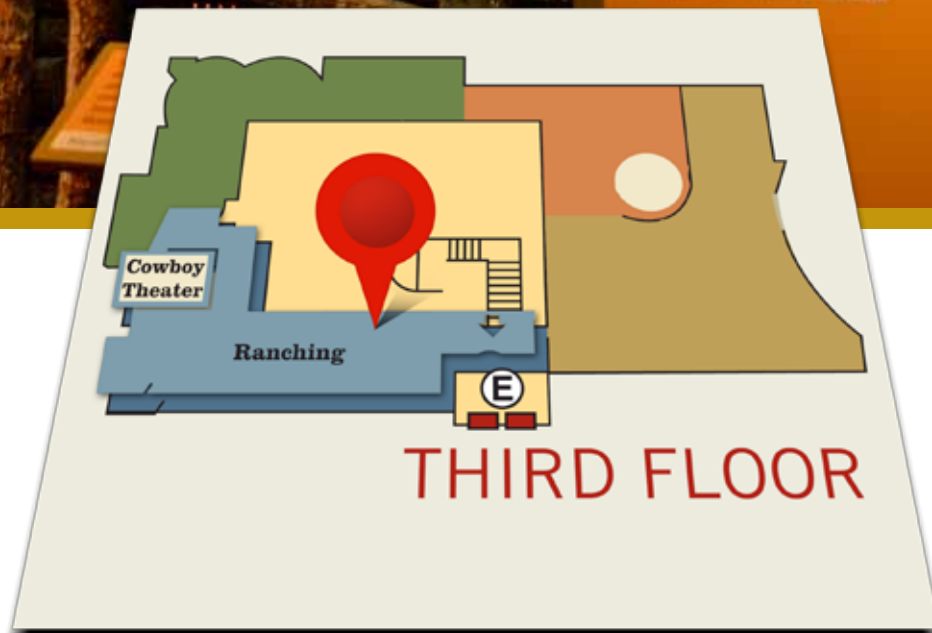


★ CHAPTER NINE ★

RANCHING HERITAGE



Overview

Chapter 9: Ranching Heritage begins at the entrance of the Third Floor exhibits and continues to the Texas Theater. The exhibits in this chapter represent the economic opportunity provided by ranching and depict how the industry evolved from Spanish colonial times through the present. During their visit, students will explore the

obstacles cowboys faced as they traveled along cattle trails and consider the effects that using Longhorn cattle and barbed wire had on ranching. Finally, students will explore the cowboy identity and lifestyle, historically and as it has been portrayed in the movies and other media.

Student Objectives

- ★ Play a game to simulate the obstacles that cowboys encountered along cattle drives. Then write a poem or song about the cowboy lifestyle while traveling along the cattle trails.
- ★ Predict and learn the meaning of terms and phrases used by cowboys and ranchers.
- ★ Observe and record information and ideas from exhibits that represent the cattle drive era during the late 1800s, and determine the factors that brought cattle drives to an end.

Guiding Questions

- ★ What was life like along a cattle drive?
- ★ What clothing and equipment did a cowboy use to work on a ranch and along the cattle drive?
- ★ How did longhorns and barbed wire impact ranching?
- ★ How have the traditions and culture of the cowboy evolved over time?

TEKS

(Texas Essential Knowledge and Skills)

§113.15. Social Studies, Grade 4

History 4.4B, 4.4C

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.2D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19. Social Studies, Grade 7

History 7.1A

History 7.6B

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.2E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Class set of The Story of Texas Student Journal: Chapter 9: Ranching Heritage*
- *Driving the Goodnight-Loving Trail* - trail cards
- *Driving the Goodnight-Loving Trail* - game board

Set the Stage

Ranching was one of the first ways in which people in Texas took advantage of opportunities provided by the land. Spanish missionaries maintained herds of cattle in the late 17th century, making them the first ranchers in Texas. Over the next century, Spanish settlers established **ranchos** throughout southern Texas. Horsemen on ranchos, called **vaqueros**, earned a reputation for their skills with horses and the cattle they herded. They were the first Texas **cowboys**. When American stock raisers came to Texas, they were influenced by the established Spanish ranching customs. Texas ranching evolved as a unique blend of Spanish and American traditions and practices.

