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## **Cowboys & Ranch Life**

South Dakota State Historical Society Education Kit

### **Goals and Materials**

#### **Goals**

Kit users will:

- Gain knowledge and experience in learning from objects.
- Explore the history and development of cattle and sheep ranches.
- Understand and appreciate the work of cowboys on ranches.

#### **Materials**

This kit contains:

Teacher Resource binder

1 cowboy hat

2 cowboy boots

2 kerchiefs

1 pair of spurs

1 cowhide sample

1 branding iron with branded wood block

1 sheep fleece

1 set of sheep branding irons

1 sheep bell

1 pair of hand sheep shears

1 set of wool carders

1 bag of carding wool

2 drop spindles

1 bag of raw wool

1 bag of top wool

9 photographs

1 poster

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### **Teacher Resource**

A ranch is defined in the American Heritage Dictionary as “an extensive farm, especially in the American West, on which large herds of cattle, sheep, or horses are raised.” On some ranches livestock graze on the range year-round, while on others the animals get hay and grain as supplemental feed. More land in the United States is used for ranching than for any other type of farming.

Ranches come in all sizes. Some are one-person operations, others have one or two hired hands, and large outfits may have fulltime managers and employ lots of hired help. Cattle and sheep ranches are the most common. A few ranches raise horses, and some even raise buffalo. Today many ranchers have both sheep and cattle on their land.

### **Cattle Ranching**

After the Civil War, buying cheap cattle in Texas and driving them north to fatten provided a good profit. Expenses for these ventures remained low as long as the grass was free. Many large-scale ranches on the Great Plains were financed with money from England and Scotland. The open-range cattle industry lasted roughly from 1850 to 1900. Cattle drives started out from Texas in late March or early April and could be on the trail for up to a hundred days before reaching the good grass of the northern plains.

The open-range cattle industry declined by the mid-1800s and the large trail drives north stopped. More farmers moved into the land that had been open range. Herd laws made livestock owners liable for damages if their stock trespassed on the property of others. The cattle boom really busted in the winter of 1886-87, when blizzards lasted from November to March on the Great Plains. The severe weather caused large losses of cattle. For example, the Clark & Plumb EG herd was 18,000 strong when winter started. Only 1900 animals made it to spring.<sup>1</sup>

That hard winter made it clear that successful cattle ranching depended on winter feeding. Large outfits were replaced by smaller-scale family operations and fenced pastures replaced the open grazing. The new breed of cattlemen applied science and technology to their business and produced more beef on less land. New forage crops like alfalfa provided reliable winter feed. Fencing in pasture land meant grazing could be rotated and grasses reseeded. Hereford and other breeds provided higher quality beef. The herds became healthier as vaccines for diseases like tick fever developed. Better refrigeration, improved transportation, and irrigation changed the cattle industry too. Disease and pest control, and grazing rights regulations from the federal government also brought changes.

4-H Clubs played an important role in promoting ranching improvements. They helped develop a new ranching generation comfortable with changes in the industry. Fenced pastures, well-bred cattle and winter feeding became the norm in cow country. Even so, some jobs continued to be done as they had for many years. Cowboys still rode the range and attended to tasks like rounding up and branding animals.

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<sup>1</sup> Bob Lee and Dick Williams, *Last Grass Frontier: The South Dakota Stock Grower Heritage*. (Sturgis: Black Hills Publishers, Inc., 1964), 154.

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The first cattle in Dakota Territory didn't come with the large cattle drives. The first cow recorded in South Dakota came with Manuel Lisa, who founded Fort Manuel in 1812 along the Missouri River. Prince Maximilian of Wied wrote about seeing a large cattle herd in Ft. Pierre in 1833.<sup>2</sup> The cattle that did come to Dakota Territory during the cattle drive era met several needs. Indian treaty provisions required the government to provide beef for the reservations. Military posts needed beef for food, and mining camps in the Black Hills provided a ready market as well.

Typical cowboy work included driving trail herds, gathering and branding calves in the spring, and rounding up and gathering stock for market. Cowboys also rode line, riding along the boundaries of an outfit's range, and later along its fences. Line work included fixing fence, checking waterholes, caring for injured animals, and keeping a lookout for rustlers. Breaking horses and building corrals could also be part of a cowboy's day. In a line camp on the outer fringes of an outfit's range the cowboy had to do personal chores like hauling water, chopping firewood, cooking meals, and washing clothes, bedding and saddle blankets. Of all the ranch hands who worked in the cattle industry, about one-fourth were African-American. Substantial numbers of Hispanics and Native Americans worked as cowboys, too.<sup>3</sup>

During roundups, cowboys were assigned to different tasks. The wagon boss was the foreman or man in charge. Circle riders or cowhands did the actual rounding up – working the cattle, roping and branding, day herding and night guarding. Reps or stray men were cowhands that worked for an outfit other than the one running the roundup wagon. They represented their outfit and in addition to the normal work, they cut out their outfit's stock and herded them home at the end of the roundup. The wagon cook made sure the entire outfit was fed three times a day. A horse wrangler herded the remuda or saddle horse herd and helped with camp chores like gathering water and wood. The first big roundup in Dakota Territory took place in 1881, and the last was held in 1902.

In addition to the hard work, roundups provided a chance for friendly competitions among the cowboys like horse races and shooting contests. Some of these competitions evolved into rodeo events like bareback bronc riding and team roping.

### **Sheep Ranching**

Sheep were among the first animals to be domesticated because of their flocking instincts and their ability to produce both food and clothing with their meat and wool. Their strong herding instinct and tendency to follow a leader – where one sheep goes, others will follow – make it possible for one person to handle a large number of animals. Sheep adapt readily to a wide range of climatic conditions and can go several days without water. They will eat shrubbery and weedy forage that cows avoid.

On the Great Plains, the same conditions that led to the cattle boom of the 1880's brought expanded sheep operations, too. Foreign and domestic capital became readily available, range sheep were cheap and easy to get, and free range lands opened up for grazing. Since they were usually smaller, sheep operations had lower startup costs than cattle operations. The double income from wool and lambs made sheep operations an attractive financial prospect. Like range

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<sup>2</sup> Bob Lee and Dick Williams, *Last Grass Frontier: The South Dakota Stock Grower Heritage*. (Sturgis: Black Hills Publishers, Inc., 1964) 10.

<sup>3</sup> Amanda Kraus, "Home, Home on the Multicolored Range." *Museum News* 77 (November-December 1998): 25.

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cattle operations, large-scale sheep ranching worked only in areas with a lot of space, like newly opened territory, or land not fit for crop farming.

The hard winters of 1881 and 1887 eliminated or greatly reduced the large open-range cattle companies. When the large companies left, more land and water opened up for grazing sheep. Three factors made western South Dakota good sheep territory – the climate, the abundance of open range, and the variety of feed on that range. Black Hills miners provided a ready market for mutton as well as beef.

Sheep appear on a Ft. Pierre inventory in 1844.<sup>4</sup> The southeast corner of Dakota Territory had a few farm flocks by the mid-1860s. In the 1870s, sheep moved into the Black Hills. Seven Black Hills counties – Butte, Carson, Dewey, Meade, Harding, Perkins and Ziebach – held most of the sheep. Sheep companies farmed out animals on shares to farmers and small ranchers, so many people raised sheep in small numbers. The bad winter of 1881 caused severe losses among the flocks and the winter of 1886-87 was as hard on sheep as it was on cattle. Peter McCathern and J. M. Ward fed a herd on aspen tree bark and limbs, and managed to save 900 out of 1800 head.<sup>5</sup> Belle Fourche became the principal wool market in the Hills after the Chicago and Northwestern Railway was built.

