



The Cowboys/ Vaqueros

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



The Cowboys/Vaqueros

By Deborah Francis

Grades ECE–K

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

Loyola A. Martinez, Project Director

The Cowboys/Vaqueros

Unit Concepts

- History of vaqueros
- Life of a cowboy
- Ranching
- Animals/livestock
- Cattle, brands, cattledrives
- Campfire
- Stock shows and rodeos

Standards Addressed by This Unit

Language

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Mathematics

Students will develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

History

Students understand that societies are diverse and have changed over time. (H3)

Visual Arts

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

Motor

Students use a variety of positions and movement. (Motor3)

Students use both sides of their bodies developing muscle tone and strength. (Motor1)

Introduction

The arrival of the Spaniards in Florida dates back to 1513, six years before Hernan Cortez arrived in Mexico in 1519. Alvar Nunez Cabeza de Vaca, in his book, *Relacion* (The Account) mentions horses being brought to Florida by 1526. The development of the ranchos (ranches or haciendas) can be traced to the early 1500s in New Mexico and California and in some places in Latin America. The cowboys and the ranches in the new world were introduced by the Spanish, becoming a symbol of pride and patriotism to Mexico and then to those in the new world.

The vaqueros, or charros, worked the haciendas of old Mexico where they developed the skills necessary to ride and work with cattle. The role of the charro initially was to round up, rope, and brand the cattle. In some instances, the charro was called upon to defend the patria or homeland.

The charros attire consisted of his sombrero, his lariat and, of course, his horse. Much of the present-day cowboy attire was heavily influenced by the traditional attire of the charro, such as: wide leather belts; silver buckles; buckskin jackets; tight pants, chaps or chaparreras; and half boots or cowboy boots. Even the language of the charro/vaquero culture has become a part of the English language. Words like buckaroo (vaquero), rodeo, lariate (la reata), mesteno (mustang), and many other words are still part of the cowboy culture. The dream of being a cowboy will always be a part of childhood dreams.

Charreadas, a rodeo-type competition, are still very popular in Mexico and in the United States. Charreadas start much the same way as present-day rodeos with all riders entering the arena in formation and standing at attention for the national anthem. The charreadas consist of various events demonstrating the skill of the rider or competitor. The charro will test his roping and riding skills, the handling of his horse, lassoing, or controlling a bull or wild bronco. What's a Mexican rodeo without the beautiful and traditional music of the mariachis? Women play an important role in the charreadas as well, often riding sidesaddle wearing beautiful sombreros and dresses.

Ranching and cattledrives are still a part of our culture today. Horses and cows are still the primary animals raised on these lands. Cattledrives continue to become important events for cowboys and ranchers. They gather, brand, and ride the range much as their ancestors. These cattledrives were originally for exporting cattle from the Texas ranges to the railway for northern lands. For the cowboy, this independent lifestyle, the cattle, the countryside, and the solitude of the range have not changed.

The role of the mariachi is an important one in the charreadas as they are an integral part of the Mexican rodeo, often filling the air with favorite traditional and contemporary music.

Students native to Mexico will find familiarity with the material in this unit of study, especially those who have come from ranchitos or have roots in rural settings.

Implementation Guidelines

It is recommended that this unit be taught in the Early Childhood and Kindergarten classes as part of a broader unit surrounding the stock show, ranching, and farming. The lessons in this unit of study are intended to demonstrate the significant influence of the vaquero in the new world and the traditions that prevail today.