The **cowboy** is widely recognized as a Texas symbol and the image has been captured by stories and songs in a variety of media. Many aspects of the Texas **cowboy** legend have been romanticized and sanitized, especially by Hollywood, and both positive and negative stereotypes abound. Today many modern cowboys still practice the traditions passed down to them while society continues to experience the cowboy culture preserved in books, movies, songs, and poetry.

Despite the glamorous reputation that cowboys developed as heroes on the range, women played equally important roles as ranchers and owned some of the largest ranches in Texas. Rosa Maria Hinojosa de Balli, known as “La Patrona,” inherited a land grant of 55,000 acres from her husband in 1790. She collected large herds of livestock, and by 1803 owned over a million acres that extended over five counties in the lower Rio Grande Valley. The land, and its accompanying wealth, made De Balli the most influential woman in the area at that time. Margaret Borland also inherited her cattle business from her husband after he died in 1867. By 1873, she owned 100,000 cattle and was said to be the only woman who led her own cattle drive. In 1956, Mary Nan West assumed management of the 36,000-acre Rafter S Ranch in Zavala County at the age of nineteen. She also managed an additional ranch in Val Verde County. West has been recognized for her lifetime of service and inducted into both the National Cowgirl Museum and the Texas Women’s Hall of Fame.

In the mid-1800s, millions of **Longhorn** cattle, descended from stock brought over by Spanish explorers and colonists, roamed freely on open ranges in Texas. Following the Civil War,

returning veterans began organizing large-scale **cattle drives** to herd millions of cattle from Texas to markets in the northern states where beef was in demand. Many former slaves took to the cattle trails. At least one quarter of Texan **cowboys** were African American during this period. Many of the early cattle drives started in South Texas such as the Chisholm Trail which went from the Rio Grande near Brownsville through Central Texas and Ft. Worth, and ended in Dodge City, Kansas. Charles Goodnight and his partner Oliver Loving traveled westward to the New Mexico and Colorado markets, establishing the Goodnight-Loving Trail. A typical drive took about four months and required courage, endurance, skill, and patience. The cattle drive team usually included a trail boss, trail hands, wranglers, and a cook. Though iconic, the large-scale **cattle drive** era only lasted about 12 years, from 1866 to the mid-1870s.

Several factors led to the end of the period of the open range in Texas ranching. The arrival of the railroads in Texas made moving cattle long distances easier and made the long overland trek to northern markets unnecessary. Additionally, the invention of **barbed wire** controlled access to water and grazing grass. Invented by Joseph F. Glidden in 1874, barbed wire was inexpensive and easy to install. For a time, **cowboys** used fence cutters to reach necessary resources and drive cattle across fenced-in properties, but laws passed by the Texas legislature in 1884 made fence cutting illegal and signaled the end of the open range.

Longhorns, once the mainstay of Texas ranching since they could eat rough vegetation and endure the heat, also fell out of favor with ranchers because they carried the deadly cattle disease called “Texas Fever.” They passed the illness to other breeds of cattle through contact on the range and while traveling to market. Because of this, **Longhorn** cattle were banned from other states and almost bred out of existence.

By the close of the 20th century, ranching in Texas combined centuries old traditions with new technologies, cattle breeds, and markets. While a few large-scale ranches remain, most have been cut down into smaller, more efficient operations in order to survive in a changing economy. Ranching still plays a major economic and cultural role in rural Texas today.

