

★ Let US Teach That For You!

The End of the Open Range

Overview: In this activity, students will consider the impact of innovations such as the windmill, railroad travel, and barbed wire on the cattle industry in Texas.

Objectives

Students will:

1. Compare and contrast the impact of the windmill, railroad, and barbed wire on the cattle industry in Texas.
2. Research a major Texas ranch.
3. Create a visual presentation using information from research.

Materials

Educational Materials Provided by Frontier Texas!:

Rotator (63) "End of an Era"

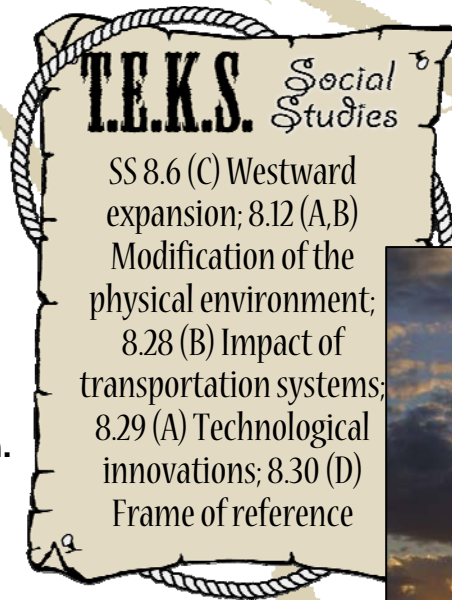
Materials Needed:

Copies of "The Farmer and the Cowman" (Attachment 1), "Changes Are Coming" (Attachment 2), websites for research <http://www.ranches.org/JAranch.htm>, <http://www.tsha.utexas.edu/handbook/online/articles/MM/apm2.html>, <http://www.tsha.utexas.edu/handbook/online/articles/XX/apx1.html>, <http://www.tsha.utexas.edu/handbook/online/articles/KK/apk1.html>, <http://www.king-ranch.com/>

Teaching Strategy

Pre-Visit Introduction

1. Distribute the lyrics to the song, "The Farmer and the Cowboys Should be Friends."
2. Ask students to identify the causes of disagreement between the "hay shakers" and the "cow punchers."



Museum Instruction

1. Beyond the stage coach at Frontier Texas!, students will read Rotator (63) entitled "End of an Era" about Joseph Glidden and the discovery of barbed wire.
2. Students will observe the display of different kinds of barbed wire.
3. Students should read about Daniel Halladay and his invention, the windmill.
4. Students will read about the T&P railroad and its influence on this part of Texas.
5. Students should consider the effect of all three of these innovations and analyze their impact on this region by completing the prepared sheet, "Changes are Coming." (Attachment 2)

Post-Visit Synthesis Activity

1. Divide the class up into four groups and assign research on these ranches:
 - a. The XIT Ranch
 - b. The King Ranch
 - c. The JA Ranch
 - d. The Matador Ranch
2. Students will discover:
 - e. The history of the ranch
 - i. When it started
 - ii. How it grew
 - iii. The owners
 - f. The size of the ranch
 - g. The cattle on the ranch
 - h. Its use today
3. Students should find pictures if possible to share with the class
4. Each group will design a new brand for the ranch.
5. Allow students to teach the rest of the class what they learned by creating a ranch newsletter which includes the information found.

Student Assessment

Assess the depth of research and the information presented in the ranch newsletter by noting the number of different facts presented.

Enrichment Activity

Students may create a map showing the locations and broad expanse of these great ranches. They should include the acreage and square miles covered.

Created for Frontier Texas! by Jeanne Wray

Song: The Farmer And The Cowman

The farmer and the cowman should be friends,
Oh, the farmer and the cowman should be friends.
One man likes to push a plough, the other likes to chase a cow,
But that's no reason why they cain't be friends.

Territory folks should stick together,
Territory folks should all be pals.
Cowboys dance with farmer's daughters,
Farmers dance with the ranchers' gals.

I'd like to say a word for the farmer,
He come out west and made a lot of changes
He come out west and built a lot of fences,
And built 'em right acrost our cattle ranges.

The farmer and the cowman should be friends,
Oh, the farmer and the cowman should be friends.
The cowman ropes a cow with ease, the farmer steals her butter and cheese,
But that's no reason why they cain't be friends

Territory folks should stick together,
Territory folks should all be pals.
Cowboys dance with farmer's daughters,
Farmers dance with the ranchers' gals.

