

A Cowboy's Portfolio **Artistic Renderings of Grant-Kohrs Cultural Landscape**

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Focus: At the end of the lesson the students will:

- Be able to demonstrate an understanding of the cultural landscape of Grant-Kohrs Ranch.
- Have created their own Cowboy Poetry and artistic representations of the ranch
- Have developed a portfolio which demonstrates a personal understanding of and connection to the ranch.
- Know poetic terms and use them to help create their own poetry or help them analyze a poem.
- See structure of a poem and organization of a portfolio as a metaphor for structure of a working ranch.

Summary: Students should develop and demonstrate an appreciation and understanding of the cultural landscape of Grant-Kohrs Ranch. Their poetry will be a reflection and rendering of what they have learned and understood.

Exploration and Anticipatory Set:

Teacher: Ask questions and receive answers about students' hometown as a way of introducing them to the term "Cultural Landscape." Suggested questions include:

- What are the important buildings in _____?
- What are some of your favorite activities in the summer, winter, etc.?
- What kind of music do people listen to?
- What jobs do your parents and friends have?
- Are there any jobs or activities which are unique to our hometown?

Teacher: Provide students with examples of natural and man-made items found at the Grant-Kohrs ranch. Suggested items include:

- old saddles
- cowboy hats
- reins
- hoof cleaner
- small wooden wagon wheel
- hammer and anvil
- barn wood,
- coal
- cow skull
- bunch grasses
- leafy spurge
- Bessey's locoweed
- Bluebunch wheatgrass
- Smooth brome
- Timothy

From our discussion about our hometown and your viewing of these items before you, you have come to understand the components of a cultural landscape.

A cultural landscape is a geographic area with meaning for people. Just as the mountains and streams and fishing and skiing make your area unique, so to do the items before you help make the Grant-Kohrs Ranch a unique and valuable resource in the Deer Lodge Valley.

Materials Needed:

Pen/Pencil and Paper (Preferably a notebook or journal)

Internet Access to the Grant-Kohrs website or a field trip to the Grant-Kohrs Ranch.

Procedure:

After a fieldtrip to the Grant-Kohrs Ranch or a virtual fieldtrip of the Grant-Kohrs website, students will return to their classrooms, and discuss and/or journal about their experiences.

The fieldtrip should have the following components:

- Blacksmith shop
- Chuckwagon
- Grant-Kohrs House
- Carriage Barn
- Upland Grasses
- Irrigation Fields
- Corrals

Once students have had a chance to reflect on and discuss their field trip, they will be introduced to Cowboy Poetry. The website www.cowboypoetry.com is an excellent resource for finding cowboy poems.

Teacher may select the poem, “Cowman’s Prayer” or any other poem which can fit in with the fieldtrip experience.

Class should read silently and aloud Cowman’s Prayer or other cowboy poem:

After readings of poem the class should discuss how “Cowman’s Prayer” or other selected poem(s) relate to the tour of Grant-Kohrs Ranch.

Following discussion and of the poem, the teacher will introduce the structural components of Cowboy Poetry.

Students will learn the following poetic terms:

Couplets: Two successive lines of poetry, usually of equal length and rhythmic correspondence, with end-words that rhyme. (www.poeticbyway.com)

Stanza: A division of a poem made by arranging the lines into units separated by a space, usually of a corresponding number of lines and a recurrent pattern of [meter](#) and [rhyme](#). A poem with such divisions is described as having a *stanzaic form*, but not all verse is divided in stanzas.

Quatrain: A poem, unit, or [stanza](#) of four lines of verse, usually with a [rhyme scheme](#) of *abab* or its variant, *xbyb*. It is the most common [stanzaic form](#).

Tercet: A unit or group of three lines of verse which are rhymed together or have a [rhyme scheme](#) that interlaces with an adjoining tercet.