Vocabulary

Barbed Wire	a wire used in fencing that is made with points, or barbs, placed at intervals to prevent livestock from crossing the fence
Bronco	a wild horse (In Spanish: <i>el bronco</i> ; bron'-co)
Cattle drive	the movement of a herd of cattle from ranching and grazing lands to markets in other cities
Corral	an enclosure or pen for horses, cattle, or other livestock. (In Spanish: <i>el corral</i> , ko'ral)
Chaps	heavy leather pants without a seat, worn over ordinary pants by ranch hands to protect their legs (In Spanish: <i>las chaparreras</i> ; chah-par-ray'-ras)
Cowboy	a hired man who tends cattle and performs many of his duties on horseback (In Spanish: <i>el vaquero</i> ; vah-kay'-ro)
Dude	a fancy-dressed city dweller who traveled west on vacation
Lariat Lasso	a long, light rope with a running noose, used to catch cattle, horses, or other livestock (In Spanish: <i>la reata</i> , ri'a:te)
Longhorn	a hybrid breed of cattle that descended from Spanish and English stock; the main breed used in Texas ranching
Ranch	a large farm on which large herds of cattle, sheep, or horses are raised (In Spanish: <i>el rancho</i> ; rahn'-cho)
Spurs	a short spike or spiked wheel that attaches to the heel of a rider's boot and is used to urge a horse forward (In Spanish: <i>la espuela</i> ; es-poo-ay'-lah)
Stampede	a sudden rush or flight of a herd of frightened animals (In Spanish: <i>el estampida</i> ; es-tam-pee'-dah)
Stock	livestock; animals such as cattle, horses, and sheep raised on a farm or ranch
Ten-gallon Hat	a broad-brimmed hat with a high crown worn by a cowboy (Comes from the Spanish phrase: <i>Tan galán</i> , meaning "Very gallant," Than gah-lan)



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:

The Civil War is over, and there is an abundance of cattle in Texas. As a rancher you are going to drive a herd of cattle from South Texas to Colorado where beef is in demand. The journey will go slow and the cattle will only travel ten to fifteen miles a day, depending on the obstacles you encounter. Play the Drive the Goodnight-Loving Trail game to determine what life will be like traveling along the Goodnight-Loving Trail.

2. Organize students into groups of two. Give each group a game board, a set of game cards, and two game pieces to move along the board. Game pieces can be made from simple materials such as paper clips. Students will take turns drawing cards and moving the number of spaces indicated on the cards. The first student to reach the finish at Denver, Colorado, wins the game.
3. After playing the game, discuss how the students felt about the obstacles that delayed them. Discuss similar challenges that cowboys faced during their cattle drives and the amount of time it took to travel long distances. To learn more about cattle drives, students may visit online resources such as the website "Texas Ranch House" at PBS.org.
4. This game can be played outside with students serving as game pieces. Mark off 12 spaces in a flat open area. Organize students into groups of four. Two students will read the cards aloud while their partners move up and down the path. Set up enough game areas for a whole class to play at the same time.
5. Students then write a poem or song that describes the journey along the trail. Poems and songs should retell the cowboy's story and include experiences such as obstacles, weather, food, entertainment, and how to herd cattle down the trail.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: What caused the end of the cattle drive era?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

- Gather students around the entrance of the Ranching Heritage exhibit. Ask students what they think of when they hear the word “cowboy”. As students share their understandings they must identify the following about their knowledge of cowboys:
 - ★ I know _____ .
 - ★ I know this because _____ .
- Look back at students’ understanding of cowboys and how much of their information about cowboys comes from books, television, school, and other activities.
 - ★ Discuss which resources students think provide accurate information about cowboys of the past and present.
 - ★ Invite students to observe some of the exhibits looking for evidence to support their ideas.
- Ask if students have ever heard the word “buckaroo.” Explain that the first cowboys were actually Spanish herdsman known as vaqueros — a word that many Americans had trouble pronouncing, so they changed it to “buckaroo.” When American stock raisers came to Texas, they were influenced by the Spanish ranching customs that were already present and adopted many of the practices and words we still use today. Challenge students to look for other words that we use today that have a Spanish origin such as corral and bronco.
- Ask students what they now want to know about cowboys. Explain that students will explore the exhibits about Texas ranching and should consider the following:
 - ★ Are students’ original ideas about cowboys accurate?
 - ★ What do students learn from the exhibits that they did not know before?
 - ★ What are students surprised to learn about cowboys and ranching?