I'd like to teach you all a little sayin'
And learn the words by heart the way you should
I don't say I'm no better than anybody else,
But I'll be damned if I ain't jist as good!
I don't say I'm no better than anybody else,
But I'll be damned if I ain't jist as good!

Territory folks should stick together,
Territory folks should all be pals.
Cowboys dance with farmer's daughters,
Farmers dance with the ranchers' gals!

Changes Are Coming

Three powerful inventions affected Texas ranchers – barbed wire, windmill, and railroads. List 5 facts about the development of each one, and reach a conclusion about which one had the greatest influence and why.

Barbed wire



1.

2.

3.

4.

5.

Windmills



Railroads



In my opinion, the _____ had the greatest impact on Texas because

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Frontier Women

Overview: In this lesson students will study and compare the lives of three women who were pioneers in their own realm.

Objectives

Students will

1. Gain understanding of the plight and contributions of frontier women.
2. Compare/contrast three women of the 19th century.
3. Compare the US Declaration of Independence with the Declaration of Sentiments of the women's rights movement.



(8.10) Effects of migration and immigration;
8.23 (B) Leadership in a democratic society;
8.24 (E) Cultures – women;
8.30 (D) Points of view, frame of reference

Materials

Educational Material Provided by Frontier Texas!:

Spirit Guides Cynthia Ann Parker (21) and Elizabeth Clifton (58), "Frontier Women" Rotator (61)

Materials Needed

Declaration of Sentiments (Attachment 1), reference material on women (Attachment 2), "What I Live For" form (Attachment 3)

Teaching Strategy

Pre-Visit Introduction

1. Review the opening paragraph of the US Declaration of Independence.
2. Read the opening paragraph of the Declaration of Sentiments from the Seneca Falls Women's Rights Convention. (Attachment 1)
3. Compare the two documents using a Venn diagram, noting similarities and differences.



Museum Instruction

1. Listen to Spirit Guide Cynthia Ann Parker (21) tell her story. Consider what rights she had and the causes that mattered the most to her.
2. Then hear Spirit Guide Elizabeth Carter Clifton (59) tell her tale. Think about what these two women had in common.
3. Discuss what these two pioneer women faced, what causes they would have championed the most, and what they saw as their future.
4. Learn more about life on the frontier from the "Frontier Women" Rotator (61)

Post-Visit Synthesis Activity

1. Divide the class into three groups, one for each of the three women, Elizabeth Cady Stanton, Cynthia Ann Parker, and Elizabeth Carter Clifton.
2. Each group will be given material on the woman assigned to their group, (Attachment 2) or they may be assigned to find the material on their own.
3. Each group will discuss the hardships faced and the aspirations of the woman about whom they are learning.
4. The following is a poem that was pasted inside Elizabeth Stanton's journal. Groups will describe the "cause that lacks assistance, the wrong that needs resistance, and the future in the distance" for their person. See attached form. (Attachment 3)

*I live ...
For the cause that lacks assistance,
For the wrong that needs resistance,
For the future in the distance
And the good that I can do.*

Student Assessment

Students signify their understanding of the person studied by the response on the poem. Then they will enact a conversation between the three women using information on the poem.

Enrichment Activity

Students may analyze the quotes of Elizabeth Stanton with comment as to how it applies today.

Created for Frontier Texas! by Jeanne Wray

Declaration of Sentiments

(Opening Paragraph)

Women's Rights Convention, Seneca Falls, NY 1848

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course. We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.



Elizabeth Cady Stanton

STANTON'S FAMILY LIFE

- Elizabeth Cady Stanton managed to become the leading feminist philosopher of the first generation of women's rights activists despite raising a family of seven children. Henry, her husband was supportive of Stanton's endeavors. During the 1840's and 1850's, Stanton, busy with her maternal chores, still found time to write and plan a strategy for the feminist movement. (Sochen, 131)

STANTON'S POLITICAL WRITING

- Stanton wrote speeches for Susan B. Anthony; she drafted the 1848 Seneca Falls declaration. In addition Stanton spoke at the annual women's rights conventions held after 1848. Her speeches were known throughout New England and the Middle Atlantic States. Her rhetoric is said to be "dramatic and to the point." (Sochen, 131) She told the following to the New York legislature in 1860: There are certain natural rights as inalienable to civilization as are the rights of air and motion to the savage in the wilderness. The Prejudice against color, of which we hear so much, is no stronger than that against sex...The Negro's skin and the woman's sex are both prima facie evidence that they were intended to be in subjection to the white Saxon man. (Sochen, 132)

