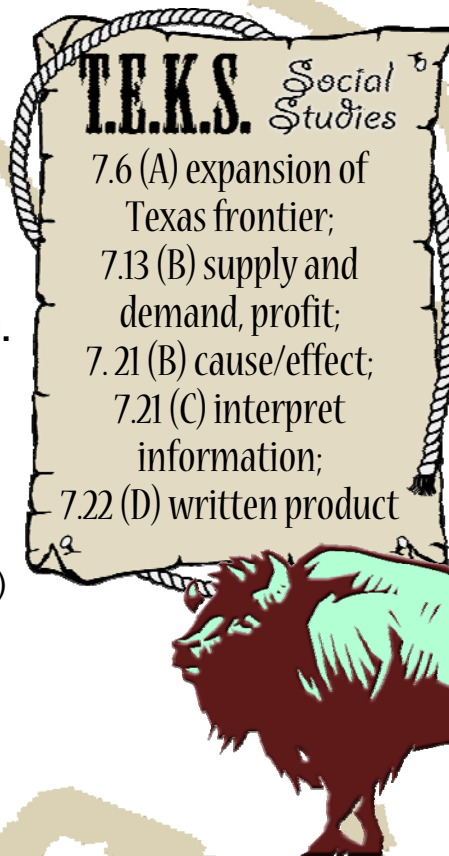
### Teaching Strategy

#### Pre-visit Introduction

1. Read and discuss "Buffalo Facts" (Attachment 1). Analyze the quote
2. *"To us, the buffalo was more than an animal. It was the stuff of life...no animal gave so much to the people."*
3. Do we have anything comparable today, on which our society depends?

#### Museum Instruction

1. Upon arriving at Frontier Texas! notice the large buffalo sculpture in front of the museum. Conduct a discussion of this sculpture using the following questions:
  - a. What can we learn from a work of art?
  - b. What is he facing?
  - c. What does his expression tell us?
  - d. What happened to him with the coming of the buffalo hunters?
  - e. What impact did the extermination of the buffalo have on the Plains Indians?
  - f. What economic opportunities were exploited by the buffalo hunters?



2. Inside the museum, point out the size of the buffaloes in the displays (8) and (9). Topics for onsite discussion include why they were called “shaggies” and how much people might be willing to pay for one of those hides or all that meat.
3. Pay careful attention to what J. Wright Mooar (Spirit Guide, (22) says about getting into the buffalo hunting business. Compare his entrepreneurship to that of Michael Dell.
4. Instruct students to read about the jobs involved in buffalo hunting, the shooters, the skimmers, the suppliers, freighters, and bone traders from Rotators 20 and 23. They should be able to describe each job, how much each was paid, and what made them successful in their job. Students will complete the questions on Attachment 2.
5. Students will view the famous buffalo gun at Rotator 23. On-site discussion might include:
  - a. What were the best years for buffalo hunters? (1876-1879)
  - b. What were the main hide towns in this area? (Fort Griffin [Albany], Buffalo Gap, and Snyder)

### **Post-visit Synthesis Activity**

6. Students will compare the jobs involved with buffalo hunting and decide which one would be most interesting. Possibilities include:
  - a. Shooters
  - b. Skimmers
  - c. Suppliers
  - d. Bone trader
7. Each student will create a trading card (Attachment 3) for the job they are most interested in, including the facts gathered at Frontier Texas! and any other information they have. On the shaded portion of the card, students should create a symbol or graphic to represent that job. Information is to be included on the other side in bulleted form.

## Student Assessment

Assess student understanding by the amount of information on the trading card.

## Enrichment Activity

Research the modern bison industry at <http://www.bisoncentral.com/> and the Triple U Buffalo Ranch website at [http://www.tripleuranch.com/htm/buffalo\\_facts.shtml](http://www.tripleuranch.com/htm/buffalo_facts.shtml)

*Created for Frontier Texas! by Jeanne Wray*



## Buffalo Facts **FRONTIER** *Texas!*



### Bountiful Buffalo Hunting the Beast of Plenty

*"To us, the buffalo was more than an animal. It was the stuff of life...no animal gave so much to the people."*

First Boy, Assiniboine

Plains Indian culture coincided with the range of the buffalo. Nomadic tribes who depended on the beast for survival followed the great herds as they roamed the western landscape in search of grasses and water.

\_ A mature buffalo bull weighs approximately 2,000 pounds while a grown buffalo cow weighs about 1,100 pounds.

\_ Buffalo can run at speeds up to 35 miles per hour—three times faster than a human, but slower than a good horse.

\_ All buffalo have horns, which grow in yearly "rings" that can be used to tell an animal's age. On average, buffalo live 20-25 years.

\_ It is estimated that in prehistoric times, 60 million or more buffalo roamed the Great Plains.

\_ The Plains Indians consumed an average of three pounds of buffalo meat per person per day.

\_ Indians believed that killing buffalo for sport or pleasure was wasteful and an insult to the Great Spirit.



## Buffalo Hunter Trading Cards

Collect the following information from “Buffalo Hunting” Rotator (20) and “World’s Most Famous Buffalo Gun” Rotator 23 to be used to create a trading card for the different occupations.

### Shooters

1. How many buffalo could be killed in one day? \_\_\_\_\_
2. What type of guns were used? \_\_\_\_\_
3. How long would a team be camped? \_\_\_\_\_
4. How much ammunition was needed? \_\_\_\_\_

### Skinner

1. How many buffalo could a good skinner skin in one day? \_\_\_\_\_
2. How were the buffalo moved? \_\_\_\_\_
3. How much could a good skinner make in a month? \_\_\_\_\_
4. What happened to the buffalo meat? \_\_\_\_\_

### Suppliers

1. What supplies were sold to buffalo hunters? \_\_\_\_\_
2. What town became the base of operations for buffalo hunting in this area? \_\_\_\_\_
3. How were the hides shipped to market? \_\_\_\_\_

### Bone Traders

1. Name three things that buffalo bones were used for.  
\_\_\_\_\_
2. How were the bones transported to markets in the East? \_\_\_\_\_
3. What was the average price for a ton of buffalo bones? \_\_\_\_\_

## Trading Cards

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# Let US Teach That For You!

## *Life on a Cattle Drive*

**Overview:** In this session, students will gain understanding of life on a cattle drive as seen from the perspectives of the different positions held.

### Objectives

**Students will**

1. Analyze information from a visual display.
2. Compare and contrast the different cattle drive positions.
3. Compare advice from the 19<sup>th</sup> century to today.
4. Apply their knowledge of terminology used.

### Materials

**Educational Materials Provided by Frontier Texas!:**

Spirit Guide George Reynolds (38), Rotator (37) and Trail Drive Interactive (53)