Although there were some clashes between sheepherders and cattlemen, Dakota Territory never had the bloody range wars that occurred in other places. Some encounters like the one below did take place in the state.

Charles Cooper took a few hundred ewes into the country east of Slim Buttes. Cooper set up his tent and equipment, and stuck closely to herding. Cattlemen were soon whispering the old excuses preliminary to running a sheep band out – if one is allowed in, others will come; sheep will eat out grass roots and leave nothing for the cattle; sheep stink will drive cattle from the range and the water holes. Very little was required to stir up commotion. Fortunately, a few of the stockmen had respect for all kinds of livestock as animals, and the idea of killing or maiming them did not appeal to their sense of decency and fair play. Furthermore, they were intelligent enough to know that they held no title to the range they used and Cooper has as much right there as they did. So the threats and mutterings gradually quieted, and the cattlemen discovered that neither Cooper nor his sheep bothered them – there was room for all. Soon the fact that a flock brought two sources of income annually, the lamb and the fleece, led a few cattlemen to experiment. They told their cattle friends that sheep took less feed than cattle and gave quicker returns.<sup>6</sup>

Like the cattle industry, the sheep industry evolved over time. Breeding programs produced new types of range animals, flock and wool handling techniques improved and new marketing methods developed. The open-range sheep industry was ending by the 1930s. Having herds of both sheep and cattle on the same ranch became common practice.

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<sup>4</sup> Jami Huntsinger, "Pioneering Black Hills Sheepman: Myron John Smiley," in *South Dakota Leaders*, ed. H.T. Hoover and L. J. Zimmermann (Vermillion: University of South Dakota Press, 1989), 261.

<sup>5</sup> Edward Wentworth, *America's Sheep Trails*. (Ames: Iowa State College Press, 1948), 339.

<sup>6</sup> *Ibid.*, 342.

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Since lambs and wool provided a sheepman's profits, lambing and shearing were critical times. Lambing took place in the early spring. While opinions varied as to the best lambing practices, one basic principle held true – a ewe knew her lamb only by smell for several days after its birth. Ewes and newborn lambs needed to be kept isolated or in small bunches for the first few days after the lamb's birth. If this wasn't done, the smell of too many lambs confused the ewe and she stopped hunting for her own lamb. Motherless lambs became "bums", and needed hand-feeding to survive. In the drop bunch method of lambing, the herder held all the pregnant ewes in a band – the "drop bunch". As each ewe gave birth, she was separated from the bunch. Lambs born in one 24-hour period and their mothers were isolated for another day so the ewes learned to pick their lambs out of the crowd. These small bunches were gradually combined into larger and larger flocks. In cold, wet weather lambing tents – small canvas tents just large enough for the ewe and lamb – protected the animals. Keeping them together in the tent for several hours insured that the ewe learned her baby's smell. Big problems occurred if two or more lamb bunches were combined before the ewes identified their own lambs. Such a mix resulted in many bum lambs. Using lambing sheds and numbering the ewe and her lamb for easy match-ups are common practices today.

Shearing took place in the early summer. The sheep needed their wool to protect them until any danger of cold weather was past. After being driven to pens, shearing crews worked with hand or machine shears to remove the wool. By machine or by hand, a good shearer could do a hundred to a hundred and fifty sheep per day. Hand shearers tied their own fleeces, while machine crews had an extra man to do that job. The wool was tied with paper twine, and packed in burlap bags taller than a man. A wool trumper stomped on the wool to pack it tightly into the bag. The work stopped if it rained during shearing because wet wool could not be packed. After being sheared, the sheep were branded. Sheep brands are painted on, not burned into the hide. Since this marked only the top wool layer, branding had to be redone after shearing and usually once between shearings.

After shearing, sheep moved onto their summer range. A shepherd watched over the flock, protecting it from predators and thieves, and moving it to new grazing areas. A flock moved about every four to six weeks as they ate off the forage in an area. One herder with a good dog like a Border collie could handle up to 3000 sheep. The sheep wagon, a compact house-on-wheels, provided the shepherd with moveable shelter.

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### Photograph List

All photographs are from the South Dakota State Archives

1. **Cowboy Fred Pierce, 1887.** Grabill photograph.  
The photographer, John C. Grabill, set up a studio in Sturgis, Dakota Territory, in 1886. He worked there until early 1891.
2. **Branding cattle, 1891.** Grabill photograph.
3. **Roundup.** Photo by P.H. Kellogg, Ft. Pierre.
4. **Mississippi Ranch outfit mess camp** near Cheyenne crossing on Rt. 63.  
Kellogg photograph.
5. **Mississippi Ranch bunkhouse.** Bunkhouse of J.D. Carr on the Mississippi Ranch along the Cheyenne River. Leaky roofs, bugs, and “cabin fever” were common problems of early bunk houses. These fellows don’t appear too happy about their surroundings.
6. **Jack Hudspeth,** posed in a studio photograph.
7. **Cowboys.** Photo taken in McIntosh, SD, 1925.  
E.E. Dunlap’s “Killer” horse. Ed Dunlap is holding the horse, George Defender has the saddle.
8. **Cowboys** in McIntosh, SD. The same group as in photograph 7.
9. **The Shepherd and flock.** On F. E. & M.V. R’y in Dakota.  
Grabill photograph.

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### **Bibliography**

Note: Libraries holding the books are listed by their South Dakota Library Network PALS codes. Book summaries are also from the SDLN PALS database.

#### **Biography**

Keating, Bern. *Famous American cowboys*. Chicago : Rand McNally, c1977. Biographical sketches of nine cowboys including the cowboy showman, Will Rogers, Richard King, the cattle baron, and Fredric Remington, an artist whose drawings portrayed cowboy life. 92 p.

Libraries: SDA SDS MIT LVE SPF EMS

Miller, Robert Henry. *Cowboys*. Englewood Cliffs, NJ : Silver Burdett Press, c1991. Examines the contributions Black cowboys have made to this country and to the legacy of the West, focusing on the lives of Dead Wood Dick, Cherokee Bill, Mary Fields, and Bill Pickett. Includes bibliographical references. 80 p.

Libraries: RCP PHM

Pinkney, Andrea Davis. *Bill Pickett, rodeo ridin' cowboy*. San Diego : Harcourt Brace & Co., c1996. Describes the life and accomplishments of the son of a former slave whose unusual bulldogging style made him a rodeo star. Includes bibliographical references. 32 p.

Libraries: RCP SBR SDS SDW USD SDD LVE MPL YCL

#### **Fiction**

Demarest, Chris L. *The cowboy ABC*. New York : DK Pub., 1999. An alphabet book featuring words that are related to cowboys and their way of life, such as appaloosa and tumbleweed. Unpaged.

Libraries: SDD FGH JHE RPL

Johnston, Tony. *The cowboy and the black-eyed pea*. New York : Putnam's, c1992. In this adaptation of "The Princess and the Pea," the wealthy daughter of a Texas rancher devises a plan to find a real cowboy among her many suitors. Unpaged.

Libraries: MPL YCL

Ketteman, Helen. *Bubba the cowboy prince : a fractured Texas tale*. New York : Scholastic Press, 1997. Loosely based on "Cinderella," this story is set in Texas, the fairy godmother is a cow, and the hero, named Bubba, is the stepson of a wicked rancher. Unpaged.

