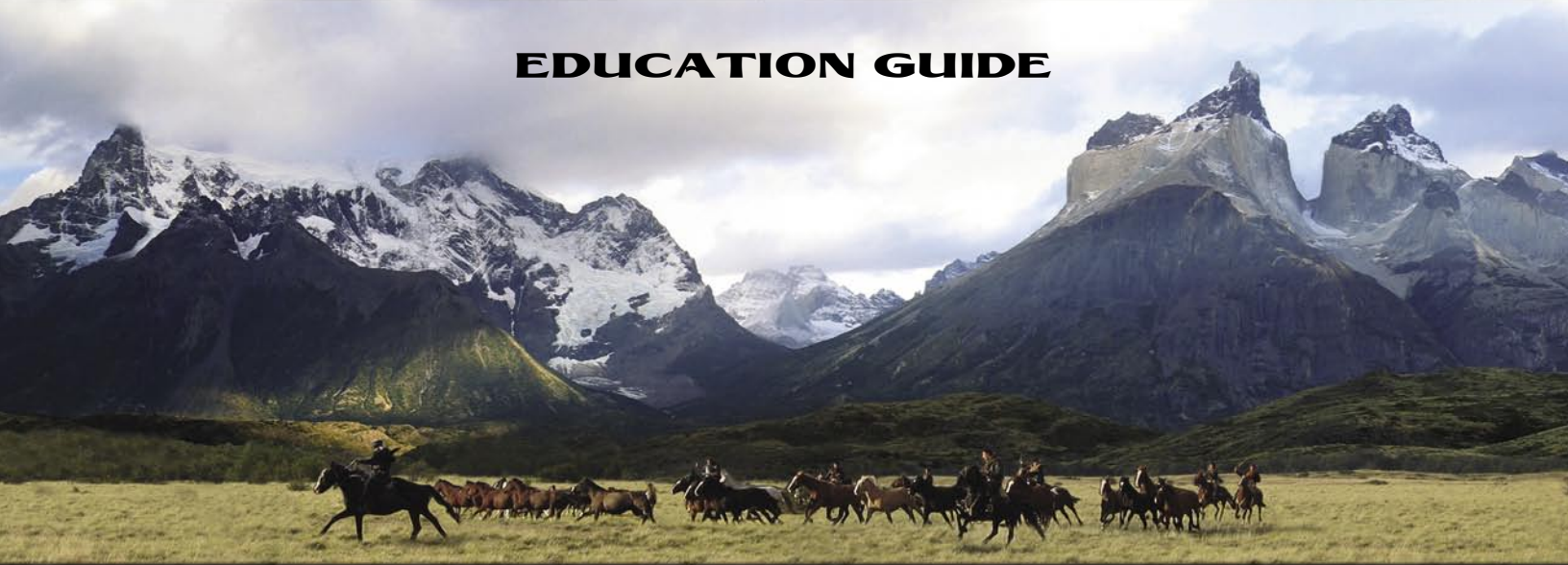


4 CONTINENTS. 1500 YEARS. ONE UNBROKEN TRAIL.



EDUCATION GUIDE



THE AMAZING GLOBAL JOURNEY OF THE COWBOY



BOLD MOVES

"RIDE AROUND THE WORLD" a film for **IMAX**® and other giant screen theaters

www.RIDEAROUNDTHEWORLD.com

a GIANT SCREEN FILMS release



A TRINITY FILMS PRODUCTION



EDUCATION GUIDE

RIDE AROUND THE WORLD is an active journey through time and across cultures that explores the rich traditions and legacy of the cowboy. The cowboy's ride begins 1500 years ago in Morocco and remains largely unchanged as it has traveled to the lands of the New World and into the present day. Although languages and cultures may differ, cowboys are united in their spiritual connection to the land and their animals. *RIDE AROUND THE WORLD* is a beautiful meeting of people, their horses, the cattle they work, and the vast open space of the lands to which they are inextricably wed.

RIDE AROUND THE WORLD invites its audience to ride along with the cowboys and share in a lifestyle that remains steadfast in the face of a rapidly changing world.

The Education Guide that follows is designed to enrich and expand the learning experiences of your students as they interact with the history and culture of the global cowboy. Organized by the various cowboy cultures, the guide provides:

- student objectives
- social studies standards for elementary and middle grades
- background information for the educator
- discussion questions
- research activities
- activities that integrate a variety of disciplines
- recommended Web sites
- student and teacher resources

In order to tap prior knowledge and pique the interest of the students, the guide also contains questions and activities for the educator to use before students view the film. Additionally, the guide contains post-viewing questions and activities that underscore the commonality of experience among cowboys of all cultures, requiring students to synthesize information from the film and their research.

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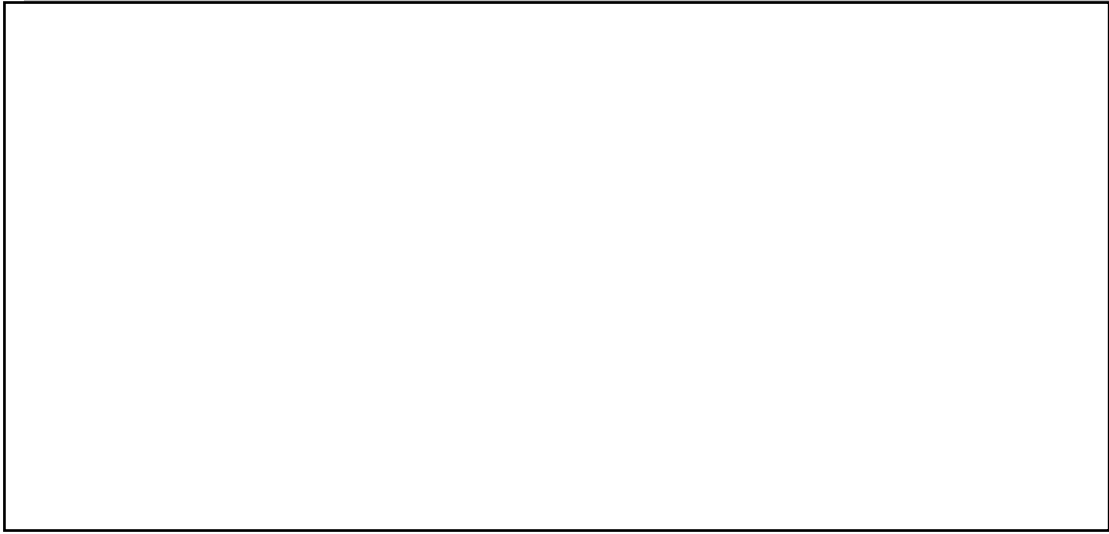
PREVIEWING DISCUSSION/ACTIVITIES

ALL LEVELS

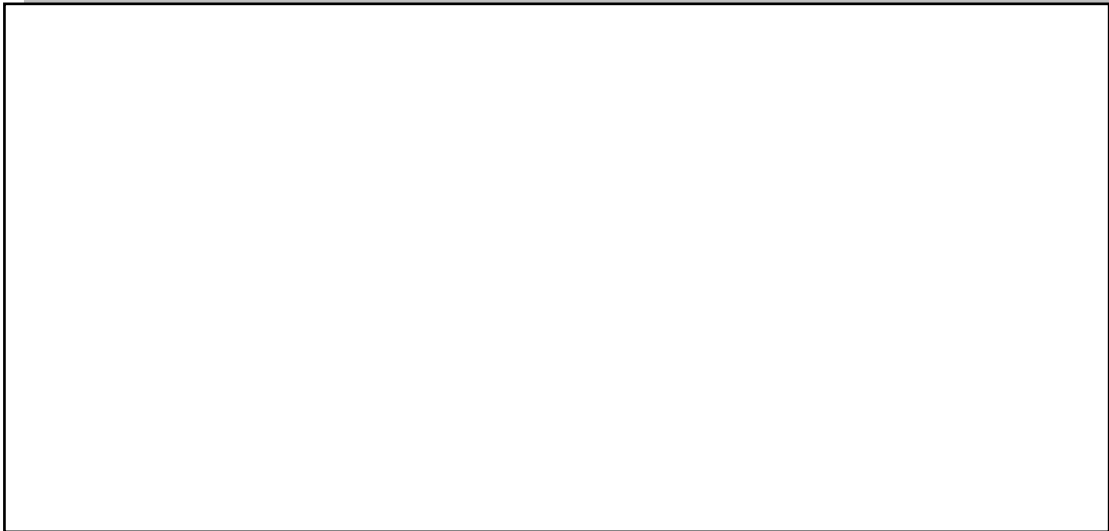
1. When you hear the word “cowboy,” what image comes to mind? Draw a picture of your vision of a cowboy. Label. (After viewing the movie, instruct students to review their pictures and discuss how their image changed or did not change as a result of the film. If their images changed, in what ways? Why?)
2. What do you think is a cowboy’s most important piece of equipment? Why? (After viewing the film, what do you consider the most important? Why?)
3. Engage the class in a brainstorming exercise about cowboy equipment. Once a list is constructed, instruct students to list all possible uses or roles for each piece of equipment.
4. Where did cowboys come from originally?
5. Distribute (or have students construct) a K.W.L. (Know-Want-Learn) chart. The K.W.L. graphic organizer assesses students’ prior knowledge, helps students generate questions about what they wish to learn, and encourages student to reflect upon what they have learned. Students may complete the organizer independently, in small groups, or in a large group. Students complete the first two columns before viewing the film. The third column is completed after viewing the film. Not all questions will be answered in the film. Unanswered questions provide the basis for research.

mustang	longhorn cattle
branding	barbed wire
cattle drive	Chisholm Trail
chuck wagon	Charles Goodnight
horseshoe	American Quarter Horse
spurs	conquistador
Hernán Cortés	Kasbah
Straight of Gibraltar	Moroccan/Spanish Barb
vaquero	chaps
charreada/charrería	rawhide
sombrero	escaramuza
gaucho	Ibera Wetlands
Pedro de Mendoza	capybara
Calgary Stampede	boleadoras
baqueano	border collie/Australian shepherd
6. Before viewing the film, instruct students to choose a topic from the list below. (Students may draw a topic to ensure fairness of distribution.) Once a topic is drawn, the student is given time to research in order to become an “expert” on that topic. Students complete a visual, a one page information sheet that contains illustrations, questions, puzzles, etc., and a Works Cited page. Students then present their information orally to the class either before or after the film. If they present after the film, students should be allowed to use the information gleaned from the film in their presentation. (Note: Student-designed activity pages may be copied and distributed to classmates and stapled into booklets. After viewing the film, students may design covers related to the global cowboy.)