Explore the Museum

- Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: What caused the end of the cattle drive era?
- Explain that students will identify and analyze the events that took place during the ranching and cowboy era.
- Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

9.1 Creating Opportunity

Locate and record the advantages and disadvantages of using Longhorn cattle and barbed wire in Texas ranching. Locate and label at least one Texas Cattle Trail. Explain the challenges a cowboy might face during a four month ride along the cattle trail.

9.2 The Texas Cowboy

Identify the clothing and equipment a Texas cowboy might have used on a cattle drive. Draw, label and identify the function of each item on the cowboy picture below.

9.3 Spanish Influence

Identify examples showing how Spanish traditions have influenced the words, livestock, and clothing found throughout Texas ranching history.

9.4 Cowboy Traditions

Locate artifacts that show how the cowboy culture has been shared in books, movies, songs and posters.

- After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
- Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
 2. Refer back to the Thinking Ahead question found on the cover of the student journals. Compare the evidence students were looking for to what they actually observed at the Museum.
 3. Discuss students' responses to the question. Ranchers fenced their land using barbed wire to help establish boundaries between properties. The fences created obstacles for cattle drives and eventually closed the open range. Ranchers turned to railroads as an alternative for transporting cattle. Students explain whether they think erecting barbed wire fences benefited or hurt Texas.
- ★ Research cowboy recipes. Create a collection of recipes and then prepare a dish to share with the class.
 - ★ Create a game using the English and Spanish forms of the vocabulary words.
 - ★ Watch a movie that depicts cowboy life. Report on the movie and include the following:
 - year the movie was made
 - actors and characters in the movie
 - description of how cowboy life is represented
 - summary of the movie
 - review of the movie's authenticity

EXTEND STUDENT LEARNING

- ★ Research cowboy songs and poems. Create a collection and explain the theme of each.
- ★ Build a model of a chuck wagon. Include all of the supplies a chuck wagon would carry. Use online resources such as "Texas Ranch House" and "Chuck Wagons and the Trail Drives" at PBS.org to conduct research.
- ★ Research cowboy expressions. Create a dictionary that includes the expressions and their meanings. Use online resources such as "Texas Ranch House" at PBS.org to conduct research.

ACTIVITY 9.3: SPANISH INFLUENCE

Spanish ranching customs have influenced many of the ranching practices and words we still use today. Identify examples showing how Spanish traditions have influenced the words, livestock, and clothing found throughout Texas ranching history.

Ranching practices Used in Texas	Spanish influence

ACTIVITY 9.4: COWBOY TRADITIONS

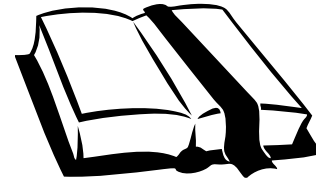
Cowboys have developed a reputation for living exciting and adventurous lives. Locate artifacts that show how the cowboy culture has been shared in books, movies, songs and posters.

Picture of Artifact

Explain why you chose this artifact.

What does it show about cowboy life?

★ THE STORY OF TEXAS STUDENT JOURNAL ★



**CHAPTER NINE:
RANCHING HERITAGE**

STUDENT NAME



Question:

What caused the end of the cattle drive era?

Before I visit:	During my visit:
<p>What evidence will I look for to answer the question?</p>	<p>What evidence have I found to answer the question?</p>



After exploring this chapter I learned

ACTIVITY 9.1: CREATING OPPORTUNITY

Ranching was one of the earliest ways in which Texans created opportunity on the land. Locate and record the advantages and disadvantages of using Longhorn cattle and barbed wire in Texas ranching.