**Materials Needed:** Copies of Attachments 1-5

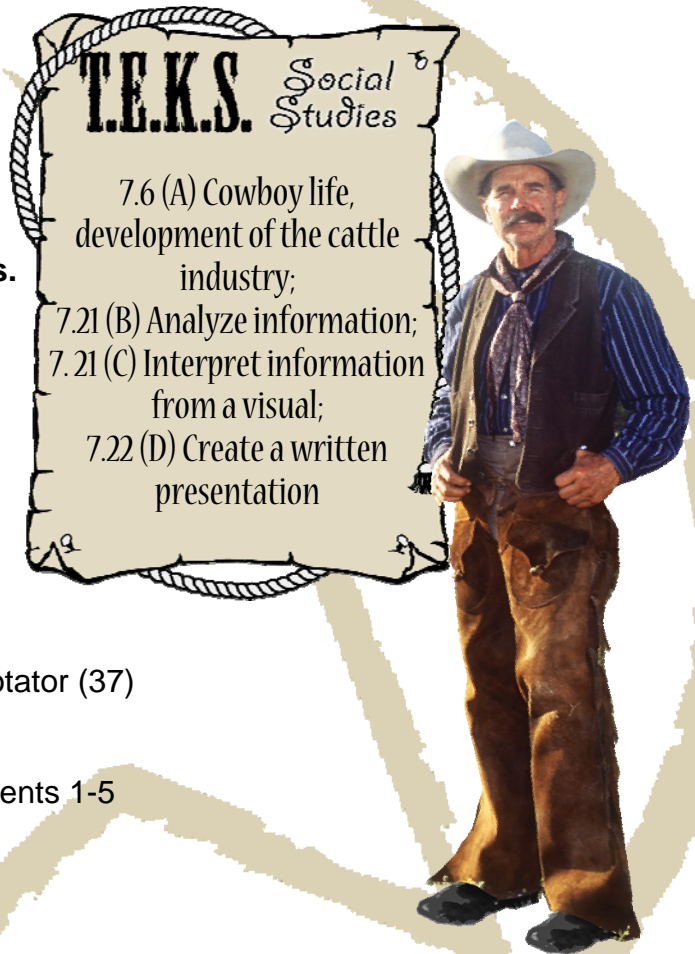
### Teaching Strategy

**Pre-Visit Introduction**

1. Review information in the text or other source about cattle drives, including what the purpose was, why the cattle had to be moved so far away, how long a typical drive lasted, and the number of miles typically traveled.

**Museum Instruction:**

1. Students will listen to Spirit Guide George Reynolds (38) tell about Texas cattle drives. Read the information on the Trail Drives Rotator (37).
2. Observe the interactive display entitled "Learn the Positions That Cowboys Held During a Cattle Drive." (53) Students will read about each position and imagine what each was like. (Attachment 1)



3. Assign students to complete the “Pros and Cons” sheet (Attachment 2) on these positions, and decide which position they would preferred to have had.
4. Students will complete a job application (Attachment 3) as if they were applying for a job on the cattle drive.

### **Quote Stones**

1. Students will gather at the Quote Stones in front of the museum and locate the one from cattle raiser Oscar Thompson to his son, Webster, before his first cattle drive. (Attachment 4)
2. Read the inscription on the stone. Students will consider these questions:
3. Which is the most important piece of advice to a young cowboy? Why do you think so?
4. Which of these admonitions are still good advice today?

### **Post-Activity Synthesis Activity**

1. Observe that Oscar Thompson gave his son some valuable advice. Discuss these questions:
2. What good advice should parents give teenagers today to help them be successful?
3. Does any of his advice still apply to today's world?
4. Could others be modified?
5. Students will make a list of 10 things teenagers today should remember.
6. Students may complete the crossword puzzle (Attachment 5) with the new terms learned today.

## **Student Assessment**

Assess the lists of advice to determine whether the students carefully analyzed the advice on the Quote Stones and applied those principles to their new advice to today's teens.

Assess the critical thinking done on the Pros and Cons sheet and job application, applying what each job entails with the interest and ability of the students.

## **Enrichment Activity**

Students will research the jobs on modern ranches to determine which of the frontier jobs have been replaced because of technology or because that job is no longer needed. Others may research ways cattle are brought to market today, including information about feed lots.

# Cattle Drive Definitions

**Chuck Wagon:**

A wagon that carried food, supplies and cooking equipment on trail drives.

**Drag rider:**

A cowboy who rides at the rear of the herd to keep it moving.

**Flank rider:**

A cowboy who rides at the side of the herd to keep it from spreading out.

**Point rider:**

A cowboy who rides at the front of the herd on a trail drive.

**Remuda:**

The extra horses taken on the trail drive.

**Swing rider:**

A cowboy who rides alongside a herd to turn it in the right direction.

**Trail boss:**

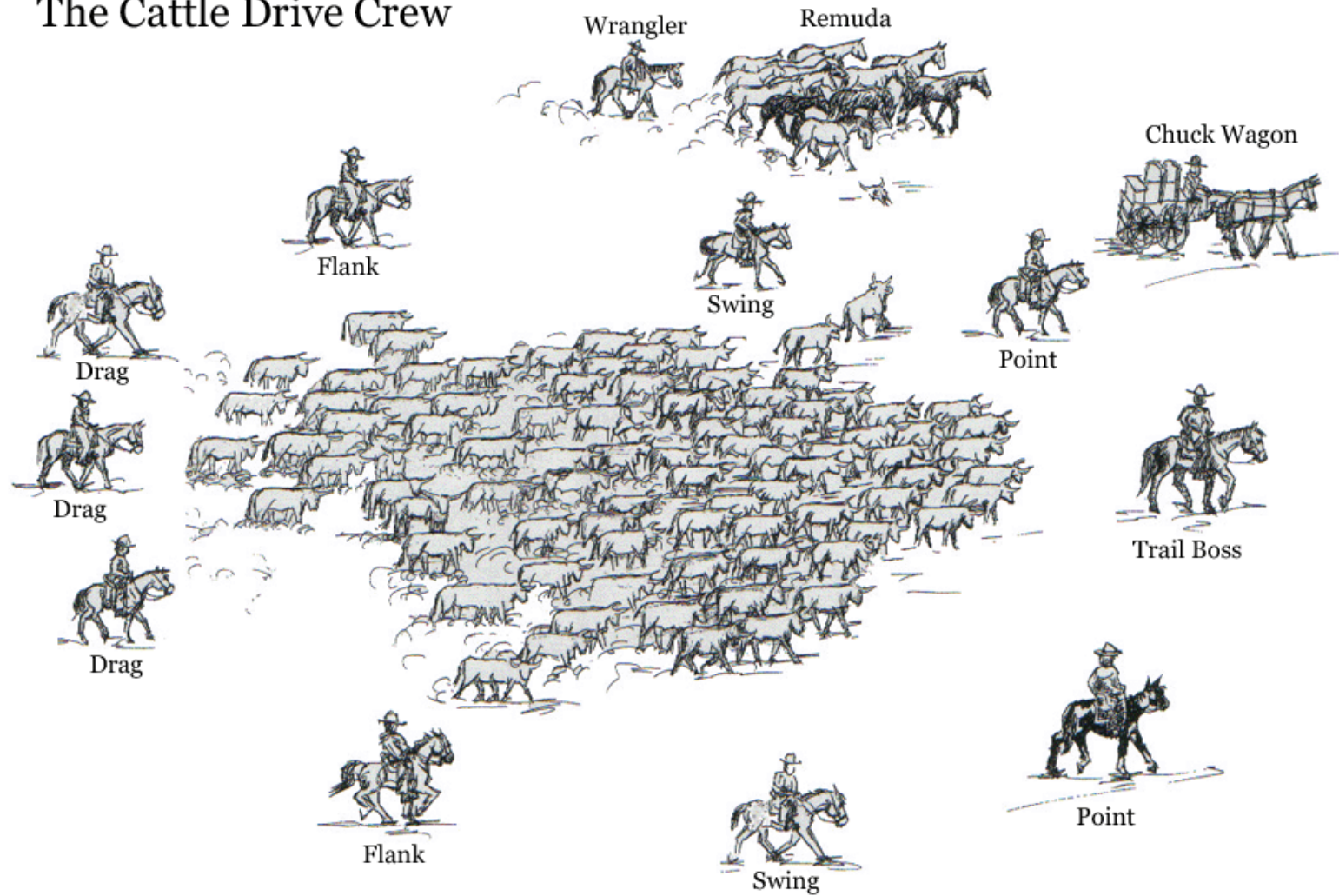
The cowboy in charge of all other cowboys and cattle on the trail drive.

**Wrangler:**

The cowboy in charge of the remuda on the trail.