Instructional Resources/Materials

Lesson 1

Costumbres del Cowboy by Irwing Shapiro
I Want to be a Cowboy Firefly Books
Charro—The Mexican Cowboy by George Ancona
Fact or Fiction: Cowboys by Stewart Ross
Cowpokes by Caroline Stutson

Lesson 2

On The Pampas by Maria Cristina Brusca
Life Cycles Horse by David Schwartz
A Field Full of Horses by Peter Hansard
The Wild Horse Family Book by Sybille Kalas

Lesson 3

Cowboys by Glen Rounds
I Want To Be A Cowboy Firefly books
Matthew the Cowboy by Ruth Hooker

Lesson 4

Three Friends—Tres Amigos by Maria Brusca and Tona Wilson
Cowboy Country by Ann Herbert Scott

Lesson 5

Cowboys by Lucille Recht Penner
Cowboy Bunnies by Christine Loomis

Lesson 6

Cowboy Dreams by Dayal Kaur Khalsa

Lesson 7

Under the Moon and Stars by Scott Emerson
The Cowboy and the Black-Eyed Pea by Tony Johnson
Rodeo Day by JoNelle Toriseva
Armadillo Rodeo by Jan Brett

Lesson Summary

Lesson 1	El Charro—The Mexican Cowboy 5 Students will learn about the charro and the national sporting even called a charreada. This lesson includes all the highlights of the charreadas while increasing the vocabulary of the students with the proper terminology of this traditional event. Great writing opportunities strengthen this lesson.
Lesson 2	“Horses, Horses, Horses” 8 This lesson will teach the parts of horses, types or breeds, the care of horses, and what they are used for on the ranch. Children will create a horse and a name for their “pal.”
Lesson 3	“A Day on the Ranch” 13 This lesson describes a day on a ranch from “sunup’ to ‘sundown’. Children will be involved in a sequencing activity of daily ranch activities.
Lesson 4	“Moooo...” 18 Cows are an important part of ranch life. This lesson discusses their importance, types of cows, and what benefit cattle are to the ranch. Students will participate in a math activity counting “cattle.”
Lesson 5	“Yippee! Yahoo...” 21 Students will learn about cattledrives, create a stick horse, map their route, plan the trip, and take off!
Lesson 6	“It’s a Hoedown” 24 Children will experiment with line dancing and other fun activities.
Lesson 7	“Let’s Gather Around the Campfire” 26 The chuckwagon, “cookie’ or “coosie’ (the Spanish term for male cook), and cowboy fare will be reviewed. Children will experience their own gathering around the campfire, complete with cowboy stories.
Unit Assessment—“Rodeo Roundup” 28

Lesson 1: El Charro—The Mexican Cowboy

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students understand that societies are diverse and have changed over time. (H3)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARKS

Students will listen to and understand a variety of written materials.

Students will experience quality literature in a variety of ways.

Students will understand that print is an important and symbolic means of communication.

Students will incorporate new vocabulary and concepts gleaned from books and other classroom learning experiences into their conversations and writing.

Students will demonstrate increased understanding of the conventions of written language and use increasingly conventional marks.

Students develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will learn the richness and origin of the charro as a major influence on the present-day cowboy.

Students will learn about charreadas and mariachis.

Students will learn be introduced to a rich vocabulary of the charro and use the vocabulary to construct meaning through writing.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Assess Prior Knowledge

Read Aloud

Teacher-Directed Questioning

Discussion

Shared Writing

Illustrations

Mapping Skills

PRELIMINARY LESSON PREPARATION

Introduce the selected readings for this lesson by having students predict what the literature may be about based on the illustrations. Discuss what students already know about cowboys (prior knowledge). Using chart paper, record comments to document baseline knowledge.

ACTIVITIES

Read the recommended literary selections for this lesson, emphasizing the terminology provided in the stories and in the vocabulary list for this lesson to describe the charros and the charreadas. In the preliminary discussion, talk about the origin of the charro. Explain how the first cowboys were vaqueros or charros, and how they originated from Mexico and Spain. The vaqueros were hardworking and made very little money. They were proud, skilled riders. They often worked with wild animals, and had to endure the dangers of an untamed frontier. Tape-record students retelling literary selections for oral language assessment.

Using large sheets of drawing paper, students will illustrate the charros in various activities specific to charreadas. Then they will describe the picture in a story-like format. Students should be using at least 50 percent of the terminology introduced to form sentences with detailed information. Students' oral stories can be recorded for replay for parents and assessing oral language skills.