Rhyme: In the specific sense, a type of [echoing](#) which utilizes a correspondence of sound in the final accented vowels and all that follows of two or more words, but the preceding consonant sounds must differ, as in the words, *bear* and *care*. In a broader poetic sense, however, *rhyme* refers to a *close similarity* of sound as well as an *exact* correspondence; it includes the agreement

of vowel sounds in [assonance](#) and the repetition of consonant sounds in [consonance](#) and [alliteration](#). Usually, but not always, rhymes occur at the ends of lines.

Rhyme Scheme: The pattern established by the arrangement of rhymes in a stanza or poem, generally described by using letters of the alphabet to denote the recurrence of rhyming lines, such as the *ababbcc* of the *Rhyme Royal* [stanza form](#). (www.poeticbyway.com)

Student Application:

Students will create a ten page portfolio which consists of five Cowboy poems and five pieces of artwork. The poems and artwork should reflect the students' understanding and experiences of the Grant-Kohrs cultural landscape.

Assessment:

Students will be graded on the quality of their artwork, the organization of their portfolio, and the structure and composition of their cowboy poetry. The students' portfolio must demonstrate that they have a solid understanding of the Grant-Kohrs cultural landscape.

Montana Standards:

Art: 1,2,4,6

English: 1,2,3,4,5

The Cowman's Prayer

Don't know the author's name. Heard it sung in a cowcamp near Ft. Sumner, on the Pecos River, New Mexico

Now, O Lord, please lend me thine ear,
The prayer of a cattleman to hear;
No doubt the prayer may seem strange,
But I want you to bless our cattle range.

Bless the round-ups year by year,
And don't forget the growing steer;
Water the lands with brooks and rills
For my cattle that roam on a thousand hills.

Prairie fires, won't you please stop?
Let thunder roll and water drop.
It frightens me to see the smoke;
Unless it's stopped, I'll go dead broke.

As you, O Lord, my herd behold,
It represents a sack of gold;
I think at least five cents a pound
Will be the price of beef the year round.

One thing more and then I'm through,--
Instead of one calf, give my cows two.
I may pray different from other men,
But I've had my say, and now, Amen

www.cowboypoetry.com

The Last Longhorn

I have been unable to trace the authorship of this song. Have heard it sung in many places and also recited.

An ancient long-horned bovine
Lay dying by the river;
There was a lack of vegetation
And the cold winds made him shiver;
A cowboy sat beside him,
With sadness in his face,
To see his final passing,--
This last of a noble race.

The ancient eunuch struggled
And raised his shaking head,
Saying, "I care not to linger
When all my friends are dead.
These Jerseys and these Holsteins,
They are no friends of mine;
They belong to the nobility
Who live across the brine.

"Tell the Durhams and the Herefords
When they come a-grazing round,
And see me lying stark and stiff
Upon the frozen ground,
I don't want them to bellow
When they see that I am dead,
For I was born in Texas,
Near the river that is Red.

"Tell the coyotes, when they come at night,
A-hunting for their prey,
They might as well go further,
For they'll find it will not pay:
If they attempt to eat me
They very soon will see
That my bones and hide are petrified,--
They'll find no beef on me.

"I remember in the seventies,
Full many summers past,
There was grass and water plenty,
But it was too good to last.
I little dreamed what would happen
Some twenty summers hence,
When the nester came with his wife, his kids,
His dogs, and the barbed-wire fence.

His voice sank to a murmur,
His breath was short and quick;
The cowboy tried to skin him
When he saw he could n't kick;
He rubbed his knife upon his book
Until he made it shine,
But he never skinned old longhorn,
'Case he could n't cut his rine.

And the cowboy riz up sadly
And mounted his cayuse,
Saying, "The time has come when longhorns
And cowboys are no use."
And while gazing sadly backward
Upon the dead bovine
His bronc stepped in a dog-hole
And fell and broke his spine.

The cowboys and the longhorns
Who pardnered in eighty-four
Have gone to their last round-up
Over on the other shore;
They answered well their purpose,
But their glory must fade and go,
Because men say there's better things
In the modern cattle show.

[See more about "The Last Longhorn" [here](#) in a *Who Knows?* feature;
the work was later attributed to John Wesley]

<http://www.cowboypoetry.com/thorp1921.htm#Longhorn>