# The Cattle Drive Crew



# Cattle Drive Positions

Position

Pros

Cons

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## 1. Chuck Wagon



## 2. Drag Rider



## 3. Flank Rider



## 4. Point Rider



## 5. Swing Rider



## 6. Wrangler



# JOB APPLICATION



I would like to be a \_\_\_\_\_ because I am good at

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

and this is what a \_\_\_\_\_ does for his job

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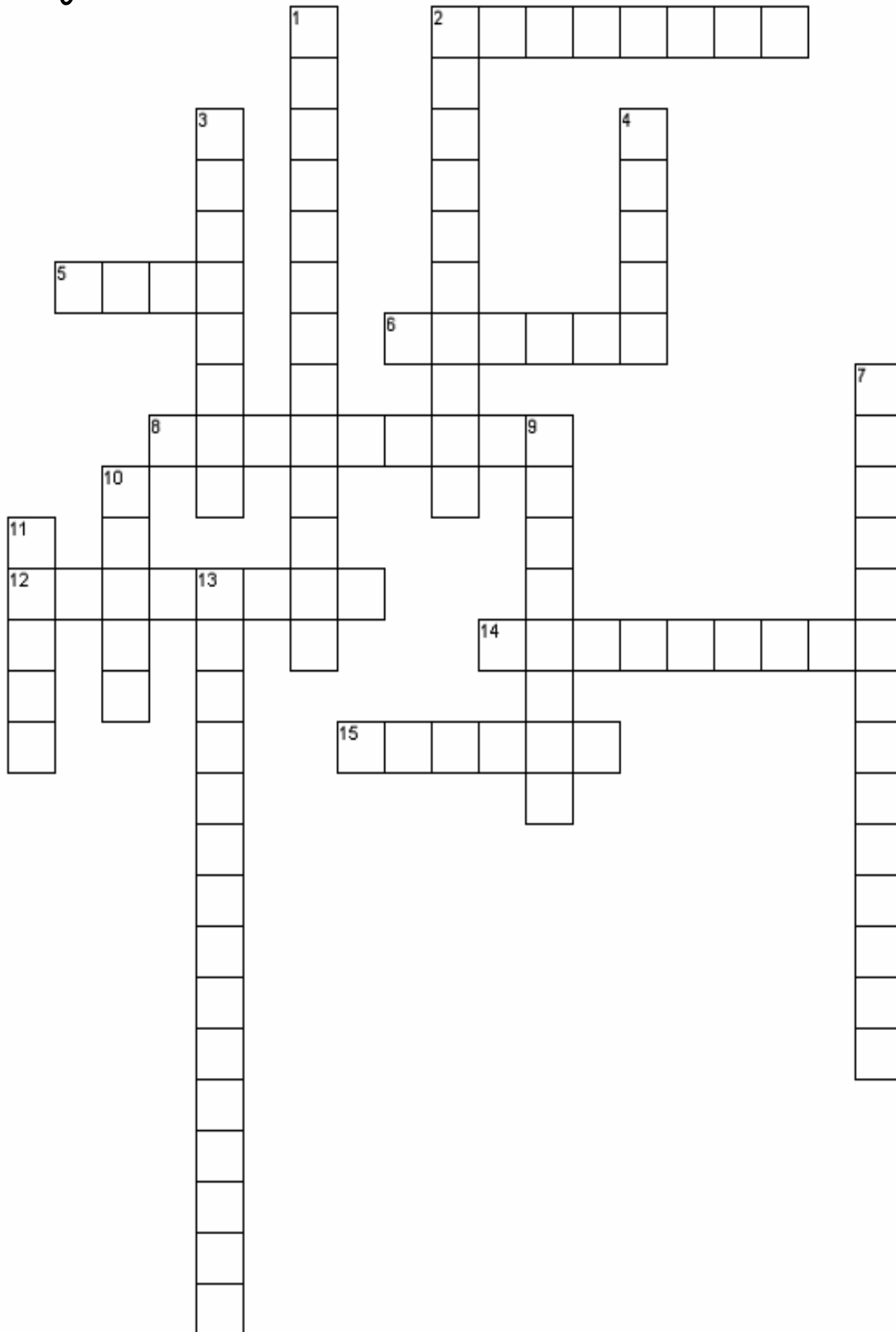
# FRONTIER *Texas!*

Quotation Stone Engraving

Cattle raiser Oscar Thompson's advice to his son Webster before his first cattle drive:

First of all, obey orders from your boss – he is paying you for your service;  
When you camp at night always point your wagon tongue toward the North Star;  
Explain to your men in a quiet voice what they are to do;  
Never say “no” to your employer;  
Be ready to go at all times;  
Don't say ‘You boys do this,’ but ‘Come on, boys, follow me;’  
Put your best two men on point;  
Water your cattle and fill them up before night;  
Explain to your cook that he must be ready with meals at all times;  
Watch your horses-don't let the men abuse them;  
Keep your harness and camp equipment clean and up out of the sand;  
Don't fight your men unless they jump you; but if they or anyone else jumps you,  
give them the best you have;  
Don't ever misrepresent anything to your employer; tell it just like it happened;  
Don't get rattled. No matter what happens, keep your head clear;  
Don't lose confidence in yourself;  
Look after the comfort of your men, and they will follow you to hell;  
Keep your mind on your business and make your head save your heels.

# Life on a Cattle Drive Crossword Puzzle



# *Life on a Cattle Drive*

## *Crossword Puzzle Questions*

### **Across**

2. Trail used to drive cattle to Abilene, Kansas
5. A cowboy who rides at the rear of the herd to keep it moving
6. Place where cattle are sold
8. The cowboy in charge of all other cowboys and cattle on the trail drive
12. A cowboy in charge of the remuda on the trail
14. A large area of open grazing land
15. The extra horses taken on the trail

### **Down**

1. Man who invented barbed wire
2. A wagon that carried food, supplies and cooking equipment on trail drives
3. Type of cattle driven to Kansas and New Mexico
4. A cowboy who rides at the front of the herd on a trail drive
7. Woman who drove her own cattle on the trails
9. An event in which startled cattle suddenly run in all directions
10. A cowboy who rides at the side of the herd to keep it from spreading out
11. A cowboy who rides alongside a herd to turn it in the right direction
13. Cattle trail that went to New Mexico

# Let US Teach That For You!

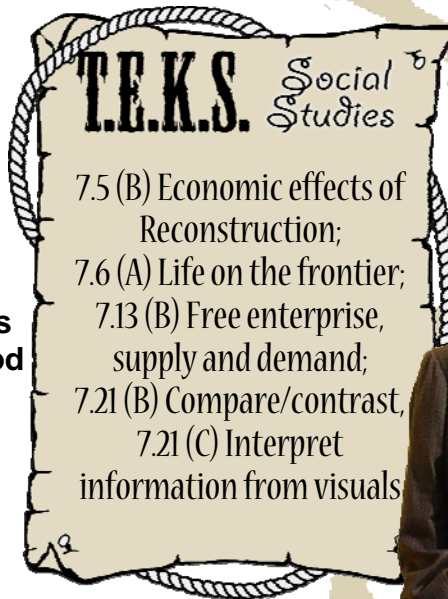
## *Making a Living on the Frontier*

**Overview:** This lesson explores the different occupations of settlers on the frontier, allowing students to discover the economic principle of supply and demand.

### Objectives

#### Students will

1. compare/contrast different ways people made a living on the frontier.
2. analyze the economic effects of the Reconstructions period on the history of Texas.
3. gain understanding of the hardships of the frontier
4. recognize the economic principle of supply and demand on the frontier.