VOCABULARY

- Charros horsemen that rounded up, roped, and branded the cattle
Haciendas houses built by settlers to the new world
Hacendados ranchers
Florear spinning the lariate to make flowers in the air or jumping in and out of the rope
La Reata the lariat
Charreada a national sport of Mexico
Lienzo a stadium where the charreada occurs
Suertes the events that will test the charros horsemanship, roping skills, and bravery.
Cala de caballo a test to show how well a charro handles his horse.
Piales lassoing an animal
Yegua mare
Cola tail
Jineteada de toros bull riding
Terna three charros working together to bring a bull down.
Jineteada de yequas a charro riding a bucking, wild horse.
Mariachis traditional Mexican band dressed in charro outfits
Escarmuza charra equestrian ballet
Paso de Muerte the leap of death
Caballero horseman and caballero
Charra female horse rider
Adelitas women who fought alongside their men during the revolution

RESOURCES/MATERIALS

Charro—The Mexican Cowboy by George Ancona

I Want To Be A Cowboy by Firefly Books

Costumbres del Cowboy by Irwing Shapiro

Cowpokes by Caroline Stutson

Fact or Fiction: Cowboys by Stewart Ross

White sheets of drawing paper

Crayons or markers

Chart paper/baggies

Relief maps and globes

CDs or cassette tapes of mariachis

ASSESSMENT

Students will reconstruct the literary selection by:

- retelling the stories using at least 50 percent of the terminology introduced;
- working cooperatively on drawing pictures for each title read;
- properly sequencing stories;
- locating Mexico and Spain on a map;
- distinguishing mariachi music from two or more types of music (country and/or classical); and
- writing vocabulary words in word bags.

Lesson 2: “Horses, Horses, Horses”

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students use both side of their bodies developing muscle tone and strength. (Motor1)

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

BENCHMARKS

Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

Students will use coordinated and fluid movements.

Students will listen to and understand a variety of materials.

Students will understand that print is an important and symbolic means of communication.

OBJECTIVES

Students will become familiar with the horse (various breeds, parts, and the care of horses), and their importance in western civilization.

Students will be introduced to animals native to the Pampas.

Students will predict the outcome of the stories read.

Students will draw and/or write about an interesting (to them) part of the story.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Visuals

Group Discussion

Hands-On Activity

Motor Activity

Sequencing

Predicting

PRELIMINARY LESSON PREPARATION

Introduce and read the book, *A Field Full of Horses*. Use the terms walk, trot, canter, and gallop to describe the various ways horses move. Children can then experiment moving around the room by walking, trotting (lifting feet high), cantering (a slow gallop), and galloping. Use a drum or clapping of hands to help the children keep the rhythm.

ACTIVITIES

Using *A Field Full of Horses*, *The Wild Horse Family Book*, and *On The Pampas*, discuss the wide variety of horses and their functions. Explain to students that many horses are descendants of those brought to America by the Spanish conquistadors. The vaqueros/charros also introduced the horse to the western part of our country. The vaqueros valued their horses and were skilled horsemen. Horses are a major part of a cowboy's life—it is their mode of transportation in their daily ranch activities. Talk about all the ways cowboys need their horses. Using the labeled picture in *A Field Full of Horses*, discuss the terms for the various parts of a horse. Follow this discussion with a discussion on how to care for a horse. You may want to use a toy horse or stuffed animal as a model.

Each child will then receive a horse template (see page 11) made from construction paper [have a variety of colors such as brown (dark and light), black, white, gray, and tan]. Crayons, pieces of yarn, and scrap paper should be available for the children to use to give their horse its special "markings." Have books about horses available for the children to view the various breeds. Each child will then create a horse as their "pal" and give it a special name. Have each student tell the class about his or her horse.