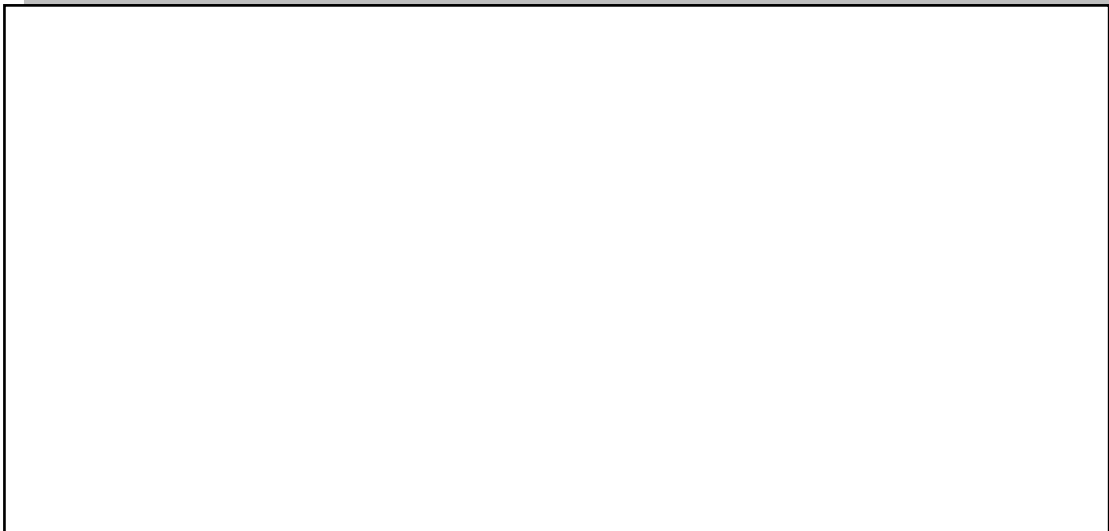
What I Learned



What I Want to Know



What I Know



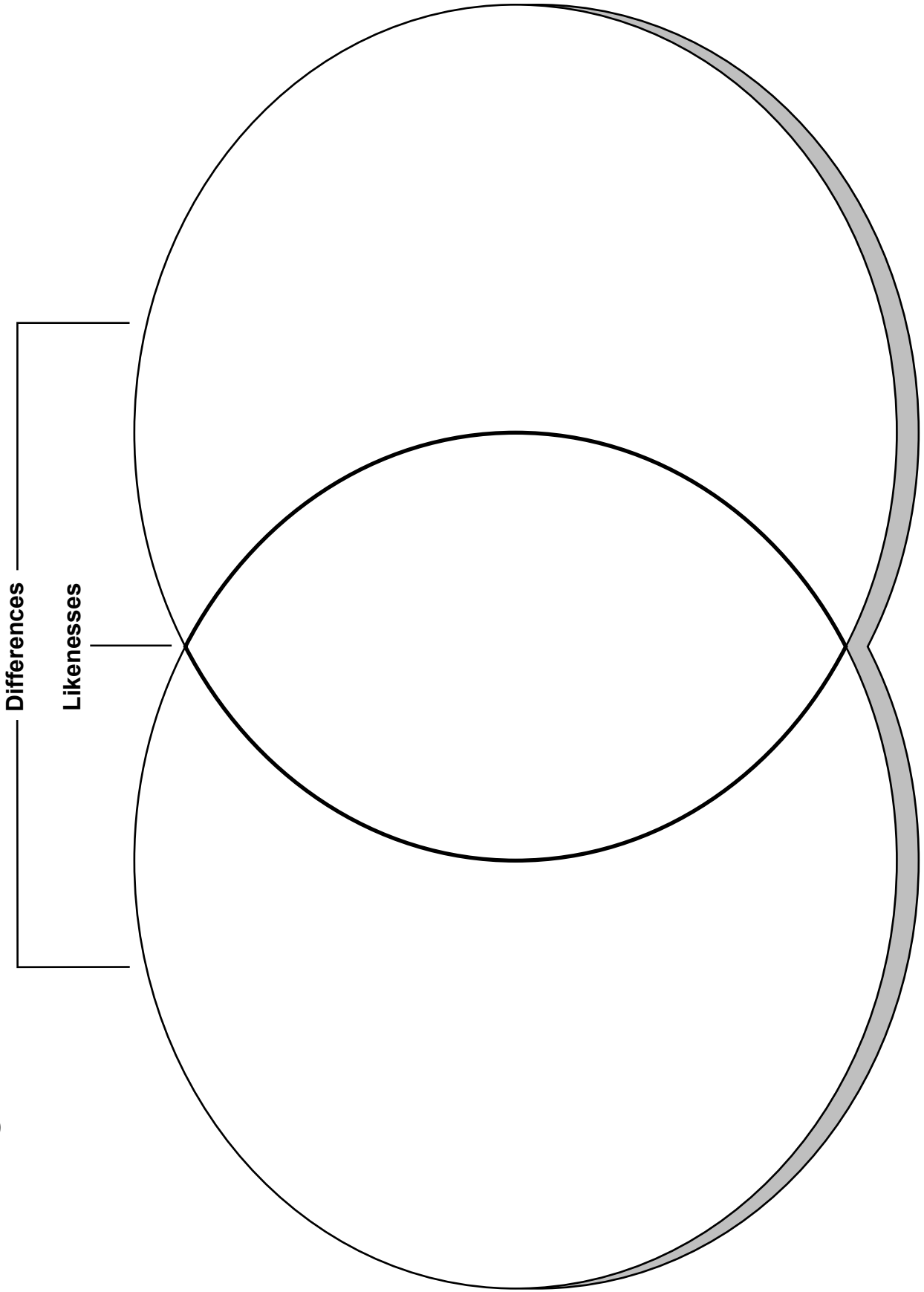
POST-VIEWING DISCUSSION/ACTIVITIES

ALL LEVELS

1. Choose one of the cowboy cultures presented in the film and discuss/present how the cowboy's clothing, equipment, and horse reflect the needs of the cowboy's environment and job. (Note: Students may complete independently or form groups based on cowboy culture.)
2. Why does cowboy life rely on a sense of camaraderie and dependence on other cowboys? Why is it necessary for cowboys to cooperate and work together? What would be the possible pitfalls of being a maverick?
3. What kind of hardships or perils do cowboys of all cultures face?
4. What personal qualities do cowboys of all cultures possess? (courage, patience, self-reliance, skill, determination)
5. What similarities exist between the cowboys of various cultures? Consider cowboy clothing, equipment, tasks, and skills needed. (Educators may wish to use a Venn Diagram on following page to help students organize the information.)
6. Which of the cowboy cultures do you find the most interesting? Why?
7. What message do you think the filmmakers of *RIDE AROUND THE WORLD* wish to convey to the audience? Support with details from the film.
8. Do you agree or disagree with the statement that there will always be a need for the cowboy? Why or why not? How do you envision cowboy life in the future? Support.
9. Activity (upper grade levels, English/language arts):
4-2-1 Free Write is a tool that helps students synthesize information in order to collaboratively identify the big idea. Use the 4-2-1 Free Write graphic organizer on the following page and follow the steps listed below:
 - Students view film and engage in follow-up discussions.
 - Distribute graphic organizer to students and instruct students to individually identify the four important ideas from the film.
 - When completed, each student pairs with another student and compares their four responses. Then they discuss and decide on the two most important ideas and record them on their individual sheets.
 - The pair of students meets another pair of students and discuss the two ideas. Then the students come to a consensus on which idea is the most important.
 - The teacher then records each group's important idea and records it on the board/overhead.
 - At this point the students are ready to free write. The teacher may select one of the main ideas from the board and instruct students to free write for a specific period of time, or the teacher may allow students to choose one of the ideas and free write. The point is to explain the main idea so thoroughly that someone who had not seen the film would understand it.
 - Students may then return to their groups of four and listen to each other's written responses, or students may mix with other groups and share their responses.
 - The teacher follows-up with a discussion of the big ideas.

10. Activity (all grade levels, English/language arts):
Choose one of the global cowboy cultures from the film and imagine becoming one of the cowboys. You are far from home and decide to write your family a letter. Share with your family some of your experiences. What is the countryside like? Weather? What skills have you developed? What was the most difficult for you to learn? What has been the most surprising aspect of your job? What is one thing you would like to change? Who are the other cowboys and what are they like?
11. Activity (all grade levels, English/language arts):
Writing poetry is a wonderful vehicle for describing the life of a cowboy. Both elementary and middle grade students can capture the excitement and imagery.
- a) Lower grades may complete acrostic poems using all sorts of cowboy-related terms from the film. Simply write the word vertically and then use each letter to begin a descriptive line.
 - b) Lower and middle grades can complete poems that follow a particular structure such as cinquains, haiku, and diamante. Students may choose the cowboys themselves to write about or some aspect of cowboy life. (See handout for poetry patterns) Shape poems are another option. Students sketch an outline of the poem's topic. After brainstorming words and phrases that describe the topic, the student "forms" the poem in the shape of the topic.
 - c) Free verse poetry is appropriate for both young and old writers. Encourage students to avoid writing rhyming poems, so that they may experiment with the word choice and literary devices such as metaphors, similes, and personification. Instruct students to close their eyes and visualize an image from the movie. After completing a quick sketch of the image on paper, students begin to brainstorm sensory details (touch, sight, smell, taste, hear) that capture the moment. (This type of poetry is especially effective for capturing the beauty of the land.) Once they have finished brainstorming, students begin forming phrases and lines, or students may work on creating metaphors, similes, and personification to truly paint a picture with words.

Venn Diagram



4-2-1- Free Write Organizer

Individually: Four Ideas

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Pairs: Two Central Ideas

--	--

Groups of Four: The One Big Idea

--

Free Write

--

RIDE AROUND THE WORLD

RIDE AROUND THE WORLD documents cowboy life from a cultural and historical perspective as viewers travel to different world locations to experience the rich traditions of the past and the present.

OBJECTIVES FOR ALL GRADE LEVELS:

The student will be able to:

- describe the role of the global cowboy.
- use a map and match the global cowboy with his country.

SOCIAL STUDIES STANDARDS FOR ELEMENTARY GRADES:

- Ia. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- IIIb. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- Ia. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- IIIb. Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

BACKGROUND INFORMATION

The role of the global cowboy has changed very little in over a thousand years. Vaqueros in Mexico and Spain, gauchos in Argentina, baqueanos in Chile, and cowboys in the U.S. and Canada are all charged with tending to cattle or other livestock and using horses to carry out their mission. Cowboys have a job to do, regardless of where they live, and it is so much more than a job—it's a way of life.

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADES, SOCIAL STUDIES):

1. Why can a cowboy's role be described as global?
2. Describe how the cowboy's way of life has remained the same for years and years.

ACTIVITY (ALL GRADES, ENGLISH/LANGUAGE ARTS)

Write a review of the film *RIDE AROUND THE WORLD*. Share your review with classmates.

ACTIVITY (MIDDLE SCHOOL, SOCIAL STUDIES):

Cowboys ride the world and perform similar duties everywhere. Can you match the cowboy name and his place of work on the world map? Place the letter and matching number beside the starred locations on the world map.