Library: SIOUXLAND LIBRARIES

Khalsa, Dayal Kaur. *Cowboy dreams*. New York : C.N. Potter, c1990. A little city girl wants to grow up to be a cowboy. 24 p.

Library: YANKTON COMM

Loomis, Christine. *Cowboy bunnies*. New York : G.P. Putnam's Sons, 1997. Little bunnies spend their day pretending to be cowboys: riding their ponies, mending fences, counting cows, eating chow, and singing cowboy tunes until it is time for bed.

Library: YANKTON COMM

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Rounds, Glen. *Cowboys*. New York : Holiday House, c1991. Follows a cowboy from sunup to bedtime as he rounds up cattle, kills a rattlesnake, and plays cards in the bunkhouse after dinner. 32 p.

Library: YANKTON COMM

Scott, Ann Herbert. *Someday rider*. New York : Clarion Books, c1989. Kenny longs to be a cowboy like his father and older brothers, and finally his sympathetic mother teaches him how to ride. 32 p.

Library: YANKTON COMM

Tucker, Kathy. *Do cowboys ride bikes?* Morton Grove, Ill. : A. Whitman, 1997. Humorous rhyming answers to fourteen questions about what it's like to be a cowboy. Unpaged.

Library: SIOUXLAND LIBRARIES

## **Non-Fiction**

Ancona, George. *Sheep Dog*. New York : Lothrop, Lee & Shepard, c1985. Describes the various breeds of dogs used to guard and herd sheep, explains how they work, and discusses the importance of these dogs to the sheep industry. 64 p.

Libraries: SDS LVE FGH YCL

Anderson, Joan. *Cowboys : roundup on an American ranch*. New York : Scholastic Inc., c1996. A pictorial essay on cowboys, focusing on the annual round-up at the Eby Ranch in Faywood, New Mexico. 46 p.

Libraries: RCP SBR SDS SDD LVE WMS MPL YCL

Brady, Peter. *Sheep*. Mankato, Minn. : Bridgestone Books, c1996. Introduces the farm animal which is raised for its meat and for its woolly coat. Includes a brief explanation of how to make yarn. Includes bibliographical references and index. 24 p.

Libraries: RCP AML

Christian, Mary Blount. *Hats are for watering horses*. Chicago : Rand McNally, c1976. Describes the life of a cowboy of the old West in terms of the clothing he wore. 60 p.

Library: PIERRE PUBLIC

Cody, Tod. *The cowboy's handbook : how to become a hero of the wild West*. New York : Cobblehill Books, c1996. An introduction to the clothes, horses, work, and day-to-day life of the nineteenth-century cowboy. Includes instructions for a variety of related activities and projects. 29 p.

Libraries: SDD MIT SPF MPL

Davis, Alvin G. *A day in the life of a cowboy*. Mahwah, N.J. : Troll Associates, 1991. Describes, in text and photographs, the activities and duties of a Texas cowboy on the first day of the spring roundup. 32 p.

Library: SIOUXLAND LIBRARIES

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Gibbons, Gail. *Yippee-yay! : a book about cowboys and cowgirls*. Boston : Little, Brown, c1998. Explains and illustrates the equipment, work, and lifestyle of cowboys and cowgirls in the Old West. 32 p.

Libraries: SBR SDS SDD FGH RPL MPL

Gorsline, Marie. *Cowboys*. New York : Random House, c1978. Describes the life of the cowboys in the old West, how they ate, slept, dressed, tamed horses, drove cattle, lived on the trail, and spent their leisure time. 32 p.

Libraries: BHS SDS STG MIT WAT MPL

Greene, Carla. *Cowboys: what do they do?* New York, Harper & Row [1972] Describes a modern cowboy's varied activities from fall cattle roundup to summer rodeo performing. 64 p. (Fiction)

Libraries: SDD AML RPL

Janeczko, Paul B. *Home on the range : cowboy poetry*. New York : Dial Books, c1997. Nineteen poems celebrate cowboy life. 38 p.

Libraries: SDS SDD EMS MMS

Kalman, Bobbie. *Bandannas, chaps, and ten-gallon hats*. New York : Crabtree Pub. Co., c1999. Describes the various articles of clothing worn by cowboys and others who lived in the western United States during the nineteenth century. 32 p.

Libraries: AML LVE

Kalman, Bobbie. *Hooray for sheep farming!* New York : Crabtree Pub. Co., c1998. Introduces the farming of sheep for wool, covering such aspects as shearing, lambs, sheep dogs, wool processing, farm maintenance, and the proper care of sheep. 32 p.

Libraries: SDS HPL

Landau, Elaine. *Cowboys*. New York : F. Watts, 1990. Depicts how cowboys lived in the Old West, describes their methods of raising cattle, and discusses their pastimes. Includes bibliographical references and index. 63 p.

Libraries: SBR SDD WAT

Matthews, Leonard. *Cowboys*. Vero Beach, FL : Rourke Publications, 1989. Describes the development of cattle ranches and the day-to-day life and work of the cowboy. 30 p.

Libraries: SDS STG SDD MIT RPL SPF MPL MDM

McGinty, Alice B. *Shepherding dogs : rounding up the herd*. New York : PowerKids Press, 1999. Describes the life of Sparkle, a border collie that works as a sheep dog, examining the training and effort involved for sheep-herding dogs to do their job. 24 p.

Library: Rapid City Public

Moon, Dolly M. *My very first book of cowboy songs : 21 favorite songs in easy piano arrangements*. New York, N.Y. : Dover, 1982. Includes "Goodbye, ol' Paint," "Sweet Betsy from Pike," "Shenandoah," and "The streets of Laredo". 37 p.

Library: Northern State Univ

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Paladino, Catherine. *Spring fleece: a day of sheep shearing*. Boston : Joy Street Books, c1990. Text and photographs follow two sheep shearers through their day of rounding up sheep, shearing them, and bundling the fleeces, and establish connections between the fleeces and the wool making up many articles of clothing. 48 p.  
Libraries: RCP SDS SDD JHE WAT

Patent, Dorothy Hinshaw. *Maggie, a sheep dog*. New York : Dodd, Mead, 1986. Follows Maggie, a type of Hungarian sheep dog known as a Kuvasz, as she protects her sheep, runs with the flock, and greets new baby lambs in the spring. 47 p.  
Libraries: RCP SDS STG SDD WAT YCL

Pelta, Kathy. *Cattle trails : get along little dogies*. Austin, Tex.: Raintree Steck-Vaughn, c1997. Describes the history and customs of life along the American cattle trails. Includes bibliographical references. 96 p.  
Libraries: SDS EMS

Rounds, Glen. *The cowboy trade*. New York, Holiday House [1972] Describes the life of a cowboy, his dress, his daily tasks, and his duties during roundups and cattle drives. 95 p.  
Libraries: BHS NSU RCP SDA SDS STG AML MIT HPL SPF PHM WAT MPL YCL

Scott, Ann Herbert. *Cowboy country*. New York : Clarion Books, c1993. An "old buckaroo" tells how he became a cowboy, what the work was like in the past, and how this life has changed. 44 p.  
Libraries: RCP SBR SDS STG USD SDD MIT LVE FGH SPF WAT MPL YCL

Silcott, Philip B. *Cowboys*. Washington: National Geographic Society, c1975. Gives an account of the life of a contemporary cowboy and his cattle ranch. 32 p.  
Libraries: SBR SDS STG SDD AML MIT LVE SPF

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Name \_\_\_\_\_

## Word Find

Circle the words below. The words can go across, down, or on an angle.