#### Educational Displays provided by Frontier Texas!

Displays 17, 22, 28, 33, 38, 42, 43, 54, 56, 58, 60, 62, 63

#### Materials Needed:

Copies of page 1 of "Explore Frontier Texas!" (Attachment 1), "Comparing Frontier Occupations" (Attachment 2); End of an Era-Rotator 63

### Teaching Strategy

#### Pre-Visit Introduction

1. Ask students to interpret these sayings:
  - a. "Necessity is the mother of invention."
  - b. "He that would fish, must venture his bait." Ben Franklin
  - c. "Make yourself necessary to someone." Ralph Waldo Emerson
  - d. "Opportunity is missed by most people because it is dressed in overalls and looks like work." Thomas Edison
  - e. "The three great essentials to achieve anything worth while are, first, hard work; second, stick-to-itiveness; third, common sense." Thomas Edison

2. Remind students that at Frontier Texas! they will see ways in which the frontier men and women made a living under very hard and rugged circumstances.
3. Distribute "Explore Frontier Texas!" handouts, explaining the assignment of finding information about the different ways frontiersmen and women made a living on the frontier. This could be done in pairs, if desired.

### **Museum Instruction**

1. As students explore Frontier Texas! they will identify many occupations identified on the frontier, such as:
  - a. Medicine
  - b. Stage/mail service
  - c. Freightier/teamster
  - d. Soldier
  - e. Boarding house owner
  - f. Cattleman/Cowboy
  - g. Lawman
  - h. Store owner
  - i. Buffalo hunter
  - j. Saloon owner
  - k. Comanchero
  - l. Railroad
2. Students will record where they found the information and one pertinent fact about that occupation on Attachment 1. Extra credit will be given for more facts.
3. As an extra incentive, you may want to have a prize handy for the student/pair who finishes first.

### **Post-Visit Synthesis Activity**

1. Students will analyze the information and answer the following questions (Attachment 2):
  - m. Which occupation would have been the most challenging?
  - n. Which occupation would have been the most interesting?
  - o. Which occupation would have paid the best?
  - p. Which occupation would have been in the most demand, in your opinion? Why do you think so?
  - q. Many of the jobs today did not exist on the frontier. Which of today's jobs would have been most beneficial to the settlers? Why?
  - r. Which frontier occupation would you have chosen? Why?
  - s. Make an analogy about that occupation by comparing it to a food item, such as "Being a soldier is like a steak because it would be tough." "Owing a store would be like a salad because there would be so many different items in it."
2. Allow students to discuss the comparison of frontier jobs and today's jobs.

## Student Assessment

Assess student work by the facts found and the understanding of the job, as indicated by the analogies.

## Enrichment Activity

Students will research the problems of lawlessness common on the frontier, such as cattle rustling, horse thievery, saloon brawls, boundary disputes, and gambling to discover how widespread the problems were and what was done about them.

*Created for Frontier Texas! by Jeanne Wray*

# Explore

## FRONTIER*Texas!*

Locate information about the following frontier occupations. Be sure to listen to the Spirit Guides and check the information on the Rotators. Record where you located the information and write one or more facts about that occupation.

Profession	FRONTIER <i>Texas!</i> Location	Fact
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Medicine

Stage/mail service

Freighter/teamster

Soldier

Boarding house owner

Cattleman/Cowboy

Lawman

Store owner

Buffalo hunter

Saloon owner

Comanchero

Railroad

# **FRONTIER***Texas!* **Information Locations**

<b>Medicine</b>	<b>Rotator 56 Towns and Social Life</b>
<b>Stage/mail service</b>	<b>Rotator 43 Butterfield Overland Trail</b>
<b>Freighter/teamster</b>	<b>Spirit Guide Britt Johnson (42)</b>
<b>Soldier</b>	<b>Rotator 28 Troopers of the Plains</b>
	<b>Rotator 33 Buffalo Soldiers</b>
<b>Boarding house owner</b>	<b>Spirit Guide Elizabeth Clifton (58)</b>
<b>Cattleman/Cowboy</b>	<b>Spirit Guide George Reynolds (38)</b>
<b>Lawman</b>	<b>Rotator 60 Law and Lawlessness</b>
<b>Store owner</b>	<b>Conrad-Rath Store (62)</b>
<b>Buffalo hunter</b>	<b>Spirit Guide J. Wright Mooar (22)</b>
<b>Saloon owner</b>	<b>Bee Hive Saloon (54)</b>
<b>Comanchero</b>	<b>Rotator 17 Comancheros</b>
<b>Railroad</b>	<b>Rotator 63 End of a Era</b>

**There may be references to these occupations at other locations as well.**

# Comparing Frontier Occupations

After learning about frontier occupations at Frontier Texas, contrast them by answering the following questions:

1. Which occupation would have been the most challenging?
2. Which occupation would have been the most interesting?
3. Which occupation would have paid the best?
4. Which occupation would have been in the most demand in your opinion?  
Why do you think so?
5. Many jobs today did not exist on the frontier. Which of today's jobs would have been most beneficial to the settlers? Why?
6. Which frontier occupation would you have chosen? Why?
7. Make an analogy about the occupation you would choose by comparing it to a food item, such as "Owing a store would be like a salad because there would be so many different items in it."

# Let US Teach That For You!

## *So You Want to Be a Cattle Baron: Decisions*

**Overview:** The following learning activity allows students to respond to scenarios involving frontier travel and a cattle drive, in which informed decision-making is required.

### Objectives

**Students will:**

1. Make predictions about travel problems on the frontier.
2. Consider cause and effect in making good decisions.
3. Understand the travails of westward settlement.

### Materials

**Educational Material Provided by Frontier Texas!:**

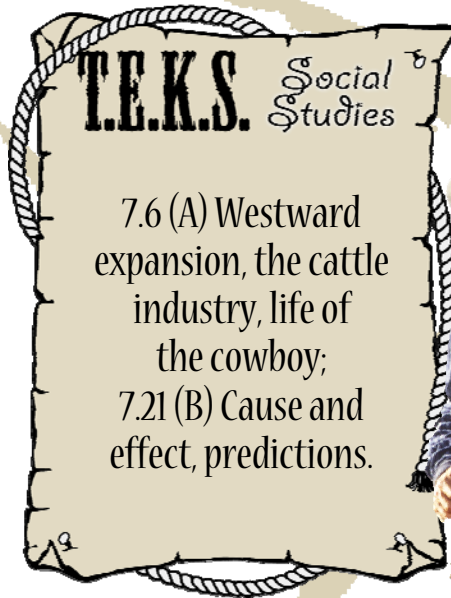
Spirit Guides Cynthia Ann Parker (21), George Reynolds (38) and Elizabeth Clifton (58), Chuck Wagon (39), Frontier Experience Theater (45), Information Station (57), and Frontier Women Rotator (61)

**Materials Needed:** Decisions, Decisions! Game cards and answers (Attachment 1), index cards for each student

### Teaching Strategy

**Pre-Visit Introduction**

1. Review material on cattle drives and westward expansion, focusing on the dangers involved in both ventures.
2. Ask students to discuss decision-making. "When faced with a tough decision, do you:
  - a. go with what experience has taught you
  - b. gather information first
  - c. don't spend too much time thinking about it, just go with your gut instinct.
3. Often cowboys and settlers were out on the plains without any way to gather information or get help from someone else and had to make major decisions on the spot. Students will observe some of these instances at Frontier Texas!



### Museum Instruction

1. Students will enjoy learning about cattle drives and the perils of settling the frontier from Spirit Guides Cynthia Ann Parker (21), George Reynolds (38), and Elizabeth Clifton (58), as well as the Chuck Wagon display (39), Frontier Experience Theater (45), Information Station (57), and Frontier Women Rotator (61).
2. Remind students to observe decisions that had long lasting implications for the failure or success of life on the trail.

### Post-Visit Synthesis Activity

1. Play “Decisions, Decisions!” game in which the smartest decisions will be rewarded. Give each student an index card with an **A** on one side and a **B** on the other side.
2. All students will stand by their desks. As a scenario is read, students are asked to make a decision that will affect their travel. Students will respond to the two possible answers by holding up the **A** or **B** side of the card.
3. The teacher will then read the correct answer to the question. If a student has chosen the wrong answer, he/she will sit down.
4. The next scenario is read and question asked. Repeat with each scenario, having students be seated if they get the wrong answer, but continuing on their journey if the right answer is given.
5. The students left standing after all questions have been answered make up the most successful pioneers and should be awarded a prize.
6. There are two stories to use. One is “So You Want to be a Cattle Baron” (four questions) about a cattle drive, and the other is “On the Wagon Trail” about moving west (three questions).