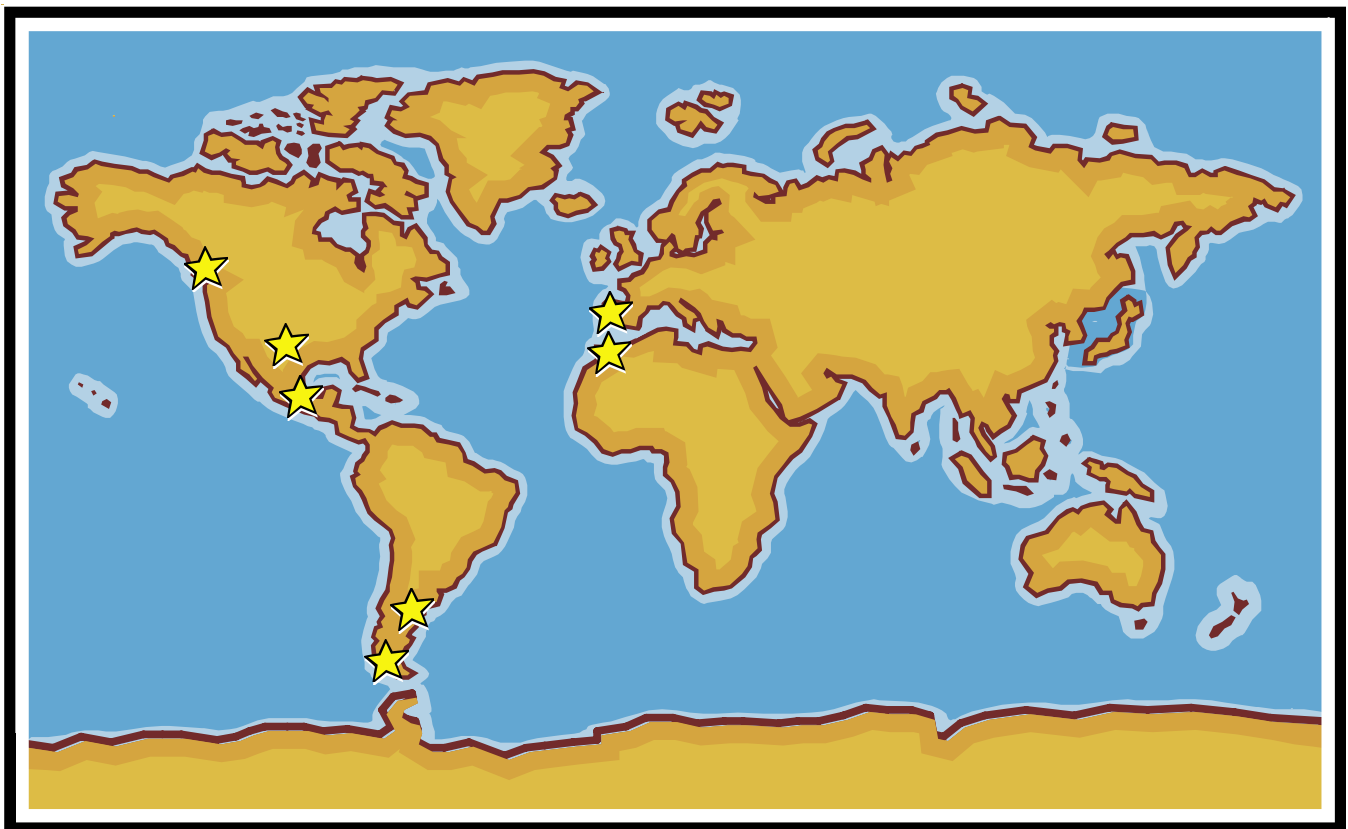
- A. Guthrie, Texas
- B. Oumnast, Morocco
- C. British Columbia, Canada
- D. Torres del Paine, Chile
- E. Corrientes, Argentina
- F. Extremadura, Spain
- G. Veracruz, Mexico

- 1. Gaucho
- 2. Horseman
- 3. American Cowboy
- 4. Canadian Cowboy
- 5. Baqueano
- 6. Conquistadors (from the past)
- 7. Vaquero

ACTIVITY (ELEMENTARY SCHOOL, SOCIAL STUDIES):

Can you find the "HOME" country for each cowboy listed? Place the number of the cowboy listed beside the starred locations on the world map.

- 1. Gaucho
- 2. Horseman
- 3. American Cowboy
- 4. Canadian Cowboy
- 5. Baqueano
- 6. Conquistadors (from the past)
- 7. Vaquero



ACTIVITY (MIDDLE SCHOOL, SOCIAL STUDIES):

From the letter clues, solve the cryptogram message, and break the code of numbers!

___ O B ___ L C ___ ___ ___ ___ ___
18 30 4 6 1 30 7 4 55 6 4 61 48

___ I D ___ H ___ O L ___
43 3 12 2 49 19 2 55 4 43 30 12

Answer Key

A	B	C	D	E	F	G	H	I	J	K	L	M
1	6	7	12	2	13	18	19	3	24	25	30	31
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
36	4	37	42	43	48	49	5	54	55	60	61	66

Message Key

GLOBAL COWBOYS RIDE THE WORLD

ACTIVITY (ELEMENTARY SCHOOL, SOCIAL STUDIES):

From the letter clues, solve the cryptogram message, and break the code of numbers!

___ L O B ___ L C O ___ ___ ___ ___
18 30 4 6 1 30 7 4 55 6 4 61 48

___ I D ___ ___ O L D
43 3 12 2 49 19 2 55 4 43 30 12

Answer Key

A B C D E F G H I J K L M
1 6 7 12 2 13 18 19 3 24 25 30 31

N O P Q R S T U V W X Y Z
36 4 37 42 43 48 49 5 54 55 60 61 66

Message Key

GLOBAL COWBOYS RIDE THE WORLD

HOW THE AMERICAN COWBOY CAME TO BE

OBJECTIVE FOR ALL GRADE LEVELS:

The student will be able to:

- explain what event sparked the growth in the cattle markets.
- describe the concept of open range and what it meant to the farmers and ranchers.
- demonstrate an understanding of the barbed wire, and the role fencing material had upon farmers and ranchers.

SOCIAL STUDIES STANDARDS FOR ELEMENTARY GRADES:

- IVa. Describe personal changes over time, such as those related to physical development and personal interests.
- VIIa. Give examples that show how scarcity and choice govern our economic decisions.

SOCIAL STUDIES STANDARDS MIDDLE GRADES:

- IVa. Relate personal changes to social, cultural, and historical contexts.
- VIIa. Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.

Longhorn cattle (Spanish cattle) were brought to Mexico in the 1500s, where they multiplied and were allowed to graze freely. Eventually, they wandered out of Mexico and into what is now Texas. Over time, they became feral (wild) animals that roamed on their own. By the end of the U.S. Civil War (1861-1865), there were millions of cattle (some estimates were in excess of 5 million) meandering through Texas and the Great Plains. There were no fences. Cattle ranchers enjoyed access to the grassland, and the cattle traveled freely. However, as more people migrated West, there was a need to claim land (and cattle) and demonstrate some type of ownership of property. This created a need for the cowboy—someone to tend to the livestock. The demand was particularly acute at the end of the U.S. Civil War because much of the nation was starving, and most of the cattle were at least a thousand miles (in Texas) from where they could do the most good. And, so, as history goes, the legendary cowboy was born out of necessity to drive cattle to destinations North and East.

A typical drive to get cattle to railheads for eastern markets took about 4 months. Drivers had to be patient, self-reliant, courageous, determined, and possess great skill. Although the great cattle drive era lasted only about 20 years, the legend of the cowboy has endured.

A new invention changed the concept of the open range and roaming cattle. The barbed wire fence was patented in 1873. Prior to its conception, fences were built from wood or stone, but the Plains offered very little of these natural resources, and in most instances, these fences were incapable of containing large numbers of cattle, so they were free to roam. However, by the end of the 19th century, there were 400 different kinds of barbed wire on the market. Barbed wire fences are still used today, but other types of fencing are also popular including pipe fencing and woven or single-strand wire.

While the barbed wire fenced in the cattle, more hired hands were needed to ride fence (check and repair any “down” fences); herd the cattle; tend to injuries and possible disease threats; and brand them (and vaccinate in the 20th century).

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADES, SOCIAL STUDIES):

1. Why were so many wild cattle roaming Texas and the Plains in the 1800s?
2. What major event in U.S. history put the cowboy in demand?
3. How did barbed change the role of the cowboy and the landscape of the Western US?

PROBLEM-SOLVING ACTIVITY (ALL GRADE LEVELS):

Picture it: Why is barbed wire the perfect type of fence to contain cattle over large distances in harsh climates?

RESEARCH (MIDDLE GRADES):

The era of the great cattle drives ended soon after 1885. Research the factors that contributed to the end of trail driving. (Some factors were an oversupply of cattle and drop in prices, barbed wire, quarantines of cattle, and the railroads built in Texas.)

FOUR SIXES RANCH, TEXAS, UNITED STATES AMERICAN COWBOY

OBJECTIVE FOR ALL GRADES:

The student will be able to:

- identify the different groups that comprised the cowboy population in the 1800s.
- compare and contrast the cowboy of yesterday with the cowboy of today in the areas of job, dress, and transportation.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

- VIIe. Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.
- Ib. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- Ic. Describe ways in which language, stories, folktales, music and artistic creations serves as expressions of culture and influence behavior of people living in a particular culture.

SOCIAL STUDIES STANDARD FOR MIDDLE GRADES:

- VIIIe. Describe the role of specialization and exchange in the economic process.
- Ib. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Ic. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.



Over time, the cowboy has become a mythical figure, capable of unbelievable feats. The cowboy is the “knight in shining armor” of the American West. He was tough and hard-working and took on jobs no matter how difficult or dangerous; he lived on the ranch where he worked and was often only paid \$10-\$30 a month; he was a rescuer by nature of man, woman, and beast; he did not curse; if he chewed tobacco, he watched where he spit; he sang songs for enjoyment but mainly to calm and quiet the herd (especially if he thought they might stampede); and his best friend was his horse. Although our culture and the movies have made the cowboy way-of-life quite glamorous and legendary, it was anything but that. The work hours were long and exhausting; the job was never ending and was plagued by danger; and the salary was cheap.

The cowboy population in the post-Civil War days consisted largely of out-of-work confederate soldiers, African-Americans (freed slaves), Hispanics (from Mexico), Indians, and an occasional Oriental. “Cowboy”, as they came to be known, was a name that actually derived from Ireland. In Mexico, they are vaqueros and in the western US they are often referred to as “buckaroos.” There are many names for the cowboy around the world.