VOCABULARY

- Trot to walk briskly
Canter a slow gallop
Gallop a fast, natural, three-beat gait
Conquistador Spanish conqueror
Stallion an adult male horse
Mare an adult female horse
Foal a newborn horse
Colt a young male horse
Filly a young female horse
Hoof a hornlike covering on the horse's foot
Muzzle mouth area on the horse
Mane long, heavy hair growing on the neck
Forelock lock of hair growing on the forehead
Withers ridge between shoulder bones of a horse
Currycomb a comb made of metal teeth
Dandy brush brush used to clean a horse's hair
Hoof pick used to clean out and around the "frog" of a horse's hoof

RESOURCES/MATERIALS

A Field Full of Horses by Peter Hansard

On The Pampas by Maria Cristina Brusca

The Wild Horse Family Book by Sybille Kalas

Life Cycles Horse by David M. Schwartz

Templates of construction-paper horses (see page 11)

Crayons, pieces of yarn, and scrap paper

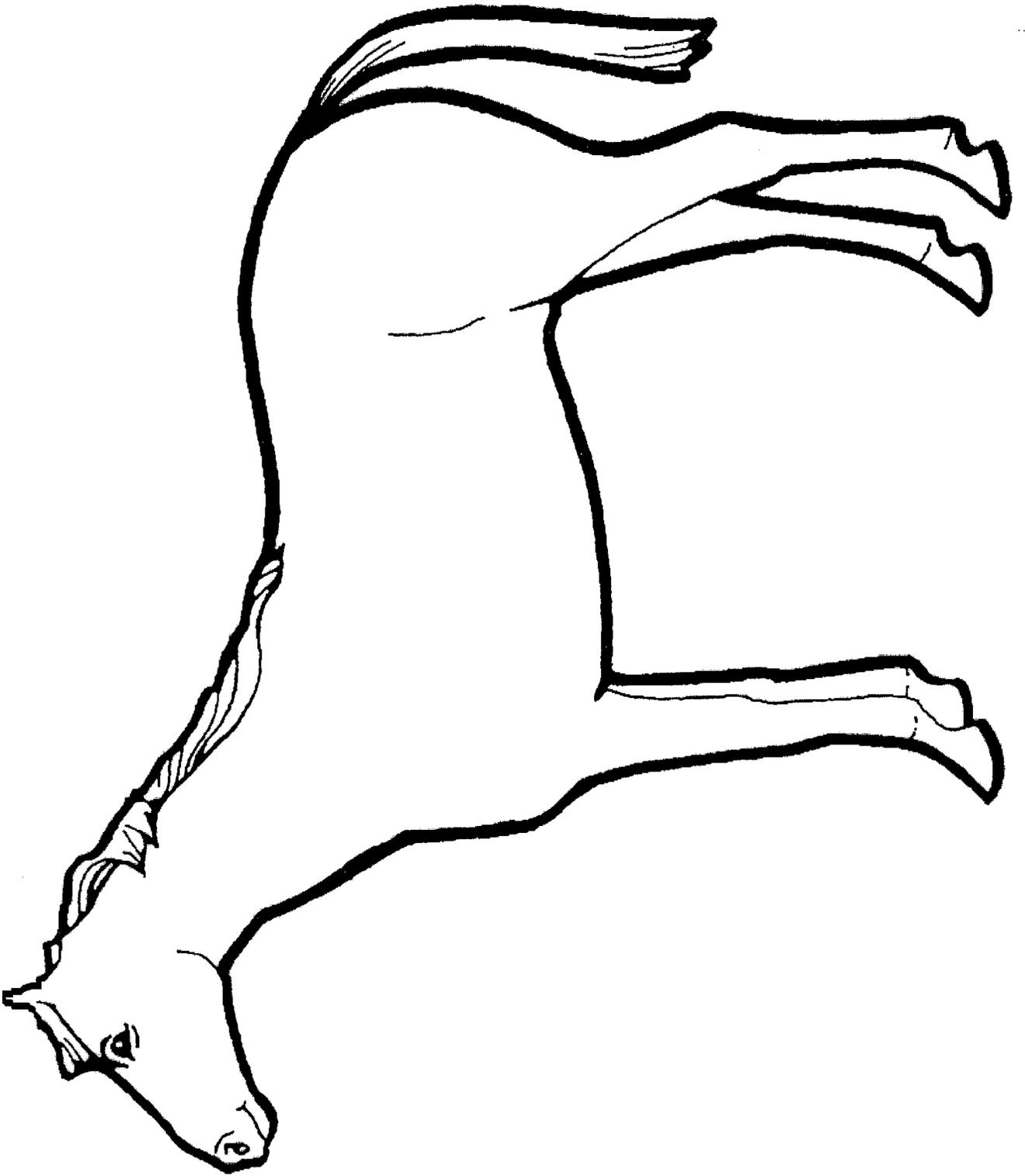
Toy model of a horse (stuffed animal)

