

COWBOYS AND CATTLE DRIVES:

*Their influence and legacy
on the Texas Plains*



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COWBOYS AND CATTLE DRIVES

Ranching was introduced to America by the Spanish who drove cattle from Mexico to their missions and settlements north of the Rio Grande. The diamond-shaped area between the Nueces River and Rio Grande was settled as early as 1716 and is considered to be the birthplace of the cattle industry in Texas.

One hundred twenty years later, Texans won their freedom from Mexico and became a nation, The Republic of Texas (1836). The Spanish missionaries, soldiers and settlers abandoned their land and their cattle. The numbers of cattle increased, thus providing the early American settlers with an abundance of unclaimed cattle. The cattle industry of Texas was underway.

Ranching flourished in southeast Texas, as ranchers adopted the techniques of the Spanish vaqueros into their own operations. Later, in 1845 when Texas was annexed by the United States, ranching and settlement gradually shifted west into the Hill Country. Profits were easy to come by, as cattle foraged on the open range and required little care. In 1856, a cattle drive was made to Chicago. Soon, thousands of cattle were being driven northward to towns in Missouri.

The "Texas Fever" in 1858 and the Civil War (1863-1865) brought the cattle business to a standstill. Many Texas men left to join the war, leaving their women and children to carry on the ranch duties as best they could. This lull in cattle exploration allowed the herds to mix and multiply freely, thus resulting in a drastic increase in the number of cattle that roamed about the state.

Consequently, Texas soldiers returned from war to find an incredible number of unclaimed longhorn cattle roaming the countryside. The development of the railroad changed the cattle ranching industry dramatically. Ranchers began to organize trail drives to Abilene, Kansas, where cattle could be shipped by rail directly to packing houses in Chicago. Drives were started in the spring, as soon as the grass was high enough for the cattle to forage along the way. The cattle were rounded up and given a cattle brand; money and supplies were gathered and cowhands hired at a salary of \$25 to \$40 a month. There the three to four month long drive began.

A small herd might contain 500 head; the largest recorded drive consisted of 15,000 head of cattle. A minimum of ten cowhands was needed to control a "band" of cattle, about 1,000 head. At the head of the drive was the cook and his chuck wagon carrying food and equipment. He was followed by the horse wrangler and his horses (or remuda). At the point, or head of the column, two riders kept the cattle on course, others guarded the flank and two more rode at "drag" in the rear. A trail boss commanded the outfit.

The drives followed previously blazed trails, among them the Chisholm Trail, Goodnight-Loving Trail, Western Trail and Sedalia Trail. By 1869, an estimated 350,000 Texas cattle were trailed to Abilene, Kansas. More railpoints were established as the railroads extended to other points of Kansas, Oklahoma and Missouri. The "great cattle boom" was on.



COWBOYS AND CATTLE DRIVES: Trunk Inventory

Please check off each item before and after use of the trunk. If any items are missing, contact the NRHC Education Department at (806) 742-0498.

BOOKS

- _____ *From Ranch to Railhead with Charles Goodnight*
- _____ *Life on the Trail*
- _____ *Wild West* (pop-up book)
- _____ *Learning from the Longhorns*

OBJECTS & GAMES

- _____ Boot puzzle
- _____ Chuck box
- _____ Ropes (6)
- _____ Cowboy cutouts
- _____ Dangers on the Trail game board (5)
- _____ Yellow foam die (5)
- _____ Cut and Fold Game of Cowboys and Cattle Drives

ARTIFACTS

- _____ Coffee grinder
- _____ Branding iron
- _____ Branded wooden blocks (2)
- _____ Boots (1 pair)
- _____ Chaps (1 pair)
- _____ Hat
- _____ Barbed wire
- _____ Spurs

DVD

- _____ *Old Texas*



THE COWBOY AS I SEE HIM

Objective

The students will build background to lay the groundwork for the unit. They will brainstorm ideas about their perception of the American cowboy. Students will identify characteristics that have been created by television, movies, books, etc. and compare them to the life of a real cowboy in the form of a descriptive paragraph.

TEKS

Social Studies skills 1.17 & 1.18
Writing/purposes 1.18
Writing/grammar/usage 1.21
Social Studies skills 2.17 & 2.18
Writing/purposes 2.14
Writing/grammar/usage 2.17
Social Studies skills 3.16 & 3.17
Writing/purposes 3.14

Writing/grammar/usage 3.17
Social Studies skills 4.22 & 4.23
Writing/purposes 4.15
Writing/grammar/usage 4.18
Social Studies skills 5.25 & 5.26
Writing/purposes 5.15
Writing/grammar/usage 5.18

Materials

“The Real American Cowboy” handout
“The Real American Cowboy” Mind Map

Cowboy images
Colored pencils

Procedure

1. Gather visual materials such as Western movies, books, magazines, art and music.
2. View materials and discuss characteristics of the American cowboy as it has been portrayed through movies and the media.
3. As a class, complete “The Real American Cowboy” mind map. Brainstorm for adjectives to describe the American cowboy.
4. TLW read “The Real American Cowboy”. Using a different color pen/pencil, add adjective to the mind map, based on the reading.
5. TLW choose a topic from the mind map along with three supporting details. Write a descriptive paragraph comparing cowboys portrayed in movies to the real American cowboy.
6. TLW share their work with the class, a parent or a friend.

Optional Activity

- Have students draw a Western scene depicting their perception of the American cowboy and his way of life.



THE REAL AMERICAN COWBOY

The high time of the American cowboy as we generally see him pictured on the screen lasted a bare generation. The cattle boom lasted from the end of the Civil War until the middle 1880s – just about 15-20 years.

Why so short a time? There are many reasons:

1. Bad weather and blizzards of the 1880's wiped out entire herds
2. Poor cattle market prices
3. Poor range management – too many cattle grazed the range grasses
4. The coming of the closed or fenced range
5. Railroads came to Texas

There probably were never any more than 40,000 cowboys who rode the western ranges of the Plains.

Much of what the American cowboy learned came from the Mexican *vaqueros*. Vaqueros ranched and worked the Spanish cattle that roamed north and south of the Rio Grande for over 200 years. Many of their ways of handling cattle and horses were adopted by the American cowboy.

Most cowboys on the Plains did not work year round. Many ranches laid off cowboys during the winter months until the warm weather of the Spring round-up. During the off season, a cowboy would live with friends in town, often hiring on for odd jobs.

On a trail drive, a *puncher* might work 18 hours a day, seven days a week. He might have to travel 1,800 miles with no comforts other than a campfire and his *bedroll*.

Most cowboys did not own their own horses. Their *mounts* were supplied by the ranch for which they worked. In a single day of roundup or trail driving, a horse might cover as many as 60 miles. Often a cowboy would ride 4 to 6 horses in a single day.

Most cowboys did not carry weapons as commonly seen on television. Rifles were awkward and hard to hold and when carried for long distances in a *saddle scabbard*, it rubbed against the horse and could cause sores on the horse. Rifles and ammunition were usually carried in the *chuck wagon* and issued by the cook when needed.

Clothes for the cowboy could be quite expensive. A hat with a fancy sweatband could cost as much as four months' *wages*. Custom-made boots sometimes cost \$50 a pair, which was equal to two months' wages.

Riding accidents were the leading cause of cowboy deaths, followed by *pneumonia* as the second. On the long cattle drives, more cowboys were killed by lightning than by cattle stampedes.

Most cowboys were quite young. Many were in their late teens or early twenties.



One of the biggest problems of the cowboy during the sun-baked summer months was prairie fires. A blaze could sweep over entire counties, killing cattle and wiping out grass. **Firebreaks**, areas of plowed ground 75-200 feet apart, were common for controlling fires.

On the range, a cowboy could expect very little in the way of medical attention. Doctors were very scarce. Medical attention was often **amateurish**. Cuts were often wrapped with brown paper and soaked with vinegar. Chewing tobacco was thought to have healing power.