The role of cowboys has not changed since they were hired to work cattle in the 1860s in Texas (although their salaries have increased since then). Cowboy attire, influenced by the vaqueros (refer to vaquero section for more information), has been updated somewhat, but overall, the wardrobe has been adapted for the demands of the job, not the demands of the fashion industry. To work cattle and other livestock, the cowboy wears a wide brim hat to shield him from exposure to sun and rain; long-sleeve shirts protect the arms from the weather; pants made of durable material (e.g., denim, corduroy, canvas) or overalls (popular in the 1800s and early 1900s) shield the legs from brush and bramble as well as weather; dusters (long coats often seen in the cowboy movies) are worn as additional cover from the weather, especially the cold or even the dust storms; chaps, a protective gear that ties around the legs and fits over the pants; pointed-toe boots accommodate stirrup movement (better than square-toed); and sometimes spurs (pointed metal objects with straps) are worn around the heel of the boot and are used to gain the horse's attention. Cowboys also carry lariats (to rope and tie down the critters), and sometimes they tote rifles or six-guns (more commonly used in the 1800s).

Besides a horse, cowboys of yesteryear and today sometimes use a herding dog, such as a border collie or Australian shepherd, to accompany them and assist in locating stray cattle and other livestock and directing them. And a more recent invention of the 20th century, one which has tremendous appeal because it is a time-saver and great for hauling materials and supplies, is the pickup. This vehicle will never replace the horse, but it certainly makes life easier-- the cowboy can trailer horses to a specific location, and then ride the rest of the way.

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADE LEVELS, SOCIAL STUDIES)

1. Why is the cowboy considered to be "larger than real life"?
2. When you think of a cowboy, what region of the United States comes to mind? Explain.
3. The cowboy has a "special" job to do. What is it?
4. During the 1800s what groups made up the cowboy population that worked the ranches? How did the ranches contribute to the cultural diversity of the American West?
5. African-Americans and Mexican vaqueros comprised the majority of Texas cowboys. How does this fact compare to how Hollywood movies have portrayed cowboys? What reasons are there for such a disparity in images?

ACTIVITY (ELEMENTARY GRADES, SOCIAL STUDIES):

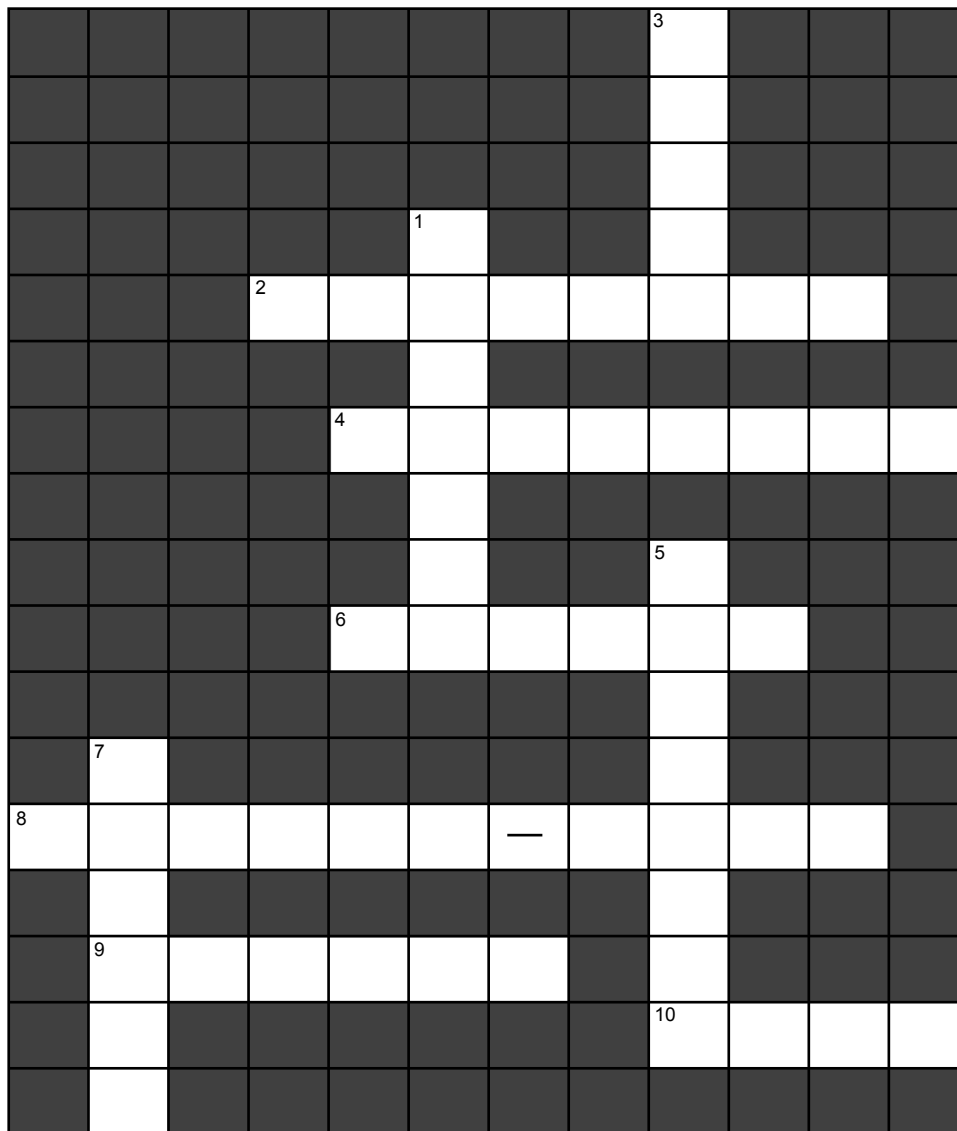
Using the clues given, complete the crossword puzzle below.

Across

- 2. Something cattle do when spooked—they run
- 4. American (anglicized) version of vaquero
- 6. American knight in shining armor
- 8. Type of fence used for cattle and livestock
- 9. Livestock that roamed Mexico and the U.S.
- 10. Sometimes, to calm their cattle, cowboys do this

Down

- 1. Mexican cowboy
- 3. South American Country known for its mountains
- 5. First cowboys were mainly from this group
- 7. Argentinean cowboy



Answer Key

								³ C			
								H			
								I			
				¹ V				L			
			² S	T	A	M	P	E	D	E	
					Q						
				⁴ B	U	C	K	A	R	O	O
					E						
					R			⁵ S			
				⁶ C	O	W	B	O	Y		
								L			
	⁷ G							D			
⁸ B	A	R	B	E	D	-	W	I	R	E	
	U							E			
	⁹ C	A	T	T	L	E		R			
	H							¹⁰ S	I	N	G
	O										

ACTIVITY (MIDDLE SCHOOL GRADES, SOCIAL STUDIES):

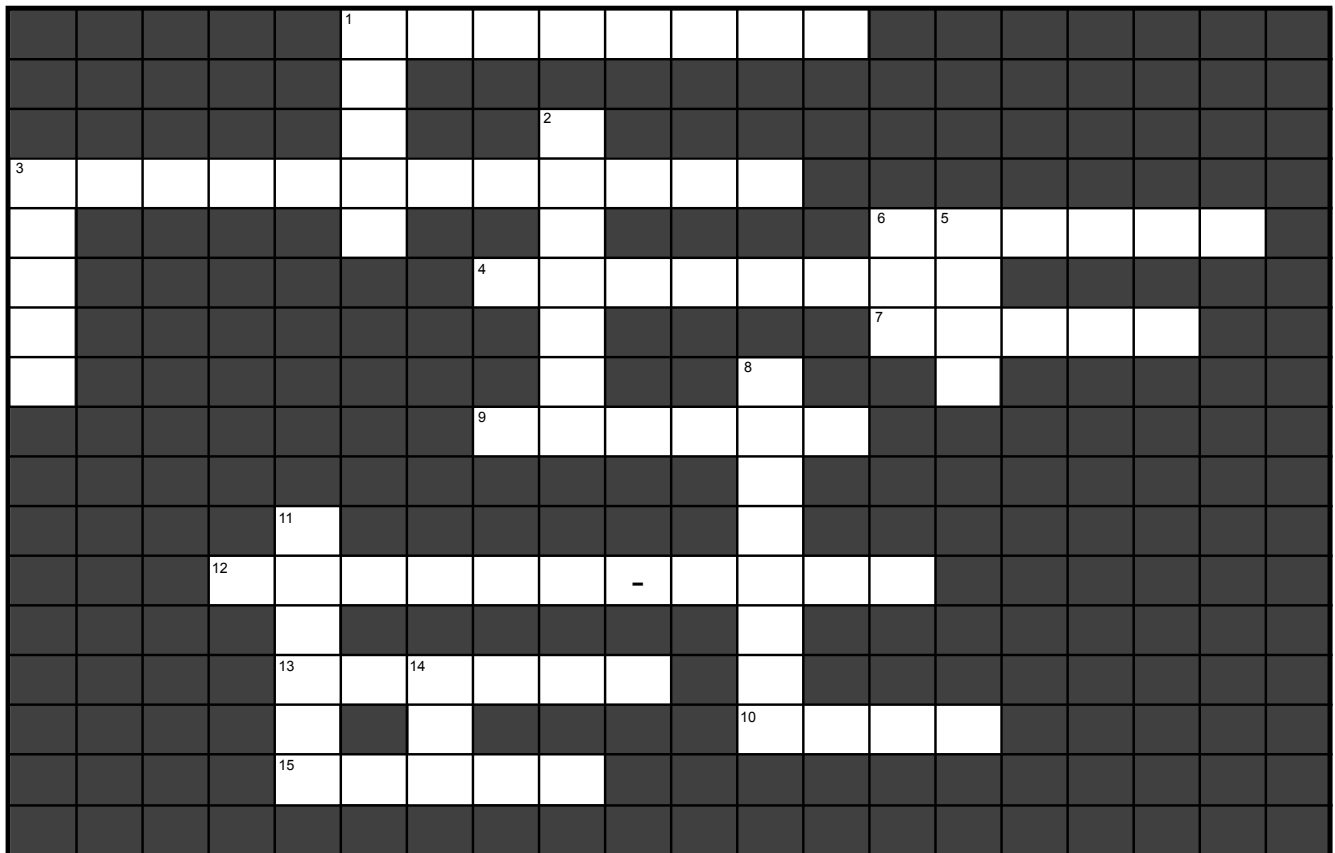
Using the clues given, complete the crossword puzzle below.

Across

1. Something cattle do when spooked—they run
3. Spain's cowboy
4. Anglicized version of vaquero
6. Riding a horse involves a certain amount of ____
7. In the ____ of an eye, cattle can disappear on the range
9. American knight in shining armor
10. Sometimes, to calm their cattle, cowboys do this
12. Type of fence used for cattle and livestock
13. Livestock that roamed Mexico and the U.S.
15. In the 1800s not all farmers/ranchers ____ land

Down

1. Conquistador country
2. Mexican cowboy
3. South American Country known for its mountains
5. Galloping horse can easily fall into a gopher ____ while running
6. Cattle rustlers do this to honest ranchers
8. First cowboys were mainly from this group
11. Argentinean cowboy
14. Horses weigh around 1,000 pounds or half-a-____



ACTIVITY (MIDDLE GRADES, RESEARCH, PROBLEM SOLVING, MAP READING, MATHEMATICS)

Cattle can be driven about 10 to 12 miles each day. How long would it take the drovers to move the cattle from Texas to railroads that could transport the cattle to cities in the east?