How to Feed and Care For a Horse information sheet (see page 12)

ASSESSMENT

Using the book *Life Cycles—Horse* by David Schwartz, review what the children have learned about the horse and their value to the cowboy. Using a picture of a horse, have the children try to label as many parts as possible, such as the mane, tail, hoof, muzzle, and some easier terms. Students will be able to cite at least five functions of the horse.

Horse Template



How to Feed and Care For a Horse

Food for Horses

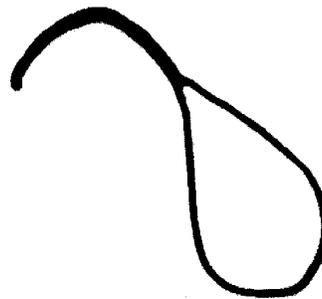
Some of the foods horses eat are grain, hay, grasses, apples, and carrots.

Care for Horses

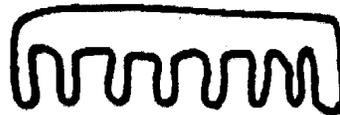
Horses, like any pet, need to be cared for in the proper manner. Grooming is an important part of this care. When grooming, there are steps that need to be followed in a sequential manner. A metal currycomb is used first to get caked mud and any other substance that may be “stuck’ to the hair. This is followed by a rubber currycomb that circulates the dirt to the top of the hair, and then a dandy brush is used to brush off the dust and dirt. A body brush is used to soften the hair. These steps are important since saddles may rub and create sores. A metal comb is used to clean, untangle, and soften the tail and mane. Finally the hoof pick is used to clean out all dirt, rocks, and other particles from around the “frog’ on the bottom of the hoof. (Use pictures supplied for sequencing)



Dandy Brush

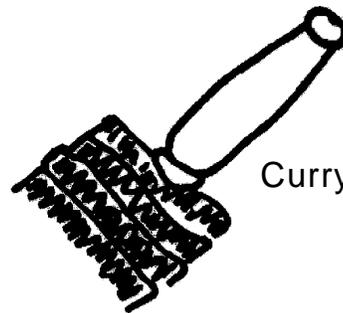
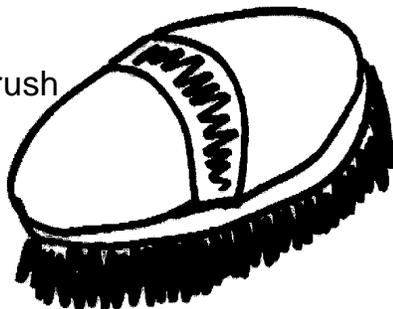


Hoof Pick



Metal Comb

Body Brush



Curry Comb

Lesson 3: “A Day on the Ranch”

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills in their reading, writing, speaking, listening, and viewing. (RW4)

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

BENCHMARKS

Students will know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

Students listen to and understand a variety of materials.

Students incorporate vocabulary and concepts gleaned from books and other classroom learning experiences into their conversations and writing.

Students use readings to learn about topics of interest.

Students ask relevant questions and make thoughtful comments as they learn about topics of interest.

