

COWBOYS & CATTLE

(GRADES 3 - 4)



Education / Interpretation Department
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CITY OF
WICHITA
www.wichita.gov

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Welcome to Old Cowtown Museum. We are glad you are coming and look forward to working with you to meet your educational goals. If you have any ideas, requests, or comments don't hesitate to call 316-350-3322.

BEFORE YOUR FIELD TRIP

REVIEW THE PURPOSE FOR YOUR TRIP—Old Cowtown Museum sets out goals and themes for its tours and programs; help your students gain the most from their experience by sharing with them the goals you have for this field trip.

CHAPERONES—Chaperones can enrich the educational value of the trip and help to keep your students safe and focused on the educational activities. Please bring **at least one chaperone for every 10 students.** A handout for chaperones has been included with this packet; distribute it to all chaperones prior to your arrival at Cowtown.

LUNCH PLANS—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student **not** to take snacks from the picnic area into the rest of the Museum.

NAME TAGS—We require name tags that list the name of the school and first name of each child and chaperone in your tour group (as well as last name if possible). This helps our interpreters address student questions and is helpful when dealing with unforeseen injury or security issues.

SPENDING MONEY—The Old Cowtown Museum gift shop, S. G. Bastian and Sons Mercantile, will be open during your visit. The shop offers products that are educational, fun, and sentimental in a wide range of prices (from approximately \$1.00 to \$15).

(Please note that S. G. Bastian and Sons sells toy “weapons” to the general public; however, we respect the zero tolerance weapons policy enforced at school. To assist your students in complying with that policy, Old Cowtown Museum will not intentionally sell any toy “weapons” to school children on school-approved field trips.)

Some teachers do not allow students to bring money because they are afraid that students will lose it, have it stolen, or that some will bring more than others. Other teachers encourage students to purchase mementos of their field trip. Whether you permit or discourage your students to bring money, we encourage you to **state and enforce your preference *before*** the trip to eliminate confusion and conflict.



CLOTHING—To enhance the sense of going back in time, we encourage students to dress as they did in the 1870s.

For girls, calico and cotton dresses were usually full, with long sleeves, and frequently aprons were worn over their dresses. Their hair was often worn in long braids, sometimes with ribbons. Bonnets or straw hats were worn in summer and stocking caps in the winter.

For boys knickers (short trousers that fit tightly just above or just below the knee) were favored; however, sometimes long trousers were worn. Suspenders were worn to keep their pants up. Boys' shirts had long full sleeves and often round collars. Boys wore hats or caps of straw or felt in the summer and, just like girls, stocking caps in winter.

PRE-VISIT CHECKLIST

- _____ Schedule your tour as far in advance as possible.
- _____ Share with the students your tour objectives and expectations.
- _____ Select at least one pre-visit activity that is suited to your students.
- _____ Brainstorm with your students questions they wish to have answered on the tour.
- _____ Determine (tentatively) at least one post-visit activity.
- _____ Confirm your transportation arrangements.
- _____ Make lunch arrangements if necessary.
Do you need boxes or coolers to transport lunches to the Museum?
- _____ Collect fees and have a single check prepared payable to **Old Cowtown Museum**.
- _____ Review behavior expectations with students.
- _____ Encourage students to wear 1870s clothing.
- _____ Create and distribute name tags.
- _____ Collect signed permission slips if necessary.
- _____ Chaperones
 - _____ Be sure you have a *minimum* of **1 chaperone for every 10 students**.
 - _____ Inform chaperones about the tour and their expected participation.
 - _____ Provide a map and educational background material.
 - _____ Provide with strategies for dealing with unacceptable behavior.
 - _____ Provide a copy of “Your Role as a Chaperone” and “We Need Your Help.”
 - _____ Inform chaperones of time schedule (departure and arrival back at school)

FOR THE CHAPERONE

We at Old Cowtown Museum are grateful that you will be coming to the Museum with your child/group. This is a wonderful opportunity for children to see and experience many things they do not normally encounter.

Your participation is very important; you have an opportunity to assist in the education of the children you are with by helping them focus on the educational activities. You can also enrich their visit by sharing your knowledge and by the quality of your interactions with them. Stay with the children at all times and help to direct their attention as you walk through the Museum.

General Guidelines

- 1) Be familiar with what the teacher expects to be accomplished during the tour.**
- 2) Stay with your students at all times.**
- 3) You are entrusted with the safety and care of the children you are with; watch and make sure they are acting in a safe manner at all times.**
- 4) Remind students to ask before touching; some items are artifacts and should not be touched.**
- 5) When encountering animals, please do not allow children to chase or pick them up.**
- 6) Model the behaviors you expect the students to follow.**

We want your visit to Old Cowtown Museum to be a safe and enjoyable experience for all our visitors. For the benefit of all our guests please encourage your students to follow all our guidelines.

**Thank you again
for accompanying this group to
Old Cowtown Museum!**

ATTENTION TOUR LEADER:

*Please read the following information to your students **prior to arriving** at the Museum even if they have participated in programs at the Museum before. **Thank you!***

We are glad you will be coming to visit the Old Cowtown Museum!

STUDENTS WE NEED YOUR HELP

In order that your visit will be a safe one and to make sure that Old Cowtown will last a long time for others to see and enjoy, please follow these rules.

- 1) There may be many other classes here at the same time you are here. Please **stay with your teacher/chaperone at all times and wear your nametag.**
- 2) The boardwalks are uneven, rough, and may be slick especially when it is raining or snowing. **Please walk carefully on the boardwalks so you do not slip or trip and fall.**
- 3) Please drink water **only** at the water fountains by the restrooms. **The water you pump from the hand pumps is not clean enough to drink!**
- 4) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 5) **When encountering animals, please do not pick them up or chase them.** Pet the cats and watch the chickens (they have claws and sharp beaks).

Thank you for helping to make your visit a safe one!

DAY OF THE FIELD TRIP

CHECK IN—Please arrive at the new Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. Please bring **one check** payable to **Old Cowtown Museum**. (Those with memberships will need to present their membership card before entering.) After rejoining your group, our staff will permit you onto the grounds.

DEPARTURE—The museum is a closed loop so you will depart the same direction way you entered. **We strongly encourage you to leave your tour evaluations at the entrance complex** when you are leaving. Should you choose to submit it by mail, send it to Old Cowtown Museum, Education Department, 1865 West Museum Blvd., Wichita, KS 67203.

MAP—A map is provided on the back of this guide. When you arrive you and your chaperones will be provided with complete maps of Old Cowtown Museum.

RESTROOMS—There are three restrooms available to the groups—one in the Visitors Center; two on the Museum grounds on the east in a red building near the School House and on the west behind the Meat Market. Drinking fountains are also available at these locations.

EMERGENCIES—In case of emergency a telephone is available in the Visitors Center. Should anyone need to contact you or your group, they may call the Visitors Center (**350-3323**) and a staff member will locate you. Identification is easiest if your students are wearing name tags.

FIRST AID—For minor injuries we have a first aid kit in the Visitors Center and Saloon. Your tour guide will have access to a first aid kit at all times. For more serious incidents we will call 911.

SECURITY—Should an emergency occur that would require Security assistance, such as a lost child, contact any employee on the grounds who will place you in contact with Old Cowtown Museum Security personnel.

SEVERE WEATHER—The personnel in the Visitors Center monitor weather conditions. In case of severe weather, our interpretive staff will alert you and guide you to shelter.

LOST AND FOUND—Items found at the Museum can be turned in at the Visitors Center. Check for lost items at the same

MUSEUM MISSION AND PURPOSE

Old Cowtown is an open-air, living history museum that interprets the history of Wichita, Sedgwick County, and life on the southern plains, circa 1865-1880. The Museum accomplishes this through the preservation of artifacts, by exposure to interactive historic experiences, and other activities for the education and entertainment of our visitors.

TOUR OVERVIEW AND OBJECTIVES

Students will be met by a costumed guide who will tell them about the life and times of the cowboy before taking the students on a guided tour of places where cowboys would have interacted in the 1870s. A complete tour of Cowtown is not provided.

THIRD GRADE

– Community, entrepreneurs, historic events, cultures, sense of place

The cattle drive coming to Wichita and the arrival of the railroad were two significant events that were turning point in the history of the town. With the work of entrepreneurs and the local community Wichita became the premier cattle shipping point for 4 years. The economic activity that sprung from these two events provided the basis for future prosperity once the drives ended. Third grade students will discover the motivation behind the cattle drives and get to know some of the entrepreneurs who took great risk to secure this asset for the town's future. They will also tour the grounds to see firsthand see the economic impact on the town.

KANSAS HISTORY, GOVERNMENT AND SOCIAL STUDIES STANDARDS

The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures. **(KHGSS 1.1)**

--Recognize and evaluate the significant

people and events that shaped their home town and/a major city in Kansas, and other cities of the world.

- Understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their home town.
- Explore the consequences of borrowing and lending.

The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations. **(KHGSS 3.1)**

- Determine opportunity cost.

The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations. **(KHGSS 4.1)**

- Examine how goods and services have in the community changed over time.

The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. **(KHGSS 5.1)**

- Explain how location impacts supply and demand.

KANSAS COLLEGE AND CAREER READY STANDARDS

*Pre/post Visit Activity – Comparing Accounts

RI.3.6: The student distinguishes their own point of view from that of the author of a text.

FOURTH GRADE

- Regional impact, Entrepreneurs, Historic events, Cultures, Sense of place

The cattle drives from Texas to Kansas had a great impact on each of their regions as well as those that received the cattle. Guided by a costumed cowboy, 4th grade students will examine the business decisions for such an undertaking. They will also explore the human capital and the tools that it took to carry out the plan. They will tour the grounds to discover how the cowboys and their pay impacted the economics of this Midwestern town, and in turn, the region.