## Student Assessment

Assess student understanding by the answers given in the game.

## Enrichment Activity

Students will write a “Tips for Travelers” guide for settlers moving west.

*Created for Frontier Texas! by Jeanne Wray*

# Decisions, Decisions! Game Cards

## On the Wagon Trail

Life on the wagon trail was extremely difficult. Thousands of people flocked to the West hoping to find gold and instant wealth. Others hoped to own acres of land and improve their standards of living. But these courageous settlers experienced numerous obstacles along the way. Pioneers faced stampedes and treacherous river crossings. Because most, if not all, family members walked on foot over rugged ground, accidents were frequent. Many families lost relatives to cholera and other illnesses. Despite these horrific circumstances, the brave pioneers continued on the journey west with promises of a better life to come.

### Beginning the Trip

Your life as a pioneer has been hard. Your dad brought your family to eastern Colorado, but times are tough there and now you have your own family to care for. You decide to head for Buffalo Gap, Texas to start a new life. The railroad is supposed to be built through that town soon, and maybe you can start a dry goods business.

But first you face life on the trail, and that's not easy. You have a lot of decisions to make. You've got to get to Texas quickly and safely. You choose to travel an established route, the Goodnight-Loving Trail.

Before you can embark on your journey, you must decide what to take with you. You have \$500 in your pocket, and it is time to buy the animals to pull your wagon. You can buy a pack of mules. Mules are fast and cheap, costing \$15 each. Or you can buy a few oxen. Oxen are slow and more expensive, costing as much as \$35 per animal.

What do you do?

- A. Purchase six mules
- B. Buy four oxen

## **Paying the Toll**

You are making headway on the Goodnight-Loving Trail. You come to Raton Pass in New Mexico, the very place where Charles Goodnight passed in 1867. However, a tough character called Uncle Dick Wooten wants to charge you a \$50 toll to travel the pass. You're trying to save what little cash you have left after buying supplies to start that dry goods business.

What do you decide to do?

- A. Pay the toll, wondering if other settlers have done the same.
- B. Try your luck and find another route. You save money and could possibly go down in history for finding a faster, cheaper route to the West.

## **River Crossing**

It's been a hard trip through eastern New Mexico but you've made good progress. You even met up with some cowboys headed north with a huge herd and were able to buy some flour from their cook. You are starting to imagine your store in Buffalo Gap.

But there's more to this long journey. You reach the infamous Horsehead Crossing of the Pecos River and the river is at flood stage. Crossing here is dangerous business under the best circumstances. But supplies are low again, the baby's got a bad cough, and you don't want to delay.

What do you do?

- A. Wait out the flood for three days
- B. Hustle the family into the wagon and drive it into the river

## **So You Want to be a Cattle Baron?**

As the American population grew in the 1800's there arose a greater demand for beef. Hundreds of men found business opportunities and wage work driving huge herds of cattle from Texas to markets to the north.

The average herd consisted of 2500 head of cattle, and 11 or 12 men could handle a herd this size. The crew was made up of a trail boss, the cook, and 9 or 10 drovers who helped manage the cattle. Many ranchers and cowboys who began their journey in Texas headed to Abilene, Kansas, where they could sell cattle for beef to be shipped by rail all over the country. In 1871, over 700,000 Texas cattle were driven to Kansas!

Many dangers confronted these men during their travels, including thunderstorms and encounters with Indians. And once they reached Kansas, their troubles were not over. The market was extremely competitive in Abilene, and there was no telling whether a would-be cattle baron would boom or bust.

## Choosing a Trail

Your journey begins in San Antonio, TX. You have 2500 head of cattle and need to get to Abilene, Kansas. Many cattle trails leave from San Antonio, and before you begin your journey, you must choose which trail you want to take. You may choose the Chisholm Trail or you can create your own path. The Chisholm is the most popular trail from Texas to Kansas. It has substantial prairie grounds for grazing, better stream crossings than other routes, and fewer Indian taxes and Indian assaults. If you choose to make your own way, you must account for river crossings, ample food supply, and bring enough money to pay the unknown Indian taxes. However, by plotting your own trail you may save yourself a week or two in travel time, and time is money when you are paying cowboys.

What would you like to do?

- A. Take the Chisholm Trail
- B. You are a lone rider. Create your own trail

## Indian Encounter

After you pass through Texas, you cross the Red River into Indian Territory. This land still belongs to the Indians, and you hope you will pass through unnoticed. But as luck would have it, a party of Indians on horseback spots you. They swiftly travel to head you off. The leader approaches and signals with sign language that he wants 500 head of your cattle for the privilege of passing through his territory. This cow tax will allow you passage and grazing along the way, but 500 cattle is a steep price to pay.

What do you do?

- A. Tell the leader "no." Your persuasive personality can win the Indians over.
- B. Pay the cow tax. Better safe than sorry.

## **The Thunderstorm**

On the horizon you see dark storm clouds, and your instincts tell you trouble is brewing. Sure enough, as you approach the storm, lightening flashes and a loud BOOM erupts. But another sound follows, and the ground trembles. It sounds like a stampede! The herd becomes scared and frantically runs off course. You may run for cover, let the herd run off, and round them up when the storm passes OR you may circle around the herd to try and steer the direction of the stampede.

Which would you like to do?

- A. Run for cover! There is no way you are going to get trampled.
- B. Race after the cattle to try to stop the stampede.

## **The Market**

Welcome to Kansas! You have survived the thunderstorm and Indian encounter, but now you must try to sell the cattle at market. After securing the herd in a corral, you can either sell the herd for \$ .02 per pound now, earning \$20,000 OR you can search for a buyer who will pay \$ .03 per pound and earn \$30,000.

What would you like to do?

- A. Sell at \$ .02 per pound now
- B. Hold out for \$ .03 per pound

# Decisions, Decisions ! Answers

## On the Wagon Trail

### Beginning the Trip

- A. Unfortunately, purchasing the mules was a bad choice. Due to the mean temperament of these animals, one of them has run away just as the trip starts, almost trampling you in the process. While you survived, the rest of the mules are worn out and won't move another inch. You and your family are now stranded. You are forced to wait for another wagon team. You hope they will have some room for you and maybe your supplies, but that's not likely.
- B. Good choice! Even though oxen are slower, their strength is an invaluable asset. These powerful animals possess a lot of stamina, and they are much easier to work with than a pack of moody mules. You and your family are off to a good start.

### Paying the Toll

- A. Congratulations! You and your family are able to travel the pass successfully, but not before griping to Uncle Dick that you don't appreciate his greed.
- B. Your detour becomes impassable forty miles east of Raton Pass because of sandy ground. You have to turn around and make your way back to Raton Pass. You add several days to your trip. Hope your food supply is going to hold up!

## **River Crossing**

- A. Good choice! Plains floods subside quickly and soon enough for you to make safe passage. The oxen are rested and plow ahead quickly on the last segment of the trip. You treat the baby with a tonic you make from sunflowers and his cough is gone. And you still have almost \$250 of savings left to start that business. Welcome to Buffalo Gap!**
- B. Bad idea. Strong as the oxen are, they can't keep the wagon from swinging sideways into the current. It pitches over. There goes that barrel of flour you bought, along with some of your furniture and, worst of all, the money sack you hide under the wagon floor. You, your spouse (clutching the baby), and the kids make it back to the bank, thank goodness. You wait three days for some cowboys to show up, and they help you finish the trip, but you arrive broke and heartsick.**

# Decisions, Decisions! Answers

## So You Want to be a Cattle Baron?

### Choosing a Trail

- A. Good idea! The Chisholm Trail gives you the best chance of making it safely to Kansas. But beware. Many dangers still await you on the trail ahead.
- B. One week into your trip as a trailblazer, trouble begins. Your route west of the Chisholm Trail takes you into the Texas Hill Country, where a dry spell has decreased the usually plentiful grazing. The cattle become too weak to move quickly, and yet it's a gamble to stay put and wait for rain. After stalling in the hills, you press the herd forward, but so many head die that you know it will become very hard to break even in Kansas. You sell off the remaining head to local folks for a little money, pay the cowboys what you can, and send them home. Better luck next time, pardner.