Choose one of the large ranches from the list below and decide which of the established cattle trails the drovers would most likely follow. Calculate the approximate distance from the ranch to the railroad towns located at the ending points of the trails and then determine the length of time needed.

<u>Ranches</u>	<u>Cattle Trails</u>
XIT Ranch	Goodnight-Loving Trail (to Cheyenne, Wyoming)
JA Ranch	Great Western Trail (to Dodge City, Kansas)
Bugbee Ranch	Chisholm Trail (to Abilene, Kansas)
Matador Ranch	Sedalia (Shawnee) Trail (to Sedalia, Missouri)
Wallace Ranch	
King Ranch	
Randado Ranch	
6666 Ranch	

ACTIVITY (MIDDLE GRADES, RESEARCH, LANGUAGE ARTS)

African Americans, Mexicans, Mexican Americans, and women played important roles in cattle ranching and trail drives. Research one of the following people. Gather information about their lives and how they contributed to the growth and development of the American West.

Daniel Webster "80 John" Wallace
"Bones" Hooks
Bose Ikard
Addison "Ad" Jones
Bill Pickett (post trail drive era but interesting man)
John Ware
Will Crittendon
Nat Love
George McJunkin
Ramón Alvarado
Hipólito García
Dona María del Carmen Calvillo
Amanda Burks
Mary Taylor Bunton
Lizzie Johnson
Molly Goodnight

COMPARE/CONTRAST)

Although African-American cowboys were not treated as complete equals to white cowboys on the trail drives, cowboys were evaluated more on their merits and accomplishments rather than cultural differences. As a result, black cowboys experienced less discrimination than those in most other occupations that were open to all races. Research the black cowboy and compare/contrast life on the trail drives with that of a white cowboy. What experiences did they share? What positions or jobs could each hold? What was life around the campfire like for the black cowboy? Did black cowboys experience the same liberties as white cowboys in towns?

ACTIVITY (ALL GRADE LEVELS, ENGLISH/LANGUAGE ARTS):

Interview a Cowboy. You have the opportunity to interview a cowboy (Be sure to give your cowboy a first and last name). Think of some questions you would ask him. For example, would you want to know where he lived, where he worked, what he did while on the job, etc.? Anything else? Ask at least 6 questions of your cowboy. Once you have finished creating the questions, trade your questions with another person in your class. Then, each of you will assume the role of the other person's cowboy and answer the questions your partner created.

ACTIVITY (MIDDLE GRADES, RESEARCH, LANGUAGE ARTS,

COWBOY RIDDLES

Question: Why did the cowboy ride his horse?

Answer: Because the horse was too heavy to carry.

Question: Did you hear about the cowboy who got himself a dachshund?

Answer: Everyone kept telling him to get a long, little doggie.

Source: <http://www.brainteaser-world.com>

COWBOY TRIVIA (ALL GRADE LEVELS)

1. From the 1850s to the 1880s, the most common reason for death among cowboys was being dragged to death by a horse because his boots were caught in the stirrup.
2. Proportionately, cowboys are stronger than their horses.
3. The first horseshoing machine was developed in New York in 1835 and was used to shoe the horses of soldiers in the Union Army.
4. Bandera, Texas claims to be the Cowboy Capital of the World.
5. Rumor has it that cowboys wore BLUE jeans to keep the rattlesnakes away. Rattlesnakes don't like the color of blue (indigo).
6. Cowboys sing to their cattle to keep them calm—even in stampedes.
7. The early pointed-toe cowboy boots were so tight on the foot, it hurt to walk.

Sources: <http://www.traveltex.com/trivia>

<http://goto/glocalnet.net>

<http://www.podiatry.curtain.edu.au>

ACTIVITY (ALL GRADE LEVELS, SOCIAL STUDIES AND MATH)

Some "cowboy" recipes that might be worth trying. The food listed below was (or is) often prepared for the cowboys when they were (or are) on the trail with the cattle. Try some:

Beef Jerky Recipe

1 pound top round steak

Jerky Marinade:

1/2 cup Worcestershire sauce

1/2 cup soy sauce

1/4 cup brown sugar

4 cloves garlic

2 teaspoons fresh ground black pepper

2 teaspoons ground dried red chile,
New Mexican or Ancho

1 teaspoon onion powder

About 2 hours before you plan to barbecue, place the meat in the freezer to make slicing it easier. After 30 to 40 minutes, remove the meat from the freezer and slice it as thin as you can with a good sharp knife. Trim the meat of all fat.

Combine the marinade ingredients in a lidded jar. Place the meat in a plastic bag or shallow dish and pour the marinade over it. Marinate for about 1 hour. Prepare the smoker for barbecuing, bringing the temperature to 200-220 degrees.

Remove the meat from the refrigerator, drain it, and let it sit at room temperature for 10 to 15 minutes. Transfer the meat to a sheet of heavy-duty foil, separating the pieces. Place the meat in the coolest part of your smoker and cook until the meat begins to blacken, about 45 minutes. Wrap the foil loosely over the meat and continue barbecuing for another hour. When the meat is well-dried, remove the jerky from the smoker and let it cool to room temperature before serving. Refrigerate any leftovers.

Source: <http://www.dianaskitchen.com>

Southern-Style Buttermilk Biscuits

- 2 cups all-purpose flour, stirred before measuring*
- 2 1/2 teaspoons baking powder
- 1/4 teaspoon baking soda
- 1 teaspoon salt
- 1/4 cup lard or vegetable shortening, chilled
- 2 tablespoons butter, chilled
- 3/4 cup buttermilk

Heat oven to 450°. Adjust oven rack to center position.

In a large bowl, combine flour, baking powder, soda, and salt. Cut in chilled shortening and butter until you have pieces the size of small peas. Make a well in center of dry ingredients; pour in buttermilk. With a wooden spoon, gently blend dry ingredients into the buttermilk, just until mixture is clumping together. If necessary, add a few more teaspoons of buttermilk.

Transfer dough to a lightly floured board. Pat out in a circle about 8 inches in diameter and 1/2-inch thick. Using a 2 1/2 to 3-inch biscuit cutter, cut out and place on ungreased baking sheet. Bake on center oven rack for about 10 to 12 minutes, until tops are browned. Makes 10 to 12 biscuits, depending on size of cutter.

*For the lightest biscuits, use a Southern white all-purpose flour if available.

Source: <http://southernfood.about.com/od/biscuitrecipes/r/b160127bp.htm>

Sawmill Gravy

- 1/2 lb. pork sausage
- 1/4 cup butter
- 1/3 cup all-purpose flour
- 3 1/4 cups milk
- 1/2 teaspoon salt
- 3/4 teaspoon black pepper
- 1/8 teaspoon dried Italian Seasoning (optional)

Cook sausage in a large skillet over medium heat, crumbling and cooking until no longer pink.

Remove sausage and wipe skillet.

Melt butter in same skillet over low heat.

Whisk in flour and stir until smooth, about 1 minute.

Whisk in milk gradually and cook, stirring constantly until thickened and bubbly (about 12 minutes).

Stir in sausage, salt, pepper and Italian seasoning if desired.

Source: <http://www.recipezaar.com/118153>

OUMNAST, MOROCCO

MOROCCAN HORSEMAN

OBJECTIVES FOR ALL GRADE LEVELS:

The student will be able to:

- describe the Berbers of Morocco.
- interpret the significance of the invasion of Spain.
- explain the influence of the Moroccan Barb and horse.
- compare/contrast the Berber horseman with the American cowboy.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

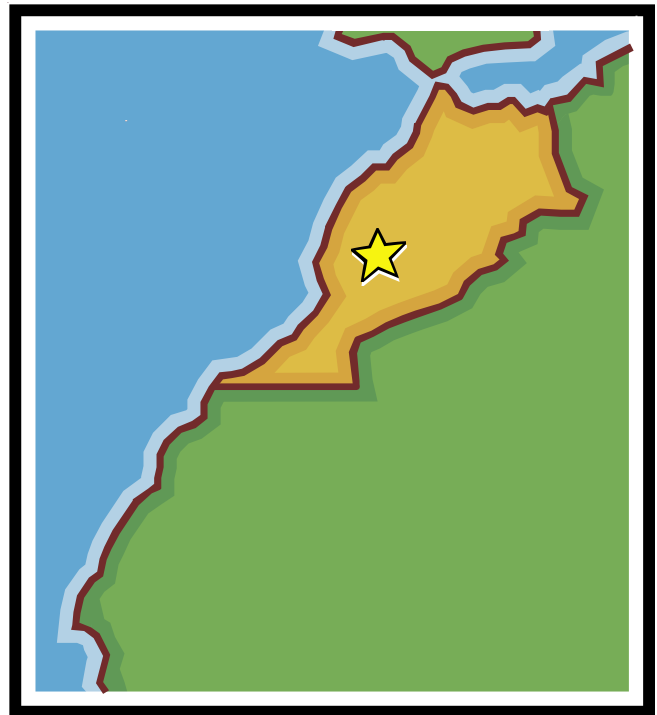
- Ia. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- Id. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- Ia. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- Id. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

Oumnast, Morocco is a small village in Morocco, and it is known for its beautiful Kasbah. Hundreds of years ago, the Kasbahs (the village or town fortress) were built (in many towns and villages) as places for royalty to live, and they also served as a holding site for the people if the community were attacked. The Kasbah was usually built on a hill, making it a more difficult conquest for attackers.

Hundreds of years ago Moroccan horsemen, with superior riding skills, acted as military protectors for Oumnast and other villages. Most of these Moroccan horsemen were (and are today) of Berber descent. Although not cowboys in the truest sense of the word, these riders from the past have unknowingly played a significant role in the heritage of the cowboy. The Berber



horsemen were among the first riders to frame their saddles with wood and cover them for riding ease; they used a broad, flat stirrup which made it comfortable for long hours in the saddle; and they created a long, levered bit for the horse that gave the rider more control over his mount.

Today, the Berbers represent a large portion of Morocco's population that they have inhabited the region for thousands of years. In fact, when Morocco was ruled by Berber Dynasties, the culture flourished, and the region was most successful in resisting invasions from its enemies. So powerful and confident were the Berber horsemen of the time, that in 711 A.D., the warriors crossed the Strait of Gibraltar, conquered Spain, and brought the religion of Islam to their conquests. This feat is attributed to the Berber's fierce fighting style, their remarkable skills as horsemen, their riding equipment (they invented the hackamore, which is a bridle with no bit, and the shorter stirrup), and, of course, to their fine, endurance-trained horses.

