

## Chuck Wagon Archive

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**Grade Level: 7-12**

**Time: 1 Week**

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

- Be able to recreate and articulate what life was like at Grant-Kohrs.
- Understand what a primary source is.
- Create their own history of Grant-Kohrs.

**Summary:** Students should develop and demonstrate an appreciation and understanding of the important history of Grant-Kohrs according to its artifacts/primary sources. The understanding will be reflected in the creation of a 3-d collage/dio, as well as a journal. Their collage might be a chuck wagon or other important symbol of ranch life.

**Exploration and Anticipatory Set:**

*The teacher will take students on a tour of the Grant-Kohrs ranch or on a virtual fieldtrip he/she has created. After returning from the fieldtrip the teacher should use the following anticipatory set, or something similar:*

*500 years from now you discover what appears to be an old ranch site. The government, after years of prioritizing a failing economy as its number one budget concern, has decided to dedicate the bulk of its funds to reinvigorating the preservation of our country's heritage. You fill out the necessary paperwork, get approval and setup a dig. You hire grad students and locals and professors to help you with your dig, as well as hire people to search county records, and a dilapidated metal building.*

*During your dig, you encounter what appear to be the remnants of a Chuck wagon. It is buried beneath grasses and some willows, and has obviously suffered a little from the ever-changing riverbed, yet it appears it can be successfully recovered. As you work carefully, diligently, and enthusiastically, you discover that the wagon is full of various artifacts. It appears that you have quite a bit of recording and documentation to do, but what a find!*

*The Chuck wagon appears to be a tomb, a repository, for everything that was important to the successful operation of the ranch, as well as containing the objects which show the successful nature of the ranch.*

**Procedure:**

- o **Teacher:**
  1. Students will write a list of all the important experiences and artifacts they viewed while on the tour.
  2. Students will seek out images which are of, or similar to, the artifacts they viewed at Grant-Kohrs.
  3. Students will write an essay or story which reflects on their image of life at the Grant-Kohrs ranch.
  4. After finding images and writing their essays/stories, the students will

construct a 3-d collage/diorama which represents and visually captures their experiences.

Teacher: Provide students with examples of a 3-d collage/diorama. A 3-d collage/diorama consists of an object created from wood or construction paper or papier –mache, and then decorated with photographs. It can include miniature replicas of items found on a ranch, or photos of artifacts and experiences from a ranch. Natural and man-made items similar to what are found at the Grant-Kohrs ranch are a good start. Suggested items include:

- Barrels
- Pictures of Jack fences (lodgepole rails)
- Longhorn Photos
- Chaps—photos
- Cowboy action figures
- Dollhouse furniture
- Elk/Deer Photos
- Ponderosa Pine
- Wood Stove
- Log Cabin
- Bird Photos
- Haying photos
- bunch grasses
- Cast Iron Pots

Teacher: From your fieldtrip, your journal, and your collage, you will create your interpretation of the Grant-Kohrs life.

### **Materials Needed:**

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

Construction Paper: Colored, and/or White

Tape or Glue Stick (Preferable)

Colored Pencils, Markers, Watercolors, Stencils (Letters and/or shapes)

Paint Brushes

Scissors

Internet Access

Printer: Colored best

3-d collage samples

Dollhouse miniatures

Optional: Field trip to the Grant Kohrs/ Beaverhead-Deerlodge National Forest

Microsoft PowerPoint

### **Student Application:**

1.) Once the teacher feels students have grasped, or started to grasp, the information presented over the previous days, he/she should introduce the artistic project which the students will use to demonstrate their understanding.

2.) The teacher will reuse the PowerPoint provided to show the important information presented during the week, and will also spend extra time discussing and presenting different 3-d collages created by the instructor.

3.) Students will design a 3-d collage/diorama which will contain the important information from the previous week. The collage/dio must depict how various artifacts and experiences at the ranch are essential components of the ranch.

4) Students will write a short paper which explains their collage/dio and their understanding of the material presented to them.

**Assessment:**

Students will be graded on the quality of their artwork, the neatness and clarity of the images on or in their collage/dio, and their demonstrated understanding of material presented. The students' collage/dio must demonstrate that they have developed an understanding of the heritage presented to them.

**Montana Standards:**

Art: 1,2,4,6

English: 1,2,3,5

Social Studies: 1,3,4,6