BEEF  
BRAND  
CATTLE  
CHAPS  
EWE

FENCE  
FLOCK  
GRAZING  
HAT  
HERD

HORSE  
KERCHIEF  
LAMB  
PASTURE  
RANGE

SADDLE  
SHEARING  
SHEEP  
SPURS  
STAMPEDE

STOCK  
WOOL  
WRANGLER

S A D D L E U P A S T U R E H  
C G P D M W O O L B Y X T Q O  
F Z K L K E R C H I E F J M R  
E T W S H E E P O R E B V G S  
N C H A P S L T B Z S R M R E  
C J A K Q U Y M C R H A N A W  
E J W T S L R A N G E N I Z B  
K C H D T N V S S C A D W I X  
B E A L F L O C K E R M T N H  
E S T A M P E D E V I L Q G E  
E C N M B P K W R A N G L E R  
F A G B A S T O C K G Y E U D

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## Word Find Key

BEEF  
BRAND  
CATTLE  
CHAPS  
EWE

FENCE  
FLOCK  
GRAZING  
HAT  
HERD

HORSE  
KERCHIEF  
LAMB  
PASTURE  
RANGE

SADDLE  
SHEARING  
SHEEP  
SPURS  
STAMPEDE

STOCK  
WOOL  
WRANGLER

S	A	D	D	L	E	U	P	A	S	T	U	R	E	H
C	G	P	D	M	W	O	O	L	B	Y	X	T	Q	O
F	Z	K	L	K	E	R	C	H	I	E	F	J	M	R
E	T	W	S	H	E	E	P	O	R	E	B	V	G	S
N	C	H	A	P	S	L	T	B	Z	S	R	M	R	E
C	J	A	K	Q	U	Y	M	C	R	H	A	N	A	W
E	J	W	T	S	L	R	A	N	G	E	N	I	Z	B
K	C	H	D	T	N	V	S	S	C	A	D	W	I	X
B	E	A	L	F	L	O	C	K	E	R	M	T	N	H
E	S	T	A	M	P	E	D	E	V	I	L	Q	G	E
E	C	N	M	B	P	K	W	R	A	N	G	L	E	R
F	A	G	B	A	S	T	O	C	K	G	Y	E	U	D





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### Reading an Object

#### Objectives:

- Participants will recognize the variety of information that can be learned directly from objects.
- Participants will learn how to examine objects and draw conclusions from their observations.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1	1.E.1.1	2.US.1.2 2.E.1.1	3.E.1.1			6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

#### South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1		2.P.1.1	3.P.1.1 3.E.1.2			

**Timeframe:** 30-60 minutes

#### Materials:

Included in kit

All objects

Object Identification Sheet

#### Why Reading Objects Is a Good Skill to Have:

Every culture has used objects. These objects reflect the beliefs of the people who constructed, acquired, or used them. They also reflect the unique identity of the culture. If we study and/or teach only what's been written down about a culture, there are many things we miss. The same is true if we only look at cultural objects. When separated, written words and objects are both incomplete. When the two are studied together a more complete cultural picture emerges. One of the main goals of this kit is to increase the participants' visual literacy skills and teach them how to learn from objects.

#### Activity Steps:

1. Arrange the participants so that it is easy to pass objects from one to another. Pass each object around one at a time, allowing the participants to handle and examine them.
2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the

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visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object – history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.

3. After each object has been examined, share the information about each object on the Object Identification Sheet with the group.

### Materials & Construction:

- Is it hard or soft?
- Is it light or heavy?
- Is it strong or fragile?
- What material is the object made out of? (wood, hide, stone, fur)
  - Is it made of something found in nature?
  - If it is natural, has it been changed by people? (cutting, sewing, mixing)

### History & Function:

- Who might have made the object?
- What was it used for?
- Is this object still used today?
- Do we use something else today that does the same job?
- How is the object in the kit different from our modern object? How are they similar?
- Would you rather use the modern object or the object in the kit? Why?
- Was the object used for a special task or occasion or was it an everyday item?
- Does the object show signs of wear?
- Was the object worn on the outside or inside? Has it been changed by time or weather?
- Is there dirt on the object? If so, what kind and where is it located?
- Is any part of the object broken or missing?

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Object Identification Sheet

(Kit 1)

Remember: Although sharp objects in the kit have been dulled (sheep shears) they could still cause injury if handled carelessly. Instruct the participants to use caution when handling these objects.

T-2000-005

**Cowboy hat:** A high-crowned, wide-brimmed hat had many uses. It provided protection from sun, rain and wind, and could be used for anything from a drinking trough to a pillow. Felt hats are strong, lightweight, and keep their shape well. Hats are bent, curled and creased to suit the individual wearer's taste.

T-2000-009, 011

**Kerchiefs:** Large cotton handkerchiefs served many purposes. They kept dust out of the mouth and nose and hats on in high winds. A wet kerchief inside a hat cooled the wearer. A kerchief made a handy water filter, too.

T-2000-003a and T-2000-004b

**Cowboy boots:** A narrow toe slid easily into a stirrup, while the high heel on a cowboy boot kept it from slipping completely through the stirrup. The upper stitching stiffened the boot top so it would not flop over and chafe the leg. Compare the two boots. How are they different? How are they alike? Do they show signs of wear?

T-2000-001

**Spurs:** In medieval times, spurs were long metal prods attached to a rider's heels. Eventually a small spiked wheel or rowel was added. A spur's rowel didn't cause permanent injury to an animal. Cowboys often wore spurs like these with small, blunt-edged rowels.

T-2000-006

**Cowhide sample:** Cows come in all colors. When branded, the hair burns off and the brand permanently marks the skin underneath.

T-2000-013

**Stamp branding iron with branded wood block:** The practice of burning an identifying mark onto an animal's skin has been around for hundreds of years. There are about 28,000 registered brands in South Dakota today.

T-2000-015

**Sheep fleece:** Different breeds of sheep produce different types of wool. Some animals have long, silky fleeces, while others are covered with short, curly wool.

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

T-2000-022

**Branding iron set for sheep:** Sheep brands are not burned into the hide, but rather are painted onto the animal. Marking a ewe and her lamb with the same number after lambing made it easy to keep them together.

T-2000-027

**Sheep bell:** Putting a bell on a lead sheep helped guide the flock and keep them together. Their strong herding instinct and tendency to follow a leader made it possible for one person to handle a large number of sheep.

T-2000-031

**Raw wool sample:** Wool fresh off the sheep is dirty, and full of lanolin, a fatty substance used in lotions. Wool is washed and carded before being spun into yarn.

T-2000-029

**Top wool sample:** Top wool has been washed, carded and combed to straighten the fibers, remove short fibers, and get rid of dirt. Compare the top wool sample to the raw wool sample.

T-2000-020

**Hand sheep shears:** Shearing sheep removes the wool from the animal. Hand shears work like large scissors, while powered shears work like a barber's clipper. Using either method, a good shearer could shear over 100 sheep per day.

T-2000-017

**Wool carders:** Wool is pulled through the carders – a pair of wooden paddles covered with wire teeth – to clean it and separate and straighten the wool fibers.