Known as the Moroccan Barb, the Berbers bred these horses for their great stamina, endurance over long distances, and speed. The Barb's descendants include many different breeds of horses: the Chilean horse, Spanish Barb, American Quarter Horse, Appaloosa, and Andalusian—to name a few. There are few purebred Moroccan Barbs today. Perhaps, the Tuaregs, a nomadic tribe of Moroccan Berbers, are the only breeders of the purebred Barb.

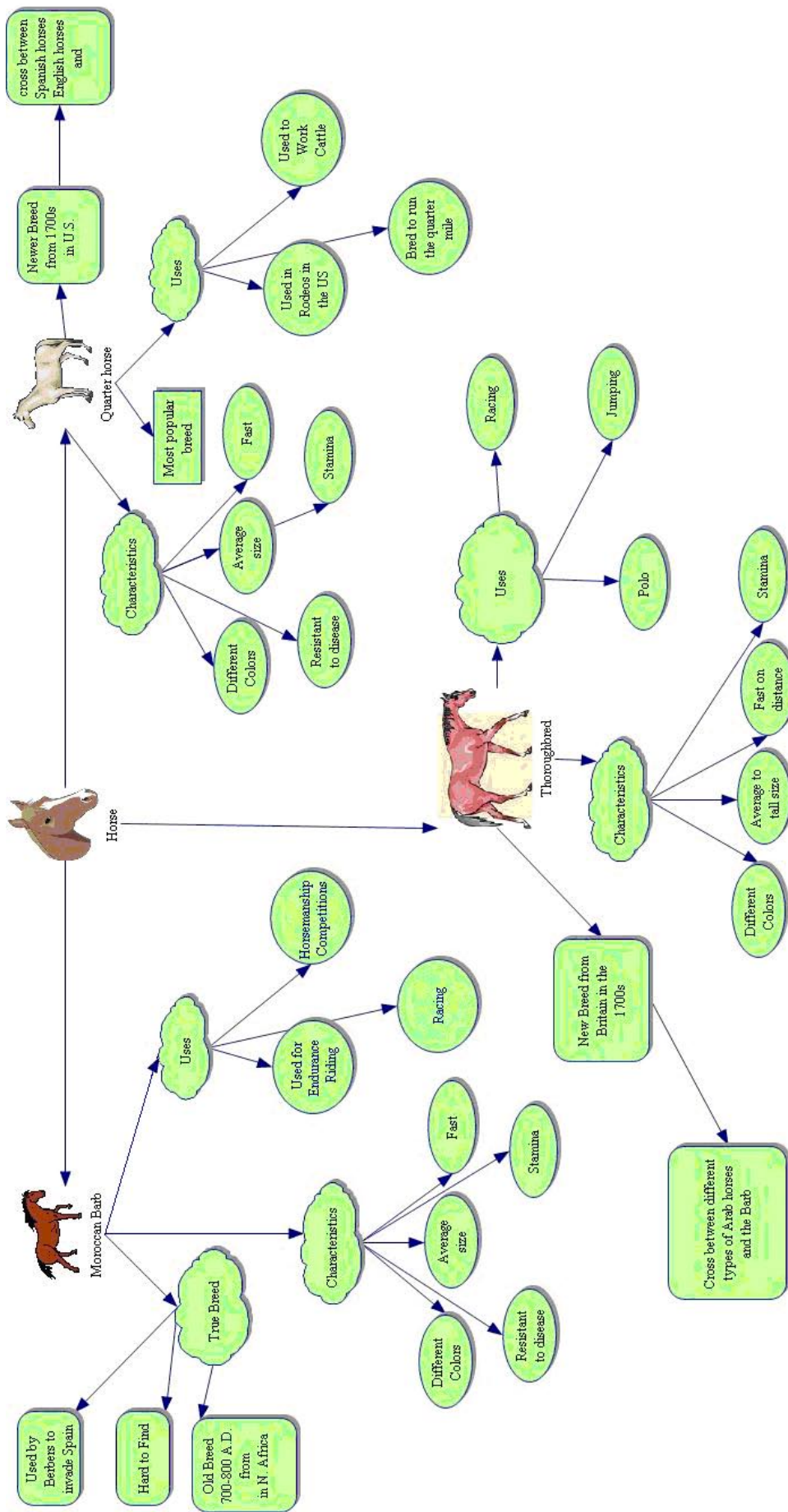
DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION FOR ALL GRADE LEVELS:

1. What makes the Berbers a unique culture?
2. What did the Berbers bring with them when they invaded Spain? (Hint: it was alive and they used it in the invasion)
3. Describe the Moroccan Barb and its importance to the Berbers.
4. If the American cowboy received a history lesson on the Moroccan invasion of Spain, what do you think he might say about how the Moroccan conquest later influenced cowboy culture in the U.S. and Mexico?
5. What aspects of the American cowboy's tack can be attributed to the Berber horsemen?

PROBLEM-SOLVING ACTIVITY (ALL GRADE LEVELS, SCIENCE AND SOCIAL STUDIES):

You are a horseman and are shopping for a sturdy horse probably between 15 and 16 hands (1 hand=4 inches). You want a horse that has the following qualities: speed and endurance. You are moving from New York City to Arizona. Of the three different breeds (shown in the diagram on the next page), which would you choose to purchase and why?



EXTREMADURA, SPAIN CONQUISTADOR

OBJECTIVES FOR ALL GRADE LEVELS:

The student will be able to:

- describe the Conquistadors of Spain.
- explain the significance of the invasion of the New World.
- Compare/contrast the Spanish influence on the American cowboy culture and the Mexican vaquero culture.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

- 1a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- 1a. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.



When the Berbers invaded Spain, the first Conquistadors (Spanish for conqueror) of Extremadura were watching and paying close attention. They noticed the riding style, the riding equipment, and the beautiful horses of the Moroccans. They adopted what they saw to fit their own needs and they trained future generations for the conquests that were to come. The military-riding style of the Conquistadors, which probably came about as a result of the Moor influence, unknowingly laid the foundation for the European style of horsemanship that would follow centuries later.

Almost 800 years later in 1520, Extremadura-born conquistador Hernan Cortes and his men traveled to Mexico on ships loaded with horses (of Moroccan Barb descent), cattle (similar to the Longhorn), food, and other belongings. The Conquistadors landed first at La Villa Rica de la Veracruz (“The Rich Town of the True Cross”) or what is commonly known as Veracruz, Mexico. The Conquistadors were looking for riches of gold and silver. At first, they found plenty of treasures, but they eventually exhausted the resources of their conquests.

So who were these conquistadors? They were soldiers who saw themselves as adventurers and great fighters. They were warriors who wore half-breast plates of armor, a burgonet (helmet-like hat) on their heads, and “poufy” breeches similar to pantaloons. When they were not engaged in combat, they dressed as others did during that time period.

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADE LEVELS, SOCIAL STUDIES):

1. Spain was important in exploration and development of the New World. What do you consider to be Spain's greatest contribution to America (Note: there are many possibilities, so explain your reasoning).
2. From whom did the Spanish learn their riding skills? On what do you base your answer?
3. Who were the conquistadors and why were they important?

ACTIVITY (ALL GRADE LEVELS, SOCIAL STUDIES):

From the information given below, which country would you choose as the World Leader for the 1500s? Why?

Country A

2 leaders
5,000 soldiers
6,000 horses
food reserves
12 ships at sea

Country B

1 leader
6,000 soldiers
4,500 horses
food reserves
30 ships at sea

Country C

1 leader
7,500 soldiers
6,500 horses
no food reserves
18 ships at sea

ACTIVITY (MIDDLE GRADES, SOCIAL STUDIES):

Spanish Exploration: Have students research what happened on the particular dates below. Then create a time line including illustrations as well as text.

711	Berbers invaded Spain
1492	Columbus discovered the West Indies
1520	Cortes invaded Mexico
1536	Pedro de Mendoza invaded Argentina
1540	Pedro de Valdivia invaded Chile

VERACRUZ, MEXICO VAQUERO

OBJECTIVES FOR ALL GRADE LEVELS:

The students will be able to:

- describe the vaqueros of Mexico (and how they came to be).
- explain the contributions of the vaqueros to the American cowboy culture.
- contrast “cowboy culture” Spanish words with their English counterparts.
- compare the Mexican-style rodeo with the American rodeo.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

- la. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- lc. Describe ways in which language, stories, folktales, music and artistic creations serves as expressions of culture and influence behavior of people living in a particular culture.

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- la. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- lc. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

The Conquistador culture prospered in Veracruz, and the Mexican vaquero (Spanish for cowboy) was born. Vaqueros, like the Conquistadors and Moroccan horsemen before them, were skilled riders. In the Spanish colonial days, vaqueros were prominent horsemen in the western part of California long before the United States claimed the area. Before the cattle industry developed there, the vaqueros worked in the leather industry producing hides and tallow (lard used to make soaps, etc.). As cattle ranching became more widespread, vaqueros were hired to work cattle, but this was prior to the emergence of the American cowboy. The early vaquero traditions live on in today’s American cowboy and Mexican vaquero.



The attire worn by the vaquero and cowboy are similar, except the sombrero (worn in the U.S. early on), which was replaced by the Stetson and other evolutions of the “cowboy” hat. But, the vaquero’s greatest contribution to the cowboy was the lariat which is used to wrangle livestock, mainly cattle and horses. And, even some of the language has made it into the English vernacular. Examples of some of these words and the Spanish equivalent include:

Chaps	chaparreras (leather leggings that covers pants)
Cinch	cincho (belt)
Corral	corral
Jerky	charqui (dried meat)
Lariat	la riata (rope)
Mustang	musteno (wild horse)
Quirt	cuarta (type of riding whip)
Ranch	rancho
Remuda	remuda (herd of horses)
Rodeo	rodeo
Stampede	estampido (uncontrolled movement of livestock)
Taps	tapaderas (coverings for saddle stirrups)

The American rodeo, the Canadian rodeo, and the charreada all evolved from the same traditional Mexican rodeo, the charrería (horsemanship competitions). Prior to 1910, competitors from the U.S. and Canada traveled to Mexico to participate in the charrería. However, with the Mexican revolution (1910-1920), the charrería went by the wayside, and the charreada, with some remnants of the old charrería in place, came into existence.

The charreada usually consists of nine events for men and one event for women. Teams of competitors are formed so that the teams compete against one another rather than individuals against individuals as in the American rodeo. Because of the nature of the events, the charreada is almost like watching an American horse show and a rodeo combined. The Mexican rodeo is usually held in only a portion of the arena. The size of the area where the competitions are held is usually fairly consistent: a measured rectangle (13 yards x 66 yards) leads into a large circle (diameter of 44 yards).