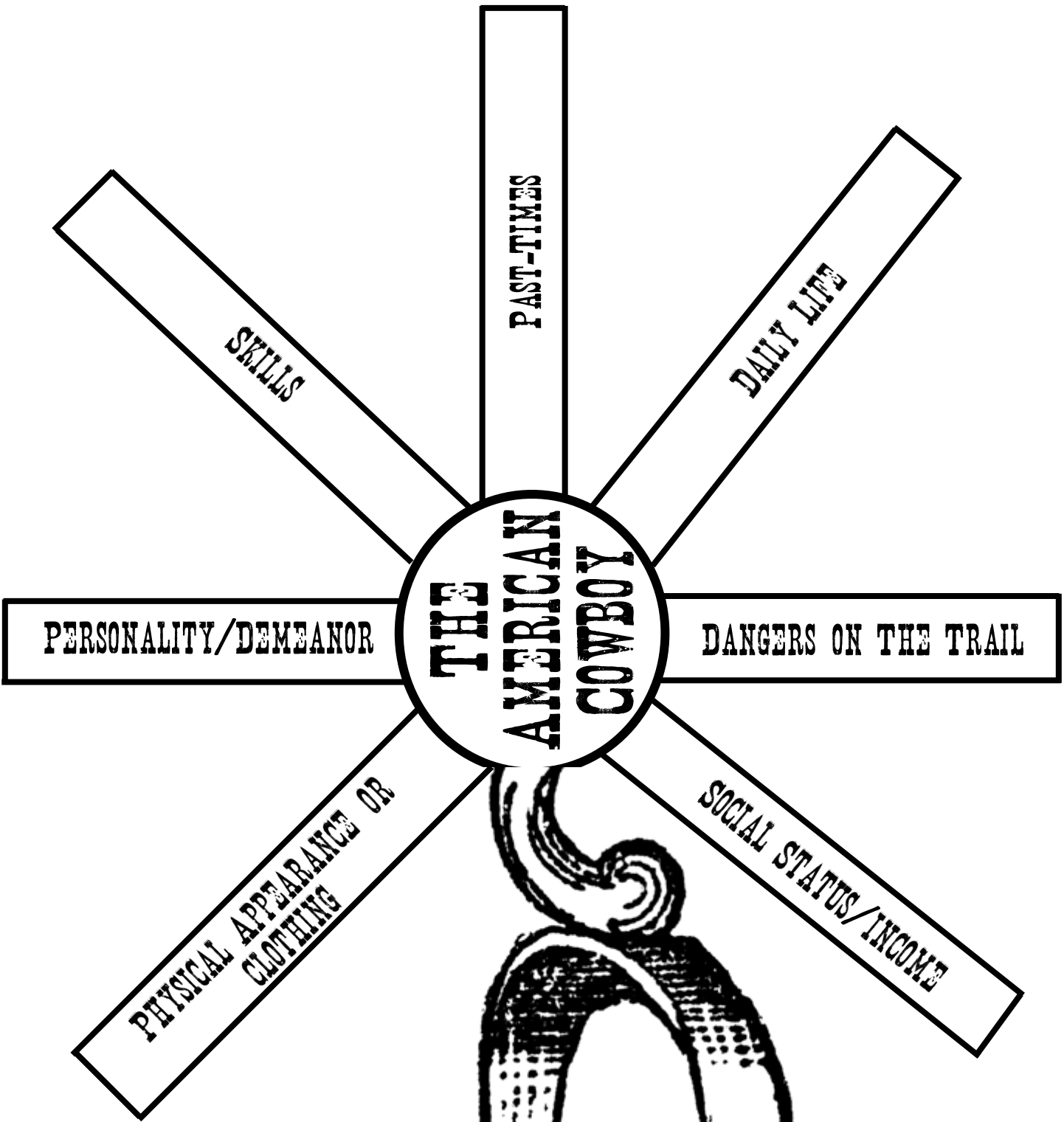
The cowboy took great pains to protect his hands and wrists. The movie image of the fighting cowboy is often overplayed. Cowboys would have been most reluctant to engage in fist fighting. Injured hands would have cost him his job with the ranch. If he couldn't work, he would have been laid off.

Although the cowboy generally did not own his own horse, he did own his saddle and **bridal gear**. A saddle could cost as much as \$30 about one month's wage. If properly cared for, a saddle could serve a cowboy for as long as 30 years.

The cook was by far the most respected man on the cattle drive. Good cooking or lack of good cooking could make or break the spirit of a cowboy. Common foods eaten on the trail besides beef included rice and raisins cooked together or "**Shivering Lix**" which was a jelly-like snack.

Next to his saddle, the rope of a cowboy was his most important gear. Most ropes were made of hemp, rawhide or grass. In cold weather the cowboy would warm his rope before the fire each morning to loosen it up.

Although often a tiring and trying existence, the life of the American cowboy made a very important mark in the development of the cattle industry.





WORDS OF COWBOY WISDOM

Objective

There is always one thing about a cowboy that stamps him for what he is, and that is his speech. Students will look over the Cowboy Lingo Dictionary and Cowboy Proverbs provided for them and write a cowboy poem using their special vocabulary.

TEKS

Culture 1.15

Social Studies Skills 1.17(d) & 1.18

Writing/purposes 1.18(f)

Culture 2.15

Social Studies Skills 2.18

Writing/purposes 2.14(d)

Social Studies Skills 3.17(b)

Writing/purposes 3.14(d)

Social Studies Skills 4.23(b)(d)(e)

Writing/purposes 4.15(f)

Culture 5.22(a)

Social Studies Skills 5.26

Writing/purposes 5.15(d)(f)

Materials

Internet access (if possible)

Cowboy Lingo Dictionary

Cowboy Proverbs handout

Procedure

1. As a class, TLW read different cowboy poems and discuss what they mean. Find cowboy poems at www.cowboypoetry.com.
2. TLW translate a cowboy poem into modern day language.
3. TLW get a copy of the Cowboy Lingo Dictionary and Cowboy Proverbs and look at the different terms and definitions.
4. TLW write their own cowboy poem, using the lingo and proverbs provided. See www.legendsofamerica.com for more Cowboy Lingo.
5. TLW share their poem with the class.

Optional Activities

- Host a mini Cowboy Poetry Festival. Allow students to dress in Western attire and perform their poems for the class. Invite parents and guests.
- Have students expand on their poem and write a story, also using Cowboy Lingo.
- Visit the National Ranching Heritage Center to learn about cowboys from different ranches and time periods to allow your students to write about different types of cowboys.



COWBOY PROVERBS

“Lost time is never found.”

“Company, like bread, goes stale after three days.”

“He traded his guitar for a harp.”

“We’ve howdied, but we haven’t shook.”

“I’ll snatch you bald-headed.”

“As long as I’ve got a biscuit, you’ve got half.”

“Fine as a frog hair split in the middle.”

“Don’t cut down the tree that gives you shade.”

“Bad breath is better than none.”

“If you sleep with the dogs, you will wake up with fleas.”

“It fits like socks fit a rooster.”

“A liar needs a good memory.”

“Beauty is only skin deep, but ugly goes clear through the bone.”



COWBOY LINGO DICTIONARY

A

Above Snakes – If you were “above snakes,” you were above ground – meaning still alive

Acknowledge the Corn - To admit the truth, to confess a lie, or acknowledge an obvious personal shortcoming

A Hog-Killin' Time - A real good time. "We went to the Rodeo Dance and had us a hog-killin' time."

Among the Willows - Dodging the Law

Arbuckle's - Slang for coffee, taken from a popular brand of the time. "I need a cup of Arbuckle's."

B

Bad Box - To be in a bad box, is to be in a bad predicament

Barkin' at a Knot - Doing something useless; wasting your time, trying something impossible

Big Bug - Important person, official, boss. "He's one of the railroad big bugs."

Boil Over - A horse that starts bucking

Bully for You! - Well done, good job, good for you

C

Canned Cow - Canned milk

Cattle Kate - A female cattle rustler

Chinking And Daubing - The process of filling with clay the interstices between the logs of cabins

Cookie - Ranch or cattle drive cook

Corral Dust - Lies and tall tales



D

Daisy - Good; excellent

Douse-the-Lights - Lights out. Time to hit the hay or go to sleep

Dreadful - Very, a lot, exceedingly. "He's just got a dreadful amount of money."

Ducky - Used in early century as term of endearment

Dusted - Thrown from a horse

E

Ears - To be by the ears, denotes being in a quarrel or fight

Eatin Irons - Silverware

Elephant - Short for 'to see the elephant'; to go to town, or to see the world, usually for the first time

Excuse-me-ma'am - A bump in the road

Express - The mails or mail stage

F

Fat In The Fire - To have one's plans frustrated. "If I don't get this job completed, the fat's going to be in the fire."

Fine as cream gravy - Very good, top notch

Flea-Trap - Cowboy's bedroll

Flummox - Perplex, embarrass, put to a stand

Folded Up - A horse bucking



G

Gallnipper - A large mosquito

Gitty-up - Go, Move. A term used to get the horse to start moving

Grab a Root - Eat a meal, especially a potato

Gritty - Courageous, spirited

Gully Washer - A hard rain

H

Hair in the Butter - A delicate situation

Hay Baler - A horse, also called hay burner

Higgledy-Piggledy - In confusion

Hill of Beans - Slang for something of trifling value, as in "it ain't worth a hill of beans."

Huckleberry - As in "I'm your huckleberry" means "I'm just the man you're looking for" or "I'm just the man for the job."

I

I Dad! - An exclamation used in the Western States

Illy - Ill, sick

In For It - Engaged in a thing from which there is no retreating

Iron - Short for branding iron

Iron Horse - A Railroad train



J

Jackeroo - A cowboy, also called buckaroo

Jawing - Talking. "We sat around the campfire just jawing."

Jig is Up - Scheme/game is over, exposed

John B. - A cowboy hat, after hat maker John B. Stetson

Jump the Broom - Get married

K

Kedge - Brisk, in good health and spirits. "I am feeling pretty kedge today."

Keep That Dry - Keep it secret

Kettled - A horse bucking

Kick Up a Row - Create a disturbance

Knobs - Spurs

L

Leggins - South Texas term for chaps

Lick or Salt Lick - A place where wild animals lick for salt -- usually a salt spring

Line Camp - Crude shacks or camps on the outermost boundaries of a ranch

Loblolly - Mud hole

Lone Star - An independent cowboy



M

Madder than an Old Wet Hen - Very angry. "Mama woke up madder than an old wet hen."