### Indian Encounter

- A. You are not as persuasive as you thought you were, or perhaps your sign language is a little rusty. Some Indians draw their weapons, but they seem more concerned with running you off their land than causing any real trouble. You retreat, managing to drive some of the herd with you, but the Indians are left with a hefty percentage. And, you now have to make a detour around their range, adding fourteen days to your travel time.
- B. You smile and part with 500 head. You've still got almost 2000 for yourself. The Indian leader thanks you, and you continue on your journey in one piece.

## **The Thunderstorm**

- A. While you try to stay safe under the wagon, the herd disperses in all directions for a mile or more. You spend an extra three days rounding up the herd and find that over a hundred head are dead from stampeding into draws. And, your best rider has two broken legs and you must pay some mule drivers to give him a ride back to San Antonio. All these losses add up when you get to Kansas. You don't break even.**
- B. By riding hard through the flashing and downpour, you and the drovers are able to get the herd running together, and it's even running northward. When the thunderstorm passes, the cattle, as well as your horses, are exhausted, and you are able to settle in for the night. Good job!**

## **The Market**

- A. You sell all cattle for \$ .02 per pound and receive \$20,000. You settle up with your cowboys, put aside \$700 to pay for supplies bought on credit in San Antonio, and still head home with a healthy profit.**
- B. There is no buyer for \$ .03 per pound because some other herds are coming up the trail behind you. The corral owner gives you one hour to move your herd. You must ship the herd to Chicago for \$2.25 per 100 lbs. The railroad charges you \$150 per car. You wind up owing \$23,000. Guess you'll have to go back to San Antonio and try again so you can get out of debt. Better luck next time.**

# Let US Teach That For You!

## The Treaty of Medicine Lodge Creek

**Overview:** This lesson presents an opportunity for students to use a primary source document to conduct an in-depth study of the Medicine Lodge Creek Treaty, analyzing both sides of the Indian/settler conflict.

### Objectives

**Students will:**

1. Gather & interpret information from museum displays.
2. Analyze and understand points of view of both the Indians and the settlers using the Medicine Lodge Treaty.
3. Defend one point of view in a role play.

### Materials

**Educational Materials Provided by Frontier Texas!:**

Displays Spirit Guide Esihabitu (12), Tribes of the Region Rotator (13), Four Chiefs (14), Conflict Rotator (24), "Scalps" (29), Spirit Guide Elizabeth Carter Clifton (58)

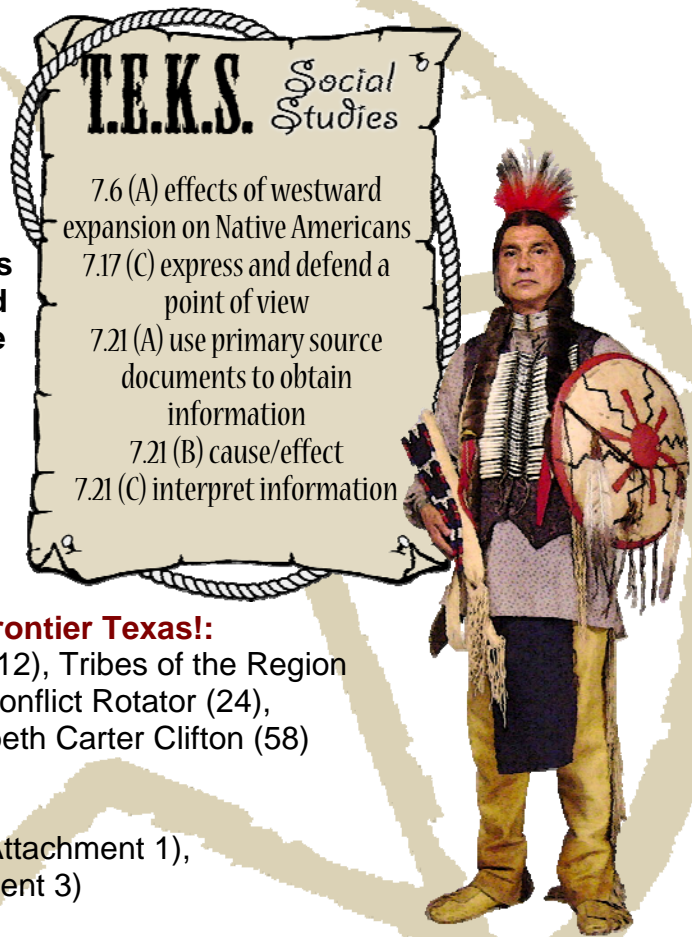
**Materials Needed:**

Copies "Fact-Finding Mission" (Attachment 1),  
Medicine Lodge Treaty (Attachment 3)

### Teaching Strategy

**Pre-Visit Introduction**

1. Discuss what it feels like to move to a new school and the problems that presents, such as not knowing what's acceptable/not acceptable, routines, locations of classrooms, cafeteria, etc.
2. Relate that scenario to what the Native Americans must have felt when they were moved to reservations and what a radical life-style change that was.



## **Museum Instruction**

1. Listen to Spirit Guide Esihabitu tells about Indians in this part of Texas. His last comment is "Now I argue for peace with the Whites, but I do not want us to become like the Whites ourselves."
2. Find facts from the "Tribes of the Region" Rotator (13) and the "Four Chiefs (14). Each student will record 5 facts on "Fact-Finding Mission" (Attachment 1) about the Indian tribes or Indian chiefs highlighted in the display.
3. Learn another point of view from Spirit Guide Elizabeth Carter Clifton (58).
4. Move to the outside Quote Stones in front of the museum. (Attachment 2) Students will notice that some quotes are sympathetic to the Indians' point of view and other quotes describe the settlers' point of view. As these quotes are found, have students read them aloud to the group. Discuss the dilemma the settlers and Indians faced in living together in the same area.

## **Post-Visit Synthesis Activity**

1. Distribute copies of "The Medicine Lodge Treaty" and read aloud the first two pages. (Attachment 3)
2. Assign 5 students to be the Peace Commission, who will listen to both the Indians and the US government officials as they try to agree on terms of a treaty between the two sides.
3. Divide the remainder of the class into two groups, one representing the US Government, and the other representing the Indians. Specific roles, according to ([http://en.wikipedia.org/wiki/Medicine\\_Lodge\\_Treaty](http://en.wikipedia.org/wiki/Medicine_Lodge_Treaty)) include:
  - a. Chief Black Kettle (Cheyenne)
  - b. Chief Quanah Parker (Comanche)
  - c. Chief Santanta (Kiowa)
  - d. Chief Wolf's Sleeve (Apache)
  - e. Chief Little Raven (Arapaho)
  - f. Gen. William Sherman
  - g. Gen. William Harney
  - h. Gen. Alfred Terry
  - i. Commissioner of Indian Affairs Nathaniel Taylor
  - j. Sen. John Henderson of Missouri
4. Assign each side to prepare arguments for the Peace Commission, about the possibilities of moving Indians to reservations. What concessions would each side be willing to make to keep peace? What would be the advantages and disadvantages to each group?
5. Each side will have 5-7 minutes to present their arguments. The Council may ask clarifying questions during or after each presentation.
6. The Commission will make the final decision concerning the different aspects of the treaty.
7. Read the remainder of the article, outlining the actual terms of the Medicine Lodge Treaty. The students may compare it to what the class Peace Commission decided.