KANSAS HISTORY, GOVERNMENT AND SOCIAL STUDIES STANDARDS

The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures. **(KHGSS 1.1)**

- Recognize and evaluate the significant people and events that shaped Kansas and the other regions.
- Define goods, services, consumers, economy, and cost/benefit.
- Analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and another region and draw conclusions about these choices.
- Recognize and evaluate how limited resources require choices.

The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers. **(KHGSS 1.2)**

- Understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders.

The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. **(KHGSS 5.1)**

- Explain the production, distribution, and consumption of a product.
- Define the human consequences of using or living by transportation routes in the 1800s.

KANSAS COLLEGE AND CAREER READY STANDARDS

*Pre/post Visit Activity – Comparing Accounts

RI.4.6: The student compares and contrasts a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

location.

BACKGROUND: HISTORICAL CONTEXT

The beginning of cattle ranching in America began when Columbus brought cattle and horses to the Americas in 1494. They spread into present-day Mexico and the United States with the explorer Coronado. In Mexico, the Spanish and Indian cattle herders (called Vaqueros) established many of the practices used in cowboy work today. Activities such as roundups, branding, roping, and cattle drives were all practiced by these men who, because of their skills, had special ranking in the Hispanic social hierarchy.

During the early years of the United States, ranching was largely a subsistence activity focusing on the sale of hides and tallow, because of government restrictions on markets. By the 1780s there were profitable cattle drives between San Antonio and New Orleans. The climate and grass in Texas provided the infant ranching industry with possibilities of unlimited growth, but the distance from eastern beef markets kept the market mostly local, except for the shipments to New Orleans. Meat was the main export with cattle hides the second most important export commodity. Ranchers also sold the tallow, bones, and horns that were used in the making of soap, fertilizer, combs, and buttons.

With the gold rush of 1849 a new market developed for shipping cattle and draft animals to Kansas City and St. Louis, thus beginning overland cattle drives to Missouri and Illinois. However, infections of local stock with Texas tick fever brought local resistance, a situation that would be duplicated in Kansas.

The beginning of the Civil War ended these drives, and the blockade of the Mississippi ended trade with New Orleans. Most of the men who were involved in the war, upon their return, found vast herds of unbranded cattle roaming the land. The post-war boom brought unprecedented eastern demand and prices, while westward-moving railroads revived the overland cattle drives. In 1867 Abilene, Kansas, became the prominent railhead followed by Wichita in 1872 and Dodge City in 1876. From these places, cattle fattened on local corn were shipped to packing houses in Chicago, St. Louis, Kansas City, and New York. The work was hard and dangerous, but the cowboy life that was romanticized and idealized attracted young men and boys of many ethnic and social backgrounds, from eastern college boys to European royalty and former slaves.

As cattle drives moved west, local resistance, because of the disruption to society by the services of prostitution, gambling, and drinking provided to the cowboys as well as the infection of local herds by the Texas ticks, kept the drives moving westward through less populated areas.

BACKGROUND: HISPANIC AND AFRICAN-AMERICAN COWBOYS

In actual ranch life and trail driving the Mexican vaquero and the African-American cowboy are an indispensable component in the story of the American cowboy. It was the *ranchero* (rancher) and the vaquero who established the models for ranching and for livestock handling that became the template for American ranchers and cowboys.

Fed by painters (such as Frederic Remington and Charles M. Russell) and entrepreneurs (such as Buffalo Bill Cody) and journalists who reported on the “reckless, daring cowboy,” the modern, popular image of the cowboy as a bigger-than-life folk hero, while factually *based*, differs from the reality. The original working cowboy was no more or less than a manual laborer, a hired man-on-horseback who worked long hours for short pay in often-miserable

conditions, and at the end of the trail in Kansas and other western cowtowns frequented saloons, dance halls, and gambling dens. Many were black or Hispanic.

With wild cattle, horses, and burros in abundance in the eighteenth century, the region around the San Antonio River became known as “The Cradle of the Cattle Industry.” “Long before the Anglo-American cattle kings arrived, Tejanos (Mexican Texans) had already created the legendary western ranch.” But, as migration into Texas from the United States began to exceed that from Mexico, Texicans (term distinguishing American Texans from the Tejanos) began to appropriate from the Tejanos their land, livestock, and lifestyle. In fact, the legendary King Ranch in Texas was started in 1853 by Captain Richard King, a steamboat captain with little knowledge of ranching. In 1854 he traveled to northern Mexico to buy cattle and returned not only

with a herd of longhorns but also the entire population of the Mexican village of Cruillas who along with their descendants came to be known as Kinenos.

The Mexican vaqueros (literally, cattle worker) were the first trail-driving cowboys legally driving cattle from Texas to markets in Mexico and illegally to Louisiana. Three conditions led to the prosperous cattle market in the *trail-drive era* (c.1866-c.1885): 1) an abundance of land recently cleared of bison and Native Americans, 2) the end of the Civil War, and 3) the availability of the newly constructed continent-crossing railroads. Of the estimated 35,000 men who rode the cattle trails north, approximately 25% black and 12% Mexican.

Nearly all of the Mexican and black cowboys were illiterate, therefore leaving no (or *very* few) letters, journals, or memoirs of their days on the trail. As often exists in illiterate or semi-literate cultures, these cowboys were often excellent memorizers, reciters of poems, and tellers of tales leaving behind a legacy of cowboy poetry, songs, and tales of the trail.

Two rodeos or roundups were held each year. (The term *rodeo* comes from the Spanish word “rodear” meaning “to encircle the herd”; only later did it come to mean a competition for cowboys to display their skills [often held at the end of the trail].) These original rodeos were conducted to work and brand calves in the spring and to select animals for market in the fall. Often the end of a rodeo was celebrated with competitions, music, dancing, and feasting—what we think of today as a rodeo.

It was often said that a vaquero could “think like a cow” and to assist in rounding up the cattle, often sang in an imitation of the lowing of cattle. Vaqueros carried their own food and supplies (prior to the introduction of the chuckwagon), went out each morning at 4:00 a.m. quitting work after dark, and might use five or six horses in a single day. Good judges of horses and skilled at training them, they were often accused of being insensitive to the

Information derived from:

Hoy, Jim (Director, Center for Great Plains Studies, Emporia State University, Emporia, Kansas). *The American Cowboy: Hispanic Roots and African-American Branches*.
Chavez, Donald Gilbert Y. *Cowboys—Vaqueros: Origins of the First American Cowboys*.

comfort of their horses, showing little or no consideration for a horse’s thirst or pain from saddle sores. They were also noted for their skill in handling the *reata* (a braided rawhide rope—*la reata* became lariat in English) and could employ a variety of loops and throws depending on conditions.

Vaqueros had a strong self-image and a recognizable appearance in clothing and equipment—usually sun-burnt, wearing a short jacket and heavy spurs, and wrapped in a colorful blanket or serape (in rain or cold weather). Their saddle had a high back and high horn built to withstand the jerk of a steer when it hit the end of a rope, leather stirrup covers (or fenders) to protect from brush and thorns, and a quirt (horsewhip) braided by the vaquero himself.

Kinenos were prominent among the vaqueros who drove longhorn cattle from Texas to the Kansas cowtowns, with some 18,000 head on the trail in 1883 often led by vaquero Ramon Alvarado as trail boss. The vaquero—truly the unacknowledged mentor of the American cowboy.

Most African-Americans came to Texas with their Anglo owners as slaves (and were sometimes traded for cattle). Both slaves and freed slaves joined the vaqueros as cowboys on the ranches (although the slaves were sometimes spared more hazardous tasks because of their economic value). They were chuckwagon cooks, mustangers, horse breakers, rodeo performers, jockeys, farriers, cavalrymen, ranchers, and trail bosses (sometimes of all-black crews). Black trail driver Al Jones was unique as being a trail boss in eight trips with cattle to Kansas.

Social barriers existed in the cowtowns, but in general there was no overt racial discrimination on the trails—pay for black cowboys was equal to that of their white counterparts, although Mexicans were often paid less. Regional attitudes affected the makeup of ranch crews. Ranches east of the Trinity River often had all-black crews, while west of the Nueces River, ranchers employed vaqueros more often.

BACKGROUND: COWBOYS AND THE CATTLE DRIVES

In order to gain profit from the sale of their cattle, the cowboys had to drive them from Texas to Kansas for transport to the northeastern states. In the spring cattle were rounded up, counted, new calves branded, and sick cows *doctored*. Then cattle to be sold, approximately 2,000 to 2,500, were separated and a crew was hired

to drive them north. The crew had strict organization and a strong sense of teamwork. The **trail boss** was hired by the owner to supervise both the cattle and the cowboys, and make all decisions about the herd's movement. The **ramrod** provided three meals a day, set up camp for the night, and served as doctor and veterinarian. The **wrangler**, often the youngest in the crew, was in charge of the remuda, or band of about 40 horses that the cowboys rode on the drive. The **cowboy** drove the herd by day and took 2-hour night shifts to prevent stampedes. For their work the cowboys earned between \$30 and \$40 a month, the cook \$60, and the boss about \$90.

The cowboys who moved the cattle from Texas to Wichita were a mixed group. The majority were white men, some of whom had a direct investment in the cattle. Mexican vaqueros, part of the long Spanish tradition of working cattle were joined by the newly emancipated slaves. As slaves they had learned their craft and now with their freedom found relative prestige because of their skills as well as the same amount of pay as white men. There were also a large number of Indian cowboys from the southwest and Oklahoma.