THE CONNECTIONS LINKED TO STANTON'S POLITICAL AGENDA

- According to Sochen, "Bringing the two reform movements together may have personally strengthened the women involved, but it convinced many others that both movements were radical, would lead to disruption and chaos, and were therefore totally undesirable." (Sochen, 132) For Stanton, abolitionism and feminism were linked together." (Sochen, 137)

STANTON'S ARGUMENTS

- Elizabeth Cady Stanton reached back to the roots of American history and discussed the Declaration of Independence. She argued that women were not immorally inferior, rather, they were morally superior and should be granted access to the political arena. According to Ryan, " these ideals and experiences commingled in such a way as to give birth to an organized feminist movement and generated a score of subsequent women's rights conventions throughout the Northeast and Ohio Valley." (Ryan 164)

HOW STANTON WAS PERCEIVED BY HER CONTEMPORARIES

- These women were considered "cranks" among their contemporaries." Comments on the Seneca Falls convention usually hidden in the back pages of local newspapers said " "We respect woman as woman. She fills a place higher, more useful and far more appropriate than she could in any other capacity." (Ryan, 165)

<http://www.history.rochester.edu/class/suffrage/stanton.html>

Quotes from Elizabeth Cady Stanton

- We hold these truths to be self-evident: that all men and women are created equal.
- Truth is the only safe ground to stand upon. The moment we begin to fear the opinions of others and hesitate to tell the truth that is in us, and from motives of policy are silent when we should speak, the divine floods of light and life no longer flow into our souls.
- Self-development is a higher duty than self-sacrifice.
- The happiest people I have known have been those who gave themselves no concern about their own souls, but did their uttermost to mitigate the miseries of others.
- I am always busy, which is perhaps the chief reason why I am always well.
- Whatever the theories may be of woman's dependence on man, in the supreme moments of her life he can not bear her burdens.
- Because man and woman are the complement of one another, we need woman's thought in national affairs to make a safe and stable government.
- Womanhood is the great fact in her life; wifedom and motherhood are but incidental relations.

http://womenshistory.about.com/cs/quotes/a/ec_stanton.htm



THE HANDBOOK OF TEXAS **Online**

PARKER, CYNTHIA ANN (ca. 1825-ca. 1871). Cynthia Ann Parker, a captive of the Comanches, was born to Lucy (Duty) and Silas M. Parker^{qv} in Crawford County, Illinois. According to the 1870 census of Anderson County she would have been born between June 2, 1824, and May 31, 1825. When she was nine or ten her family moved to Central Texas and built Fort Parker on the headwaters of the Navasota River in what is now Limestone County. On May 19, 1836, a large force of Comanche warriors accompanied by Kiowa and Kichai allies attacked the fort and killed several of its inhabitants. During the raid the Comanches seized five captives, including Cynthia Ann. The other four were eventually released, but Cynthia remained with the Indians for almost twenty-five years, forgot white ways, and became thoroughly Comanche. It is said that in the mid-1840s her brother, John Parker,^{qv} who had been captured with her, asked her to return to their white family, but she refused, explaining that she loved her husband and children too much to leave them. She is also said to have rejected Indian trader Victor Rose's invitation to accompany him back to white settlements a few years later, though the story of the invitation may be apocryphal.

A newspaper account of April 29, 1846, describes an encounter of Col. Leonard G. Williams's^{qv} trading party with Cynthia, who was camped with Comanches on the Canadian River. Despite Williams's ransom offers, tribal elders refused to release her. Later, federal officials P. M. Butler and M. G. Lewis encountered Cynthia Ann with the Yamparika Comanches on the Washita River; by then she was a full-fledged member of the tribe and married to a Comanche warrior. She never voluntarily returned to white society. Indian agent Robert S. Neighbors^{qv} learned, probably in 1848, that she was among the Tenawa Comanches. He was told by other Comanches that only force would induce her captors to release her. She had married Peta Nocona^{qv} and eventually had two sons, Quanah Parker^{qv} and Pecos, and a daughter, Topsannah.

On December 18, 1860, Texas Rangers^{qv} under Lawrence Sullivan Ross^{qv} attacked a Comanche hunting camp at Mule Creek, a tributary of the Pease River. During this raid the rangers captured three of the supposed Indians.