## Student Assessment

Assess students based on their participation in the Peace Commission Role Play, the facts gathered and presented, and the depth of understanding of the side of the argument they represented.

## Enrichment Activity

Students will suggest ways the move to reservations could have been improved to assure success.

*Created for Frontier Texas! by Jeanne Wray*

# Fact-Finding Mission



Three displays at Frontier Texas! have valuable information about Indians of this region. After viewing and listening to Spirit Guide Esihabitu, reading “Tribes of the Region” Rotator and “Four Chiefs,” record five facts about the tribes mentioned.

1.

2.

3.

4.

5.

## Quotation Stones

*A stake of about four feet was driven into the ground. Upon the top of this was placed the bloody scalp of my sister, Emma. The brown locks that once lay so loose and wavy are now matted together with crimson clots and presented a most horrible appearance. Around these warriors danced, shrieked, and yelled most hideously, waving the gory garments my sister wore at the time of her death.*

**Anna Metzger, captive of the Kiowa Indians**

*If the Texans had kept out of my country, there might have been peace. The Texans have taken away the places where the grass grew the thickest and the timber was the best. I was born upon the prairie where the wind blew free. We only wish to wander on the plains until we die.*

**Ten Bears, Yamparika Comanche**

*The Indian's head was cut off and the skull remained on the ranch for many years. Mrs. Duggan, mother of the boy who was killed, used it for her spinning wheel as a fixture to mend a broken part.*

**Kate Duggan, Journalist**

*I love the land and the buffalo, and will not part with it. I want the children raised as I was. A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber, they kill my buffalo, and when I see that, my heart feels like bursting. We were happy. Then you came.*

**Satanta, Kiowa**

## Quotation Stones p.2

*Suddenly, the war whoop of the Comanche burst upon our ears sending terror to all hearts. My father, in trying to reach the house for weapons, was shot down, and near him my mother, clinging to her children and praying God to spare them, was also murdered, and as she pressed us to her heart we were baptized in her precious blood.*

**Rebecca J. Hilleland Fisher, Pioneer**

*We have set up our lodges in these groves and swung our children from these boughs from time immemorial. When the game beats away from us, we pull down our lodges and move away, leaving no trace to frighten it, and in a while it comes back. But the white man comes and cuts down the trees, building houses and fences and the buffaloes get frightened and leave and never come back, and the Indians are left to starve.*

**Maguara, Penateka Comanche**

*Well, the Indians raided on us for a dozen years or more, taking our stock and killing people on the right and on the left. They seemed to be no respecter of persons. If it had not been one of the best countries on the green earth, and guided by a kind Providence, some of us would have been left to starve.*

**Captain John R. Baylor, Texas Ranger**

## The Medicine Lodge Treaty

A Re-Telling by Tawnya Herman

The year was 1867. The Civil War was over. More and more people moved West to start new lives. General Philip H. Sheridan took command of the U.S. forces in the West. He promised to bring peace to the plains by destroying the buffalo. The buffalo were sacred to the Indians. The Indians lived off of the buffalo. "Kill the buffalo, and you kill the Indians," the general said. The Native Americans went on the warpath. They fought to protect their way of life. They fought to keep their lands.

People back East wanted to stop the war with the Plains Indians. The railroad owners wanted to lay track all the way to the Pacific Ocean. But the railroad was at a standstill. Fighting got in the way. President Andrew Johnson heard about the trouble in the plains. He formed a special Peace Commission to make peace with the Indians. He wanted to remove Indians so whites could settle their lands.



The Treat of Medicine Lodge

(Provenance: Kansas State Historical Society, engraving)

People talked for a long time about where to meet to talk about peace. The Indians chose the area known as Medicine Lodge. Medicine Lodge is located in Kansas. The waters of Elm Creek and Medicine River join together there. The Kiowa went there once a year to bathe in the healing waters of the river. They renewed their medicine at the sacred lodge. There were no railroads. There were no white settlements nearby. It was many miles to the nearest Army post. The Indians felt safe from surprise attacks from white men.

Over 5,000 Indians from five different tribes came to the meeting. The Kiowa, Comanche, Kiowa-Apache, Cheyenne, and Arapaho all came. There were many

white men there, too. The 7th Cavalry came to protect the white men. Some Indians came because they heard there was free food.

During the meeting, both the white men and the Indians made many speeches. Satanta, the chief of the Kiowas, spoke for his people. Satanta said,

*All the land south of the Arkansas belongs to the Kiowa and Comanche. and I don't want to give away any of it. I love the land and the buffalo and will not part with it. I don't want any of the churches within the country. I want the children raised as I was.*

*I have heard that you want to settle us on a reservation near the mountains. I don't want to settle. I love to roam over the prairies. There I feel free and happy, but when I settle down I grow pale and die.*

*A long time ago this land belonged to our fathers, but when I go up river I see camps of soldiers on its banks. These soldiers cut down my timber; they kill my buffalo; and when I see it feels as if my heart would burst with sorrow.*

*This building of homes for us is all nonsense. We don't want you to build any for us; we would all die. I want all my land, even from the Arkansas south to Red River. My country is small already. If you build us houses, the land will be smaller.*

*Why do you insist on this? What good will come of it? I don't understand your reason. Time enough to build us houses when the buffalo are gone, I will tell him. This trusting to agents for food I don't believe in.*

The commissioners' heard Satanta's speech. But it made no difference. The commissioners had already decided what the Indians were to do. They were to learn the white man's way of life. The Indians were going to live on reservations and learn to farm. Their children were going to go to school and learn to speak English. No longer would the Indians roam freely over the plains.

After three weeks of negotiations, the time came to decide on the locations of the reservations. Two men sat in different locations. One was a civilian. If the Indians chose to stand by him, they would live in the north. The other was a military man. If the Indians chose to stand by him, they would live in the south. The Kiowas picked first. They chose to live north of the Red River.



Satanta, Kiowa Chief  
(c. 1820-1878)  
also known as Settainte  
(White Bear)

The white men explained to the Indians that by signing the treaty, both sides agreed to certain things. The Indians would be protected from the white hunters. They would be provided with schools, churches, and farming tools. They would receive food and clothing every year. They would be taught the white man's way of living. Farmers would come and live with them and teach them how to plow. No longer would the plains be one big reservation divided up among the tribes. Instead, all of the Indians would move to their own reservation. All of the reservations would be in the Indian Nations. This was in the western part of present-day Oklahoma. The Indians had to agree to give up all of their rights to their native lands.

The treaty became known as the Medicine Lodge Treaty. There were three different treaties signed. The first was signed October 21, 1867 with the Kiowa and Comanche tribes. The second treaty was signed on the same day. The Kiowa-Apache tribe signed. The third treaty was signed on October 28, 1867. The Cheyenne and Arapaho signed.

The Medicine Lodge Treaty did not end all the fighting. But it is known as the most important treaty signed on the Southern Plains. The Indians gave up their hunting grounds and their nomadic, carefree way of life. Some lived through the fighting and accepted life on the reservation. Others died for what they believed in.

Many Indians did not stay on the reservations. They went on the warpath instead. This led to terrible warfare with the whites.

Source: <http://www.museumgreatplains.org/lawtoncentennial/medicinelodgetreaty.html>

# Let US Teach That For You!

## Whose Buffalo is This Anyway?

**Overview:** In this activity, students will contrast buffalo hunting as a business as seen by the buffalo hunter and buffalo hunting as a way of life as experienced by the Indians.

### Objectives

#### Students will

1. Analyze different points of view.
2. Compare and contrast the use of the buffalo by two groups.
3. Understand the economic issues of supply and demand, profit.
4. Make a presentation to the class.

