

TEXAS HERITAGE MUSIC FOUNDATION
TEXAS HERITAGE LIVING HISTORY WEEKEND 2004

Suggested classroom lessons and activities

COWBOY

Literature:

I want to be a Cowboy by Firefly Books (ages 4-8); *Cindy Ellen: A Wild Western Cinderella* by Susan Lowell (ages 4-8); *Cowboy in the Making* by Will Lone Cowboy James (ages 9-12); *Tales of the Wild West: An Illustrated Collection of Adventure Stories* by Lois Brown and B. Byron Price (Teen).

Art Websites:

*Loma Dillon – Traditional Western Artist

<http://lornadillon.com>

*Paint Horse Gallery – Fine Original Paintings and Sculpture

<http://www.painthorsegallery.com>

*Clagget/Rey Gallery

<http://www.claggettrey.com>

*Big Horn Galleries

<http://www.bighorngalleries.com>

NATIVE AMERICANS

Literature:

The Legend of the Bluebonnet by Tomi dePaola (ages 4-8); *Sacagawea* by Lisa Erdrich (ages 9-12); *Once They Moved Like the Wind: Cochise, Geronimo and the Apache Wars* by David Roberts (Teen)

Movie:

Dances With Wolves – Show scene where the Indians are talking discussing trade. Talk about the language of the Native Americans. How is it different from ours? How is it the same? What is a trade? Why is it an important aspect of the Native American culture?

Activity:

1. Brainstorm the names of different Native American Tribes. (Algonquin, Apache, Cherokee, Choctaw, etc.) OR famous Native Americans (Sacagawea, Geronimo, etc.)
2. In groups, have students research a tribe. Where were they prevalent? What happened to them when the white men came? Were they Peaceful or warriors? How do you feel about how they were treated? What, if anything, can be done now to help them, if needed?

OR

3. In groups, have students research famous Native Americans. What made them famous? Where were they from? Can you think of someone in our time who reminds you of them?

VAQUERO

Literature:

The Round Up at Rio Ranch by Angela Shelf Medearis (ages 7-9); *In the Days of the Vaqueros: America's First True Cowboys* by Russell Freedman (ages 9-12); *Vaqueros, Cowboys, and Buckaroos: The Genesis and Life of the Mounted North American Herders* by Lawrence Clayton, Jim Hoy, and Jerald Underwood (Teen)

Activity:

Pretend you are a Vaquero riding the range; draw a map describing what type of terrain you might find on your travels.

LONGHORN COW

Literature:

Cowboys & Longhorns: A Portrait of the Long Drive by Jerry Stanley (ages 9-12); *The Cowboys Own Brand Book* by Duncan Emrich (ages 4-8)

Activity: Cattle Branding

(Reading *The Cowboys Own Brand Book* by Duncan Emrich is a great resource before this activity.)

Ask students if they know what a brand is. Explain why and how brands are used – branding is done on the left hip or under the mane, it is small so that it will not mess up the hide. Discuss other ways of identification of animals (ear-tags, tattoos, electric brands, nose rings, ear notches).

Discuss famous brands and teach students how to read the brands. Inform students that they will be designing their own brands, writing a few sentences about them, and then they will share their descriptions with the class. Below are some “Brand Rules” that students should keep in mind when designing their brands:

- ? Brands are read left to right, top to bottom, and outside to inside.
- ? Letters and numbers represent letters and numbers (example: a brand that looks like 112 would be read on hundred twelve; a brand that looks like 81A would be read eighty-one A).
- ? Letters are always capital letters
- ? A letter laid on its side is called a lazy letter, for instance an ‘R’ lying on its side would be read lazy R.
- ? An upside down letter is called a crazy letter (upside down ‘A’ is crazy A).
- ? A backwards letter is read as reverse (reverse C)
- ? Some letters can’t be crazy or reverse because they would look like another letter (i.e. M, W, H, I, X)
- ? A cursive letter made without lifting the pencil is read as running (cursive ‘R’ would be read as a running R)
- ? Pictures can be used such as a quarter moon, half moon, sun, diamond, triangle, heart (hearts can also be lazy or crazy), and #
- ? “-” is read as “bar” while “_____” is read as “rail” and “/” is read as slash
- ? You can have a box with a letter or number in it (read as box 2)

COWBOY SONGS

Put a group together and learn some Cowboy songs or some Jimmie Rodgers songs. Enrich all history lessons with an exposure to the music of that era.