	Advantage	Disadvantage
Longhorn cattle		
Barbed wire		

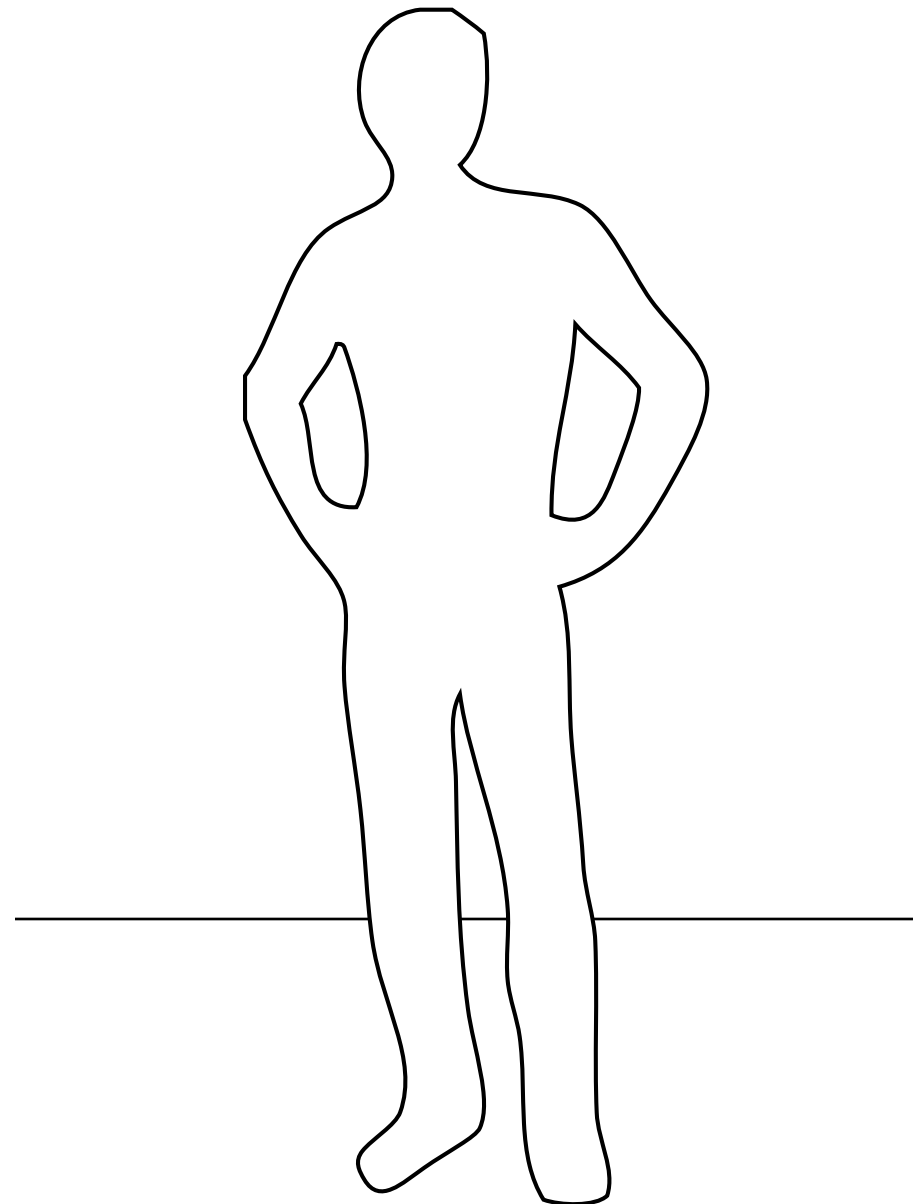
Between 1866 and 1890, cattle were driven across Texas to sell at markets in other states. Locate and label at least one Texas Cattle Trail.