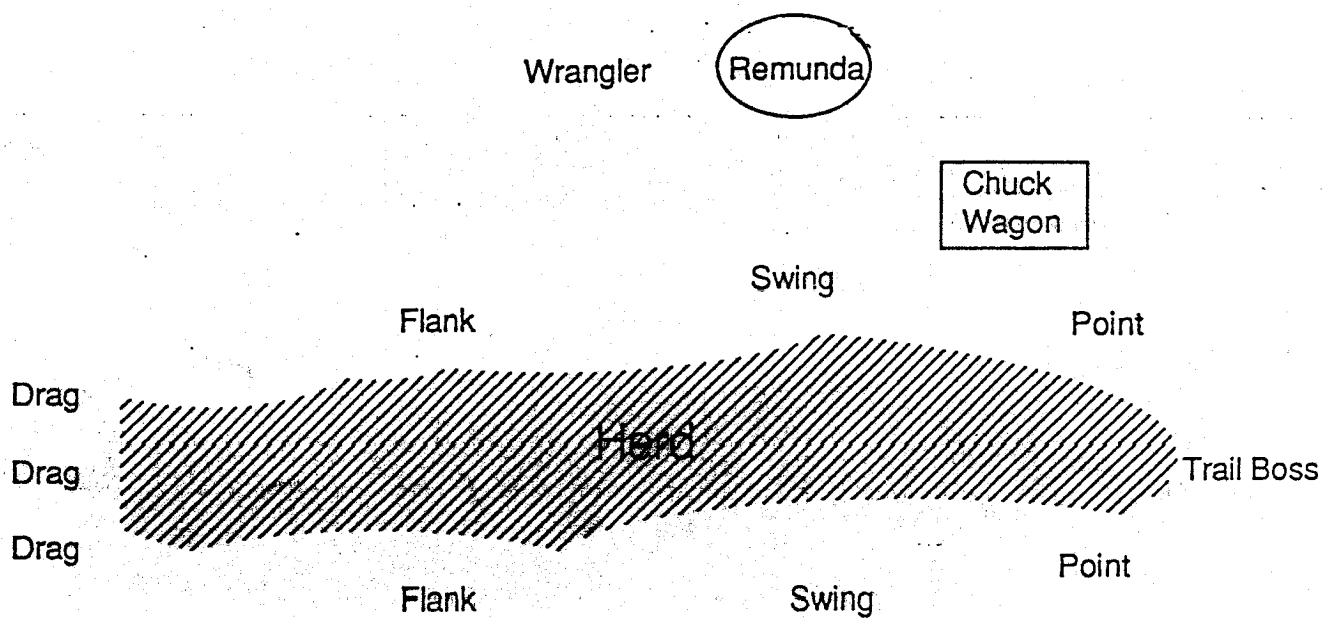
Traveling between 8 and 15 miles a day and guided by about 12 cowboys who often spent 18 or more hours a day in the saddle, cattle drives took from 3 to 5 months. At night the cattle would be bunched together and sung to by cowboys riding in opposite directions to keep them from stampeding. Anything could spook a herd of cattle, and running cows could injure themselves (and the cowboys), and lose up to 50 pounds of valuable weight. The cattle drives, in addition to the natural hazards of heat, wind, and lightning, faced hostility from homesteaders as the cattle trampled fields and infected their local herds with Texas tick fever.

The trail drive was all business and the cowboy took nothing frivolous with him. His **hat** was broad-brimmed and protected him from the sun and rain and served as a water dipper. A **wide bandanna** protected the back of his neck from the sun and his mouth from the dust and could be used to tie his hat on or strain the river water he drank. **Shirts** were long-sleeved and made from cotton or wool from protection from the sun and wind. The cowboy's **pants** were brown Levis or jeans on the top of which were worn **chaps**, or leather leggings that protected legs from the brush. Leather **boots** had high uppers to protect ankles, pointed toes for ease in getting in the stirrups, and high heels to keep the boots from sliding through the front of the stirrups. On the boots were **spurs** that were used to guide the horse. Cowboys also carried **pistols**, though rarely on their person, used more for communication and hunting than protection. Tied to his saddle was a **bedroll**, which was a canvas-covered quilt. But the most important possession of the cowboy was his **saddle**. It cost about three months wages, but was a good investment as it was used 18 hours a day.

At the end of the trail lay profits—for the cowboy (as well as gambling, prostitution, and drinking), for Wichita (to the degree that for three years there was no property tax), and for local businesses. With the defeat of the plains Indians, the demise of the buffalo, and the westward-moving population, cattle were slowly confined to ranches, rather than overland drives.

BACKGROUND: TRAIL DRIVE POSITIONS

On the trail cowboys rode back and forth along the edges of the long, irregular line of cattle. They kept the cattle moving in the right direction and at a steady pace, chasing strays back into the line of march. The riders had certain positions and each had its special function. **Point** riders rode at the front, pointed the herd in the right direction, and set the pace. **Swing** and **flank** riders rode on either side of the herd and kept the cattle from wandering too far out. **Drag** riders rode behind the line of cattle and kept the slowest animals from straggling too far behind. Because of the dust stirred up by horses and cattle, drag was the most uncomfortable position. Most trail bosses tried to rotate positions so that no one had to ride drag all day.



PRE-/POST-VISIT ACTIVITIES

COMPARING ACCOUNTS

Provide the students with the two journal accounts of a cattle drive as well as the observations of Laura Ingalls Wilder. The journal accounts are short diary entries as two men headed up the trail to the north. *Little House on the Prairie* provides a vivid image of a drive through the eyes of a child—the sounds, dust, night herding, slow pace of the herd, predator wolves, and disposal of animals that impede the herd’s progress.

- Read the two journals first and note the similarities and differences. How do the two journals differ in the tone of the authors as well as information they chose to write down?
- After reading the Wilder account, have the students note how the accounts of those actually a part of the drive differ from the observations of a person not a part of the drive.
- What was the purpose of writing each account? Who was the audience for each of the writing?

HOW RISKY IS IT TO BE A COWBOY?

After completing the “Comparing Accounts” activity, play the Roundup Game. This relatively simple game included in this packet, reveals some of the joys and troubles a cowboy would experience. Using this information exploring the daily life of cowboys and the challenges they faced in their attempt to make money, ask the students to examine the risks and benefits of being involved in a cattle drive. Watch an episode of *The Deadliest Catch* (on the Discovery Channel) and ask the class to compare the trail life of the cowboy with the daily life and challenges of the fishermen.

WRITING TO REMEMBER

After reading the cowboy journals, begin a cowboy journal-keeping activity that can span several days or weeks. First, ask students to create individual cowboy *personas*, inventing nicknames for themselves and writing a character sketch complete with their character’s full name, age, and background. (They may even wish to name their favorite horses as well.) When the character sketch is complete, students should begin writing a journal of their daily life on the trail—writing one entry each day. They can add as many details as they wish and create incidents similar to those in the Roundup Game (or elaborate on those described in the game).

Once students have finished writing their journals, they may edit and revise their journal, aiming for creative documents with the proper historical tone and a look of age and wear. (For example, misspellings might be left in to reflect a character’s education level, use of capital letters to emphasize important words can indicate the historical period, paper could be *aged* to give it an authentic appearance, etc.) The character sketch might be completed as a word processing activity on the computer, but to lend realism to the journals students should handwrite the journal.

SPANISH – THE COWBOY ROOTS

Included in this packet are pictures of 24 items that were central to a cowboy’s life. The names of the items in both Spanish and English have also been included. Ask students to investigate the origin and meaning of the Spanish words and learn to spell both the English and Spanish terms. You might choose to use only a few of these terms for your class. They are divided so that you can duplicate them and cut them into flash cards and with the terms at the top and bottom of the card, you can easily cut off either or both terms to challenge your students. - *B is for Buckaroo: A Cowboy Alphabet*, explains the Spanish origin of many cowboy words and includes watercolors of cowboys in action (authors: Louise Doak Whitney and Greaves Whitney). For more advanced students, *In the Days of the Vaqueros: America’s First True Cowboys*, by Russell Freedman, tells the vaquero story in depth, with helpful illustrations.

DID CATTLE DRIVES CREATE TOWNS?

Have students use the attached copy of the Chisholm Trail map and compare it to a map of the same area today. Major geographic and political features are shown on the map of the Chisholm Trail. Are the towns still significant today? What is there today that wasn't there in the late nineteenth century?

Assign each student to research one of the towns (and its surrounding area) shown on the map—past and present. They might write a report about their findings or a story or choose to show what they learned graphically. After students have shared their information with the class, lead a discussion of the overall impact of progress on the Chisholm Trail.

HOW LONG IS THIS TRAIL DRIVE GONG TO TAKE?

Referring to the attached Trail Map, ask students to guess how long they think it would take to move the cattle along various points on a selected trail (e.g., from Horsehead Crossing to Cheyenne along the Goodnight-Loving Trail). Then using the legend, determine the approximate number of miles their trip would cover and calculate how many days it would take. (A cattle drive could cover 8 to 10 miles per day in good conditions.) Once students have arrived at this calculation, ask them to consider variables that would influence the speed, ground covered, and ultimately the profits from the drive. (For example: A water crossing might take longer because some cattle would be hesitant to enter the water. A lack of watering holes would cause the cattle to move slower. A night-time stampede may run the cattle in the intended direction which would shorten the time or backtrack or scatter in all directions which would take longer.)

COWBOY JOURNALS

The followings are actual excerpts of diaries of men who went *up the trail*.

From the diary of George Duffield who drove a herd from Texas to Iowa in 1866 (as quoted in *CowboyCulture* by David Dary)—

May 13: Big thunder storm last night. Stampede. Lost 100 beeves. Hunted all day. Found 50. All tired. Everything discouraging.

May 20: Rain poured down for 2 hours. Ground in a flood. . . . Gloomy times as I ever saw.

May 31: [at the Red River] . . . We worked all day in the river & at dusk got the last beefe over--& am now out of Texas—This day will long be remember by me—There was one of our party drowned today (Mr. Carr) & several narrow escapes & I among the no. [number]

June 1: . . . Horses give out & men refused to do anything.