Many famous Cowboy lyrics can be found at www.lonehand.com/cowboy_songs.html.

WEAVING

Literature:

Los Ojos Del Tejador: The Eyes of the Weaver by Christina Ortega, Patricio Garcia (ages 9-12);
Abela's Weave by Omar Casteneda (ages 4-8)

Activity:

Using strips of construction paper, show students how to weave the paper over and under the other strips to form a mat. The mats can be used as placemats at a special event (Thanksgiving, Christmas, etc)

SQUARE DANCING

Literature:

Who's in Love With Arthur by Marc Brown, Peter Hirsch (ages 4-8)

Activity:

By following the audio CD *Square Dancing Made Easy* by Slim Jackson students ages Kindergarten through teen will be able to learn and have fun with square dancing.

QUILTING

Literature:

Hattie's Story (American Quilts) by Susan E. Kirby (ages 9-12); *Quilting Now & Then* by Karen Willing and Julie Dock (ages 4-8); *The Quilt-Block History of Pioneer Days* by Mary Cobb (ages 9-12); *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (ages 9-12).

Activity: (from <http://www.ksu.edu/smartbooks/Lesson007.html>)

The students will create paper quilts of their own using the isometric grid that tessellates the plane or the fraction quilt square.

Contributed by Debbie Sylvester and Pat Crosby, Ft. Riley Middle School, Ft. Riley, KS

? Materials: Geometry template, art paper, crayons or colored pencils, triangle grid sheets

1. Launching the lesson – read the book, *Sweet Clara and the Freedom Quilt*, discuss quilt blocks, their purpose in history and in the life of the pioneer families. Discuss the nature of quilts in mathematical terms – how they

- use patterns that tessellate the plane. Discuss both the isometric and right triangle grids including the angles that make it possible to tessellate the plane.
2. Challenge each student to create an original design using no more than four colors that has a special pattern or a meaning
 3. Have each student explain their pattern in paragraph form, making sure to include the meaning and the mathematical significance of their pattern. Provide an opportunity for the students to share their designs and the meaning they included in the pattern they created.

JIMMIE RODGERS

Write a letter to Jimmie Rodgers and explain why you enjoyed the performance. Since Jimmie is associated with our local Kerrville heritage, you might ask him (in your letter) questions about his house, his family, and his music. Use the enclosed photo page for the “Jimmie” letter.

BUFFALO SOLDIER

Literature:

The Black Cowboys (African American Achievers) by Gina de Angelis (ages 9-12); *Buffalo Soldiers and the Western Frontier* by Emily Raabe (ages 4-8).

CLOSURE ACTIVITY

When you return to your school after your experience with Living History Day, write a story inspired by one of the performers/activities. Use the following questionnaire:

1. What was most interesting to you?
2. What cause you to be curious/ to want to know more?
3. What suggestions do you have for the even for next year?
4. Describe something new to you
5. What performer told you things that were very familiar to you?
6. What is “educational” about this even?
7. List five specific ideas/facts you remember from your visit to Living History Day
8. Write a letter to the THMF and tell us what you like, didn’t like, and any other suggestions.

Time sharing project: Pick a buddy and discuss the event. Each person takes five minutes and shares everything he/she remembers.

For suggestions and/or questions, please call 830-792-1945, fax 830-367-4888 or e-mail kat@maverickbbs.com or www.texasheritagemusic.org. We would love to have a group of teachers generate this package next year—Living History Weekend 2005. Please let our office know if you are interested in participating.

THMF is open to membership and exists in this community because of volunteer efforts and local contributions. If you are interested in being involved, please call or email.