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THE CATTLE DRIVES AND WESTWARD EXPANSION

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THE CATTLE DRIVES AND WESTWARD EXPANSION

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Grade Level: Grade 8 U.S. History, 9-12 U.S. History, and Oklahoma History & Government

Purpose/Objective:

This lesson will give the students an understanding of the purpose and location of the cattle drives and how they influenced Westward Expansion.

National Geography Standards from *Geography for Life*

Geographic Elements & Standards:

The World in Spatial Terms –

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Places and Regions –

4. The physical and human characteristics of places

Oklahoma Academic Standards for Social Studies:

Grade 8 United States History

Process and Literacy Skills:

Literacy Skills Standard 2: The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Content Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

6. Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the

A. Territorial growth resulting from the annexation of Texas, the *Mexican Cession*, and the *Gadsden Purchase*,

C. Impact upon Native American culture and tribal lands

High School Oklahoma History

Process and Literacy Skills:

Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; included formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Content Standard 1: The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures.

1. Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.

5. Cite specific visual and textual evidence to assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.

High School United States History

Process and Literacy Skills:

Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; included formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Content Skills:

Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

2. Integrate specific textual and visual evidence to analyze the impact of Westward

Movement and immigration on migration, settlement patterns in American society, economic, growth, and Native Americans.

Geographic Themes:

Location, place, human environment interaction, movement, and region

Objectives:

1. Students will learn the location of the three major cattle trails through what becomes Oklahoma.
2. Students will discover the purpose of the cattle drives.
3. Students will understand the influence of the cattle drives on Westward Expansion.

Materials:

PowerPoint "The Cattle Drives and Westward Expansion"

Computer and LCD Projector (or equivalent)

Internet

Cause and Effect Worksheet (provided in lesson)

Teacher answer key (provided in lesson)

Copies of the Oklahoma highway map for each student for **Extension and Enrichment**

Time Frame: 1-2 class periods

Procedures:

1. Hand out worksheet "Cause and Effect" to each student. Students will fill in worksheet while viewing the PowerPoint presentation.
2. Show slides #1-25 in the PowerPoint "The Cattle Drives and Westward Expansion" and discuss. (See "notes to accompany slides" in the lesson for more information when discussing the Power Point presentation.)
3. Using slides #26-27 discuss answers to the "Cause and Effect" worksheet with class. (Sample responses are included at the end of the lesson plan.)
4. Assign students to choose and research a "cow town" along one of the trails. They will write a report about the influence of the cattle drives on the development of their town. Include information such as: reason for location, absolute location, population patterns, interesting historical facts, significant dates, main attraction today, etc.

Assessment:

Completed "Cause & Effect" worksheet

Completed report

Resources:

Information about the cattle drives:

<http://digital.library.okstate.edu/encyclopedia/entries/C/CA076.html>

<http://digital.library.okstate.edu/encyclopedia/entries/C/CH045.html>

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

Historical fiction books to read for background information:

The Journal of Joshua Loper written by: Walter Dean Myers ISBN# 0-590-02691-7

The Heart's Frontier written by: Lori Copeland & Virginia Smith ISBN#1-4104-4798-7

Cowboys on the Western Trail written by: Eric Oatman ISBN#0-7922-6553-X

The Log of a Cowboy A Narrative of the Old Trail Days written by: Andy Adams (Public Domain Book – available on Amazon - Kindle Edition)

Extension and Enrichment:

1. Using an Oklahoma road map, students will highlight the Chisholm Trail. Then students will draw a map on large paper, labeling towns that can be found along the trail today. Students can research and find other landmarks that are located along the Chisholm Trail today and label those as well.

2. Students will compute the mileage along the Oklahoma part of the Chisholm Trail using the Oklahoma road map that they just highlighted.

3. Journal writing activity: Show slides #30-34 in the PowerPoint “Chisholm Trail” and discuss. Students will write a journal of the Chisholm Trail from the viewpoint of one of the positions of the cowboys. The students will choose from one of the following positions: trail boss, wrangler, point, swing, flank, drag, or cook. (See attachment for description of position.)

Students will describe the following events in their journal writing:

- A. Crossing a river
- B. Stampede
- C. Description of the land as they travel
- D. Mealtime

Using brown paper, students will create a decorative cover for their journals.

Materials needed for journal activity:

PowerPoint “The Cattle Drives and Westward Expansion”

Brown paper sacks or brown construction paper

Twine or brown yarn

Paper and pencil

Computer and LCD projector (or equivalent)

Connections: History, Language Arts, Math, Art, and Reading

Cattle Drive Positions

Trail Boss – responsible for the entire operation; planned the drive, hired everyone that was needed, and made sure the chuck wagon had all necessary supplies.

Experience level: very high Paid about \$90/month

Chuck Wagon Cook (Cookie) - first one up in the morning (3am) and usually the last one to bed at night (after all dishes were washed); served not only as cook, but barber, banker, doctor, dentist, settler of disputes, letter writer, father figure, and morale booster.

Experience level: high Paid about \$60/month (twice what the cowboys were paid)

Point – the lead riders; the most honored position. Working in pairs, they set the pace as they guided the cattle.

Experience level: high Paid about \$30/month

Swing – they rode about a third of the way back of the herd keeping the cattle together.

Experience level: some Paid about \$30/month

Flank – they rode about two-thirds of the way back of the herd and kept any of the cattle from getting too far from the herd.

