

Cowboy Yarn's: A Vocabulary Search and Written Story of a Cattle Drive

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Grade Level: 5-8

Duration: 3 days

Subject(s): Language, Social Studies

Standards:

Social Studies

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Writing

Content Standard 1—Students write clearly and effectively.

Content Standard 2—Students apply a range of skills and strategies in the writing process.

Reading

Content Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Objectives:

- Students will find vocabulary definitions by asking questions from knowledgeable park rangers
- Students will write their definitions on worksheet and accompany their definitions with pictures
- Students will write a story about a cattle drive properly using the defined words

Prior Knowledge:

- students must have effective skills in writing, spelling, and penmanship
- interviewing skills

Materials:

- Vocabulary sheet
- pencils/pens
- paper/notebook
- clipboards (optional)
- colored pencils/markers
- computer resources
- computer and projector (optional)

Vocabulary:

- Chuckwagon:** 1866 invention by Charles Goodnight which converted a Civil War surplus wagon into a drop backed traveling kitchen used on cattle drives
- Drover:** someone who drives a herd
- Greenhorn:** inexperienced cowboy, often young 12 years of age
- Texas Longhorn:** only native North American cattle breed derived from cattle brought over from Spain in the 1500's
- Alkali soil:** dry, salty area often devoid of vegetation and good water
- Typhoid Fever:** infection contracted with contaminated food and water. Causes fever, headache, chills, confusion, delirium, muscle pains, and death can occur
- Jockey Box:** box below the wagon seat that carried tools or supplies

- Bandana:** scarf worn around cowboy's neck, served several purposes, kept sun off cowboy's neck, served as a washcloth, and a bandage
- Chaps:** leather leggings worn by cowboys over their legs while riding horses, worn in deep brush to protect cowboy's legs from thorns. Name is derived from Chaparral brush found in Texas and the American Southwest
- Spurs:** spikes worn on a horse rider's ankles to urge a horse forward
- Arbuckle's:** coffee developed by Arbuckle brothers that sold pre roasted beans. The roasted beans were mixed with an egg batter and the roasted freshness was preserved
- Cowboy:** someone who works with cattle and horses
- Vaquero:** Spanish word for Cowboy
- Spotted Pup:** a cowboy dessert of rice, raisins, molasses, and vanilla cooked in a Dutch oven over a fire
- Dutch Oven:** cast iron heavy cooking pot with a heavy cover used for cooking

Assessment:

- 1.) Students will be assessed upon their participation at Grant Kohrs Ranch
- 2.) Assessment will be drawn from the students' completion of all definitions and effort into creating pictures
- 3.) Assessment will also be drawn from the students' written story. The story must contain all vocabulary words in their correct and appropriate form. Correct sentence form, spelling and grammar will be required.
- 4.) Student stories need to be a minimum of two pages in length

Lesson Procedures:

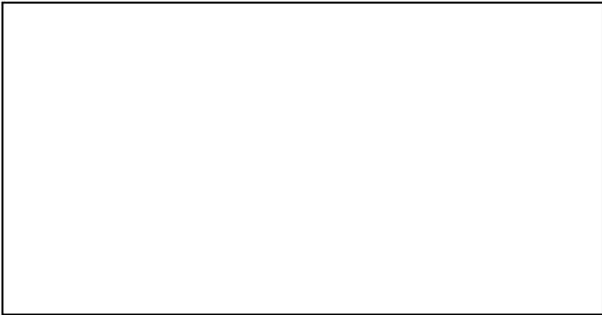
- 1.) Field trip to Grant-Kohrs Ranch NHS (Day 1)
- 2.) Distribute to the students the vocabulary worksheet
- 3.) As they visit the ranch they must complete the vocabulary by asking park guides, teachers, or discovery for themselves.
- 4.) In the blanks provided students write in a definition for each vocabulary word, and in the box draw a picture that represents their vocabulary word. Teacher will review the vocabulary words, so that students may progress to the next task.
- 5.) After the return to the classroom students will create and write a story about a cattle drive using the vocabulary words. The words must be used properly and in such a way that the student understands each term. (Day 2-3)