They were surprised to find that one of them had blue eyes; it was a non-English-speaking white woman with her infant daughter. Col. Isaac Parker^{qv} later identified her as his niece, Cynthia Ann. Cynthia accompanied her uncle to Birdville on the condition that military interpreter Horace P. Jones would send along her sons if they were found. While traveling through Fort Worth she was photographed with her daughter at her breast and her hair cut short—a Comanche sign of mourning. She thought that Peta Nocona was dead and feared that she would never see her sons again. On April 8, 1861, a sympathetic Texas legislature voted her a grant of \$100 annually for five years and a league of land and appointed Isaac D. and Benjamin F. Parker^{qv} her guardians. But she was never reconciled to living in white society and made several unsuccessful attempts to flee to her Comanche family. After three months at Birdville, her brother Silas took her to his Van Zandt County home. She afterward moved to her sister's place near the boundary of Anderson and Henderson counties. Though she is said in some sources to have died in 1864, the 1870 census enrolled her and gave her age as forty-five. At her death she was buried in Fosterville Cemetery in Anderson County. In 1910 her son Quanah moved her body to the Post Oak Cemetery near Cache, Oklahoma. She was later moved to Fort Sill, Oklahoma, and reinterred beside Quanah. In the last years of Cynthia Ann's life she never saw her Indian family, the only family she really knew. But she was a true pioneer of the American West, whose legacy was carried on by her son Quanah. Serving as a link between whites and Comanches, Quanah Parker became the most influential Comanche leader of the reservation era.

BIBLIOGRAPHY: James T. DeShields, *Cynthia Ann Parker: The Story of Her Capture* (St. Louis, 1886; rpts.: The Garland Library of Narratives of North American Indian Captivities, Vol. 95, New York: Garland, 1976; Dallas: Chama Press, 1991). Margaret S. Hacker, *Cynthia Ann Parker: The Life and the Legend* (El Paso: Texas Western Press, 1990).

Margaret Schmidt Hacker

Handbook of Texas Online,
<http://www.tsha.utexas.edu/handbook/online/articles/PP/fpa18.html>

THE HANDBOOK OF TEXAS Online

CLIFTON, ELIZABETH ANN CARTER (1825-1882). Elizabeth Ann Clifton, rancher, merchant, and Indian captive, was born on March 29, 1825, in Alabama. In 1842, when she was sixteen, she married Alexander Joseph Carter, a free black. The couple had two children and lived with Carter's parents, Edmund J. and Susanna Carter, in Red River and Navarro counties before moving west to Fort Belknap in Young County, where they began raising stock and farming. Elizabeth Carter managed the ranch, soon as a full partner, while her husband and father-in-law ran a cargo transportation business. Though she was illiterate and epileptic, she also ran a boarding house, the Carter Trading House. In 1857 her husband and father-in-law were both mysteriously murdered. When Carter's estate was finally settled, his remaining assets were divided between his two grandchildren, Elizabeth Carter's married daughter and her young son. Mrs. Carter was not, however, made guardian of her son's property.

In 1858 Elizabeth Carter was briefly married to Lt. Owen A. Sprague, but Sprague disappeared eight months later. Elizabeth continued to be one of the most successful women on the frontier. The Trading House prospered after the Butterfield Overland Mail^{qv} began stopping in Fort Belknap in 1858, and she still managed the ranch. When she was thirty-six years old, she married Thomas FitzPatrick, one of three Carter ranch cowhands, on August 26, 1862. FitzPatrick was murdered eighteen months later.

Elizabeth endured further calamity when her Young County ranch was attacked in the Elm Creek Raid^{qv} of October 13, 1864, and she was taken captive by Plains Indians led by Comanche chief Little Buffalo. Elizabeth's daughter Mildred Susanna Durkin and Mrs. Durkin's infant son were murdered. The Indians took captive Elizabeth FitzPatrick, her thirteen-year-old son, and Elizabeth's two surviving granddaughters, Charlotte Durkin (Lottie), age 5 years, and Mildred Durkin (Milly), age 2 years. The son was killed shortly after his capture.

Mrs. FitzPatrick was held twelve months and twenty days in Kiowa chief Sun Boy's camp on the Arkansas River in northwestern Kansas. Her granddaughter Milly and several other children held in Comanche chief Iron Mountain's camp apparently froze to death early in 1854, though Elizabeth believed that Milly remained alive in captivity. The other grandchild, Lottie, spent nine months as captive of Comanches who tattooed her arms and forehead before releasing her.