Experience level: some Paid about \$30/month

Wrangler – the horse handler; usually a young boy. He had to know who each horse belonged to and keep them together. The cowboys had about 8-10 horses each (the cowboys needed a good swimmer, a night horse, etc.)

Experience level: must be good with horses Paid about \$25/month

Drag – the least favorite position; they were at the back getting to eat all the dust. They pushed the cattle ahead.

Experienced level: none Paid about \$30/month

Students will describe the following events in their journal writing:

- ✓ Crossing a river
- ✓ Stampede
- ✓ Description of the land as they travel
- ✓ Mealtime

Notes to accompany slides:

Slide # 3 - Some of the cattle were sold to the government to provide food for the Indians on the reservations. Be certain that students understand the cattle were being driven to Kansas because that was where the closest railheads were located.

Slide # 6 - It was said that white horses attracted lightening, so cowboys never rode a white horse at night.

Slide # 9 - Sometimes if the Native Americans didn't receive the cattle as a gift, they took them by force. This could sometimes lead to a stampede.

Slide # 12 - Sometimes scouts were sent ahead to look for bison. The cowboys would shoot them because the bison would spook the cattle and cause a stampede. If the cattle got mixed in with a herd of bison, the cowboys would be unable to get them separated and they could lose the whole herd of cattle.

Slide # 15 - Tom Lattimore was a black trail driver and cowboy who died near Monument Hill on the Chisholm Trail.

Slide # 19 - In 1836, Jesse Chisholm married Eliza Edwards, whose father ran a trading post located at right bank of the Little River about three miles above its confluence with the North Canadian River. Chisholm made many trips into the plains to trade with the Native American tribes. He became close friends with the tribe leaders. He later moved west and established a trading post along the Canadian River near present-day Asher, and another one near present-day western Oklahoma City.

Slide # 20 - The Goodnight-Loving Trail and the Western Trail were often both referred to as the same trail. As shown in the map, this was two different trails before they enter Oklahoma.

Slide # 21 - As shown on the map there were several main trails and smaller feeder trails, but they were often all just referred to as "The Chisholm Trail." Be sure to discuss the legend of this map with students.

Slide #23 - In Oklahoma, Hwy. 81 closely parallels the Chisholm Trail as well as a set of railroad tracks belonging to the Union-Pacific Railroad.

Slide # 25 - Discuss with students how the term "west" was constantly changing as the frontier continually moved westward.

Photos: 1st barbed wire or fences; 2nd farms and ranches established; 3rd more railroads built; 4th cities increasing

Slide # 29 - This is an example of information about one of the "cow towns".

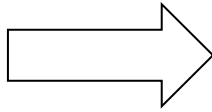
Slide # 32 - The cook was usually an old cowboy who couldn't work the herd anymore or was injured in some way that kept him from working the cattle. A good cook was hard to find and hard to keep. They were paid twice what the cowboys were paid, but with good reason; they worked long hard hours. The cowboys knew the rules of the cook. Always ride downwind of the chuck wagon, never get in the cook's territory, and most important of all – if you complained about the food, the job was yours.

Slide # 34 - Leave this slide up for students to see when you make the assignment.

CAUSE

EFFECT

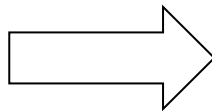
Men went off the fight in the Civil War.



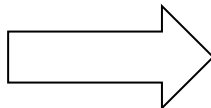
There was a demand for beef in the eastern region of the United States.



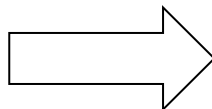
A law was passed banning Texas cattle from entering the state of Missouri.



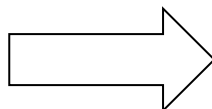
Sometimes strange noises and thunderstorms would spook the cattle and cause them to stampede.



There were 21 varieties of grass in the Oklahoma Territory.



Most of the cattle drives were long and tiring.

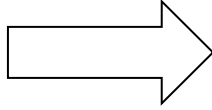


CAUSE

Sample responses

EFFECT

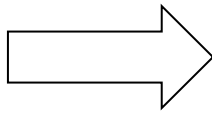
Men went off the fight in the Civil War.



The cattle were left to fend for themselves.

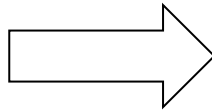
A hardy breed of cattle developed that could endure the cattle drives.

There was a demand for beef in the eastern region of the United States.



This was the beginning of the cattle drives.

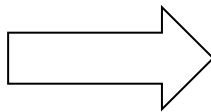
A law was passed banning Texas cattle from entering the state of Missouri.



The cattle drives were pushed farther west.

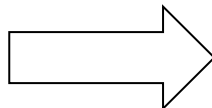
The Chisholm Trail then became the most often used trail.

Sometimes strange noises and thunderstorms would spook the cattle and cause them to stampede.



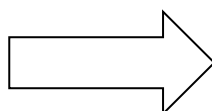
*The cattle could be lost or stolen.
Cowboys/cows could be hurt.
Cattle could lose weight.
Time would be lost.*

There were 21 varieties of grass in the Oklahoma Territory.



*Cattle gained weight on this part of the trail.
Cowboys slowed the pace to allow cattle to fatten up before taking them to market.*

Most of the cattle drives were long and tiring.



*Cowboys and cows needed frequent rest stops.
These rest stops often developed into towns.*