Make Hay While the Sun Shines - To make the most of the day, or an opportunity

Marooning - To go marooning. To have a party or picnic

To Mouse - To go mousing about is to go poking about into holes and corners

Mule-ears - Boots

N

Nary - None, not, zero

Necessary - Outhouse, water closet; bathroom

No Count - Of no account, worthless. "That no count boy does nothing but get into trouble."

Nosey Parker - Someone who is noseey

Notions - A wide range of miscellaneous articles for sale

O

Odd Stick - A person who is eccentric or odd in his manners. "Ol' Farmer Jones sure is an odd stick."

Old Dan - Often used to refer to a trustworthy mule

One-horse - Small, limited, inferior. "Well, if that ain't a one-horse town."

On the Shoot - Looking for trouble. "Looks like he's on the shoot, tonight."

On The Fence - Neutral or undecided



P

Paint - A horse with irregular patches of white. Kin to Indian ponies, they were strong and tough but never grew very big

Pecos Strawberries - Beans

Persnickity - Peculiar, picky

Pitch a Fit - To throw a temper tantrum, get upset

Play to the Gallery - To show off. "That's just how he is, always has to play to the gallery."

Punching Doggies - Cowpunching - driving the cattle to market

Q

Queer Fish - An odd or eccentric person. Also called odd stick and odd fish.

Quincy - An indoor toilet

Quirt - Whip

R

Rag Proper - Dress well

Rail It - To travel by rail-road

Reckon - To guess or think. "I reckon that'll do right fine."

Reloading Outfit - Cowboy term for eating utensils, cups, and a plate

Rib Wrenches - Spurs

Ride Out on a Rail - To be forced to leave town

Rode Fence - Patrolled the range checking see if any areas of fencing needed repairs



S

Saddle Tramp - A cowboy who spends most of his time in the chuck line

Sand - Guts; courage; toughness. "You got sand, that's fer shore."

Scoop in - Trick, entice, inveigle. "He got scooped into a poker game and lost his shirt."

Shank of the Evening - Latter part of the afternoon

Shaver - A child or young person

Stringing a Whizzer - Telling a tall tale

T

Tan Your Hide - Spanking. "I started raisin' Cain, an my mama said she was going to tan my hide!"

Tearin' up Jake - Making a lot of noise. "He must be tearin' up Jake out there!"

Tear Squeezer - A sad story

Thundering - Very, exceedingly

Trailing - Moving cattle from one location to another

U

Ugly as a Mud Fence - Used to describe someone who was very ugly

Uncorkin' a Bronc - Breaking a horse

Upper Story - The brain, the head. "He's not right in his upper story."

Uppish - Proud, insolent

Up the Spout - Gone to waste or ruin



V

Vamoose - To disappear or leave quickly

Velvet Couch - A cowboy's bedroll

Vamos - A Spanish word signifying let us go

Varmint - A corrupt pronunciation of the word vermin

W

Waddy - One of the words for a cowboy, especially a cowboy who drifted from ranch to ranch and helped out in busy times

Wake Snakes - To raise a ruckus

Whim-Wham - A toy, a strange fancy

Woolies - Sheep

Wrapper - A loose dress or gown

X

No X's yet! Can you think of any?

Y

Yammerin' - Talking. "Drink yer coffee an' quit yer yammerin'!"

Yarn - A story

Yellow Belly - A coward

Z

Zitted - Zipped, flew. "The bullets zitted about in every direction."



CLOTHES OF A COWHAND

Objective

Centered around content that will help to illustrate the unique culture of the American West, this activity is designed to foster critical reading skills among older students. There are many illustrations that can be used to depict the clothes worn on a cattle drive. Critical thinking will enlighten students as to the unique utility of each piece of clothing needed on the trail.

TEKS

Social Studies Skills 1.17(b)
Social Studies Skills 2.17(b)
History 4.4(b)

Social Studies Skills 4.23
Social Studies Skills 5.26

Materials

“10 Uses for a Red Bandana”
“Well-Fitted Cowboy”
Boot puzzle
Vest

Rope
Boots
Chaps
Gloves

Hat
Bandana
Spurs

Procedure

1. Use the cowboy clothing in the trunk.
2. TLW explain the particular function of each piece of cowboy garb by reading from a variety of sources.
3. TLW, through discussion of the function of each piece of cowboy clothing, gain a better comprehension of the effect of climate and human-environment interaction.

Optional Activities

- Allow students to assemble the boot puzzle provided in the trunk in groups.
- Hold a dress up day, complete with judges for a variety of categories. Western wear stores in Lubbock typically have “gimme” items that can be used as prizes, and often will contribute merchandise or gift certificates as well.
- Students can illustrate scenes that depict the clothing and how certain pieces had particular uses in dealing with the climate.
- Ask a boot maker to come to class to illustrate the increasingly impersonal process of boot making.
- Have students list other items of clothing that are unique to a certain occupation. Are these items designed the way they are to lessen the effects of climate on the wearer?
- Give students a red bandana as a gift, along with the “10 Uses for a Red Bandana” page.



Name _____ Date _____

CLOTHES OF A COWHAND

Explain the function of the following pieces of cowhand attire.

1. Hat –

2. Bandana –

3. Boots –

4. Spurs –

5. Chaps –

6. Vest –

7. Gloves –

TEN USES FOR A RED BANDANA

1. A cloth to wash your horse's dirty face.
2. A mask when you're pretending to be an Old West outlaw
3. A handkerchief to blow your runny nose on a cold winter night.
4. A cover to keep ants and other hungry creepy crawlers off of your picnic food.
5. A sling if you hurt your arm throwing loops at calves during the rodeo.
6. A napkin to use out on the range when you eat Chuck Wagon grub.
7. A filter to help you breathe during a spring sandstorm or prairie fire.
8. A way to wipe the dust off your boots after chasing wild horses all day.
9. A wild rag to wear when you go in to town.
10. A ribbon to tie back a cowgirl's hair when you see your cowboy tonight.





SHOW ME THE WAY

Objective

Students will identify four major cattle trails on a map: Sedalia, Chisholm, Western and Goodnight-Loving. They will also identify a major railroad that was the stopping point of the drive. Students will use map skills to identify cities, rivers and various points on a map.

T&ES

Geography 1.4 & 1.5
Social Studies Skills 1.18(b)
Geography 2.5
Social Studies Skills 2.18(b)
Geography 3.5(d)
Social Studies Skills 3.16(e)

History 4.4(b)
Geography 4.6
Social Studies Skills 4.22(c)
Geography 5.6
Social Studies Skills 5.25(c)

Materials

Maps “Show Me the Way” Worksheet Colored Pencils

Procedure

1. TLW identify the four cattle trails: Sedalia, Chisholm, Western and Goodnight-Loving
2. TLW identify and label the major railroad where cattle were loaded and sold at the end of the drive.
3. TLW use map coordinates to identify major cities, cattle trails, railroads and rivers. (Activity Sheet B)

Optional Activity

- Have students figure the total number of miles for each trail. These figures can be used in a game where students decide which trail to follow.
- Identify three rivers the Sedalia, Chisholm and Western cross. Describe the safest way to get your cattle, horses, men and supplies across the river at these three points.

Answer Key

- | | | |
|-------------------------|--------------------|-----------------------------------|
| 1. F5 | 9. E5 | 17. Chicago |
| 2. C6 | 10. D5 | 18. St. Louis |
| 3. San Antonio, Bandera | 11. Rio Grande | 19. F7, F8, G7, G8 |
| 4. Denver | 12. D4 | 20. Goodnight-Loving |
| 5. Union Pacific | 13. Ogallala | 21. E1 |
| 6. D4, E4, F4 | 14. Cheyenne | 22. Ogallala and Union Pacific RR |
| 7. E5 | 15. Baxter Springs | 23. 12 |
| 8. A5, A6, B5, B6 | 16. Denver | 24. Bandera and Ogallala |



