

Instructional Recipe

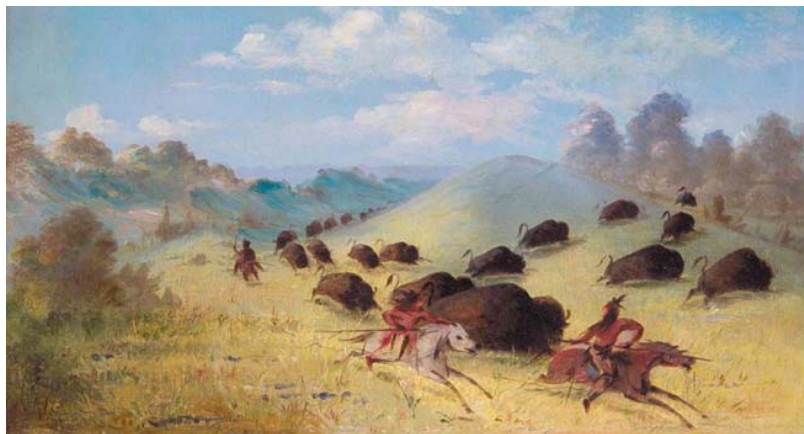
How Did the Texas Frontier Change Life Forever for Native Americans, the Cattle Industry and Cowboys? Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will identify significant individuals, events, and issues from Reconstruction throughout the beginning of the Texas frontier; explain the effects of westward expansion on Native Americans; describe the development of the cattle industry from its Spanish beginnings; and distinguish the myths and realities of the cowboy way of life.

Introduction: Show students artwork of the Texas frontier.



<http://www.panhandlenation.com/history/buffalo.html>

Ask:

- ★ What are some important elements of the Texas frontier in this art?
- ★ What issues related to the expanding frontier are revealed by this work of art?
- ★ Can you think of other issues related to the expanding frontier?

Vocabulary:

- ★ **frontier** - the land or territory that forms the furthest extent of a country's settled or inhabited regions; border

TEKS:

(7.6A) identify significant individuals, events, and issues from Reconstruction throughout the beginning of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop.
(7.21A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.
(7.21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
(7.22D) create written, oral, and visual presentations of social studies information.

Technology Application TEKS:

3A. Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods
4B Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
6A Determine and employ methods to evaluate the electronic information for accuracy and validity
6B Resolve information conflicts and validate information through accessing, researching, and comparing data
6C Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information
7A Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings
7B Create and edit spreadsheet using all data types, formulas and functions, and chart information
10A Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

Step 2 – Investigate

Suggested searches: *Texas AND frontier*; *Texas AND pioneers*; *Texas AND cowboy*

Texas Heritage Onlines Resources:

- ★ Howell, Kenneth W. "James Webb Throckmorton: the life and career of a southern frontier politician, 1825-1894." Diss. Texas A&M University, 2005. *Texas A&M University Libraries Digital*. Texas Heritage Online, 29 Aug. 2005. Web. 29 Aug. 2005.
<<http://repository.tamu.edu/handle/1969.1/2350>>.
- ★ Deaton, E.L.. *Indian fights on the Texas frontier. A true account of the last exciting encounters with Redskins in Hamilton, Comanche, Brown, Erath and adjoining counties as recorded by E.L. Deaton, a Texan of pioneer days.* Fort Worth. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph27721/>. Accessed August 4, 2009.
- ★ Brown, John Henry. *Indian wars and pioneers of Texas / by John Henry Brown.* Austin, Tex.. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph6725/>. Accessed August 4, 2009.
- ★ Texas Historical Foundation. "The Buffalo Soldiers at Fort Concho, 1869-1885." *Heritage, Spring 2002.* Austin, Texas. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph45382/>. Accessed August 4, 2009.
- ★ Texas Historical Foundation. *Heritage, Spring 2003.* Austin, Texas. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph45378/>. Accessed August 4, 2009.
- ★ Texas Historical Foundation. *Heritage, Volume 12, Number 1, Winter 1994.* Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph46807/>. Accessed August 4, 2009.
- ★ *Cattle on the Range in West Texas.* The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph43373/>. Accessed August 4, 2009.

EBSCO Resources:

- ★ Chapter 11: Inside the Pitchfork Gate. Big Ranch Country, 1999, p108-113, 6p; (AN 26967297)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=26967297&site=src-live>>
- ★ Chapter II: Cattle and the Open Range. Cowboy Justice: Tale of a Texas Lawman, 1997, p21-44, 24p; (AN 27130959)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=27130959&site=src-live>>
- ★ Hogg, James Stephen. Columbia Electronic Encyclopedia, 6th Edition, 1/1/2009, p1-1, 1p; (AN 39011936)
<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=39011936&site=src-live>>
- ★ OCTOBER 30, 1855. By: Stone, Ron. Book of Texas Days, 1984, p182-183, 2p; Reading Level (Lexile): 1090; (AN 21474852)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=21474852&site=src-live>>
- ★ The Warrior's Bride. By: Reid, Jan. Texas Monthly, Feb2003, Vol. 31 Issue 2, p120, 7p, 1 color, 1 bw; Reading Level (Lexile): 1100; (AN 8935167)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=8935167&site=src-live>>
- ★ Two Frontier Narratives: PICTURES OF THE PAST. By: Connor, Seymour V.. Buffalo Guns & Barbed Wire: Two Frontier Accounts by Don Hampton Biggers, 1991, p1-94, 103p; (AN 36087040)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=36087040&site=src-live>>
- ★ CHAPTER X: THE GENUINE COWBOY AT WORK AND PLAY. Quirt & the Spur: Vanishing Shadows of the Texas Frontier, 2000, p270-302, 32p; (AN 26967315)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=26967315&site=src-live>>

Additional Websites:

- ★ <http://www.tshaonline.org/handbook/online/articles/RR/azr2.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/EE/uzeuj.html>

Step 3 – Create

Students can work individually or with partners to create a chart that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use graphic organizer software such as Inspiration, draw a table in a word processor, or create a spreadsheet using Microsoft Excel to map out their ideas.

Allow students to share their information with another group or as a whole class.

Topics to Consider	Native Americans	Cattle Industry	Cowboy Way of Life
History and Development on the Frontier			
Open Range vs. Closed Range			
Significant Leaders			
Significant Events			

Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Develop and deliver a newscast.** Be sure to inform Texas citizens about the major issues facing the Texas frontier between Reconstruction and the 20th century. Be sure to include images in your newscast.
- ★ **Write and perform a skit.** The skit should include dialogue for each significant individual chosen as well as discussion about major issues facing Texas with the expanding frontier. Be sure to include significant individuals from Reconstruction to the 20th century including Cynthia Ann Parker, the Buffalo Soldiers, the Texas cowboy, and others.

🔗 Technology Link - Use a word processing or desktop publishing program, such as Microsoft Publisher, to write your summary, newscast or collage. Use the EBSCO image collection to locate graphics about Texas. Teachers may also videotape the students' performances. Videos can be edited using Windows Movie Maker, iMovie, or other video editing program.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Newscast - Presentation and Planning :
Reconstruction to 20th Century

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 5-7 "tidbits" from their research into their newscast.	Group researched the subject and integrated 3-5 "tidbits" from their research into their newscast.	Group researched the subject and integrated 2-3 "tidbits" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Knowledge Gained	Accurately answers questions related to topic.	Accurately answers most questions related to topic.	Accurately answers some questions related to topic.	Appear to have little knowledge about questions related to topic.

Historical Role Play: Reconstruction to 20th Century

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.