June 2nd: Hard rain & wind storm. Beeves ran & had to be on horse back all night. Awful night. Wet all night. Clear bright morning. Men still lost . . . Found our men with Indian guide and 195 beeves 14 miles from camp. Almost starved not having had a bite to eat for 60 hours . . . Tired.

June 14: . . . We are now 25 miles from Ark [Arkansas] River & it is very high. We are water bound by two creeks & [nothing] but beef & flour to eat. Am not homesick but heart sick.

June 23: Worked all day hard in the river trying to make the beeves swim & did not get one over. Had to go back to prairie. sick & discouraged. Have not got the Blues but am in Hel of a fry. . . .

July 25th: We left the beefe road [cattle trail] & started due west across the wide prairie in the Indian Nation to try to go around Kansas and strike Iowa.

July 26th: . . . the flies was worse than I ever saw them. . . .

August 5th: Sunday. Travelled about 6 miles & are laying over washing & resting ourselves & stock. Saw a fine drove of antelope today. Splendid spring. . . . going to turn north and trust to luck.

August 6th: . . . Killed a fine lot of chickens [prairie chickens] & had a pot pie. . . .

August 8th: . . . cattle stampeded & ran by 2 farms & the people were very angry but we made it all right. Was visited by many men. Was threatened with the law but think we are all right now.

Duffield finally reached Burlington, Iowa, in early November.

Lewis Warren Neatherlin was the owner of 3 herds of cattle that were moved up the Western Tail to Ogallala, Nebraska, in 1876. He moved back and forth on the trail among the herds, each of which was in the charge of its own trail boss.

From The Journal Of Lewis Warren Neatherlin Who Drove A Herd Up The Western Trail To Nebraska In 1876 (edited by Leo Kelley, *Chronicles of Oklahoma*, vol. VXXVI, N. 1 [Spring 1988], pp. 22-51)—

March 16: West to San Antonio for supplies and men. Got 5. Come back and met the herd at 6 Mile Branch . . . The cook borrowed a horse and saddle and went to town. Did not return.

March 26: Went on and found [herd] no. 1 on the Salado about 10 in the morning. The boss (Slaughter) about to get in trouble about having cattle in [our herd] that did not belong to him. I compromised with them by hiring one of their party to go with the herds [to] keep their cattle out. Started back to meet no. 2. Failed to meet it where I thought I would. . . . I slept in the prairie without fire, grub or blankets, except by saddle blanket, but being very tired, I rested well.

Aprill 5: A very cold norther blew up at 4 o'clock this morning. We made a 9-miles drive with nos. 1 and 2 and camped on Silver Creek. Grass a little better than last night. Swapped horses. Gave 2 or 1.

April 14: Did not drive today. Lay over to rest and graze the cattle. **Lost 5 horses last night.** I think they are stolen.

April 17: Nos. 2 and 3 crossed the San Saba today, making about 9 miles for no. 2 and 11 for no. 3. . . . No. 1 is some 3 miles behind. . . . Fine grass and plenty of prairie dogs.

April 24: . . . I found 2 other cows, and I commenced to drive the cows toward [the other men], and in running to keep them together, my horse put his foot in a prairie dog's hole and turned over with me, but I out-turned him and come out in the lead. . . . Fine grass. Indications of a storm tonight. No. 1 got its wagon broke down on yesterday.

April 27: We started this morning but did not get more than a mile before the wagon broke down. I started out to swap for another and after riding till 3 in the evening, I swapped for one but very little better, but had 2 axles. **I give 2 cows to boot.** We did not make more than 2 miles. Still dry **but**

May 8: Started the herds on and went to the town to get the bill of yesterday's purchases and settle up. Found one man [cowboy] in town who had lost his horse and wanted 10 dollars. Did not get it. Also, another was in town last night and has not come out yet. Both rode horses in. I overtaken the herds as they were crossing the Clear Fork of the Brazos. We made 10 miles.

May 9: The 2 men not come yet. I went back to hunt them, or rather, the horses. Met them coming. One asked me to go to town and redeem his pistol. He, having been a good hand, I did so. It took 10 dollars to get it. I returned and overtaken the herds at 4 in the evening. Made 9 or 10 miles. Good grass but very rocky and hilly.

May 14: Crossed the Big Wichita River. After crossing had some 5 or 6 miles of hilly salt-land, which was very difficult to drive over [as] every animal [wanted] to stop and lick or eat the salty dirt and weeds. A little rain just at dark. A man taken sick this morning.

May 24: More rain last night. Still raining slow this morning, with a strong wind from the north and disagreeable cool. . . . Crossed 3 creeks. Do not know the name of any of them, but one thing I do know, they are troublesome to get the wagons over. Made some 10 miles.

May 26: We drove some 5 miles this afternoon over a beautiful, rolling prairie, but late in the evening we crossed the worst creek that we have seen. Had to unload the wagons, wading in soft mud to the knee to do it and broke one [wagon] tongue. Bugged about 20 cattle but got them all **out except 2.**

May 31: This morning I give directions for the herds to move on down the creek 5 miles and pull up for the day and rest, and wash saddle blankets. I took a lead horse and went back to the post [Camp Supply] to get flour and bacon to do us to Dodge. Returned late in the evening and found the herds at the crossing of Wolf creek, 18 miles above the post. . . . The post commander [had] issued orders for no herds to come nearer than 12 miles of the post under penalty of being arrested.

June 2: Being camped last night very near 2 herds that was a head of us, we made a short drive today in order to let them get farther from us for, in case of bad weather as the clouds indicate, we might mix and that would be worse than laying up 2 days. A cool north wind today . . . coarse, rough grass, but fine water.

June 3: Rained last night and still raining this morning. . . . Mr. Perry Thompson, just from Fort Griffin, overtaken us today. We were glad to see him as we get lonely in this country. Made a 12 miles drive and camped on a high, pretty prairie. **No wood but plenty of buffalo chips.** No water for the cattle today but fine grass.

June 14: **Slaughter** is sick today. I went out to the herd and cut and graded cattle. In running my horse, **my pocketbook, containing \$98.55 was lost** and I have not found it at this time.

July 1: Cold norther blowing all day. Left 6 cattle; 4 from being poisoned, one from lameness and one from disease and old age. Crossed the state line and entered Nebraska. . . . Drove 15 miles.

July 4: This being the one-hundredth anniversary of American independence, it seems as if we ought to have rest and amusement, but it was to the reverse with us, as I believe we have had the hardest day's work that we have had on this trip. Drove 16 miles and . . . could hardly see our horses' ears for the dust and the day very warm.

July 5: . . . Grass very bad, almost none. Drove 10 miles.

July 8: The cook gave us a light breakfast owing to the wind blowing so hard that he could not cook well. . . . We took a hearty dinner and drove 4 miles up the river valley to Ogallala, a small town on the Union Pacific railroad, our destination.

LITTLE HOUSE ON THE PRAIRIE - CHAPTER 13 —

TEXAS LONGHORNS

One evening Laura and Pa were sitting on the doorstep. The moon shone over the dark prairie, the winds were still, and softly Pa played his fiddle.

He let a last note quiver far, far away, until it dissolved in the moonlight. Everything was so beautiful that Laura wanted it to stay so forever. But Pa said it was time for little girls to go to bed.

Then Laura heard a strange, low, distant sound. "What's that?" she said.

Pa listened. "Cattle, by George!" he said. "Must be the cattle herds going north to Fort Dodge.

After she was undressed, Laura stood in her nightgown at the window. The air was very still, not a grass blade rustled, and far away and faint she could hear that sound. It was almost a rumble and almost a song.

"Is that singing, Pa?" she asked.

"Yes," Pa said. "The cowboys are singing the cattle to sleep. Now hop into bed, you little scalawag.

Laura thought of cattle lying on the dark ground in the moonlight, and of cowboys softly singing lullabies.

Next morning when she ran out of the house two strange men were sitting on horses by the stable. They were talking to Pa. They were as red-brown as Indians, but their eyes were narrow slits between squinting eyelids. They wore flaps of leather over their legs, and spurs, and wide brimmed hats. Handkerchiefs were knotted around their necks, and pistols were on their hips.

They said, "So long," to Pa, and "Hi! Yip!" to their horses, and they galloped away.

"Here's a piece of luck!" Pa said to Ma. Those men were cowboys. They wanted Pa to help them keep the

cattle out of the ravines among the bluffs of the creek bottoms. Pa would not charge them any money, but he told them he would take a piece of beef. "How would you like a good piece of beef?" Pa asked.

"Oh, Charles!" said Ma, and her eyes shone.

Pa tied his biggest handkerchief around his neck. He showed Laura how he could pull it up over his mouth and nose to keep the dust out. Then he rode Patty west along the Indian trail, till Laura and Mary couldn't see him anymore.

All day the hot sun blazed and the hot winds blew, and the sound of the cattle herds came nearer. It was a faint, mournful sound of cattle lowing. At noon dust was blowing along the horizon. Ma said that so many cattle trampled the grasses flat and stirred up dust from the prairie. Pa came riding home at sunset, covered with dust. There was dust in his beard and in his hair and on the rims of his eyelids, and dust fell off his clothes. He did not bring any beef, because the cattle were not across the creek yet. The cattle went very slowly, eating grass as they went. They had to eat enough grass to be fat when they came to the cities where people ate them.

Pa did not talk much that night, and he didn't play the fiddle. He went to bed soon after supper.

The herds were so near now that Laura could hear them plainly. The mournful lowing sounded over the prairie till the night was dark. Then the cattle were quieter and the cowboys began to sing. Their songs were not like lullabies. They were high, lonely, wailing songs, almost like the howling of wolves. Laura lay awake, listening to the lonely songs wandering in the night. Farther away, real wolves howled. Sometimes the cattle lowed. But the

cowboys' songs went on, rising and falling and wailing away under the moon. When everyone else was asleep, Laura stole softly to the window, and she saw three fires gleaming like red eyes from the dark edge of the land.