Name: _____

Date: _____

SHOW ME THE WAY

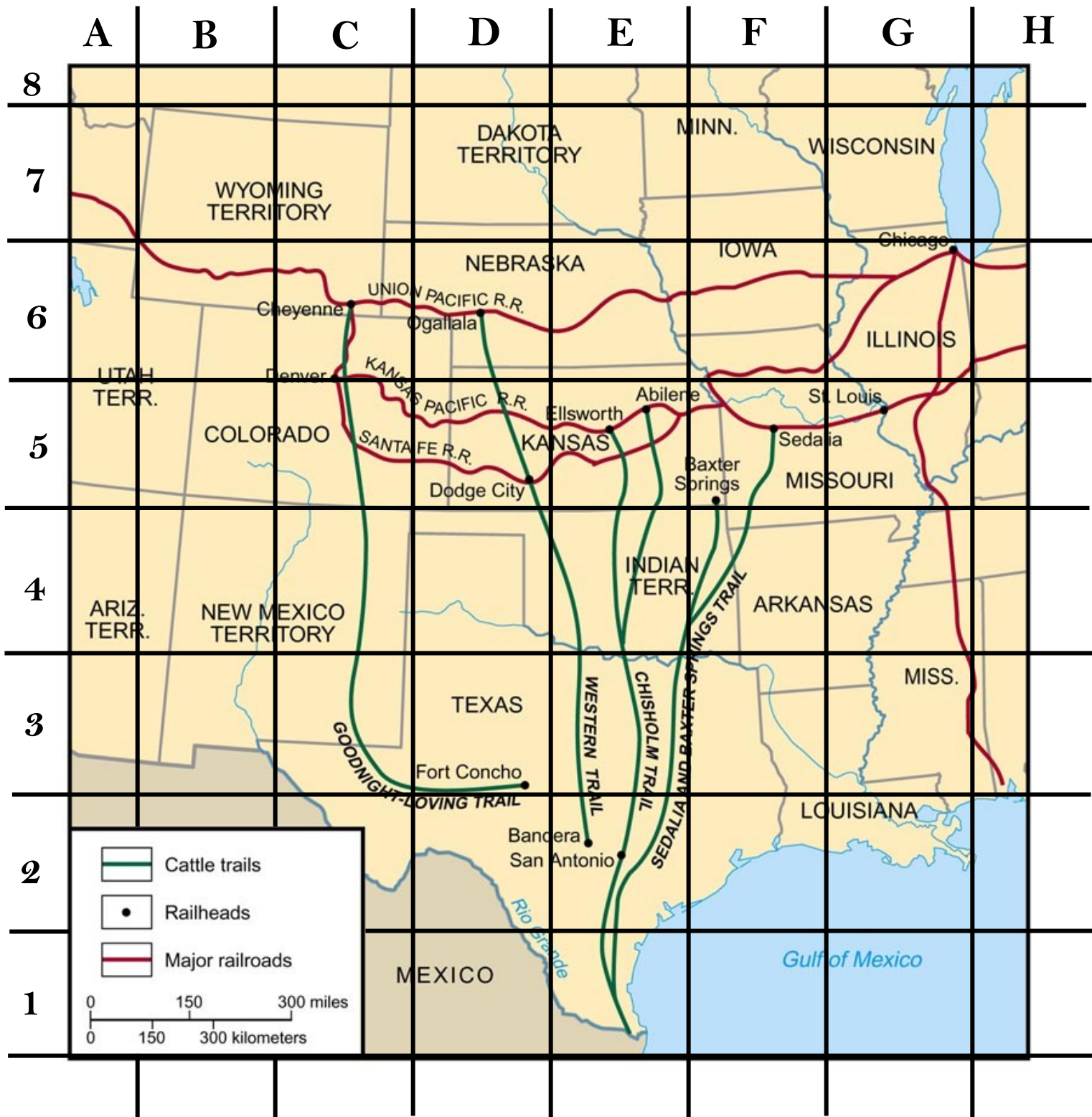
Use the map on the back to answer the questions below.

Example: The coordinates of Chicago, Illinois are G6. (Note that these map coordinates identify a square, not a single point.)

1. Write the coordinates of Sedalia, Missouri.
2. Write the coordinates of Cheyenne, Wyoming.
3. Name a Texas city in column E.
4. Name a Colorado city in row 6.
5. Name the railroad located in D6.
6. In which squares do Texas and Oklahoma share a border?
7. Write the coordinates for Ellsworth, Kansas.
8. In which four squares do you find Utah Territory?
9. Write the coordinates of Abilene, Kansas.
10. Write the coordinates of Dodge City, Kansas
11. Name the river that flows through D2.
12. Look at a modern Texas map and figure out what square Lubbock, Texas be located in?
13. What city in Nebraska is on the railroad line?
14. What is the northern-most city at the end of a cattle drive?
15. What is the southern-most city at the end of a cattle drive?
16. Which Colorado city is at the end of a railroad line?
17. Name the city in square G6.
18. What city has the coordinates G5?
19. In what square is Wisconsin found?
20. What cattle trail begins at Fort Concho, Texas?
21. What square does the Rio Grande river meet the Gulf of Mexico?
22. Name every city and railroad in D6.
23. Using the key, identify the number of railheads on the map.
24. Name the beginning and ending cities of the Western Trail.

CATTLE TRAILS

1860's - 1880's



CATTLE TRAILS

1860's - 1880's





BURNING THE BRAND

Objective

Every cattle drive starts somewhere, and this activity is designed to encourage students to learn to see Texas from a geographical standpoint while providing a practical beginning to the drive. Students will have the opportunity to dream of what they would want their ranch to be like, as they name their ranch and their brand.

TEKS

Geography 1.4 & 1.5

Social St. Skills 1.18 (b)

Writing/purposes 1.18

Geography 2.5

Social St. Skills 2.18 (b)

Writing/writing purposes 2.18

Geography 3.5 (d)

Social St. Skills 3.16 (e)

Writing/writing purposes 3.18

History 4.4 (b)

Geography 4.6

Social St. Skills 4.22 (c)

Writing/writing purposes 4.19

Geography 5.6

Social St. Skills 5.25 (c)

Writing/writing purposes 5.19

Materials

Brand symbols worksheet

“The Great Texas Brand Challenge” Worksheet

“Register Your Brand” Worksheet

Branding iron

Branded wooden blocks

Procedure

1. TLW consult a Texas map and select and mark the location of her/his ranch.
2. TLW describe in complete sentences with correct punctuation and grammar the relative location of her/his ranch using geographic landmarks.
3. TLW name her/his ranch.
4. TLW complete “The Great Texas Brand Challenge”
5. TLW design a brand for her/his ranch, and then register the brand with the teacher using the enclosed sheet with the profile of the cow for branding.

Optional Activities

- Have students locate and mark their ranch on a large Texas map on the classroom wall.
- Have students explain/justify the locations of their ranches to the class or a small group.
- Visit the National Ranching Heritage Center to observe ranch homesteads and line camps and view the branding iron exhibit in the 6666 Barn. Or, provide illustrations of homesteads from various texts and references.
- Allow students to create their brand with a sponge or foam and brand a wooden or paper cow.

THE GREAT TEXAS BRAND CHALLENGE

Cowboys had to be creative when branding their cattle because they did not have time to spell out big words. As a shortcut, the cowboys created many special symbols that could be used in place of words. There were many different kinds of symbols, but the ones below were the most common.



anchor



barrel



sun



diamond



half moon



bar



hook



star



key



circle



box



half box



table



chair



rocking chair



horseshoe



cross



triangle



rafter



slash



pitchfork



arrow



lightning







dollar







half circle

In addition to symbols, there are ways to customize brands for certain special effects as follows:



Adding  makes a letter “flying” so  is flying L.

Adding  makes a letter “walking” so  is walking H.


Adding  makes a letter “forked” so  is forked M.

Adding  makes a letter “hooked” so  is hooked W.


Adding  makes a letter “dragging” so  is dragging L.

Adding  makes a letter “rocking” so  is rocking W.

Adding  makes a letter “swinging” so  is swinging M.

Letters that are leaning are “tumbling” so  is tumbling D.

Letters that are upside down are “crazy” so  is crazy A.

Letters that are laying down are “lazy” so  is lazy B.



Letters drawn backwards are “backward” so  is backward E.


To read a brand, there are some rules to follow:

 Up and down brands are read from top to bottom so this is Bar A.

 Symbols inside symbols are read from the outside so this is Circle C.

 Side-by-side symbols are read from left to right so this is T Box.

  Some brands look different but are read the same way. Both of these would be Three D.

 Some brands combine several rules in the same design so use the rules in order. This brand would be Box A Diamond.

THE GREAT TEXAS BRAND READING CHALLENGE

Name _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



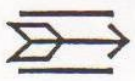
9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____