T-2000-023, 024

**Drop spindles:** Drop or hand spindles provide an easy, portable way to spin yarn.

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Branding Time

#### Objectives:

- Participants will understand what branding is and its importance in identifying stock.
- Participants will learn the symbols used to form a brand.
- Participants will use symbols and design a brand of their own.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1	1.C.2.1	2.C.1.2 2.E.1.1	3.US.1.1 3.C.1.2 3.C.1.4 3.E.1.1	4.US.1.2 4.C.2.1 4.E.1.1	5.G.2.1	6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.4	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

#### South Dakota Visual Art Standards

	K	1	2	3	4	5	6
Std. 3: Relationship of art and history/culture, benchmark 2				X	X		

**Timeframe:** 30-60 minutes

#### Materials:

##### Included in kit

Cow outline black line masters  
South Dakota Brand Letters, Numbers and Symbols master

##### Provided by instructor

Pipe cleaners  
Paint or stamp pad

##### Provided by participants

Crayons or colored pencils  
Optional: Scissors

#### Background Information:

Burning an identifying mark onto an animal's skin with a hot iron to establish ownership is called branding. Legitimate brands are registered so livestock owners can identify their animals if they wander off or are stolen. Brands might include letters of the alphabet, numbers, geometric shapes, or outlines of objects like birds and animals. In South Dakota, registered brands must have two, but no more than three, letters, numbers or symbols. These can include capital letters except for Q, numbers 2 through 9, and the symbols slash, bar, arrow, diamond, box, half box, heart, quarter circle, rafter or open A, and milliron (see South Dakota Brand Letters, Numbers and Symbols sheet). An animal can be branded on different parts of the body. In South Dakota, cattle are branded on the shoulder, ribs, or hip.

There are different types of branding irons. A stamp iron is the complete brand forged all in one piece. It is heated and stamped onto the animal in one step. A running iron is used like a pencil to draw the brand on the hide. There are about 28,000 brands registered with the South Dakota

## **Cowboys & Ranch Life**

South Dakota State Historical Society Education Kit

Brand Board. It is not easy to design a new brand – 75% of all new brand applications are rejected because their design conflicts with other registered brands.

### **Activity Steps:**

1. Make a copy of the South Dakota Brand Letters, Numbers and Symbols page for each participant (or each group if this is a group activity).
2. Make 5 copies of the cow outlines for each participant. [NOTE: The branded cows are used for the Making a Brand Book activity]
3. Have participants color their cows and cut them out, if desired.
4. Give each participant two or three pipe cleaners. Participants bend the pipe cleaners into a stamp branding iron, using the SD Brand Letters, Numbers and Symbols page for guidance. Optional: participants design a running brand using a pencil and scratch paper.
5. Instructor acts as “brand inspector”, making sure that each brand is different enough from the others to be recognized.
6. Participants decide where their cows will be branded – shoulder, ribs or hip.
7. Participants brand their cows using either paint or stamp pad. Optional: participants draw the brand on with a pencil or crayon.

# Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

## South Dakota Brand Letters, Numbers, and Symbols

A B C D E F G H I J K L M N O P R S T U V  
W X Y Z      2 3 4 5 6 7 8 9

slash /

bar —

arrow → ←

diamond 

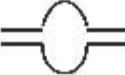
box 

heart 

half box 

quarter circle 

rafter or open A 

milliron 

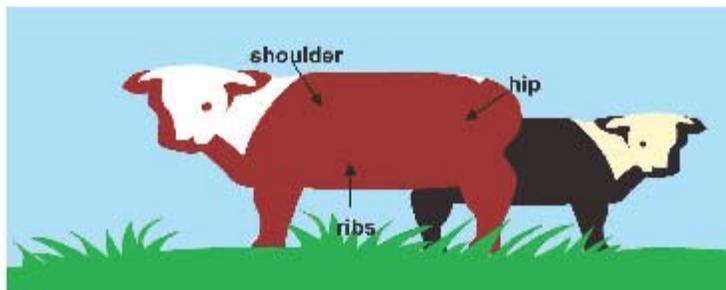
Attaching symbols to each other or to letters makes for an interesting variety of brands. For example, putting a quarter circle on top of a letter or symbol makes it "swing". Putting a quarter circle underneath a letter makes it "rock". Adding legs makes a letter or symbol "walk", and adding wings can make it "fly".