Elizabeth was rescued on November 2, 1865, by Gen. J. H. Leavenworth and subsequently held at the Kaw Mission at Council Grove, Kansas. There

she took care of another recently released woman, who was pregnant and in poor health, and the woman's two children. For the next ten months, Elizabeth was paid three dollars a week to nurse, cook, and sew clothes for a growing number of recently released captives. She complained on the released captives' behalf that they were not receiving adequate care, that arrangements for safe transportation to their homes were taking far too long, and that more should be done to free others still in captivity.

On August 27, 1866, almost two years after her capture, she and several others began the six-week trip home. Elizabeth FitzPatrick was reunited with her previously released granddaughter in Parker County. In 1869 Elizabeth married a Parker County farmer and widower, Isaiah Clifton. They moved to Fort Griffin with Lottie and Clifton's youngest four children in order to manage what remained of landholdings inherited by Lottie Durkin after her mother's death.

Elizabeth Clifton remained at Fort Griffin until her death on June 18, 1882. She was buried beside Isaiah Clifton, who predeceased her in 1880, in the oldest cemetery in Shackelford County. As late as 1877 she had wired the Office of Indian Affairs in Washington to report a rumor that her granddaughter, Milly Jane, might be living with a Kiowa woman named Ama. Elizabeth Clifton died penniless.

BIBLIOGRAPHY: Barbara Neal Ledbetter, *Fort Belknap Frontier Saga: Indians, Negroes and Anglo-Americans on the Texas Frontier* (Burnet, Texas: Eakin Press, 1982).

Barbara A. Neal Ledbetter

Handbook of Texas Online, <http://www.tsha.utexas.edu/handbook/online/articles/CC/fc150.html>

What I Live For

I live ...

For the cause that lacks assistance,

For the wrong that needs resistance,

For the future in the distance

And the good that I can do.

★ Let US Teach That For You!

The Shooting at the Bee Hive Saloon

Overview: This activity uses the Bee Hive Saloon located in Frontier Texas! as a teaching tool to help students learn to listen as a critical thinker and accurately report on an event they see on a video.

Objectives

Students will:

1. Watch the video in the Bee Hive Saloon.
2. Analyze and recognize the differing view points of the characters.
3. Quantify the information and retell it in a newspaper story.

Materials

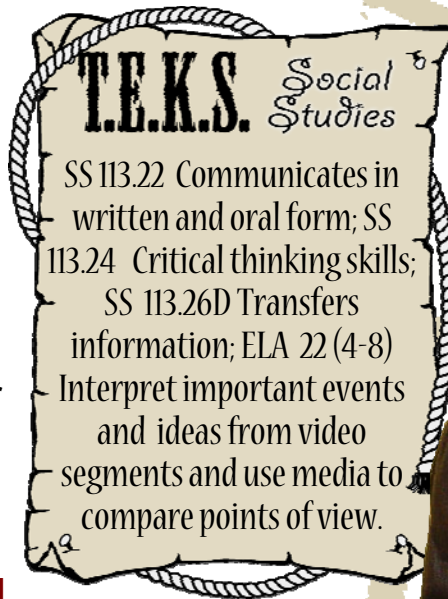
Educational Materials Provided by Frontier Texas!

Bee Hive Saloon exhibit

Teaching Strategy

Pre-visit introduction

1. Tell the students that they will be reporting on an incident that they hear about in a saloon and that it will be their job to get the story straight.
2. Give them the following information about newspaper writing: A good newspaper story must fulfill certain requirements to be factual, yet interesting to the reader.
 - 1) Who? Tell the reader the people involved in the story and something about them.
 - 2) What? Tell the reader about the events that took place as part of the story.
 - 3) When? Tell the reader when the events took place.
 - 4) Where? Tell the reader the location of the events.
 - 5) Why? Tell the reader why this story is interesting and worth reading.



Museum Instruction

1. Listen to the stories told inside the Bee Hive saloon about a shooting.
2. Try to determine the facts as told as hear-say evidence and by one of the participants in the scene and compare/contrast the facts as they are presented to the newspaper reporter.
3. Recognize and analyze differing view points of the characters who tell the story of the Bland shooting. Quantify the information.

Post-Visit Synthesis Activity

1. Now it is your time to write a newspaper article yourself. Pretend that you are a reporter for the *Taylor County Tattler*. Retell the story of the Billy Bland shooting for your newspaper. Be accurate and concise. Make your reader both informed and entertained.

Student Assessment

Assess the depth of research and the information presented in the story by noting the number of different facts presented.