17. _____



18. _____



19. _____



20. _____



21. _____



22. _____

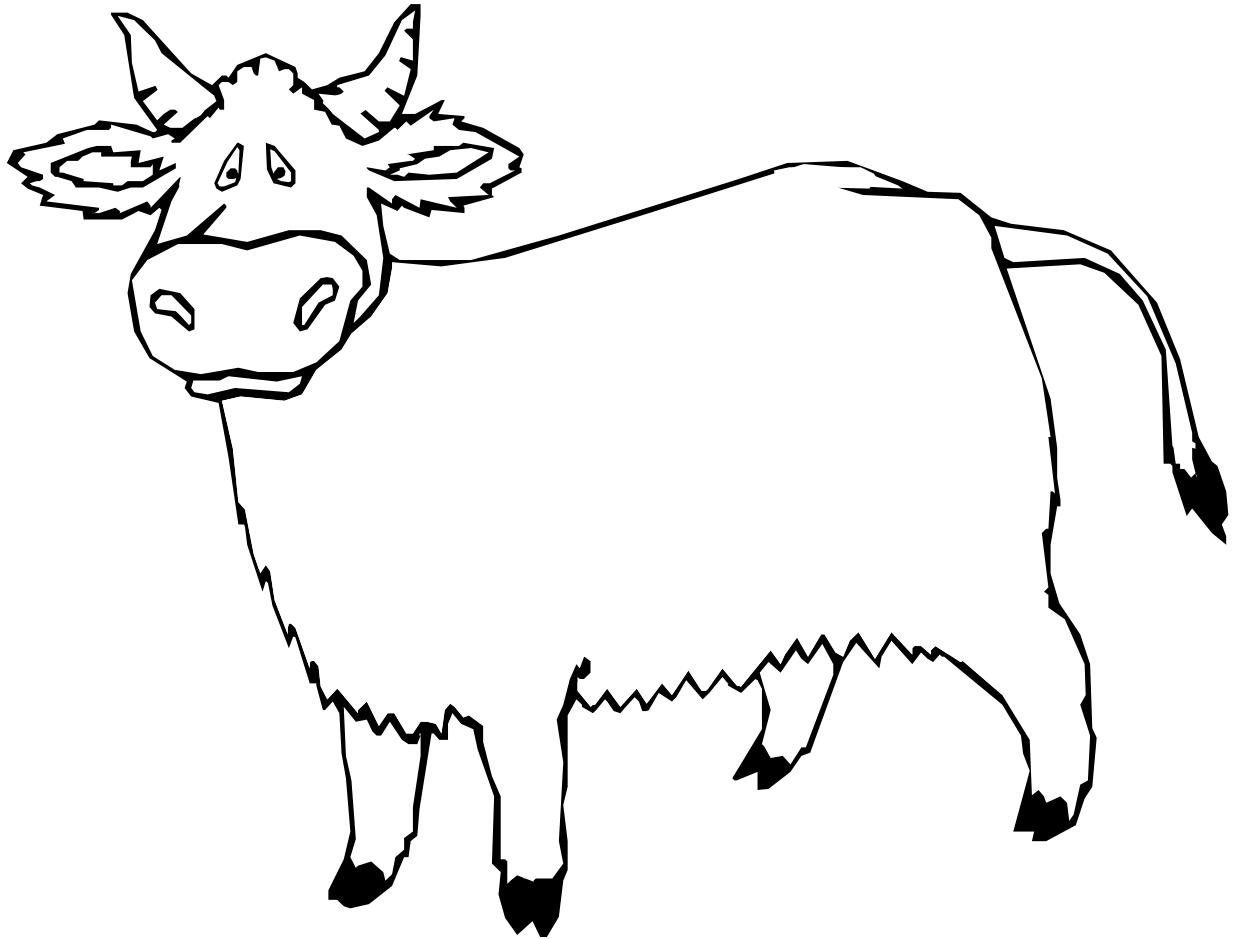


23. _____



24. _____

**DRAW THE BRAND FOR YOUR RANCH ON THE
STEER'S LEFT HIP**



REGISTER YOUR BRAND

**Certificate of Registration of
Marks and Brands**

Owner

Address



Jobs Along the Trail Drive

Objective

Students will learn and participate in the various jobs that cowboys performed on a cattle drive.

TEKS

Economics 1.9

Social Development 1.6 & 1.7

Social Development 2.6

Social Development 3.6 & 3.7

History 4.4(b)

Economics 4.13(a)

Social Development 4.7

Social Development 5.7

Materials

12 foam hats

Stick horse materials

Trail Map

6 ropes

lead rope & halter job cards

3 bandanas

coffee pot

apron

15 horse masks

15 cow masks

Procedure

1. TLW be assigned a cattle drive job by the teacher. Each job is listed on a card, which can be handed to students at random. The yellow cards are actual jobs, while the red and green cards designate cows and horses.
2. Share with students facts about life on a trail drive. Please see attached information.
3. Explain to students what each job entails. Students with jobs will receive the props that match their jobs. Students designated as “horse” or “cow” will receive a mask.
4. Line students up in proper position, designated by their job. Please see the picture of the “Cattle Drive Crew” to see how they should be placed.
5. Allow students to drive the “cows” around the school or outside. Cows should be instructed to try to escape to keep the cowboys at work.
6. Switch up the jobs and let students perform different tasks.

Optional Activity

- Have the students select one of the cowhand jobs and write a cover letter to a ranch owner requesting employment. Have them describe work they do, including some of their daily activities.
- Students can create a résumé of their experience, qualifications, duties and earning power.



Life on the Trail

- The average trail drive lasted two to three months.
- Cowhands brought their own bedding, saddle and sometimes their own horses.
- Extra horses were in the remuda. If a group consisted of 10 cowhands, the remuda had six to eight horses per man.
- Each of the cowhands had specific duties to perform on the trail, although they might not do the same thing for the entire trip.
- One of the most important jobs was the cook, who fed the cowhands. Meals generally consisted of:
 - Breakfast: sourdough biscuits, gravy, sowbelly (salt pork), black coffee
 - Lunch: sowbelly, black coffee, sourdough biscuits, gravy, pickles
 - Supper: black coffee, sowbelly, gravy, sourdough biscuits

Jobs on the Trail

Trail Boss (1)

Props: Hat, stick horse, map

Duties: Responsible for entire operation while on the trail

Involved in finding water, grass and a good trail for the cattle

Can track different animals across the range; knows the range well

Keeps the peace between the cowboys

Point Man (2)

Props: Hat, stick horse, rope

Duties: Works in groups of two and points the lead steers in the right direction

Sets the pace for the drive

Swing (2)

Props: Hat, stick horse, rope

Duties: Rides one third of the way back from the front of the herd

Must have good horse skills

Flank (2)

Props: Hat, stick horse, rope

Duties: "Cuts in" cattle that have gotten out of the herd

Rides about two thirds of the way back from the front of the herd

Makes sure that cattle do not wander too far away from the main herd



Drag Rider (3)

Props: Hat, bandana

Duties: Rides at the back of the herd on the trail to make sure that cows stay with the herd

Must be able to “push” these slower cattle forward

Wears bandana over their nose and mouth to keep dirt off their face

Willing to work hard and endure dust and dirt kicked up by the herd and riders ahead of them.

Horse Wrangler (1)

Props: Hat, stick horse, lead rope and halter

Duties: Generally a young boy who wants to be a cowboy

Willing to learn and work hard

Drives the remuda before the wagon and ahead of the cattle

Rounds the extra horses up and gets them into a rope corral several times during the day

Keeps the horses together and eating grass until it is time for cowboys to change mounts

Makes sure that those ridden hard are given proper food (corn and grass)

Chuck Wagon Cook (1)

Props: Hat, coffee pot, apron

Duties: Former cowboy who is either too old for the more difficult work or injured