Overhead the sky was big and still and full of moonlight. The lonely songs seemed to be crying for the moon. They made Laura's throat ache.

All next day Laura and Mary watched the west. They could hear the far-away bawling of the cattle, they could see dust blowing. Sometimes they thinly heard a shrill yell.

Suddenly a dozen long-horned cattle burst out of the prairie, not far from the stable. They had come up out of a draw going down to the creek bottoms. Their tails stood up and their fierce horns tossed and their feet pounded the ground. A cowboy on a spotted mustang galloped madly to get in front of them. He waved his big hat and yelled sharp, high yells. "Hi! Yi-yi-yi! Hi! " The cattle wheeled, clashing their long horns together. With lifted tails they galloped lumbering away, and behind them the mustang ran and whirled and ran, herding them together. They all went over a rise of ground and down out of sight.

Laura ran back and forth, waving her sunbonnet and yelling, "Hi! Yi-yi-yi! "till Ma told her to stop. It was not ladylike to yell like that. Laura wished she could be a cowboy.

Late that afternoon three riders came out of the west, driving one lone cow. One of the riders was Pa, on Patty. Slowly they came nearer, and Laura saw that with the cow was a little spotted calf.

The cow came lunging and plunging. Two Cowboys rode well apart in front of her. Two ropes around her long horns were fastened to the cowboys' saddles. When the cow lunged with x horns toward either cowboy the other cowboy's pony braced its feet and held her. The cow bawled and the little calf bleated thinner bawls. Ma watched from the window, while Mary and Laura stood against the house and stared.

The cowboys held the cow with their ropes while Pa tied her to the stable. Then they said good-by to him and rode away.

Ma could not believe that Pa had actually brought home a cow. But it really was their own cow. The calf was too small to travel, Pa said, lid the cow would be too thin to sell, so the cowboys had given them to Pa. They had given him the beef, too; a big chunk was tied to his saddle horn.

Pa and Ma and Mary and Laura and even Baby Carrie laughed for joy. Pa always laughed out loud and his laugh was like great bells ringing. When Ma was pleased she smiled a gentle smile that made Laura feel warm all over. But now she was laughing

because they had a cow. "Give me a bucket, Caroline," said Pa. He was going to milk the cow, right away.

He took the bucket, he pushed back his hat, and he squatted by the cow to milk her. And that cow hunched herself and kicked Pa flat on his back.

Pa jumped up. His face was blazing red and his eyes snapped blue sparks.

"Now, by the Great Horn Spoon, I'll milk her!" he said.

He got his ax and he sharpened two stout slabs of oak. He pushed the cow against the stable, and he drove those slabs deep into the ground beside her. The cow bawled and the little calf squalled. Pa tied poles firmly to the posts and stuck their ends into the cracks of the stable, to make a fence.

Now the cow could not move forward or backward or sidewise. But the little calf could nudge its way between its mother and the stable. So the baby calf felt safe and stopped bawling. It stood on that side of the cow and drank its supper, and Pa put his hand through the fence and milked from the other side. He got a tin cup almost full of milk.

"We'll try again in the morning," he said. "The poor thing's as wild as a deer. But we'll gentle her, we'll gentle her."

The dark was coming on. Nighthawks were chasing insects in the dark air. Bullfrogs were croaking in the creek bottoms. A bird called, "Whip! Whip! Whip-poor-Will! ""Who? Whooo?" said an owl. Far away the wolves howled, and Jack was growling.

"The wolves are following the herds," Pa said. "Tomorrow I'll build a strong, high yard for the cow, that wolves can't get into."

So they all went into the house with the beef. Pa and Ma and Mary and Laura all agreed to give the milk to Baby Carrie.

They watched her drink it. The tin cup hid her face, but Laura could see the gulps of milk going down her throat. Gulp by gulp, she swallowed all that good milk. Then she licked the foam from her lip with her red tongue, and laughed.

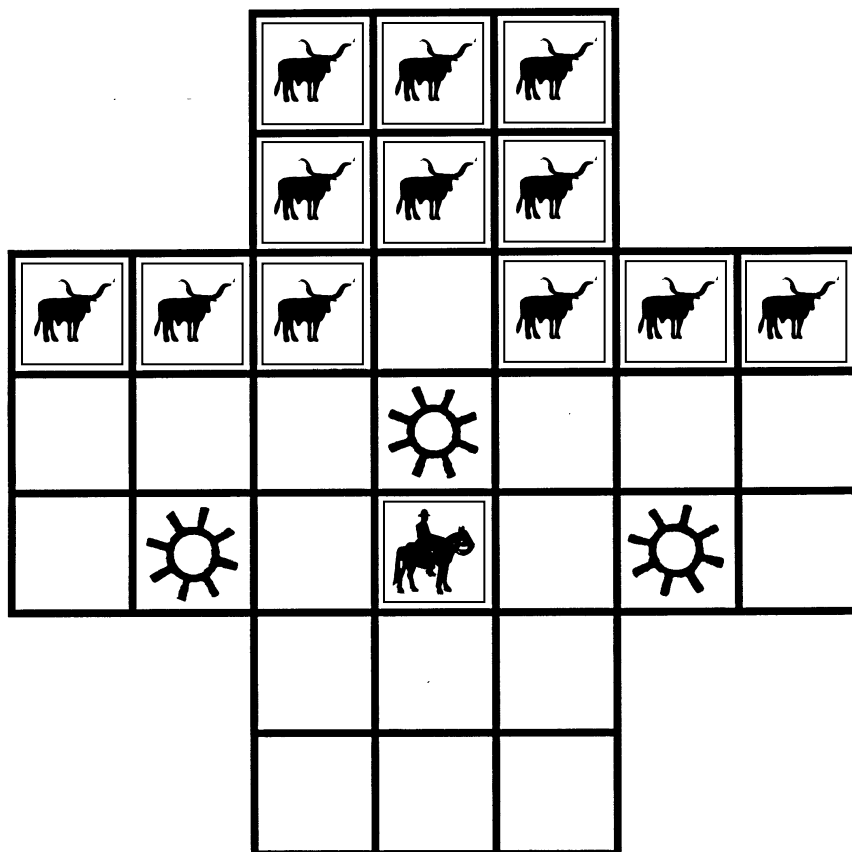
It seemed a long time before the cornbread and the sizzling beef steaks were done. But nothing had ever tasted so good as that tough, juicy beef. And everyone was happy because now there would be milk to drink, and perhaps even butter for the cornbread.

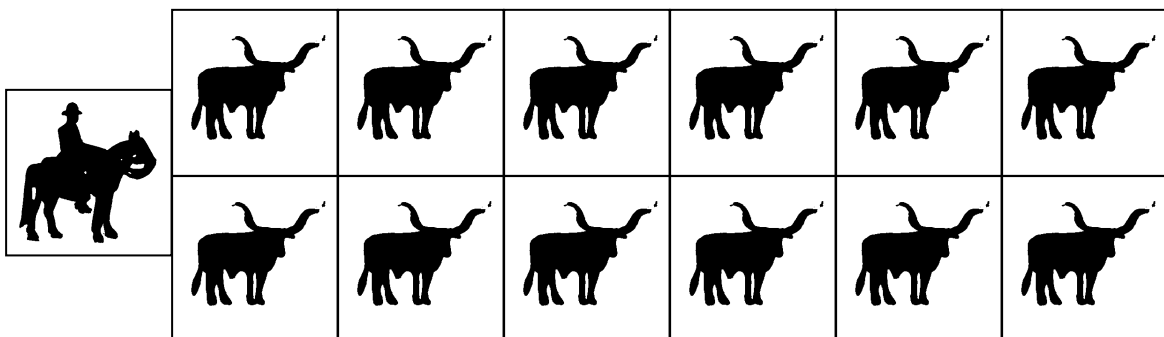
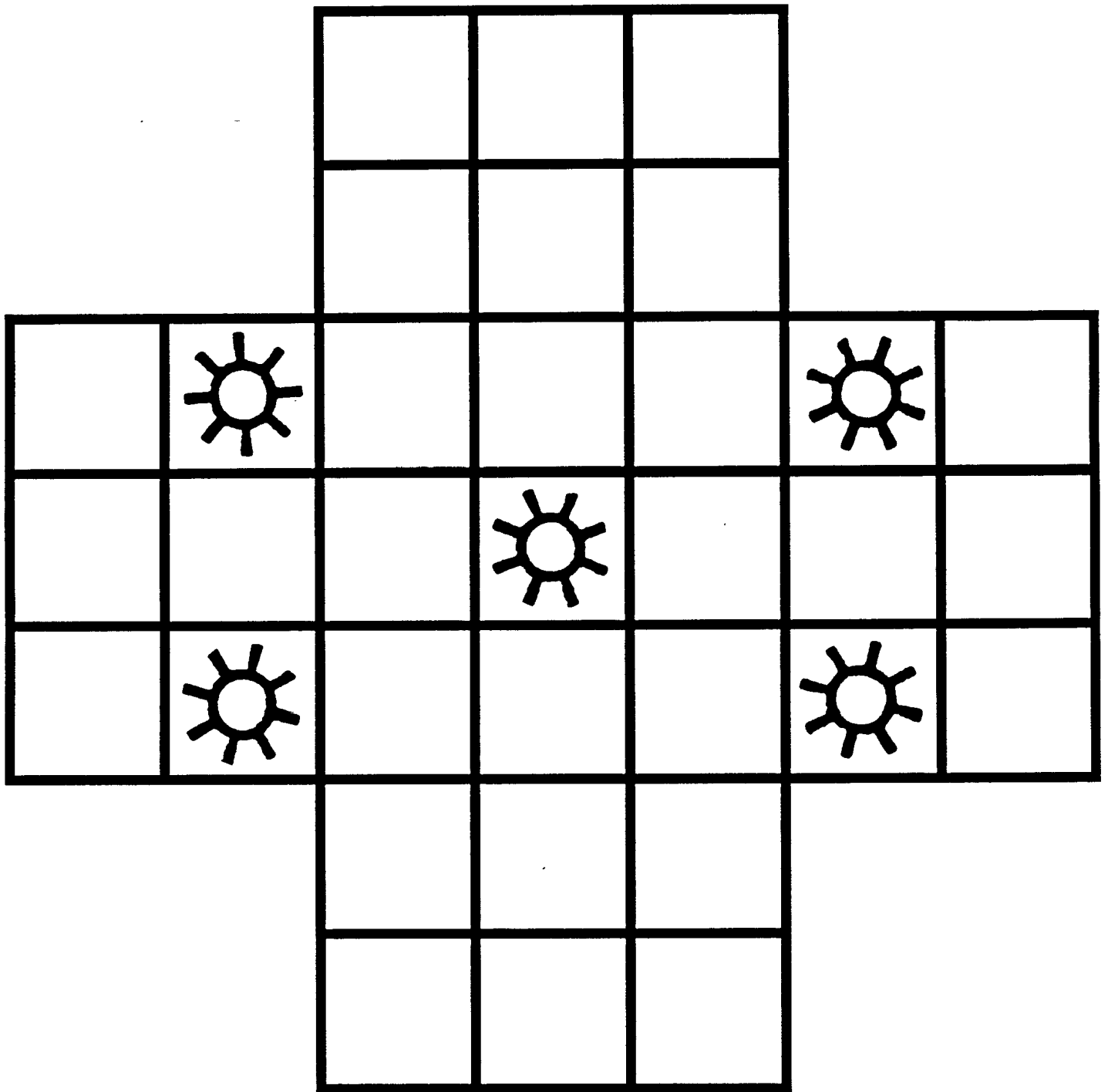
The lowing of the cattle herds was far away again, and the songs of the cowboys were almost too faint to be heard. All those cattle were on the other side of the creek bottoms now, in Kansas. Tomorrow they would slowly go farther on their long way northward to Fort Dodge, where the soldiers were.