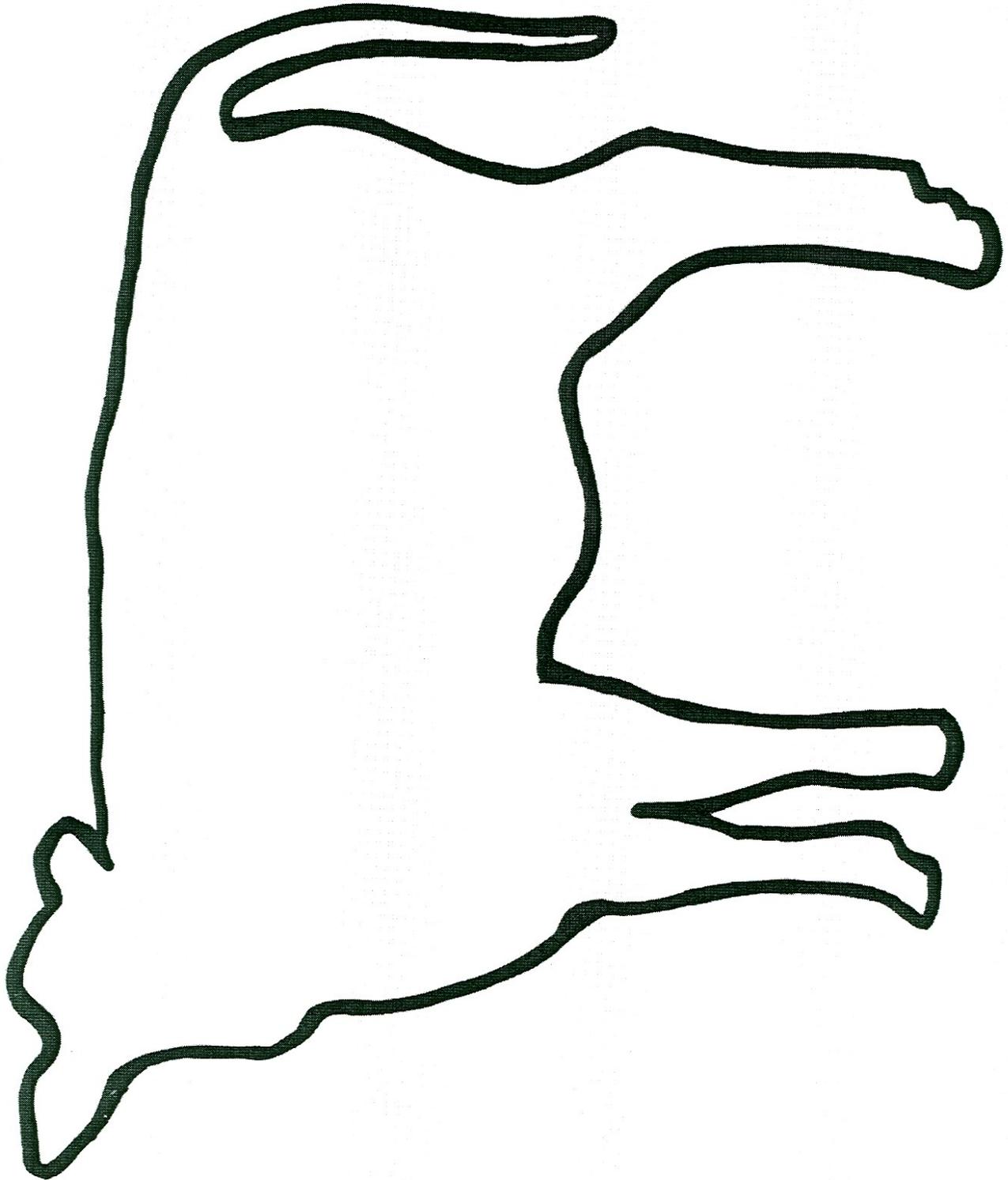
  
Swinging R

  
Rocking SW

  
Flying Box T

  
Walking Diamond K





## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Making a Brand Book

#### Objectives:

- Participants will understand what registering a brand is and why it is important.
- Participants will use this information to create a group brand book using their Branding Time activity brands.
- Participants will learn how to read or “call” recorded brands.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1		2.US.1.2 2.E.1.1	3.E.1.1	4.US.1.2 4.G.2.1 4.E.1.1		6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.1 K.LVS.1.6 K.LVS.1.7	1.W.1.1 1.W.1.2 1.LVS.1.1 1.LVS.1.6	2.W.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.W.1.3 3.LVS.1.1 3.LVS.1.3 3.LVS.1.4	4.W.1.2 4.LVS.1.1 4.LVS.1.2 4.LVS.1.3 4.LVS.1.4	5.W.1.1 5.LVS.1.1 5.LVS.1.2 5.LVS.1.3 5.LVS.1.4	6.W.1.1 6.LVS.1.2 6.LVS.1.3

**Timeframe:** 30-60 minutes

#### Materials:

Included in kit

Reading Brands worksheet master

South Dakota Brand Letters, Numbers and Symbols master

Provided by instructor

A large sheet of paper for recording  
and posting the group’s brands

Markers or crayons

Provided by participants

Branded cattle from “Branding Time” activity

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Background Information:

A Marks & Brands Law enacted by the Dakota Territorial Legislature in 1862 permitted county Registers of Deeds to record marks and brands for a filing fee of 25 cents. The oldest brands on record in the territory were filed in Union County in 1865. Today the South Dakota Brand Board provides brand registration and ownership inspection. The Board maintains a record of registered livestock brands, inspects brands when stock is sold or moved out of the livestock inspection area, and investigates livestock loss or theft.

A brand book is a record of all the legitimate brands registered by stock owners. Brands are recorded using certain letters of the alphabet to mean different things. Once the system is learned, reading or “calling” a brand from the brand book – and imagining how the brand looks on an animal – is not difficult.

Recorded brands have several parts. First comes the brand symbol itself. This is followed by either the letter R or L to indicate which side of the animal is branded – right or left. The next letters tell where the brand is placed – J for jaw, N for neck, S for shoulder, R for ribs, H for hip, and TH for thigh. In South Dakota, cattle brands can be placed on the shoulder, ribs or hip. The last letter indicated what animal type the brand is for – C for cattle, H for horses, and M for mules. Brands are read from top to bottom and left to right.

For example, reading / **7J, R.H.C.** : the brand Slash Seven J is a cattle brand that is placed on the cow’s right hip.

### Activity Steps:

1. Make a copy of the Reading Brands worksheet for each participant.
2. Have copies of the South Dakota Brand Letters, Numbers and Symbols available for reference.
3. Share the background information on reading brands with the group.
4. Have the participants practice reading and recording brands by completing the worksheet.
5. Have each participant record the brand they used for the Branding Time activity on the large sheet of paper.
6. Post the “brand book” where everyone can see it, and let the participants practice reading the other brands. Practice matching the recorded brands with those on the group’s Branding Time cattle.

# Cowboys & Ranch Life

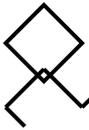
South Dakota State Historical Society Education Kit

Name \_\_\_\_\_

## Reading Brands Worksheet

Read and write out a description of the following brands:

Example:



,L. S. C. The Walking Diamond, a cattle brand that goes on the left shoulder.

1.  K M , R. H. C.

\_\_\_\_\_

\_\_\_\_\_

2.  , L. S. H.

\_\_\_\_\_

\_\_\_\_\_

3. J/Z , R. R. C.

\_\_\_\_\_

\_\_\_\_\_

Record the following brands:

Example: The Bar H, a cattle brand located on the left shoulder.  H , L. S. C.

1. The Slash FH, a cattle brand located on right hip.

\_\_\_\_\_

2. The Box B, a horse brand located on the left hip.

\_\_\_\_\_

3. The Double D, a cattle brand located on the right ribs.

\_\_\_\_\_

# Cowboys & Ranch Life

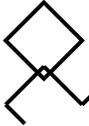
South Dakota State Historical Society Education Kit

Name \_\_\_\_\_

## Reading Brands Worksheet Key

Read and write out a description of the following brands:

Example:



,L. S. C. The Walking Diamond, a cattle brand that goes on the left shoulder.

1.      K M , R. H. C.

Bar KM, cattle brand for the right hip.

2.  , L. S. H.

Heart SN, horse brand for the left shoulder.

3. J/Z , R. R. C.

J slash Z, cattle brand for the right ribs.

Record the following brands:

Example: The Bar H, a cattle brand located on the left shoulder.      H , L. S. C.

1. The Slash FH, a cattle brand located on right hip.

     /FH, R.H.C.

2. The Box B, a horse brand located on the left hip.

     B , L.H.H.

3. The Double D, a cattle brand located on the right ribs.

     DD, R.R.C.

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Cowboy Gear

#### Objectives:

- Participants will practice vocabulary words that identify common cowboy gear.
- Participants will identify ten items commonly used by cowboys in their work.
- Participants will understand that a single item can perform many different functions.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
US History Indicator 2 K.E.1.1	1.E.1.1		3.US.1.1 3.US.2.2 3.E.1.1	4.G.2.1 4.E.1.1	5.G.2.1	6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

**Timeframe:** 30-45 minutes

#### Materials:

Included in kit

11 cowboy gear transparencies

List of transparency identifications

Cowboy black line master with vocabulary words

Photograph #1 of cowboy

Provided by instructor

Overhead projector

Provided by participants

Pencil and crayons

#### Background Information:

Most people recognize a cowboy when they see one. They can list some of the common items a cowboy wears or uses. Some of those items are everyday things that many people might own. Others are highly specialized pieces of equipment or clothing not likely to be seen on anyone other than a cowboy. Many pieces of a cowboy's gear can perform more than one task. A cowboy's clothing and gear is designed for comfort and durability.

#### Activity Steps:

1. Make copies of the cowboy picture with vocabulary list for the participants.
2. Set up the overhead projector so all the participants can see clearly.
3. Project transparency #1 and share the background information with the group. Pass around the photograph #1 so all the participants can get a look at it.
4. Read aloud the description for transparency #2 from the list of transparency identifications and have the participants discuss what item is being described. Place transparency #2 on top of transparency #1 to identify the item for the group.
5. Continue step number 4 with transparencies 3 - 11.
6. Pass out the cowboy picture with vocabulary list to the participants. Have them draw a line from each word on the vocabulary list to that item's location in the picture.
7. Participants can color the picture if they wish.

## Cowboys & Ranch Life

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# Cowboy Gear Transparency Identifications

### Number 1

This picture of cowboy Fred Pierce on his horse was taken in 1887.

### Number 2

Without this important partner, a cowboy could not do his work. These cowboy partners are intelligent, strong, and fast. During a roundup or cattle drive, a cowboy might use three or four every day.