Must be able to prepare meals with limited resources and serve them on time

Some experience and knowledge of medical techniques necessary

Cooks for the men on the trail out of the back of a wagon

Does not assist with any cattle or other trail jobs

Moves wagon about two times a day, 10-15 miles each time

Awakens at 3:00 a.m. and had breakfast ready when the others awaken

Wakens other cowboys

The Cattle Drive Crew

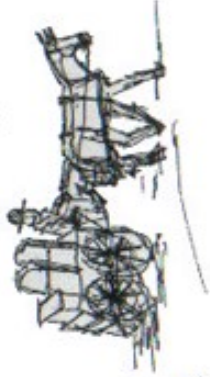
Wrangler



Remuda



Chuck Wagon



Trail Boss



Point



Point



Swing



Swing



Flank



Flank



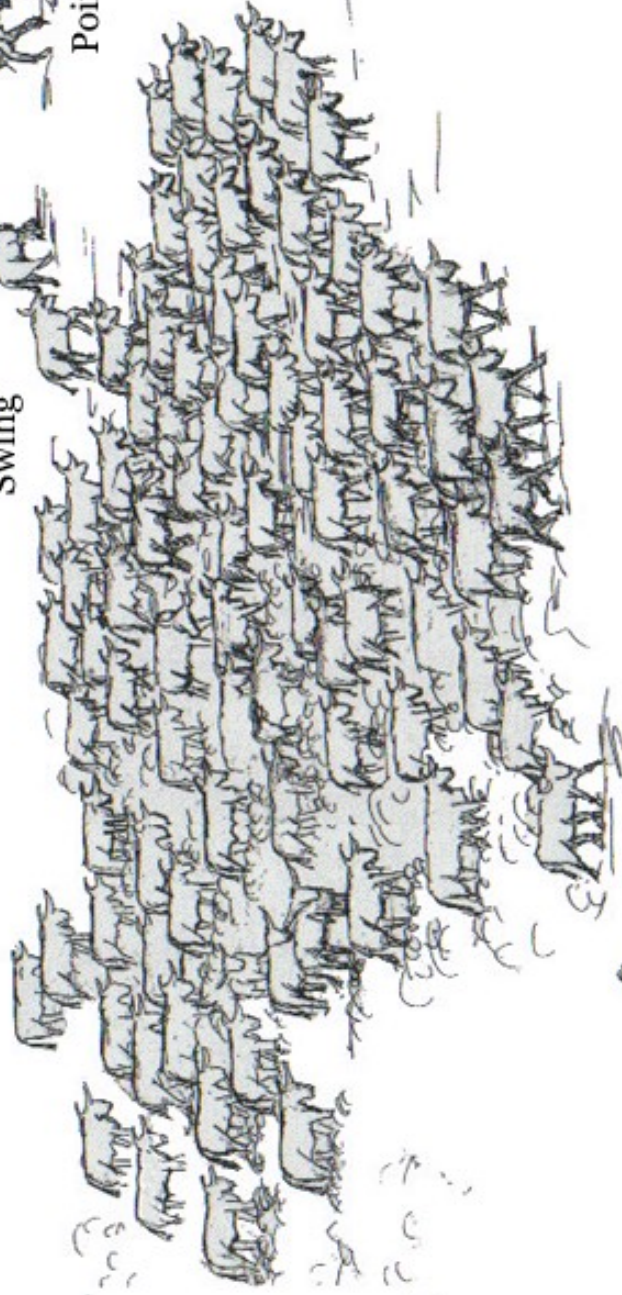
Drag

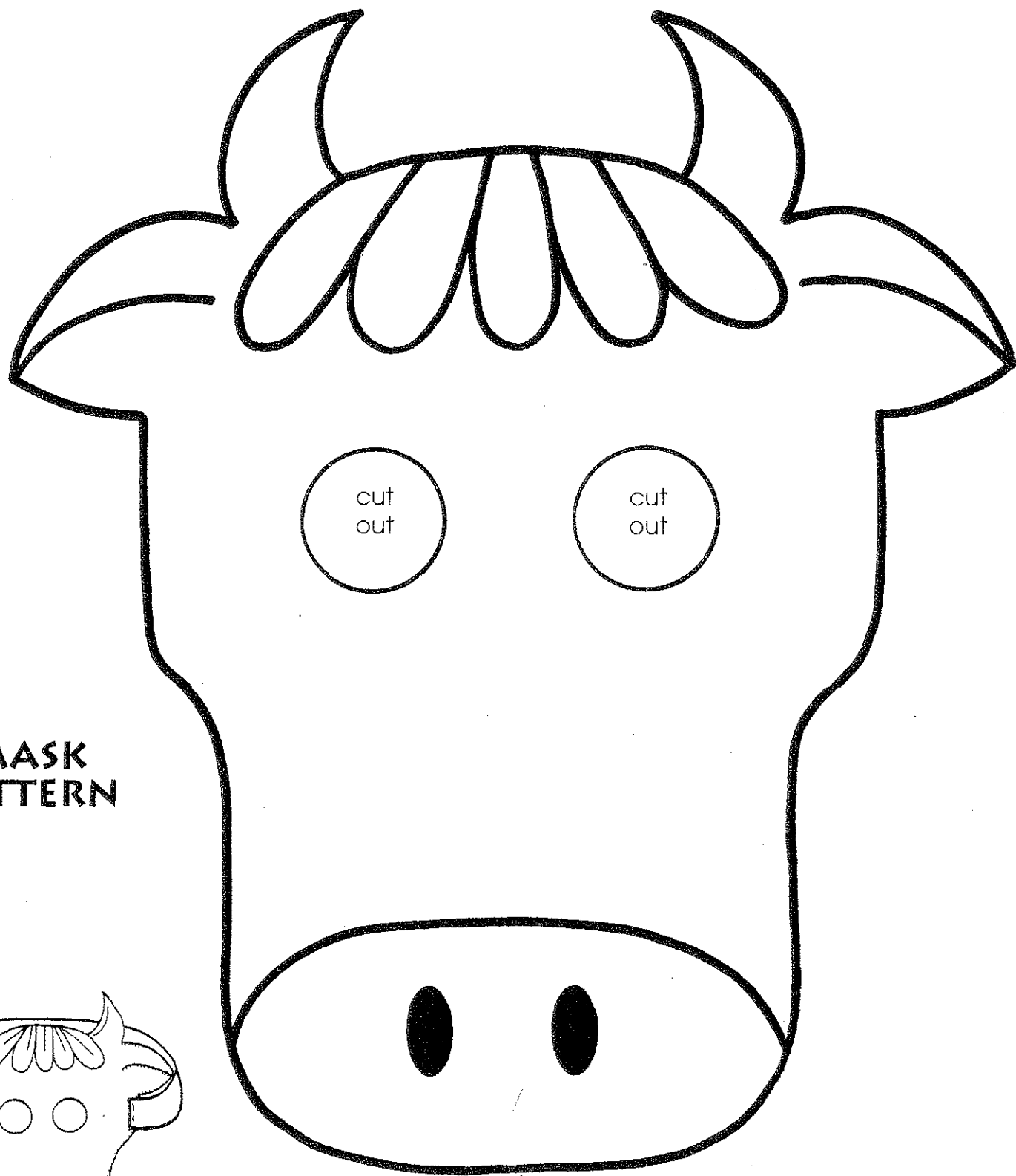


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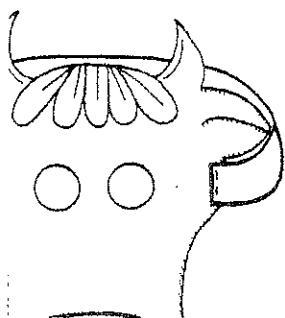


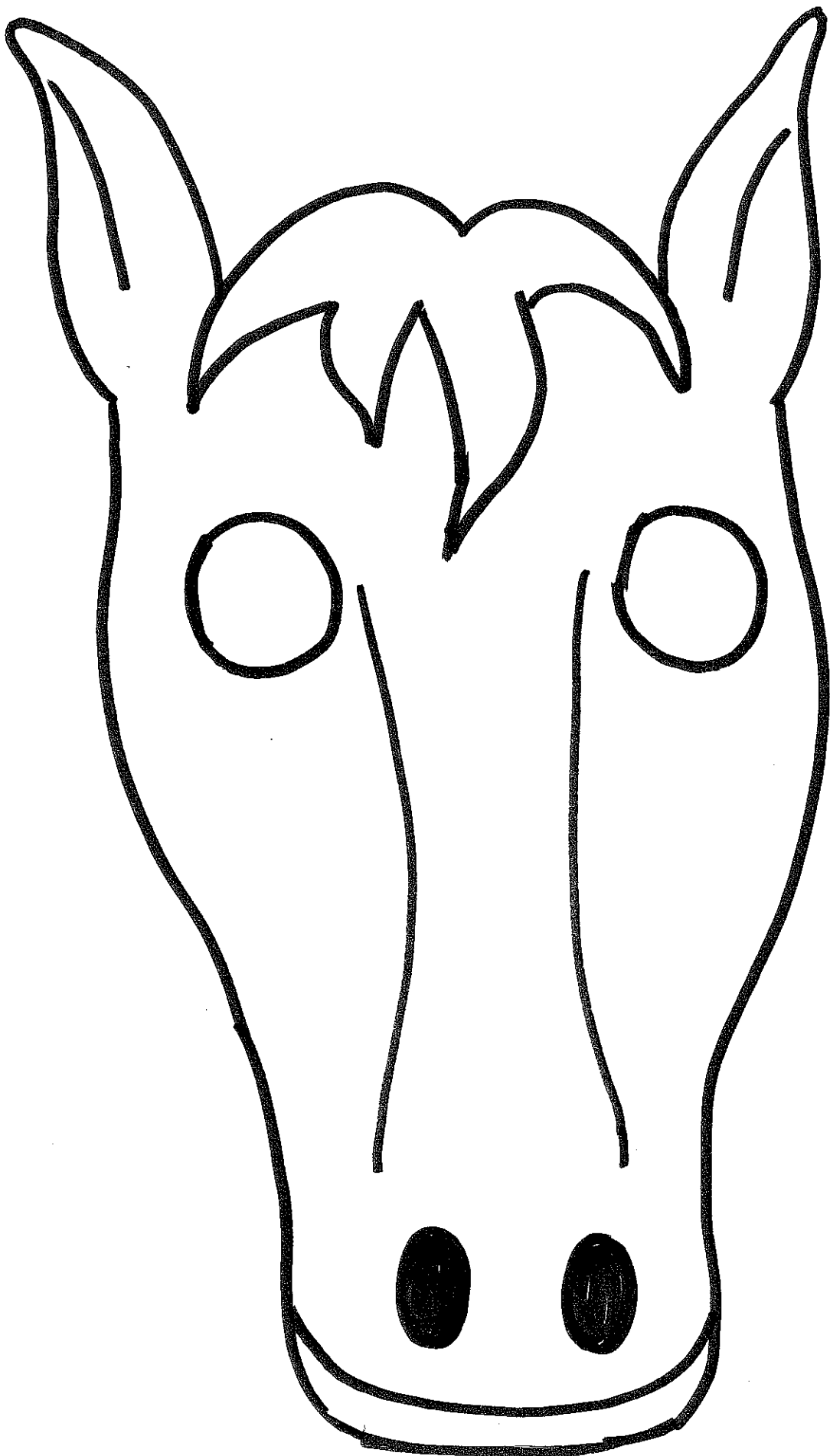
Drag





**MASK
PATTERN**







DANGERS ON THE TRAIL

Objective

Students will learn of some of the dangers that cowboys faced on the trail by playing this board game.

TEKS

History 4.4 (c)

Geography 4.6 (a) (b)

Social Studies 7.21 (c), History 7.6 (a)

Geography 7.8 (a), 7.9 (a) (b) (c)

Materials

5 “Dangers on the Trail” Game boards

5 Foam die

Procedure

1. Students play “Dangers on the Trail” game. Divide the students into groups of 3 to 4. Have them read the instructions on the game board.
2. They will use the dice provided. Just one dice per game. As game pieces, each student can find their own game piece on the ground, such as a small rock or leaf.
3. After game, have a discussion with the group. What happened to the students while they were traveling the cattle trail? What are real solutions they think the cowboys used to solve the problems they had with dangers on the trail?