What challenges might a cowboy face during a four month ride along the cattle trail?

ACTIVITY 9.2: THE TEXAS COWBOY

Life on ranches and cattle drives was hard. It required long hours working and driving cattle hundreds of miles. Identify the clothing and equipment in the exhibit that a Texas cowboy might have used. Draw, label and identify the function of each item on the cowboy picture below. Use evidence from any time period in Texas ranching history. For extra credit, label the drawing in both Spanish and English.



Goodnight-Loving Trail

Trail Cards

A lightning storm has caused a cattle stampede.
Move back one space.

Run for cover! A tornado is coming your way.
Move one space.

A calf has wandered off and you must go and bring it back to the herd.
Lose a turn.

Some of the cowboys have taken sick and the drive must stop until everyone is able to ride.
Lose a turn.

The river you need to cross has flooded, and the herd must go around it.
Move back one space.

The trail boss has ordered a detour in order to avoid a group of Comanches.
Move back one space.

Bad weather has slowed down the cattle drive.
Lose a turn.

Cattle rustlers tried to steal cattle overnight. Some of the cowboys rode after them.
Lose a turn.

Herding cattle through a canyon has slowed down the drive.
Lose a turn.

Temperatures are hot, and water is scarce. Take a detour to find a water source for the cattle.
Move back one space.

The cattle drive has stopped near Pueblo, Colorado, to get supplies.
Lose a turn.

The herd has slowed down to graze.
Lose a turn.

The chuck wagon has broken down. The drive has halted until repairs are made.
Lose a turn.

The cattle are moving quickly to the cowboy songs.
Move ahead one space

The cowboys are working well together to herd the cattle.
Move ahead one space.

You camped all night along a river so the cattle could drink.
Move ahead one space.

The drive is moving quickly to avoid a storm.
Move ahead two spaces.

The cattle trail forms a straight path.
Move ahead one space.

The drive is moving ahead of schedule.
Move ahead two spaces.

The cowboys are full and healthy from eating the cook's great food.
Move ahead one space.

The cattle drive has taken a short cut.
Move ahead two spaces.

The cattle are staying together.
Move ahead one space.

The temperatures are cool, and the cattle are moving smoothly.
Move ahead one space.

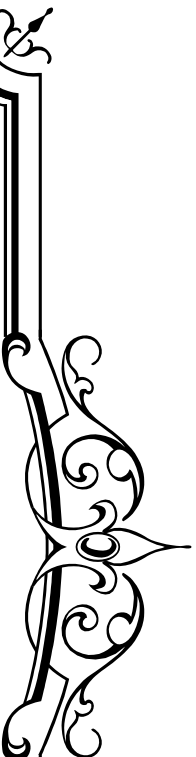
The cattle are well rested.
Move ahead one space.

The weather is on your side.
Move ahead two spaces.

The cattle drive is able to move quickly over flat plains.
Move ahead two spaces.

The cattle drive is moving on schedule.
Move ahead one space.