The Mexican rodeo involves the following events for men: Team roping of a bull (terna en el ruedo); bull riding (jineteo de toro); roping a wild mare from horseback (manganas a caballo); horsemanship riding (cala de caballo-test of the horse); roping the feet of a wild mare (piales en lienzo); bull tailing (coleando), which is similar to bull dogging, except the rider remains on his horse and then pulls and wraps the bull's tail in such a way that the bull stumbles and rolls; roping a wild mare's feet on foot (manganas a pie - roping on foot); el paso de la muerte (pass of death), which involves a charro on horseback leaps to a wild horse's back and without reins rides the animal until it bucks no more; and bareback riding (jineteo de yegua). For women contestants, there is escaramuza, which is a team riding performance competition involving eight women per team. This women's event usually occurs between men's bull riding and bull tailing.

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADE LEVELS, SOCIAL STUDIES):

1. How has the Mexican vaquero culture influenced the cowboy culture in the U.S. and Canada?
2. In what ways is the attire of the American Cowboy similar to the vaquero?
3. How does a Charreada differ from an American rodeo?
4. Choose an event from the Charreada and explain how the skills required in the event mirror the skills needed when working with horses or cattle.

ACTIVITY (ALL GRADE LEVELS, ENGLISH/LANGUAGE ARTS):

There are many words that the cowboy culture has adopted from the Spanish (vaquero) culture. Using the clues given below, can you identify each word used in the English language from the list of words provided?

Word List (not all words are used): chaps, belt, rodeo, remuda, boots, spurs, saddle, bridle, sombrero, lariat, quirt, mustang, rifle, cinch, corral

1. they go jingle, jangle, jingle
2. not quite a rocking chair, but it's close
3. horse's steering wheel
4. some people dance on or around it
5. snake in the grass
6. best foot forward
7. a wild horse
8. if it's a snap, it's also a _____.
9. it's not Bermuda, it's _____.
10. it's a name and a whip

Answer Key

1. Spurs
2. Saddle
3. Bridle
4. Sombrero
5. Lariat
6. Boot
7. Mustang
8. Cinch
9. Remuda
10. Quirt

ACTIVITY (ALL GRADES, SOCIAL STUDIES AND ENGLISH/LANGUAGE ARTS)

Historically, hats are big business around the world. Picture it: you're going on a cattle drive in Mongolia (look at a map—where is Mongolia?). You have already selected all of your riding gear and you're down to what type of hat to wear. Do a little research and choose a hat (by name and country and it doesn't have to be a hat-of-today) and describe it in words and with a picture. Explain how the hat you have chosen would help you survive in the Mongolian climate.

CORRIENTES, ARGENTINA GAUCHO

OBJECTIVES FOR ALL GRADE LEVELS:

The students will be able to:

- describe the gauchos of Argentina (and their work in the Wetlands).
- trace Argentina's historical past back to Spain.
- explain the importance of the Ibera Wetlands to Argentina.
- describe a wetland ecosystem.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

- Ia. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- IIIe. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- Ia. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- IIIe. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans; and explain their relationships within the ecosystem.

Spanish conquistadors traveled to what is now the country of Argentina in early 1516. Their colonization attempts were unsuccessful because of continual Indian attacks. A few years later, in 1536, the largest Spanish expedition to enter the new world, led by Pedro de Mendoza, established a settlement in what is now Buenos Aires. However, the hostility of the Indians forced the group to move their settlers north to Paraguay (now Asuncion, Paraguay). Fifty-two years later, in 1588, the city of Corrientes (south of Asuncion) was founded by Juan Torres de Vera y Aragon. Today, Corrientes is the capital of the Corrientes province, which borders Paraguay in northeastern Argentina. It has a population of almost half-a-million people and is a thriving bustling metropolitan city.



Besides its populated regions, the Corrientes province also contains the Ibera Wetlands, which are the second largest wetlands in South America. These wetlands, comprised of lagoons, swamps, and stagnant water, make up about 15% of the Corrientes province and provide an important fresh water resource for Argentina. These wetlands offer a different way of life to the inhabitants. To survive here, one must be knowledgeable about the wetland ecosystem, and the animals which live in the region including alligators, caimans, wolves, otters, deer, capybara (world's largest rodent), birds, and snakes.

The gauchos or cowboys of Argentina possess a riding style similar to their conquistador predecessors. They work in teams as they move horses through the wetlands to different pastures, particularly in the spring. Gauchos work their horses through the waters of the wetland and the Parana River. They make their saddles from the capybara rodent, and when they ride the wetlands and the waters, they are bootless (it is so wet that boots rot on their feet). Gaucho dress is not unlike that of a vaquero or cowboy, although there are some differences: the gaucho hat has a wide brim tipped upward, and unlike the sombrero, the top is flatter; they wear loose-fitting clothing with a piece of colorful broadcloth that acts as a belt; and ponchos are used as an outer-weather garment. The gaucho might carry a lariat, a whip, a facon (huge knife carried at the back of the waist in a leather carrier), or boleadoras (rocks gathered together by long leather straps).

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADES, SOCIAL STUDIES AND SCIENCE)

1. What is a wetland? Why is it different than “dry” land?
2. Why is the Ibera Wetland important to Argentina?
3. What is a capybara and what is its significance to the gaucho?

ACTIVITY (ALL GRADES, ENGLISH/LANGUAGE ARTS)

Unlike us, horses are born knowing how to swim; they don't need lessons. They “dog” paddle by keeping their heads out of the water and using their front legs to tread the water. Imagine yourself swimming with a horse (like the gaucho). What would be your job as a rider? Describe it.

ACTIVITY (ALL GRADES, SCIENCE)

Do you know how to float on your back (which is a little different than falling into water over your head)? If your legs start to sink, what can you do to help yourself float? (Answer: hold your breath—the extra gas makes a person more buoyant).

(Note to teachers: Student explanations will vary based upon prior science knowledge, but the discovery is about a buoyant force—the ability of a fluid (or gas) to exert an upward force on an immersed object. If the buoyant force is less than the weight of the object—or horse or person—the object will sink. If the buoyant force is equal to the weight of the object –or horse or person—it will float).

Sink or Float Experiment

Obtain a large bowl of water and drop the following objects into the water at different times: penny, block of wood, paper clip, pencil, empty plastic bottle, drop of liquid soap, bar soap. Which items floated? Which items did not float? Can you explain why?

ACTIVITY (ALL GRADE LEVELS, SOCIAL STUDIES)

When herding cattle, it is not uncommon for gauchos to carry a lariat, a leather whip, and boleadoras. Boleadoras are “throwing” weapons. Usually the bola has three balls made of stone or iron and they have different weights. The balls, all on different lengths of leather strips, are centrally connected.

The Problem: A gaucho is herding cattle on foot when suddenly a cow bolts from the herd and runs toward the gaucho. What device would he use (lariat, whip, or boleadoras) to stop the runaway cow? Explain your choice.

TORRES DEL PAINE, CHILE BAQUEANO

OBJECTIVES FOR ALL GRADE LEVELS:

The students will be able to:

- describe the baqueanos of Chile (and their work).
- compare and contrast the baqueanos with the gauchos of Argentina.
- trace the Chile historical heritage to Spain.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

- Ia. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- IIIe. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- Ia. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- IIIe. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans; and explain their relationships within the ecosystem.



Located in southern Chile, Torres del Paine is a region of the country marked by mountains (Andes mountain chain), lakes, herds of horses, and other livestock. Much of the region is at higher elevations, and this affects the type of plant life that will grow at these levels. Usually, there are grasses present, but above the timber line, trees grow smaller and smaller.

Southern Chile was strongly influenced by the Argentinean lifestyle of the gauchos during the late 1700s and 1800s, the baqueanos, which means “pathfinders”, rode their Chilean horses with great skill and agility. Their work as the cowboys who herd the horses of the region can still be observed today. Their saddles and riding gear bear a remarkable resemblance to the gaucho’s, and they continue to ride their Chilean horses who, according to DNA testing, possess Moroccan Barb ancestry. The dress of the baqueanos has been adapted to the cold, damp weather that they regularly experience. They wear looser clothing, similar to the gauchos and their belts, too, are wrapped sashes; for outerwear they have something similar to a poncho, but they also wear heavy leather jackets; tall, leather boots are worn on the feet; and some wear a beret.

DISCUSSION, ACTIVITY, ODDS 'N' ENDS

DISCUSSION (ALL GRADE LEVELS, SOCIAL STUDIES)

1. If you were to meet a baqueano from Chile and a gaucho from Argentina, how would you distinguish between the two “cowboys”?
2. How does the high elevation in Chile affect plant life? In turn, how does plant life affect cattle grazing in Chile?
3. The Chilean horse has lots of stamina and endurance—at any elevation. From what type of horse does the Chilean horse descend?

ACTIVITY (ALL GRADES, SCIENCE)

Air has “weight.” So, why can’t you feel air pushing on you? (Answer: because air inside of us pushes out at the same force as the air outside pushes in).

We live at the bottom of an ocean of air. If air has the greatest pressure at the ocean level, would the air pressure on the Chilean mountain tops be greater or lesser than at the air pressure on the beach in Chile? Explain. (Answer: air pressure is greater on the beach in Chile than on the mountain tops—air is much thinner at higher elevations, so there is not as much air pressure).

How does the change in air pressure affect the baqueanos who spend lots of time in the mountains? (Answer: there is less air pressure in the mountains –air is thinner—the baqueanos develop a greater lung capacity to compensate for the lower amounts of oxygen and less air pressure).

ACTIVITY (ALL GRADE LEVELS, SCIENCE)

On a mountain top in Chile, what types of plants (vegetation) would you expect to see? Choose from the list below. Why would expect to see certain types of plants and not others on mountains in Chile?

Oak tree	no
Cactus	no
Grasses	yes
Scrub (small) trees	yes
Pine tree	no

CANADA: BRITISH COLUMBIA & ALBERTA

CANADIAN COWBOY

OBJECTIVES FOR ALL GRADE LEVELS:

The students will be able to:

- describe the cowboys of Canada.
- distinguish between the topography of British Columbia and the topography of Alberta.
- explain the significance of the Calgary Stampede to the Canadian cowboy culture.

SOCIAL STUDIES STANDARD FOR ELEMENTARY GRADES:

- 1a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

SOCIAL STUDIES STANDARDS FOR MIDDLE GRADES:

- 1a. Compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

Canada may be the last frontier for the modern-day cowboy. When the United States was evolving in the 1700s and 1800s, Canada was growing as well, but their economy was centered around furs and trapping, not ranching.

The image of the Canadian cowboy, which mirrors that identity of the American cowboy, has been adapted to fit his country's cultural and environmental needs. Much of Canada is remote, so the ranches are often left to produce their own power through hydrogenerators and provide water and sometimes electricity with wind-mills. The terrain of British Columbia is mountainous and includes the northern Rocky Mountains or the Coast Mountain Range. Here, cowboys use horses, along with pack mules and donkeys, to trek into rough terrain in search of cattle and other livestock. And, in the spring and fall, cattle must be moved to different pastures at varying elevations. In late spring, cattle are moved to higher elevations, and dogs are used to help herd them on the trails. In fall, the stock are moved to lower-altitude areas where grass is more plentiful, and the weather conditions are not too harsh.