Optional Activity

- Visit the National Ranching Heritage Center and play this game outside of the Matador Half-Dugout.



BARBED WIRE: THE CLOSING OF THE FRONTIER

Objective

The American West as the cowboys understood it began closing with the invention of barbed wire. Numerous barbs were invented and patented during the late 1800s and affected the cattle industry and life of the cowboys. TLW understand the effects of the invention of barbed wire on the cattle industry.

TEKS

Science, technology, & society 1.16(c)

Social Studies Skills 1.18(b)

Economics 2.10(c)

Science, technology, & society 2.16

Social Studies Skills 2.18

Science, technology, & society 3.15

Social Studies Skills 3.17

History 4.4(b)

Economics 4.13(b)

Science, technology, & society 4.21

Social Studies Skills 4.23

Social Studies Skills 5.26

Materials

Barbed wire mounted on wooden blocks

Pliable wire

Procedure

1. Show the pieces of barbed wire from the trunk and discuss its development.
2. Explain the importance/function of trademarks and copyrights and how barbed wire inventors patented their barbs.
3. TLW design and draw their own barbed wire. They can make their design with the pliable metal. They will then have their design “copyrighted.”

Optional Activities

- Students can research and write about one of the major barbed wire inventors, such as Joseph Glidden.
- Have the students compare how people divide land today versus the late 1800s.
- Ask a barbed wire collector to visit class to describe the history of barbed wire. Or have an inventor to come and talk about the process of inventing and patenting something.
- Give students pieces of bendable wire and have them create an example of their own barbed wire.
- Divide the class into 2 groups-settlers and cowboys. Ask the settlers to present reasons why they need to use barbed wire. Instruct the cowboys to discuss the difficulties of barbed wire to cattle drives. Have students consider alternatives and support their opinions with facts.
- Ask them to describe the importance of inventions and to list the ones that have affected our lives today (i.e. cell phones, cars, planes, etc).

CHUCK WAGONS

Objective

Before cowboys could head out on the trail, they needed to load the chuck wagon with enough food to last three months. This activity will use the learners understanding of the importance of chuck wagons. TLW correctly identify the necessary items to pack a wagon.

T&KS

Economics 1.7, 1.8, & 1.9
Social Studies Skills 1.18
Culture 1.15
Economics 2.9
Social Studies Skills 2.18
Economics 3.7(b)

Social Studies Skills 3.17
History 4.4(b)
Culture 4.20(b)
Social Studies Skills 4.23
Social Studies Skills 5.26

Procedure

1. Use the chuck box from the trunk.
2. Give the learner a copy of the Cowboy Food Slang and A Typical Cook's Day.
3. Discuss the purpose of a chuck wagon and the cook's responsibilities.
4. TLW "pack a chuck wagon" Use the items in the trunk and make cards of other items (flour, sugar, beans, lard, bacon, yeast, rice, dried fruit, assorted spices, onions, potatoes, whole coffee beans, tobacco, salt, molasses, horse liniment, castor oil, cooking utensils, pot hooks and rack, tin cups, tin plates, pots, skillets, sourdough starter keg, wash bin, wash tub, metal bucket, ax, dinner triangle, shovel, ropes, stake pins, water barrel, coal oil lantern, kindling clock, men's bedrolls, straight edge razors, sewing kit, cotton cloths).
5. Use the chuck box to show where certain items would go (such as: pack: spices, flour, sugar, dried fruit, beans, rice, yeast, molasses, onions, potatoes, lard, bacon, coffee beans, tobacco.). Then make other categories: boot, under chuck wagon, left side of chuck wagon, right side of chuck wagon, wagon floor, caboose, and other drawers.
6. Have students place the proper items in each category. Here is the list of for each box: **Boot:** pots, pot hooks, pot racks, skillets, **Under chuck wagon:** large pots and Dutch oven, **Left side of chuck wagon:** coffee grinder, water barrel, and ropes, **Right side of chuck wagon:** lantern, washtub, and wash basin, **Wagon floor:** ax, shovel, stake pins, men's bedrolls, cotton cloths, dinner triangle, sourdough starter keg next to the cook on the bench on the front of the chuck wagon. **Caboose:** the kindling
7. TLW create a menu and timeline using the Cowboy Food Slang and the Cook's schedule. Have them pretend they are a chuck wagon cook and need to establish their cooking and traveling plans.

Optional Activities

- Make sourdough starter. Prepare biscuits and beans for students to sample.
- Gather recipes and make a supply list for a month long cattle drive. Take one recipe and determine how much to purchase of each ingredient for the entire month.
- Have students pretend they are a chuck wagon cook and have them prepare a list of supplies they would take with them-utensils for wagon.

A Typical Cook's Day on a Cattle Drive

Before sunrise	Get up and start fixing breakfast. Breakfast was often sourdough bread or biscuits and gravy, dried fruit and coffee. Wake the horse wrangler. Wake the cowboys and call them to breakfast. Wash dishes, pack the wagon and move up the trail. The cook would move ahead of the cattle because he could move faster with his team of horses.
11:00 a.m.	Make a new camp and have lunch ready by noon. A typical lunch might include chili or stew with bread, coffee and water. Lunchtime gave the cowboys a chance to rest and the cattle time to graze.
1:00 p.m.	Pack the chuck wagon and ride toward the evening's campsite.
5:00 p.m.	Set up the night camp and prepare a dinner of beans, biscuits, and coffee to be ready about 6:30. Dinner might include dessert, such as a fruit cobbler.
9:00 p.m.	Go to bed. Unlike the cowboys, the cook did not have to take a turn watching the cattle at night.

Cowboy Food Slang

Airtight	Canned goods, such as peaches or tomatoes
Beans	Prairie strawberries whistle berries
Biscuits	Hot rocks
Coffee	Brown gargle, java, Arbuckle (a popular brand of coffee at the time of the early cattle drives)
Corned Beef	Salt hoss
Eggs	Hen fruit
Gravy	Texas butter
Molasses	Lick, larrup (used in place of sugar)
Onions	Skunk eggs

Cowboy Beans Recipe Serves 10

2 pounds dry pinto beans	2 large onions
1 can tomatoes	1 teaspoon salt
2 green chilies	

Wash the beans and soak overnight. After soaking, drain the beans, place in Dutch oven and cover with water. Add remaining ingredients and simmer on coals until tender.



A BISON HUNT

Objective

TLW identify the importance of bison to the West and learn about the various uses of bison. They will also study the preservation of bison by Charles Goodnight and his involvement in the last bison hunt.

Time

45-60 minutes

TEKS

Geography 1.4; Social Studies Skills 1.17; Geography 2.7, Social Studies Skills 3.16 (A); History 4.1; Social Development 1.6, 2.6, 3.6 & 3.7; Theater 1.4, 2.4

Materials

Image detailing parts of the bison
Copy of “A Tale of the Buffalo Hunt”
Spaghetti-cooked
Pull and Peel Twizzlers
Mango/Cantaloupe
Hat
Sweatpants and top
Ziplock bags
Bean bags (dipped in flour) or water balloons
Stick candy (or something hard they can break)
Pair of adult scissors
Spoons
Duct or packaging tape
*Can be creative when determining what supplies to use for each part.

Pre-procedure

1. Prior to the day of the hunt, chose a helper who will play the part of the buffalo.
2. Designate a spot outdoors where the children will “hunt” their buffalo and tell the helper beforehand.
3. Each of the items listed above represents a different part of the bison. (Spaghetti-intestines, mango-brain, hat-head, clothes-skin, 1 ziplock bag of air or water-stomach, stick candy-bone). The water balloons or bean bags are their weapons.
4. Tape the twizzlers, bag of spaghetti, bag of air/water, and stick candy under the hide (sweats) and put the mango under the hat.



Procedure

Bison Hunt Activity

1. TLW examine the image of the bison.
2. Discuss the presence of bison in the West and how the Native Americans used them for everything (i.e. hide for clothing and teepees, bones for spoons, etc.).
3. Before reading, “A Tale of the Buffalo Hunt,” instruct the learners to close their eyes and use their imaginations as you read. (At this point, let your helper leave to get ready and in place.
4. Read the story and prepare the children for the hunt (show them a picture of helper dressed up to identify bison). Ask them where they think the bison is, and which way they should go to find him/her—**Let them lead the search. *Note: Remind the students not to rush the bison, but to remain at a distance when they locate it.**
5. Once the class locates the bison, allow each of them a turn to “kill” it. Then have them sit down around the animal as you cut into the hide. Select one or two students to roll up the hide for later preparation. Have a few more remove the hat to reveal the bison’s brains. Once all the “insides” are exposed, ask the class to identify what each part represents. As they guess correctly remove that item. *Suggestion: You can purchase extra and treat your class.

Assessment

1. Their assessment will be in their ability to answer the questions about the different parts of the bison, and the uses of each part.