### Materials

#### Educational Materials Provided by Frontier Texas!:

Displays (8), (9), (10), Spirit Guides Cynthia Ann Parker and J. Wright Mooar (21), (22)

#### Materials Needed:

Display copies of Attachment 1 and 2, student copies of Attachments 3 and 4

### Teaching Strategy

#### Pre-visit Introduction

1. Before coming to Frontier Texas!, ask students to name as many uses for cows as they can think of, such as milk, meat, gelatin (from hooves), soap (from fat), asphalt (fatty acids), and rubber tires (cow fat) Cowhide also becomes leather shoes or sporting goods. According to "Scientific Farm Animal Production," a 1998 textbook, one cowhide can yield about 144



baseballs, or 20 footballs, or 18 soccer balls, or 12 basketballs. (See Attachment 1)

2. For further information on uses of cattle, Google “cattle byproducts.”
3. Display the attached graphic (Attachment 2), showing how the Indians used the various parts of the buffalo. Discuss with the students the difficulties that occurred when Indians no longer had enough buffalo.
4. Compare the loss of the buffalo to a potential loss of cows to Mad Cow disease. What would be the effect on the Texas economy?

### **Museum Instruction**

1. Notice the big “shaggy” at Frontier Texas! display (9), the size of the herd at display (8), and read about the history of buffalo in this area on Rotator (10).
2. Complete the “Bountiful Buffalo” Information sheet (Attachment 3) from facts discovered on Rotator (10).
3. Listen carefully to Spirit Guides Cynthia Ann Parker (21) and J. Wright Mooar (22). They alternate back and forth, making observations about the use of the buffalo from their perspectives. Each makes three short dialogues.
4. While listening to Parker and Mooar, notice that they have very different views about what buffaloes should be used for. Take notes about each of their viewpoints on the prepared sheets (Attachment 4)

### **Post-Visit Synthesis Activity**

1. When class returns to the classroom, divide them into 3 groups, one who will represent Cynthia Ann Parker, one to represent J. Wright Mooar, and one to represent the U.S. Government.
2. In a mock hearing, the group representing Parker will ask the government to stop the buffalo hunters from decimating the buffalo herds. The group representing Mooar will oppose such action.
3. Give each group time to prepare their arguments, while the group representing the U.S. Government will further study the issue.
4. At the assigned time, each group will present its arguments to the government group. The opposing side should not be allowed to interrupt, but will wait their turn to present their arguments. The government officials may ask clarifying questions.
5. After both sides have presented their arguments, the government group will reach a decision. Either it can be for or against a ban of buffalo hunting or it may be a compromise between the two sides.
6. Following the decision, each student will analyze the implications of the decision by writing a paragraph which begins:

- i. *Because of the decision today,*
- ii. *the Indians \_\_\_\_\_ and the buffalo hunters \_\_\_\_\_.*

## Student Assessment

Assess student involvement by the arguments presented in the mock hearing.

## Enrichment Activity

Allow students to further investigate Mad Cow disease, how the few instances have effected the cattle industry, and what precautions are taken to protect consumers.

*Created for Frontier Texas! by Jeanne Wray*


# Cattle Byproducts

## Fat from Cows

Human food (suet, lard, margarine)  
Toothpaste  
Ointments, topically applied medicines and cosmetic products  
Shortening  
Chewing gum  
Adhesives for animal feeds  
Lubricants  
Soap  
Candles  
Glycerin

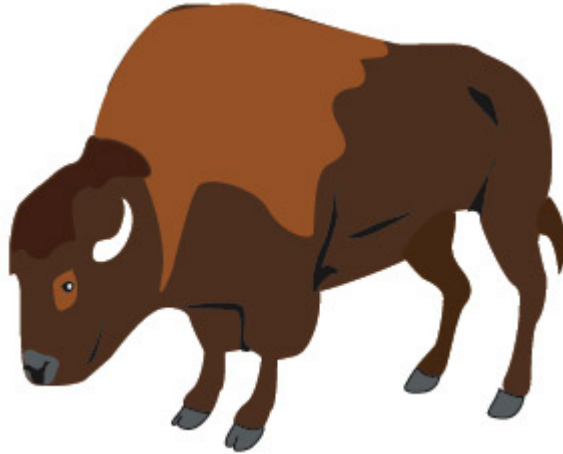
## Hooves of Cows

Gelatin  
Human food  
Pet food  
Glue  
Buttons  
Handles  
Neatsfoot oil  
Lubricants  
Cow-heel jelly  
Bone meal  
Foam in fire extinguishers  
Fertilizer

Indian Uses Of The Buffalo			
<b>(Hide - Buckskin)</b> moccasin tops cradles winter robes bedding breechclouts shirts leggings lance covers belts dresses pipe bags pouches paint bags pouches dolls coup flag covers quivers tipi covers gun cases	<b>(Hair)</b> headdresses saddle pad filler pillows rope ornaments halters medicine balls  <b>(Tail)</b> medicine switch fly brush lodge exterior decorations whips  <b>(Hoof &amp; Feet)</b> glue rattles	<b>(Horns)</b> cups fire carriers powder horn spoons ladles headdresses signals toys  <b>(Meat)</b> (every part eaten) pemmican (converted) hump ribs- immediately jerky (converted)  <b>(Skin Of Hind Leg)</b> moccasins or boots	<b>(Rawhide)</b> containers clothing headdress food medicine bags shields buckets moccasin soles rattles drums drumsticks splints cinches ropes belts bullets pouches saddles horse masks lance cases armbands quirts bull boats knife cases stirrups thongs horse ornament

From: Malls, Tom, THE MYSTIC WARRIORS OF THE PLAINS 1972, p 190  
(Picture of Buffalo - Artist: Black Lance - Courtesy of St. Joseph Indian School)

# Bountiful Buffalo



1. How much buffalo meat did the Plains Indians consume each day? \_\_\_\_\_
  - 2.. How much did a buffalo bull weigh? \_\_\_\_\_
- 

3. What was the job of the children in the buffalo hunt?
- 

- 4.. How fast could a buffalo run? \_\_\_\_\_

5. Who butchered and skinned the buffaloes? \_\_\_\_\_

6. What weapon was used to kill the buffalo? \_\_\_\_\_

7. How long did buffalo typically live? \_\_\_\_\_

# Two Points of View

**Buffalo Hunting as a Way of Life**  
**Cynthia Ann Parker**



**Buffalo Hunting as a Business**  
**J. Wright Mooar**



### **Buffalo Hunting as a Way of Life**

**Cynthia Ann Parker**

1. Mainstay of life – food, shelter, shields, etc.
2. Got some good items from the Whites – cloth, iron
3. Comancheros from Santa Fe traded good for buffalo robes
4. White hunters killed buffalo only for hides
5. Loss of buffalo meant having to go to reservations, end of way of life

### **Buffalo Hunting as a Business**

**J. Wright Moor**

1. Big demand for buffalo hides in the East
2. Could make a lot of money
3. Didn't think herds could be wiped out, millions of them
4. Medicine Lodge Treaty supposed to protect herds in Texas, but largely ignored.
5. Herds gradually died out, found new source of income (ranching)



## THE LONE STAR IDENTITY

Language Arts TEKS expects that students will:

- Conduct research and raise new questions for further investigation
- Offer observations, make connections, react, speculate, interpret and raise questions in response to text
- Write to express, discover, record, develop and reflect on ideas.

Objectives:

- Define the traits of Texas “Identity” provided below

Research the major characters introduced at Frontier Texas! then match them with the traits listed below. Write a paragraph expressing how these traits are portrayed in your selected spirit guide.

- Discuss whether or not these traits are seen in Texans today—Have them defend their opinions.

Traits of Texas Identity:

1. Adventurous
2. Audacious
3. Boastful
4. Brave
5. Honorable
6. Optimistic (hopeful)
7. Tenacious
8. Visionary