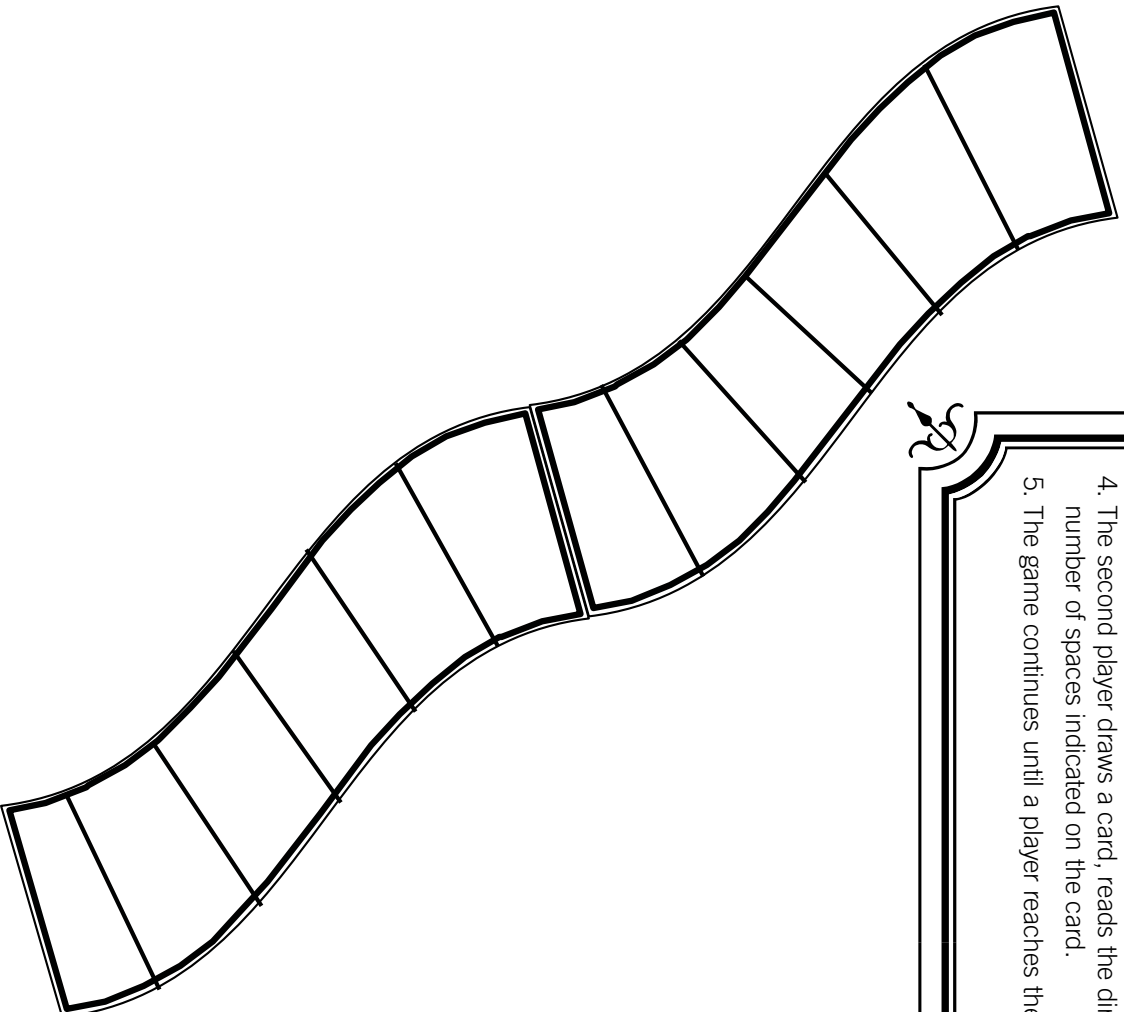
Driving the Goodnight-Loving Trail



Directions:

1. Place game pieces on the **Start** space at Fort Concho, Texas.
2. The youngest player goes first.
3. The first player picks a card off the top of the card pile and reads the directions aloud. The player moves the number of spaces indicated on the card.
4. The second player draws a card, reads the directions aloud, and then moves the number of spaces indicated on the card.
5. The game continues until a player reaches the **Finish** space at Denver, Colorado.

Denver, Colorado
Finish



Fort Concho, Texas
Start

Tips:

- A player does not have to draw a card containing the exact number of spaces left on the board to land on the **Finish** space in Denver, Colorado.
- If a player draws a card that directs a player to move back one or two spaces and the game piece is located on the **Start** space, the game piece must remain on the space until the next turn.
- If players run out of cards before reaching the **Finish**, shuffle the cards, place them face down on the Cattle Drive Cards space, and continue play.

Cattle Drive Cards