ROUNDUP GAME

This is a game for two players. One player is the **Cowboy** and moves the game piece, trying to capture cows. The other player is the **Herd** and moves the *cows* that try to escape off the board. The game is played twice to determine who is the better cowboy.

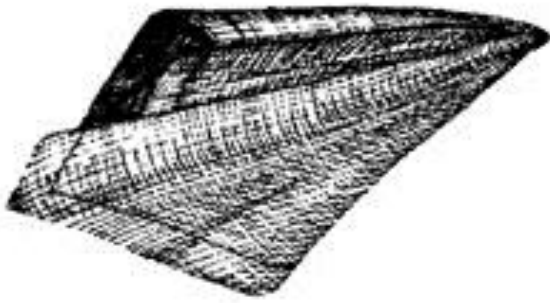
1. After copying the game board and pieces on card stock, have students cut out their game pieces and set up the 12 cows and 1 cowboy on the board as shown in the diagram below.
2. The cowboy moves first. He/she may move one space at a time in any direction and capture a cow by jumping over it into an open space. The cowboy can make double or triple jumps (as in Checkers) if there are open spaces between the cows.
3. One cow at a time may move one space forward, sideways, or diagonally, but it cannot move backward toward the starting position. Cows cannot jump over the cowboy. If a cow makes it all the way to the opposite end of the board and off without being captured, it has escaped.
4. When either a cow or the cowboy moves onto a marked space (see the game board on the next page), the player takes the top card from the Fate Deck, reads it aloud and follows its instructions. (Some of the cows start from a marked space; they do not take Fate Cards unless they move onto such a space later in the game.)
5. If the Fate Card allows either the cowboy or herd to replace a cow on the board, the player may place it on any space.
6. When all the cattle are off the board, the cowboy should count to see how many cattle he/she has captured. Then players switch roles (i.e., the player who was the cowboy become the herd and vice versa) and the game is played again. The cowboy with the highest score after both games is the winner.





Years of experience help the cowboy work the cattle without causing problems. The Cowboy may capture any cow on the board.	The cowboy brings in a bunch of cattle, but one balks and refuses to move into the corral. The cow runs off to one side, gets turned back, and run through the entire herd. She escapes, and several other cows try the same thing. The Herd may take an extra turn.
Fog makes it impossible for the cowboy to find any landmarks. The Herd may have an extra turn.	While roping calves, the cowboy gets the rope crossed with someone else's. The calf gets away, and the cowboy gets teased for the rest of the roundup. The Herd may take an extra turn.
The cowboy and horse are running at full tilt after a steer when the horse steps into a gopher hole and the cowboy is thrown. The Herd may return one cow to the board if any have been captured.	A group of cattle have bunched up along a drift fence, making them easier to gather. The Cowboy may take an extra turn.
A storm is moving into the area. The cattle are <i>antsy</i> and hard to drive. The Herd may take an extra turn.	A big calf kicks his way out of the cowboy's hold. The Herd may take an extra turn.
The cowboy has trained a dog to help with the herd. If any cows have <i>escaped</i> , the Cowboy may replace one on the board.	You're in hill country. Horses have to move more carefully going downhill than cattle. A steer gets away while the horse is moving down a steep slope. One cow may escape from the board.
It's a hot, sunny day, and the cattle are grazing around a water hole where they're easier to find and gather. The Cowboy may take an extra turn.	It's early in the day when rattlesnakes are more active. The cowboy is chasing a steer which runs by a snake, and the horse is bitten. The Herd may take an extra turn.
It's a drizzly day, and the cattle are lying down in low places. They are hard to spot. The Herd may take an extra turn.	The cowboy's horse is young and not yet well trained. If he/she has captured any cows, the Herd may return one of them to the board.
It's a crisp, clear morning and an easy drive back to the corral. The Cowboy may take an extra turn.	A well-trained horse gives the cowboy an advantage. The Cowboy may capture any cow on the board.

Bandanna



el pañuelo de cuello

Bedroll



ropa de cama

Bit



el brocade del freno

Boot



la bota

Bridle



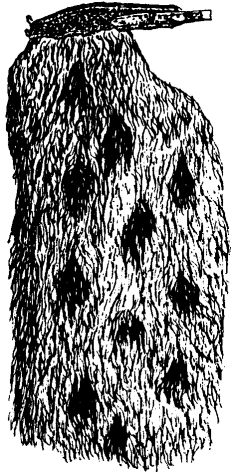
la brida

Chaps



las chaparreras

Chaps (woolies)



las chaperreras

Duster (slicker, raincoat)