In direct contrast to the cowboys in British Columbia, those who work on the huge ranches in the province of Alberta (also known as the “prairie province”) tend cattle on rolling grasslands; the Rockies border the province on the west. Alberta is the leading producer of cattle in Canada. This province is also recognized for the Calgary Stampede, a well-known international rodeo event, which takes place each summer in Calgary. Cowboys from the United States, Canada, and Mexico travel there to compete.

DISCUSSION, ACTIVITY, ODDS ‘N’ ENDS

DISCUSSION (ALL GRADE LEVELS, SOCIAL STUDIES)

1. Why is Canada considered the last frontier for cowboys?
2. What is the difference between an American cowboy and a Canadian cowboy?
3. How is being a cowboy in British Columbia, Canada different from being a cowboy in Alberta, Canada? (Hint: think about geography)
4. Where are the largest cattle ranches in Canada located?
5. What is the Calgary Stampede? Why is it significant?

ACTIVITY (ELEMENTARY SCHOOL, SOCIAL STUDIES AND MATH)

In the Magic Square below, read the numbered clues (1-10) and then place the number of the clue in the correct square. When you are finished, add up the numbers by the rows and the columns, and you will have the Magic Number. If the magic number is not the same for all the rows and columns, you know you need to take another look.

Clues

1. a very popular horse breed from England.
2. Spanish cattle
3. another name for buckaroo
4. name for the Mexican cowboy
5. horse bred for stamina and endurance
6. riders whose horses and style of riding influenced the world
7. name for the Argentinean cowboy
8. means conqueror
9. name for Chilean cowboy
10. the most popular horse on American Ranches

___ BAQUEANO	___ LONGHORN	___ GAUCHO
___ VAQUERO	___ MOROCCAN HORSEMAN	___ CONQUISTADOR
___ MOROCCAN BARB	___ AMERICAN QUARTER HORSE	___ AMERICAN COWBOY

Answer Key

9 BAQUEANO	2 LONGHORN	7 GAUCHO
4 VAQUERO	6 MOROCCAN HORSEMAN	8 CONQUISTADOR
5 MOROCCAN BARB	10 AMERICAN QUARTER HORSE	3 AMERICAN COWBOY

Magic Number: 18

ACTIVITY (MIDDLE SCHOOL, SOCIAL STUDIES AND MATH)

In the MAGIC SQUARE BELOW, read the numbered clues (1-14) and then place the number of the clue in the correct square. When you are finished, add up the numbers by the rows and the columns, and you will have the MAGIC NUMBER. The magic number must be the same for all rows and columns.

Clues

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. a very popular horse breed from England 2. the year Spain invaded England 3. the year Moroccan Berbs invaded Spain 4. means conqueror 5. another word for cow 6. another word for rope 7. name for the Chile cowboy | <ol style="list-style-type: none"> 8. name for Argentinean cowboy 9. horse bred for stamina and endurance 10. name for Mexican cowboy 11. the most popular horse on American Ranches 12. riders whose horses and style of riding influenced the world 13. rain gear that the cowboy wears 14. the year Cortes landed in Veracruz, Mexico |
|--|---|

___ BAQUEANO	___ AMERICAN QUARTER HORSE	___ GAUCHO
___ VAQUERO	___ MOROCCAN HORSEMAN	___ CONQUISTADOR
___ MOROCCAN BARB	___ 711	___ 1520

Answer Key

7 BAQUEANO	11 AMERICAN QUARTER HORSE	8 GAUCHO
10 VAQUERO	12 MOROCCAN HORSEMAN	4 CONQUISTADOR
9 MOROCCAN BARB	3 711	14 1520

Magic Number: 26

RESOURCES

STUDENT RESOURCES

NON-FICTION

Brewster, Benjamin. (1950). *THE FIRST BOOK OF COWBOYS*. New York: Franklin Watts.

Freedman, Russell. (2001). *IN THE DAY OF THE VAQUEROS*. New York: Clarion Books.

Ganfield, Linda. (1993). *COWBOY: AN ALBUM*. New York: Houghton Mifflin Company.

Gartland, Robert A. (1980). *COWBOYS AND CATTLE*. Burnet, Tx: Eakin Press.

Honig, Donald. (1970). *IN THE DAYS OF THE COWBOY*. New York: Random House.

Place, Marian T. (1967). *AMERICAN CATTLE TRAILS EAST AND WEST*. New York: Holt Rinehart, and Winston.

Rennert, Vincent Paul. (1966). *THE COWBOY*. New York: Crowell-Collier Press.

Seidman, Laurence Ivan. (1973). *ONCE IN THE SADDLE: THE COWBOYS FRONTIER 1866-1896*. New York: Knopf, Alfred A.

Stanford, William R. (2001). *CHISHOLM TRAIL IN AMERICAN HISTORY*. New Jersey: Enslow Publishers Inc.

Swinburne, Irene and Laurence. (1976). *COWS AND COWBOYS YESTERDAY AND TODAY*. New York: Parents Magazine Press.

Wellmen, Paul. (1964). *GREAT CATTLE DRIVE*. Boston: Houghton Mifflin.

FICTION

Cather, Willa. *MY ANTONIA*.

Ferber, Edna. *CIMARRON*.

Ferber, Edna. *GIANT*.

Lightfoot, D.J. *LIFE OF A TEXAS COWBOY*.

Rogers, Lisa Waller. *GET ALONG LITTLE DOGGIES: THE CHISHOLM TRAIL DIARY OF HALLIE LOU WELLS*.

Wister, Owen. *THE VIRGINIAN*.

TEACHER RESOURCES

NON-FICTION

Anderson, Virginia DeJohn. (2004). *CREATURES OF EMPIRE: HOW DOMESTIC ANIMALS TRANSFORMED EARLY AMERICA*. New York: Oxford University Press

Atherton, Lewis. (1961). *THE CATTLE KINGS*. Lincoln: University of Nebraska.

Bell, Stephan. (1998). *CAMPANHA GAUCHA: A BRAZILIAN RANCHING SYSTEM 1850-1920*. Stanford: Stanford University Press.

Bongianni, M. (Ed). (1987). *SIMON & SCHUSTER'S GUIDE TO HORSES AND PONIES*. New York: Simon and Schuster.

Calson, Laurie Winn. (2001). *CATTLE: AN INFORMED SOCIAL HISTORY*. Chicago: Ivan R. Dee.

Choate, Julian E. (1955). *THE AMERICAN COWBOY: THE MYTH AND REALITY*. Norman: University of Oklahoma Press.

Dwyer, J. (Ed.) (1989). *STRANGE STORIES, AMAZING FACTS OF AMERICA'S PAST*. New York: Reader's Digest.

Evans, Simon; Carter, Sarah; Yeo, Bill. (2000). *COWBOYS, RANCHERS, AND THE CATTLE BUSINESS: CROSS-BORDER PERSPECTIVES ON RANCHING HISTORY*. Alberta: University of Calgary Press.

Foster, D.W., Lockhart, M.F., Lockhart D.B. (1998). *CULTURE AND CUSTOMS OF ARGENTINA*. Connecticut: Greenwood Press.

Hassrick, Royal B. (1974). *COWBOYS: REAL STORY OF COWBOYS AND CATTLEMEN*. London: Octopus Books.

Jordan, Terry G. (1993). *NORTH AMERICAN CATTLE RANCHING FRONTIERS: ORIGINS, DIFFUSION, AND DIFFERENTIATION*. Albuquerque: University of New Mexico.

Lanuza, Jose Luis. (1968). *THE GAUCHO*. New York: Crown Publishers Inc.

Luchetti, Cathy. (2004). *MEN OF THE WEST: LIFE ON THE AMERICAN FRONTIER*. New York: W. W. Norton and Company.

Ludmer, Josefina. (2002). *THE GAUCHO GENRE: A TREATISE ON THE MOTHERLAND*. Durham: Duke University Press

Montgomery, M.R. (2004). *A COW'S LIFE: THE SURPRISING HISTORY OF CATTLE AND HOW THE BLACK ANGUS CAME TO BE HOME ON THE RANGE*. New York: Walker and Company

Nichols, Madeline W. (1942). *THE GAUCHO*. Durham: Duke University Press.

Reding, Nick. (2001). *THE LAST COWBOYS AT THE END OF THE WORLD*. New York: Crown Publishers.

Richards, John F. (2003). *THE UNENDING FRONTIER: AN ENVIRON HISTORY OF THE EARLY MODERN WORLD*. Los Angeles: University of California Press.

Schramm, Ulrik. (2003). *THE UNDISCIPLINED HORSE*. North Pomfret: Trafalgar Square Publishing.

Starrs, Paul F. (1998). *LET THE COWBOY RIDE: CATTLE RANCHING IN THE AMERICAN WEST*. Baltimore: The John Hopkins University Press

Young, John Richard. (1959). *THE SCHOOLING OF THE WESTERN HORSE*. Norman: University of Oklahoma Press.

WEBSITE RESOURCES

Argentina

<http://www.soygaucho.com> (some information is translated to English)

Cattle

<http://www.catl.com/compare.html> (cattle and longhorns)

<http://home.austin.rr.com> (longhorns)

Cattle Brands

<http://www.tsha.utexas.edu/handbook/online/articles/CC/auc1.html>

Cattle Drive and Cattle Trails

<http://montanakids.com/db> (cattle drive)

<http://www.mckendricwhiskey.com> (cattle trails)

<http://www.ok-history.mus.ok.us/enc/chsmtrl.htm> (Chisholm Trail)

<http://www.wyomingtalesandtrails.com/GenIndex.html>

Chile

<http://www.worldatlas.com/webimage/countrys/samerica/cl.htm>

<http://www.worldwildlife.org>

Cowboys

<http://www.applet-magic.com/cowboyculture.htm> (history)

<http://www.chicagohs.org> (cowboy history and terms)

Miscellaneous

http://www.wchm-tx.org/Cowboys_and_Cowgirls_link_Roundup.html (Williamson Country Historical Museum—source for cowboy history, terms, culture, and wonderful excerpts from cowboys as part of the Federal Writers Project)

http://www.cowgirl.net/libraryandresearch_bibliography.asp

(Booklists of African Americans and women of the American West –for elementary and middle school)

Ranches

<http://www.tsha.utexas.edu/handbook/online/articles/RR/azr2.html> (ranching)

<http://www.imakenews.com> (Deseret Ranch)

<http://www.6666ranch.com> (Four Sixes Ranch)

<http://www.king-ranch.com> (King Ranch)

<http://www.forbes.com/reuters/newswire/2004/05/04rtrl357607.html> (world's largest ranch)

<http://www.parkerranch.com> (Parker Ranch)

<http://www.xitmuseum.com> (XIT Ranch)

Saddles

<http://www.sportingcollection.com> (history of)

<http://www.opi.state.mt.us> (gaucho saddle)

Spanish

<http://spanish.about.com>