Enrichment Activity

Students may search for stories in newspaper archives through the public library and compare/contrast the stories to the one presented at Frontier Texas!.

Created for Frontier Texas! by Nell Sims

Taylor County Tattler

Fort Griffin, Texas _____

[illegible]

Let US Teach That For You!

Westward Expansion 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)

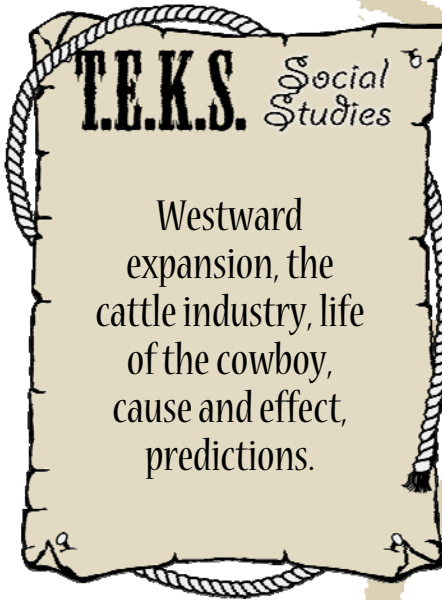
Materials Needed:

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.**



QUOTES From WOMEN WORKSHEET

1. Choose a specific quote from a woman who lived on the Texas frontier. Write it down in the space provided. Include the name or type of person who said the quote. Look for quotes that “touch” you in some way.

Quote:

2. In your own words, describe what the quote means and under what circumstances it would have been said.

What do you think the quote means?

3. What does the quote mean to you? (or) Which of your own ancestors might have had a similar experience?



U. S. History Tour Questions and Answers

1. How does Buck Taylor describe a “frontier?”
A line between the “known and unknown.”
2. How did Indian tribes educate their young people about their history, their culture and their religion? Pictures drawn on rock or hide, stories of their history and special religious days celebrated by the tribe
3. Give an example from Esihibatu (pictures drawn on rock, special celebrated days) and Sun Boy (pictures drawn on hides).
4. What were three commercial uses for buffalo hides or bones?
Buffalo hides were used for leather, and wearing buffalo coats was a big fashion craze during the late 19th Century, bones could be used for making fine bone china, jewelry, buttons and other novelties. Bones could also be ground into fertilizer.
5. What was the point of View of Cynthia Ann Parker about buffalo hunters?
She could see that her tribe was suffering from hunger and cold without the buffalo for food.
6. What was the point of view of the military about the buffalo hunters?
They did not discourage their hunting, even on lands reserved for Indians because it made it easier to force the Indians on to reservations.
7. Who were the “Buffalo Soldiers?” Black soldiers who came into the frontier after the Civil War to fight against the Indians.
8. How did the military mission on the frontier change after the Civil War?
Before the were to keep peace—after the Civil War, they were to wage war against the Indians until they gave up their rights to the land and moved to designated places.
9. What important things would a trail boss need to know before taking his cattle along the long cattle trail to the railroads? A good sense of geography, knowledge of where the water was, and alternate routes around Indian tribes or trouble areas.
10. What was Britt Johnson’s occupation after the Civil War? Freighter
11. What was the purpose of the Butterfield Stagecoach line? To carry mail and passengers across Texas from St. Louis, Fort Smith to San Francisco.

12. How long did it take to travel from Ft. Smith to San Francisco?
About three weeks, traveling day and night.
13. Why did so many American's want to go to California during the 1850's?
Gold was discovered there in 1849.
14. What were three facts about Elizabeth Carter Clifton? (See spirit guide bio sheet)
15. What did Mrs. Clifton mean about living "hand to mouth?" Barely making a living with little or nothing left over.
16. Name two frontier military forts that were located in the area described as Frontier Texas! Fort Phantom, Fort Griffin, Fort Concho, Fort Chadbourne, Fort Richardson, Fort Belknap, Fort Mason, Fort McKavett.
17. What three changes signaled the end of the frontier?
Barbed wire, windmills, steel plows, railroads, settlements, among other things



U. S. History Tour Questions

(Try to answer 15 of the following questions)

1. How does Buck Taylor describe a “frontier?”
2. How did Indian tribes educate their young people about their history, their culture and their religion?
3. Give an example from Esihibatu and Sun Boy.
4. What were three commercial uses for buffalo?
5. What was the point of View of Cynthia Ann Parker about buffalo hunters?
6. What was the point of view of the military about the buffalo hunters?
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