## **HORSE**

### Number 3

This item was probably the most expensive piece of equipment a cowboy owned. It weighed between 30 and 50 pounds, and had a high cantle or backrest and a front horn. Stirrups on each side protected a rider's feet.

## **SADDLE**

### Number 4

Made up of a headstall, bit and reins, this important item made controlling and guiding a horse possible.

## **BRIDLE**

### Number 5

This item's narrow toe made sliding into the stirrup easy. The heel could dig into the ground as a brake. The top section's fancy stitching didn't just look good – it kept the top from flopping over and chafing the leg.

## **COWBOY BOOT**

### Number 6

Many years ago, this item was just a long metal rod attached to a rider's boot. The small spiked wheel that was later attached doesn't injure an animal. These spiked wheels are also called rowels.

## **SPURS**

### Number 7

This versatile item made a good pillow, or a drinking trough. Its wide brim and high crown kept the wearer cool in the sun and protected in the rain.

## **HAT**

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### Number 8

Using this handy item kept dust out of the nose and mouth, ears warm, and hats from flying off in the wind. It could be soaked in water and put inside a hat for good cooling in the hot sun. It made a slick water filter or bandage, too.

### **KERCHIEF or BANDANNA**

### Number 9

Made of supple, strong leather, these items protected a cowboy's hands. They helped keep him warm, too.

### **GLOVES**

### Number 10

This item's name came from the Spanish word for leg armor – *chapperreras*. They provided good protection against scratchy underbrush. Batwing and woolie were names for different styles of this item. Woolie ones kept the wearer warm in cold weather.

### **CHAPS**

### Number 11

A cowboy could do many tasks using this item. By twirling and tossing this item, a cowboy could pull a calf from a mudhole, or catch a fresh horse to ride. The first ones were made of twisted strands of rawhide, and in Spanish were called *la reata*.

### **LARIAT**

**Cowboys & Ranch Life**

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horse

lariat

boots

gloves

hat

kerchief

saddle

spurs

chaps

bridle



## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Processing Raw Materials: Carding Wool

#### Objectives:

- Participants will understand the role processing plays in getting raw materials from a ranch to the consuming public.
- Participants will learn the steps involved in processing raw wool into fabric.
- Participants will demonstrate their knowledge of one of these steps by carding wool.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1 K.E.1.2	1.E.1.1	2.E.1.1		4.E.1.1		6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

**Timeframe:** 30-60 minutes

#### Materials:

##### Included in kit

Fleece to Fabric poster

Hand carders

Bag of wool for carding

Photograph #9.

#### Background Information:

Cattle and sheep ranches produce items that are used by many people every day. Products seldom go directly to the consumer from the ranch. Raw materials like wool and meat must go through many processing steps before they appear in the grocery or clothing store. How wool is handled – from shearing to finished cloth – provides a good illustration of the processing steps that move materials from the ranch to the consuming public.

Carding is one of the processing steps that turn raw wool into finished cloth. On a commercial scale, carding is done using large equipment, but preparing wool on a smaller scale required hand carding. Hand-carded fleece is carded between two brushes faced with small wire teeth. Carding cleans, separates, and straightens the wool fibers, producing a rolag of lofty wool ready for spinning into light, fluffy yarn.

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Activity Steps:

1. Show participants photograph 9, the flock of sheep, as an example of raw materials on a ranch.
2. Show the Fleece to Fabric poster to the group and go over the steps involved in the process. Share the background information and discuss how important processing is in getting materials from the ranch to the consumer.
3. Demonstrate hand carding for the group. To begin, put one carder face up on your lap. Spread a handful of wool across the teeth until it catches. Distribute the wool evenly until the teeth barely show. This is called *charging* the carder. Then, take a carder in each hand and hold them so the handles face away from each other. Pull the upper carder through the wool on the lower carder with a light flicking touch. Don't let the carder teeth mesh, just draw the upper carder through the wool. Brush several times and the wool will begin to fluff up. Now, turn the lower carder so the carder handles are parallel or next to each other and brush. This transfers the wool from one carder to the other. This is called *doffing*. When the wool has been transferred to one carder, card it again with the handles facing away from each other. Continue alternating carding and doffing until all the wool is fluffy and unmatted. Remove the wool by rolling it gently off the carder. The fluffy roll of wool is called a *rolag*.
4. Let the participants take turns following the steps and carding wool. Note: the same wool can be carded over and over.

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### What's Next? Sequence of Events

A Photograph Analysis Activity

#### Objectives:

- Participants will systematically analyze two photographs.
- Participants will make inferences from the photos to determine a logical sequence of events.
- Participants will illustrate the next step in the sequence.
- Participants will create their own story about the events pictured.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.1.2	3.E.1.1	4.E.1.1	5.G.2.1	6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1	1.W.1.1	2.W.1.1	3.W.1.3	4.W.1.2	5.W.1.1	
K.LVS.1.1	1.W.1.2	2.LVS.1.4	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1	6.W.1.1
K.LVS.1.6	1.LVS.1.1	2.LVS.1.5	3.LVS.1.3	4.LVS.1.2	5.LVS.1.2	6.LVS.1.2
K.LVS.1.7	1.LVS.1.6	2.LVS.1.6	3.LVS.1.4	4.LVS.1.3	5.LVS.1.3	6.LVS.1.3
				4.LVS.1.4	5.LVS.1.4	

**Timeframe:** Determined by instructor. Set up as an activity center unit, participants work individually or in small groups.

#### Materials:

Included in kit

Photographs 7 and 8

What's Next? Photo Analysis worksheet master

Provided by instructor

Drawing paper

#### Provided by participant

Writing paper and pencil

Crayons or colored pencils

#### Background Information:

Photographs convey information about an event that can be lost in a verbal or written description. Two photographs showing the same event over a period of time provide a good tool for developing analysis skills about the sequence of events. Photos also provide wonderful fodder for the imagination. This activity lets participants practice photo analysis skills to determine a sequence of events and then imagine and illustrate the next step in the sequence. Creative writing skills are used as participants write an original story about the events pictured.

The two photographs were taken in McIntosh, South Dakota in 1925. Identified in the photo are E.E. Dunlap's "Killer" horse, Ed Dunlap, and George Defender.

## **Cowboys & Ranch Life**

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### **Activity Steps:**

1. Make copies of the What's Next? Photo Analysis worksheet for the participants.
2. Participants view the two photographs and complete the worksheet.
3. Have the participants draw a picture of what they imagine might happen next in the sequence.
4. Participants write a 15-sentence story about the event in the photos and drawing. Encourage them to use lively descriptive words. Options for a story form include:
  - Write the story as a news reporter covering the action, telling who, what, where, and why things are happening.
  - Write the story from the point of view of one of the people in the photos, telling how they feel about what is going on around them as well as what they are doing.
  - Write the story from the point of view of the horse in the photo.
5. Have participants share their drawings and stories with the rest of the group.

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### What's Next?

#### Photo Analysis Worksheet

Study the photographs for a few minutes. Answer the questions below as you look at the people, objects and activities in the photographs.