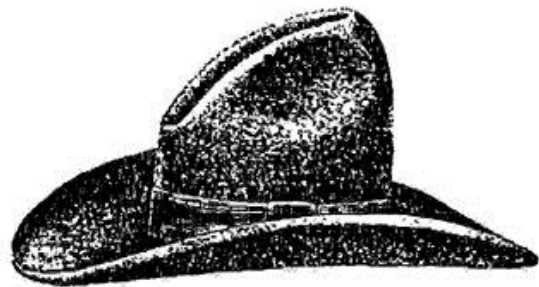
el impermeable

Glove



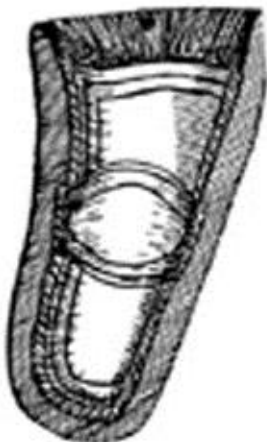
la guante

Hat



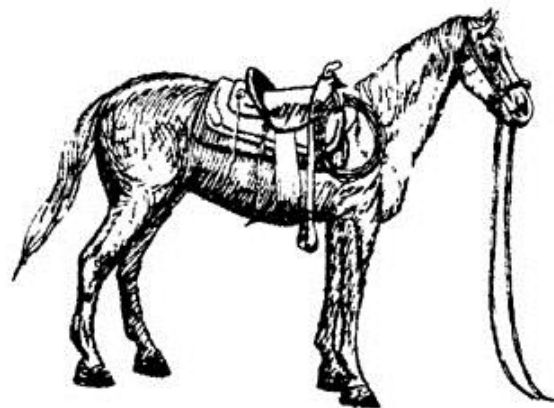
el sombrero

Holster



la funda

Horse



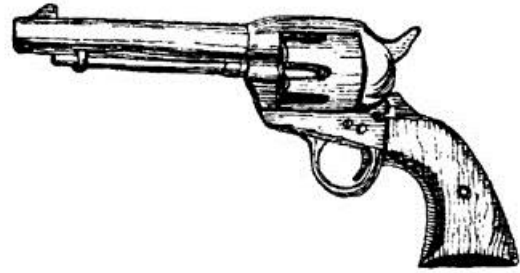
el caballo

Pants



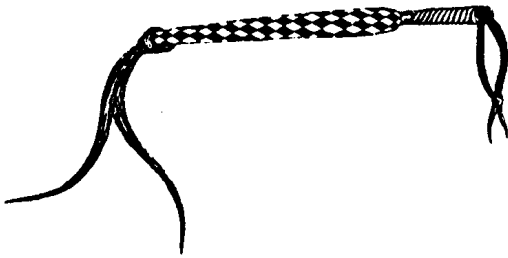
los pantalones

Pistol



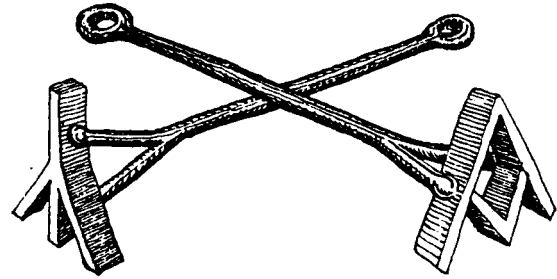
la pistola

Quirt



la cuarta

Branding irons



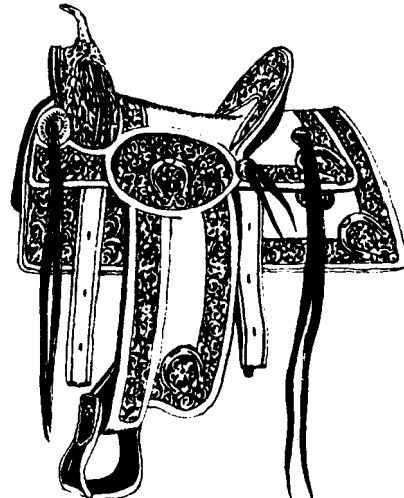
los fierros

Lariat



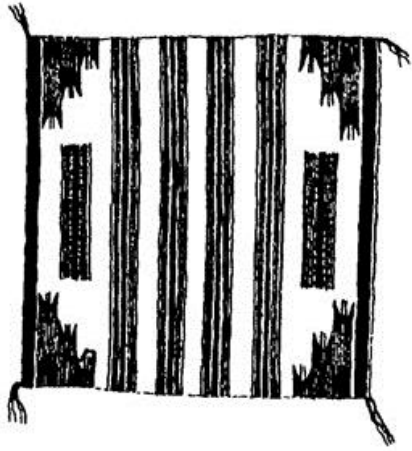
el lazo

Saddle



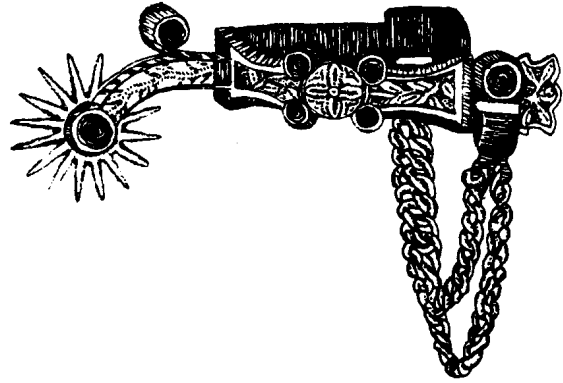
la silla

Saddle blanket



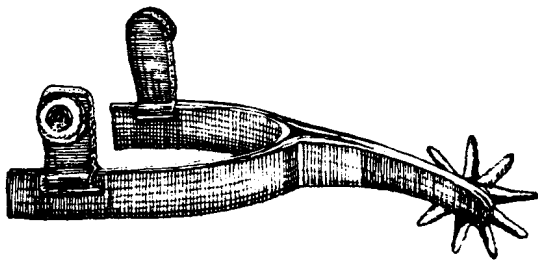
ensille manta

Spur



LA Espuela

Spur



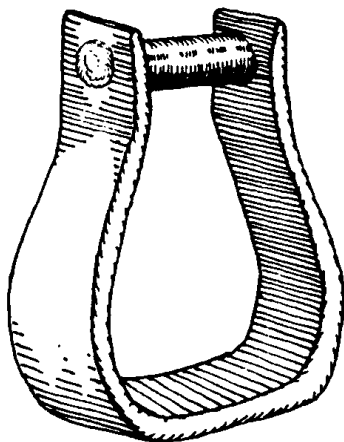
la espeula

Shirt



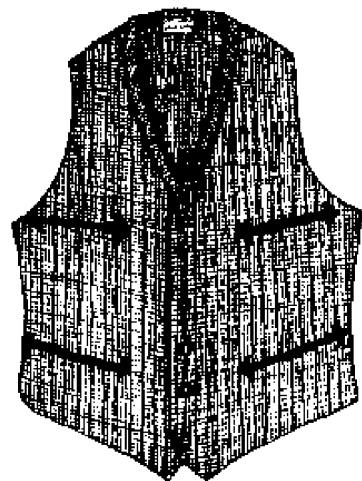
la camisa

Stirrup



el estribo

Vest

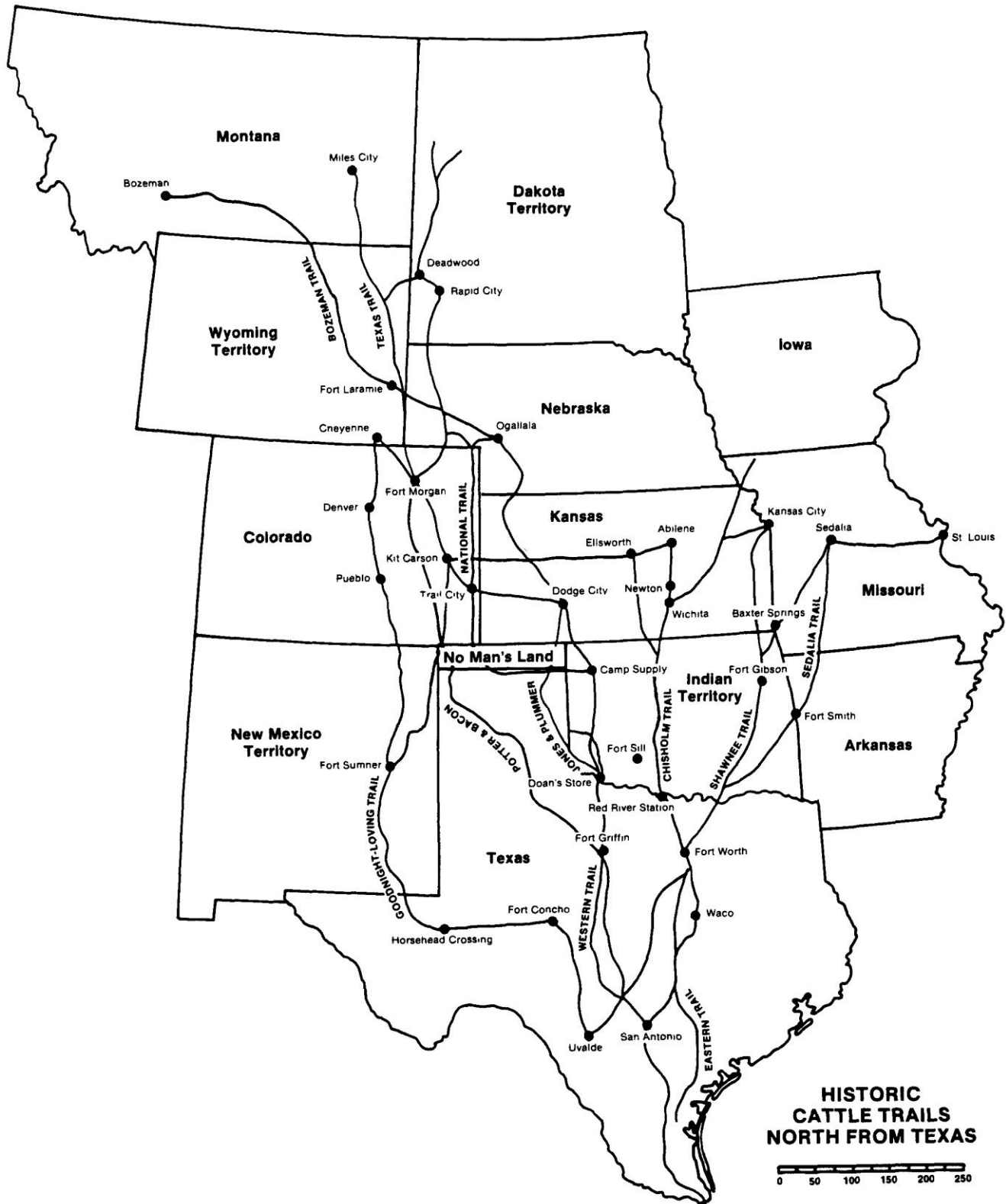


la chaleco

CHISHOLM TRAIL



TRAILS MAP



WHOSE COW IS IT, ANYWAY -- BRANDS?

Included in this packet are some brands that cowboys and ranchers used. Ask the class to speculate as to why they were necessary, and why it was important to determine who owned the cattle. Look at the brands themselves and talk about how they represented the owner or the ranch. Allow students to create their own brand.

Cattle and horses were branded and marked to establish ownership. Brands could be made up of letters, numerals, shapes, or designs and were read (or *called*) from top to bottom and from left to right. A cowboy often memorized hundreds of different brands that were registered so that no two owners could use the same sign. Any person caught putting an unrecorded brand on an animal was subject to prosecution. (In some areas it was illegal to carry a *running iron* because it could be used to make any brand. Instead *stamp irons* which made only a single brand were used.

Brands were designed to be *called* easily. In addition, some owners tried to invent brands that were difficult to change, hoping to discourage rustlers.



Walking R



Bar Double Y



Rocking K



Turkey Track



Running W



Circle C



Flying Circle



Swinging Diamonds

HUNGRY FOR SOME GRUB? COWBOY COOKING

Consider preparing any of the recipes found on the Cowboy Cooking pages—hardtack, jerky, cowboy beans. Review the reasons these basic foods would have been eaten on the trail. Would your class have liked a steady diet of these foods? What other foods do they think the cowboys might have eaten? What foods would they miss if they were on the trail with the cowboys of 1870?