Name: _____

Date: _____

Cattle Drive Vocabulary Sheet

Chuckwagon: _____



Texas Longhorn: _____

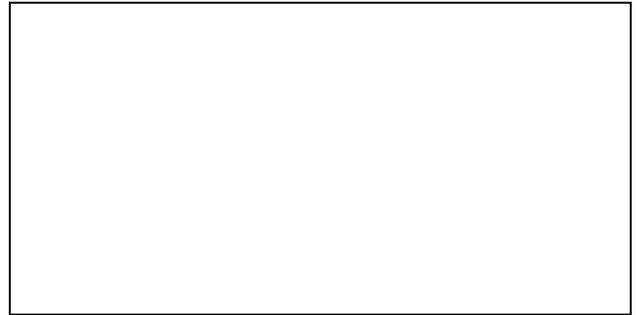


Spurs: _____



Cowboy: _____

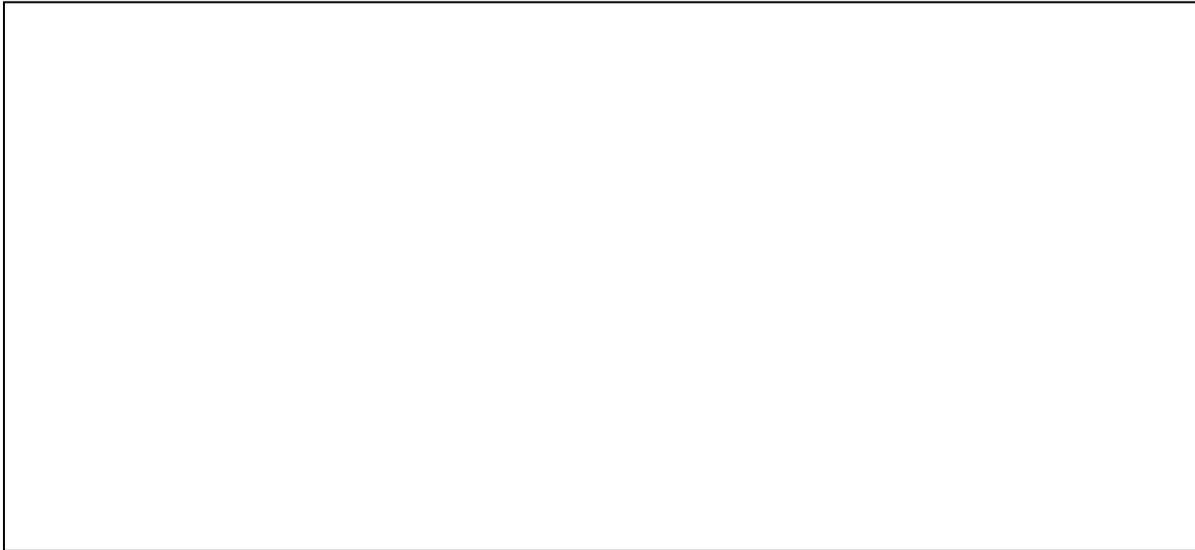
Vaquero: _____



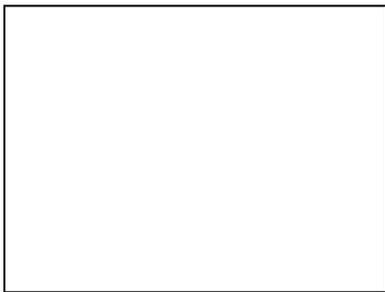
Chaps: _____



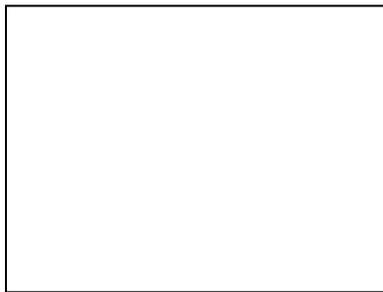
Representation of a *Drover* versus a *Greenhorn* on the rangeland.



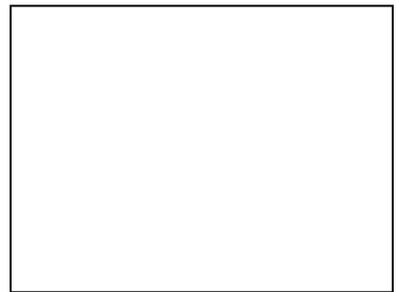
Arbuckles: _____



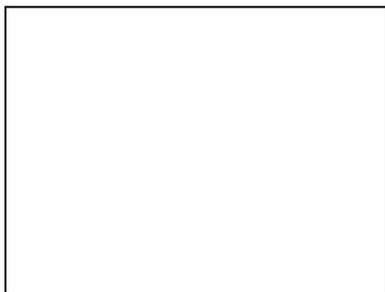
Spotted Pup: _____



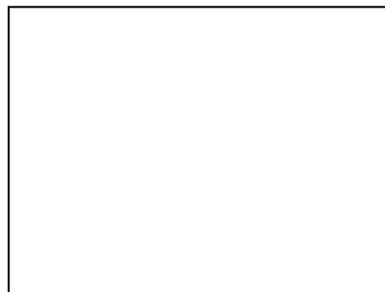
Dutch Oven: _____



Jockey Box: _____



Bandana: _____



Typhoid Fever: _____

Name: _____

Date: _____

Cattle Drive Story Checklist

This assignment will be due _____. The checklist needs to be attached to your completed assignment. Please check off the items that you have completed!

Directions: You will create a cattle drive story. It will be helpful to use your cattle drive vocabulary sheet to help you complete your story. Within your story you are required to use the following words:

- Chuckwagon
- Drover
- Greenhorn
- Texas Longhorn
- Typhoid Fever
- Jockey Box
- Bandana
- Chaps
- Spurs
- Arbuckles
- Cowboy
- Vaquero
- Spotted Pup
- Dutch Oven

Other requirements:

- All required words are underlined in the story.
- The story is written in complete sentences using correct grammar and spelling.
- The story is creative.
- Story is a minimum of two pages in length.