1. How many people are in the photo? \_\_\_\_\_

2. List what each person is doing \_\_\_\_\_

---

---

3. List any cowboy equipment or clothing you can see \_\_\_\_\_

---

---

4. Describe the event being shown \_\_\_\_\_

---

---

5. Do these photos show a horse being saddled or unsaddled? \_\_\_\_\_

6. How can you tell? \_\_\_\_\_

---

---

7. Which photo was taken first? \_\_\_\_\_

8. How do you think the people in the photo are feeling? Do they all feel the same?

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## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Comparing Cowboys A Photograph Analysis Activity

#### Objectives:

- Participants will systematically analyze photographs to gather data.
- Participants will compare and contrast photographs.
- Participants will make inferences from photographic data.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2		2.US.1.2			5.G.2.1	6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1	1.W.1.1	2.W.1.1	3.W.1.3	4.W.1.2	5.W.1.1	6.W.1.1
K.LVS.1.1	1.W.1.2	2.LVS.1.4	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1	6.LVS.1.2
K.LVS.1.6	1.LVS.1.1	2.LVS.1.5	3.LVS.1.3	4.LVS.1.2	5.LVS.1.2	6.LVS.1.3
K.LVS.1.7	1.LVS.1.6	2.LVS.1.6	3.LVS.1.4	4.LVS.1.3	5.LVS.1.3	6.LVS.1.3
				4.LVS.1.4	5.LVS.1.4	

**Timeframe:** Determined by instructor. Set up as an activity center unit, participants work individually or in small groups.

#### Materials:

Included in kit

Photographs 5 and 6

Comparing Cowboys worksheet master

#### Background Information:

Two very different photographs present a strong contrast between the cowboys' work-a-day world and his romantic image. In this activity, participants hone their observation skills as they search for both similarities and differences between the two cowboy images.

One of the photographs shows the interior of the Mississippi Ranch bunkhouse from the late 1800s. The caption on the photo reads: "Bunkhouse of J.D. Carr on the Mississippi Ranch along the Cheyenne River. Leaky roofs, bugs, and "cabin fever" were common problems of early bunk houses. These fellows don't appear too happy about their surroundings." The other photo is a studio portrait of Jack Hudspeth (the other person is unidentified). In the studio photo, cowboy gear is artistically arranged around the two men as they sit in front of a bucolic outdoor backdrop. It is unclear whether the equipment is actually theirs or just photographic props.

#### Activity Steps:

1. Make copies of the Comparing Cowboys worksheet for the participants at the activity center.
2. Have participants view the two photographs and complete the worksheet.
3. Hold a group discussion where participants can share their observations and explain some of the similarities and differences they found in the photographs.

# Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

Name \_\_\_\_\_

## Comparing Cowboys Worksheet

Study the two photographs for a few minutes. In the columns below, list the people, objects and activities you see in each of the photos. Compare the lists – are some things the same on both?

### Photograph 5

**People:**

How many? \_\_\_\_\_

Men or women? \_\_\_\_\_

**Objects:**

List all the cowboy clothing and equipment you can see.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Activities:**

Indoors or outdoors? \_\_\_\_\_

List what people are doing in the photo

_____
_____
_____
_____
_____

Is it a special occasion? \_\_\_\_\_

Do these people work as cowboys?

_____
-------

### Photograph 6

**People:**

How many? \_\_\_\_\_

Men or women? \_\_\_\_\_

**Objects:**

List all of the cowboy clothing and equipment you can see.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Activities:**

Indoors or outdoors? \_\_\_\_\_

List what people are doing in the photo

_____
_____
_____
_____
_____

Is it a special occasion? \_\_\_\_\_

Do these people work as cowboys?

_____
-------

## Cowboys & Ranch Life

South Dakota State Historical Society Education Kit

### Roundup Time: Create a Cowboy Poem

#### Objectives:

- Participants will understand how visual images provide inspiration for creative work.
- Participants will analyze photographs for information and inspiration.
- Participants will create a poem using photographic information as inspiration.

#### South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1	1.E.1.1	2.US.1.2 2.E.1.1	3.US.1.1 3.E.1.1	4.E.1.1	5.G.2.1	6.E.1.1

#### South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1	1.W.1.1	2.W.1.1	3.W.1.3	4.W.1.2	5.W.1.1	6.W.1.1
K.LVS.1.1	1.W.1.2	2.LVS.1.4	3.LVS.1.1	4.LVS.1.1	5.LVS.1.1	6.LVS.1.2
K.LVS.1.6	1.LVS.1.1	2.LVS.1.5	3.LVS.1.3	4.LVS.1.2	5.LVS.1.2	6.LVS.1.3
K.LVS.1.7	1.LVS.1.6	2.LVS.1.6	3.LVS.1.4	4.LVS.1.3	5.LVS.1.3	
				4.LVS.1.4	5.LVS.1.4	

**Timeframe:** Determined by instructor. Set up as an activity center unit, participants work individually or in small groups.

#### Materials:

Included in kit

Photographs 3 and 4  
Word List master

Provided by participants

Writing paper and pencil

#### Background Information:

While historical photographs convey important factual information about the past, they also inspire curiosity and provide inspiration for creating new stories or poems. In this activity, photographs serve as a springboard to get participants thinking about life in a different time. As they imagine what it must have been like to experience a roundup, they can express their thoughts and feelings in poetry.

One of the photos is of a roundup in progress. The chuckwagon and horse remuda are visible in the foreground, while the cattle are strung out in the background. On such a roundup, different cowboys had different jobs. The man in charge was the wagon boss, or foreman. Cowhands did the actual rounding up, working cattle, roping and branding, day herding and night guarding. Cowhands that worked for an outfit other than the one running the wagon were called reps or stray men. In addition to their regular cowhand work, they represented their outfit and cut out its stock to herd home at the end of the roundup. The wrangler took care of the remuda or saddle horse herd and helped with camp chores like gathering water and wood. The wagon cook made sure everyone was well fed.

The other photograph shows the Mississippi Ranch outfit mess camp near the Cheyenne River crossing. Cowboys are scattered around on the grass eating and resting. The cook and wagon are central, with the horse remuda visible in the background. The drawers and compartments for storing food and the hinged rear wall that folds down into a flat work surface are

## **Cowboys & Ranch Life**

South Dakota State Historical Society Education Kit

clearly visible on the wagon. Food staples included flour, rice, sugar, beans, coffee, salt, syrup, bacon and dried fruit. Soda, baking powder and pepper were also needed.

### **Activity Steps:**

1. Make a copy of the word list. Cut out the words and have the word pile available in the activity center. Note: You may want to separate the words into nouns, verbs and adjectives.
2. Participants view the two photographs and imagine themselves on a roundup. Have them consider how they are dressed, how they feel, what they see and hear and smell around them, and what job they are doing.
3. Have participants write a short poem about their imagined experience on the roundup. Pull a few words from the word pile to get the creative juices flowing. Note: You may want to create a first line for a poem from the word pile and then have the participants complete it.
4. Have participants share their poems with the group.

**Word List**

COWBOY	RIDE	FAST	SLOW
COWGIRL	BAKE	DOUGHY	BURNED
HORSE	WAVE	LIVELY	SLOUCHY
REMUDA	DIP	SLOWLY	HEARTILY
MESS	CIRCLE	CAREFULLY	CAUTION
GALLOP	SWIFTLY	CALM	TOSS
COOK	JOIN	BLUE	GREEN
WRANGLER	NEIGH	ROAN	BLACK
WAGON	NIGHT	STAMPEDE	GRAZE
POT	GRAZING	ENJOY	LONESOME
FRIENDLY	PAN	FIGHT	KICK
WHITE	LONG	EATING	GATHER
HERD	CATTLE	COW	GRASS
BRAND	JUMP	SNAKE	VEST
TREES	SMOKE	BEANS	BREAD
RICE	COFFEE	PLATE	COMPANY