Websites

Bison Activities

<http://www.tpwd.state.tx.us/learning/resources/activities/bison/index.phtml>

South Dakota State Historical Society

<http://www.sd4history.com/>

Video

1916 Old Texas by Charles Goodnight



A TALE OF THE BUFFALO HUNT

Setting:


The sun rises over the horizon, starting a brand new day in the camp. Delicious smells from cooking fires fill the air at the edge of the canyon as the camp starts to stir with activity. The women got up early and are now stirring the hot food cooking in the bison stomach pot. You can hear quiet talking as the men and children leave the teepee and head toward the fire.

They sit near the fire and wrap buffalo robes tighter around themselves to keep out the morning chill. Everyone discusses the plans for the day and eats. The men get out their tools and plan to spend the day making flint arrowheads and knives. (Ask them why they think this is?) Some of the men discuss trying to go deeper into the draw to hunt small game, like turkey and deer.

Story:

A teenage boy and his younger brother lie flat on their stomachs and crawl over to the edge of the draw. Peeking just their heads over the edge, they look to see what animals might be drinking from the marshy draw that they could surprise and kill for dinner. They are hoping to see buffalo, but all they see are a few ducks splashing in the marsh. They also see tracks from skunks, coyote, and deer that came to drink during the night. The older boy gazes at the prairie across the draw and sees the white patches of a family of antelope grazing on the distant horizon. He has seen 15 summers come and go, and he is bored with being treated like a child. He is always left behind to hunt the small game while the men ride out to kill the fierce bison. He has only seen the great beasts at a distance, or hacked at their dead bodies during butchering. He wants to go on the hunt like the adult men, but he can't ask to go, they must ask him to go. Also, no bison have been seen for a month and food supplies are running low.

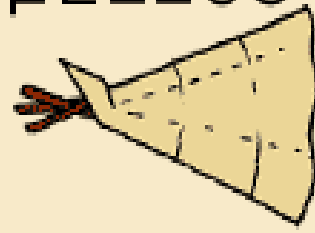
All of the sudden, his brother poles him in the ribs and starts pointing and gesturing without saying a word. He's seen bison! Bison in the valley! A little ways away, they can see the huge brown shapes of a small herd of bison drinking from the draw. Happily eating the knee high prairie grasses, the tiny herd moves slowly toward the two boys. The boys silently wiggle backwards until they are invisible from the valley floor, then they leap up and race over to the campsite. Excitedly, but quietly, they tell the camp about their discovery. Everyone in the tribe sneaks on their bellies to the edge of the draw to see the bison. The tribe is very excited. But there is much to do to get ready for the hunt.



The older boy stands apart from the others. He feels sad because he really wants to join the grown men on the hunt. Why won't they invite him? He is strong and fast, and after all, he discovered the herd! Just then his father comes up behind him, and they discuss the best hunting approaches to take with the bison. All of a sudden the father puts his hand on the boy's shoulder and tells him he'll be joining them on the hunt today. He is very excited and runs off to get ready. This is a great day for him! After a successful hunt, he will be eligible for the rites of adulthood. The father smiles and is proud. It is time for a new hunter in the clan.

As the day moves toward noon, the men sit by the hearth. They pass on their hunting experience while shaping and reshaping points and knives. If the hunter's weapons are not sharp enough, they will kill the bison quickly and may only serve to anger it. Finally, the father, hunters and the older brother gather and check their weapons, making last minute adjustments. They stretch their bow strings and collect their quivers of arrows, and get the bison hides they will wear for camouflage. The whole tribe then moistens colored pieces of earth with water to make paint. They put the sacred colors on their faces and bodies to invoke the blessings of a good hunt, to protect them from bad luck, and to help with camouflage. A feeling of excitement and anticipation runs through the entire camp. It is exciting to think of the fresh meat, skins, and other life-giving gifts the bison provide. They are also nervous, because the bison are huge and unpredictable. There is always a chance of injury or death. At last the tribe is ready.

Time for the Hunt!



TANNED HIDE:

Moccasins, Cradles, Winter Robes, Shirts, Leggings, Belts, Dresses, Pipe Bags, Quivers, Tipi Covers, Gun Covers, Dolls



RAWHIDE: Containers, Shields, Buckets, Moccasin Soles, Belts, Headdresses, Medicine Bags, Drums, Ropes, Saddles, Stirrups, Knife Cases, Quirts, Armbands, Bullet Pouches



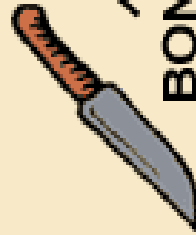
TAIL:

Decorations, Fly Brush, Whips

MUSCLES:
Sinew, Meat for Jerky

FAT:

Soap, Cooking Oil



BONES:

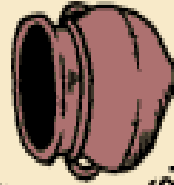
Knives, Arrow-Heads, Shovels, Scrapers, Winter Sleds, Saddle Trees, War Clubs, Game Dice

DUNG:

Fuel

STOMACH:

Buckets, Cups, Dishes, Cooking Pots



HORNS: Cups, Spoons, Ladles, Headdresses

BRAINS:

Hide Preparation

SKULL:

Altar at Religious Ceremonies

TONGUE:

Best Part of the Meat

BEARD:

Ornaments for Weapons

HAIR:

Headdresses, Saddle Pad Filler, Pillows, Ropes, Halters



HOOVES:

Glue, Rattles

GLOSSARY

Amateurish: lacking the skill of a professional

Annex: to attach or add

Barbed wire: a wire with sharp barbs positioned regularly along it; used to make fences and enclose large areas of the Western United States

Bedroll: sleeping bag

Bison stomach pot: a stew pot made by hanging a bison stomach from a tripod; heated stones were dropped into the stomach causing the stew inside to boil

Bison: one of the largest natural grazers of North America, also called buffalo

Butcher: to cut and prepare meat to be stored or cooked

Chaps: leather leggings worn over pants to protect the legs

Chuck box: a box containing many of the ingredients and tools for cooking on the trail

Chuck wagon: a wagon driven by the cook carrying all of the food and supplies for making camp, which were needed on the trail

Drag: the cowboy at the back of the herd of cattle whose job it was to keep the slower cattle with the herd

Firebreaks: ditches, dug to prevent the spread of fire

Flint: a type of rock which is easily chopped and can be very sharp

Forage: to find food from the fields

Hearth: the floor of a fireplace

Marsh: an area of land where water is so close to the surface it makes the ground "soggy"

Mount: a term used to describe a horse that can be ridden or the act of getting onto a horse

Patent: a paper given to the government intended to keep anyone else from making what has been patented

Pneumonia: an illness of the lungs

Puncher: another name for a cowboy

Remuda: a group of horses taken on a cattle drive so that the cowboys can switch horses when the one they are riding starts to get tired

Round up: to bring all of the cattle together

Saddle scabbard: a leather case meant to hold a rifle which could be hooked on to a saddle

Spurs: worn on the heel of the boot used to make a horse go faster when being ridden

Tack: everything that was placed on a horse in order to ride including the bridle, saddle and saddle bags

Tipi: a cone shaped house made of long poles and covered in bison hides used by some American Indians

Vaqueros: a Spanish word for cowboys

Wages: the money paid for doing a job



TOURING THE NRHC

The National Ranching Heritage Center was established to preserve the history of ranching, pioneer life and the development of the livestock industry in North America. The Center opened in 1976 and now has more than 40 authentic, furnished ranch buildings and structures which have been relocated to the NRHC from locations throughout the Southwest. These historic structures have been chronologically arranged to exhibit the evolution of ranch life from the late 1700s through the mid 1900s. Educational programs, tours and living history events offer meaningful learning experiences for school groups and visitors of all ages.

Self-guided tours are available for small groups anytime. Larger groups, with over 25 participants, are encouraged to make a tour reservation. Maps and scavenger hunts are available at the front desk, and groups may reserve the McLaughlin Arbor or Pitchfork Pavilion for picnic lunches.

The NRHC offers curriculum on-line to prepare students for their tour. Interactive Heritage Hunts and Heritage Handbook are available, along with a scavenger hunt to provide a focused tour of the NRHC. Heritage trunks are also available for teachers to checkout.

INTERACTIVE HERITAGE HUNTS

New to the 2007-2008 school year, the NRHC will offer the opportunity for your students to complete activities at some of the structures. This Interactive Heritage Hunt corresponds with the NRHC scavenger hunt. All activities are aligned with the TEKS. Due to materials cost, a small fee will be charged. Recommended for grades 4 and up.

HERITAGE HANDBOOKS

Also new to the 2007-2008 school year, Heritage Handbooks will be available for students. These handbooks will include questions to encourage critical thinking and observation skills. It will also include maps, vocabulary and opportunities for students to write their thoughts on what they have learned. Recommended for grades 2 and up.

WHERE'S JOE & JACK RABBIT?

"Where's Joe-Jack Rabbit" is an activity that is available for younger groups touring the NRHC. Located in one of the historic structures is the official mascot of the NRHC, Joe-Jack Rabbit. The students will be presented with the challenge of finding Joe-Jack Rabbit on their visit. Once they find him, they will be able to turn in a piece of paper at the front desk with their name, address and location of Joe-Jack Rabbit. All participants will be entered into a drawing for a chance to win a prize.

Please visit our Web site at www.NRHC.com for all of our materials for educators!

Tours are always free!
Call (806) 742-0498 to schedule your next visit!