In the 1800s cowboys were often far from supplies need to make “normal” bread and food. They also needed foods that were lightweight and would not spoil. Hardtack and jerky are two of those kinds of foods. They also ate food that reflected many cowboys’ Hispanic heritage such as Cowboy Beans. (Recipes from *Foods in Kansas*, published by the Kansas State Historical Society)

Cowboy Beans

Ingredients:

1 pound dried pinto beans
2½ cups cold water
½ pound lean salt pork, cut up
1 red chili pepper
1 medium onion, chopped
1 clove garlic, minced

1 can tomato paste (6 oz.)
1½ tablespoons chili powder
1 teaspoon salt
1 teaspoon cumin seed
½ teaspoon margarine

Wash and pick over beans; put in large mixing bowl. Cover beans with cold water and soak overnight. The next morning put beans and water into Dutch oven and bring to a boil; reduce heat, cover, and simmer 1 hour. Stir in remaining ingredients; cover and simmer 2 hours or until tender. Add more water if necessary. Serves 8.

Hardtack

Ingredients and supplies:

3 cups white flour
3 teaspoons salt
1 cup water
2-quart bowl

rolling pin
bread board
eight-penny nail
baking sheets

Preheat the oven to 375 degrees. In a large bowl, mix the flour and salt. Add water and mix until the dough becomes stiff and difficult to stir. Knead the dough in the bowl with one hand, adding more flour to make it very dry.

Press, pull, and roll the dough into a rectangle that can be divided into 3-inch squares of ½-inch thickness. Use a table knife to cut the dough into squares. Holding each square in your hand, punch 16 holes through it with the nail. Place the dough squares on ungreased baking sheets and bake for 30 minutes, until crisp and lightly browned. Cool before storing in a closed container. Makes 16 pieces.

Jerky

Ingredients:

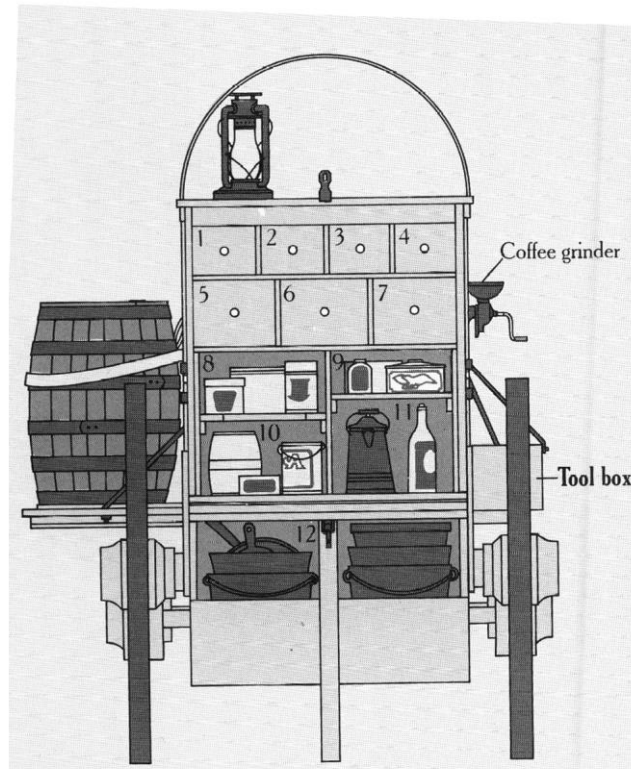
2 ½ pounds of lean beef chuck or shank
Salt
Pepper

Slice the meat into thin strips. Sprinkle with salt and pepper. Pound raw meat with a hammer. Turn meat over and pound on the other side. Turn oven to a low heat, about 120 degrees, and leave the door partly open for moisture to escape. Cover the bottom rack of the oven with aluminum foil. Spread meat strips on wire rack above. (Strips can be hung over wires one by one.) Leave in the oven for 4 or 5 hours. Turn meat over and leave for another 4 or 5 hours. When the jerky shrivels up and turns black, it is done. The strips will bend without snapping when they come out of the oven. Turn the oven off and remove meat when cool. Store in a closed jar.

Chuck Box and Boot

THE PORTABLE KITCHEN

- 1 Flour
- 2 Sugar
- 3 Dried fruit
- 4 Roasted coffee beans
- 5 Pinto beans
- 6 Plates, cups, cutlery
- 7 Possible drawer
 - Castor oil
 - Calomel
 - Bandages
 - Needle and thread
 - Razor and strop
- 8 Salt
- Lard
- Baking soda
- 9 Vinegar
- Chewing tobacco
- Rolling tobacco
- 10 Sourdough keg
 - Matches
 - Molasses
- 11 Coffee pot
- Whiskey
- 12 Skillets
- Dutch ovens
- Pot hooks



Wagon Bed

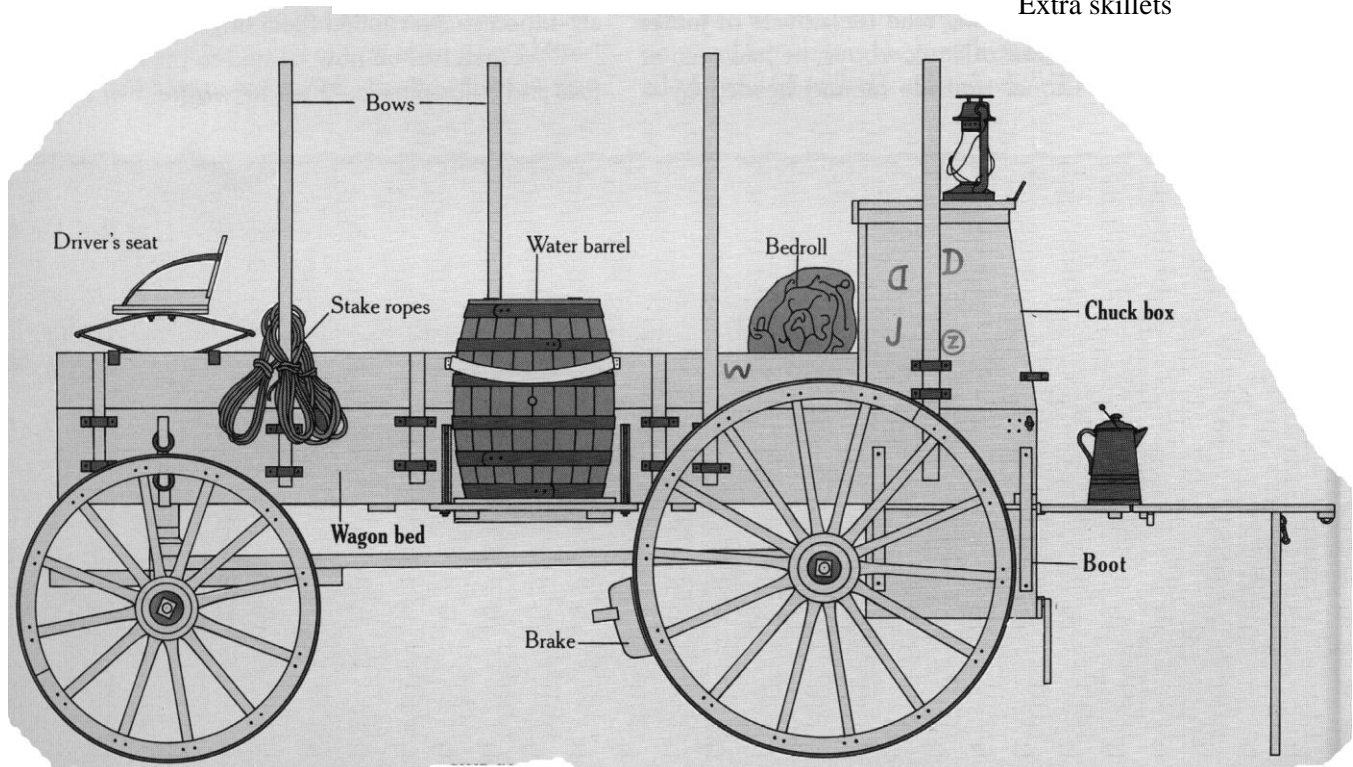
Bedrolls
Slickers
Wagon sheet
½-in. corral rope
Guns and ammunition
Lantern and kerosene
Axle grease
Extra wagon wheel
Salt pork
Raw beef

Bulk Storage

Green coffee beans
Flour, sugar, and salt
Pinto beans
Dried apples
Onions and potatoes
Grain for work team

Tool Box

Shovel
Ax
Branding irons
Horseshoeing equipment
Hobbles
Rods for pot rack
Extra skillets



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OLD COWTOWN MUSEUM

WICHITA, KANSAS, USA

The DeVore Farm

Numbers are for identification only
and are not a suggested tour route

1. Heller Cabin
2. Buffalo Hunter's Camp and Chuckwagon
3. Orientation Building
4. Gifford's Store and Saloon
5. Munger House
6. Finlay Ross Furniture Store
7. Harness and Saddlery
8. Baldwin's Old Time Photos
9. Dressmaking and Millinery
10. First Arkansas Valley Bank
11. Jail
12. General Store
13. McGinn's Feed and Seed *exterior only*
14. Blood Family Homestead
15. DeVore Farm
16. Empire House
17. Empire Hall
18. Children's Corner Creative Emporium
19. Blacksmith
20. Marshal's Office
21. Meat Market
22. Arkansas Valley Grain Elevator and Scale House
23. Lakeside Administrative Offices
24. Wichita and Southwestern Depot
25. Wolf House and Herb Area
26. Livery Stable and Veterinarian's Office
27. Eagle Cornice Works
28. Turnverein Hall
29. Southern Hotel
30. Fritz Snitzler's Saloon
31. Drug Store, Doctor and Dentist Offices
32. O'Hara's Barber Shop and Land Office
33. Law Office
34. Fechheimer's Dry Goods and Clothing
35. City Eagle Print Shop
36. Gill Mortuary
37. Carpenter's Shop
38. One-Room School
39. The McKenzie House
40. Story-and-a-half House
41. Murdock House
42. The Hodge House
43. First Presbyterian Church

To the Visitors Center



1 Restrooms
Information