OBJECTIVES

Students will familiarize themselves with life on and the workings of a ranch through literary selections depicting various characters and settings.

Students will compare their lives in urban settings with those of the main characters in the stories.

Student will name the main characters in each of the stories read and retell the story using sentence strips.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Sequencing

Read-a-Wall

Chart

Compare and Contrast

PRELIMINARY LESSON PREPARATION

Introduce and read *Cowboys* and *The Gullywasher—El Chaparron Torrencial*. Discuss where the stories occur. Delve into the concept of a ranch and the attributes and function of a ranch. What kind of animals would you find on a ranch? Present what a day on a ranch might consist of. Record children’s answers on chart paper. Use this information to establish a baseline of prior knowledge.

ACTIVITIES

Introduce vocabulary for this lesson. Teach the children the song, “Mi Rancho,” to introduce the various animals that live on a ranch, such as cows, dogs, cats, horses, and sheep. Read the story *Matthew, The Cowboy* and *The Gullywasher—El Chaparron Torrencial*. Talk about what a day on the ranch might be like. Make a timeline that goes across the wall. Each section has a statement like the following:

“In the morning, the ranch hands have a breakfast of eggs, bacon, pancakes, and coffee, and head out to do their chores.”

“Cowboys check on the cattle, mend fences, and feed the animals.”

“At the chuckwagon, “Cookie’ makes dinner for the ranch hands—biscuits, beans, and steak.”

“Stories and songs around the campfire end the cowboy’s day.”

Hang a comparison and contrasting chart on the wall. Using the “My Favorite Part of the Day” worksheet on page 17, children will illustrate a part of the day that interests them and “write,” with help, what is taking place in their picture. Have them help sequence the pictures under the correct part of the day. Finish the lesson by reviewing the song “Mi Rancho.” Have students compare and contrast their lives with the characters in the story.

VOCABULARY

- Ranch a large farm for raising horses, cows, sheep (lots of open land)
- Bunkhouse building that provides sleeping quarters
- Corrals a pen for livestock
- Herd a number of animals kept together
- Mi rancho my ranch
- Abuelito grandfather
- Vaquerita little cowgirl
- Remolinos dust devils
- Gullywasher chaparron
- Metate stone for grinding corn
- Caballo horse

RESOURCES/MATERIALS

The Gullywasher—El Chaparron Torrencial by Joyce Rossi

The Cowboys by Glen Rounds

Matthew the Cowboy by Ruth Hooker

Hispanic Games and Rhymes by Cynthia Downs and Gloria Erickson

White drawing paper

Chart paper

Markers, crayons

Sentence strips

Mi Rancho lyrics (see page 16)

“My Favorite Part of the Day” worksheet (see page 17)

ASSESSMENT

Children will use knowledge gained from the lesson to write a story about “El Rancho.” Using chart paper, encourage students to tell a story about a ranch, the animals, and the work of the day. Be sure they sequence all the activities and things specific to life on the rancho.

Mi Rancho Lyrics

Spanish:

Vengan a verme rancho que es hermoso.

Vengan a verme rancho que es hermoso.

El perrito dice: guau, guau.

El perrito dice: guau, guau.

¡O ven camarad! ¡O ven camarad!

¡O ven! ¡O ven! ¡O ven!

¡O ven camarad! ¡O ven camarad!

¡O ven! ¡O ven! ¡O ven!

Otros dicen ... El patito dice: cua, cua..

El gatito dice: miau, miau ...

El burro hace así: ji-jo, ji-jo ...

English:

Come to see my ranch that is beautiful.

Come to see my ranch that is beautiful.

The dog says, "Woof, woof."

The dog says, "Woof, woof."

Oh, come, friend! Oh, come, friend!

Oh, come! Oh, come! Oh, come!

Oh, come, friend! Oh, come, friend!

Oh, come! Oh, come! Oh, come!

(Others say ...) The duck says, "Quack..."

The cat says, "Meow..."

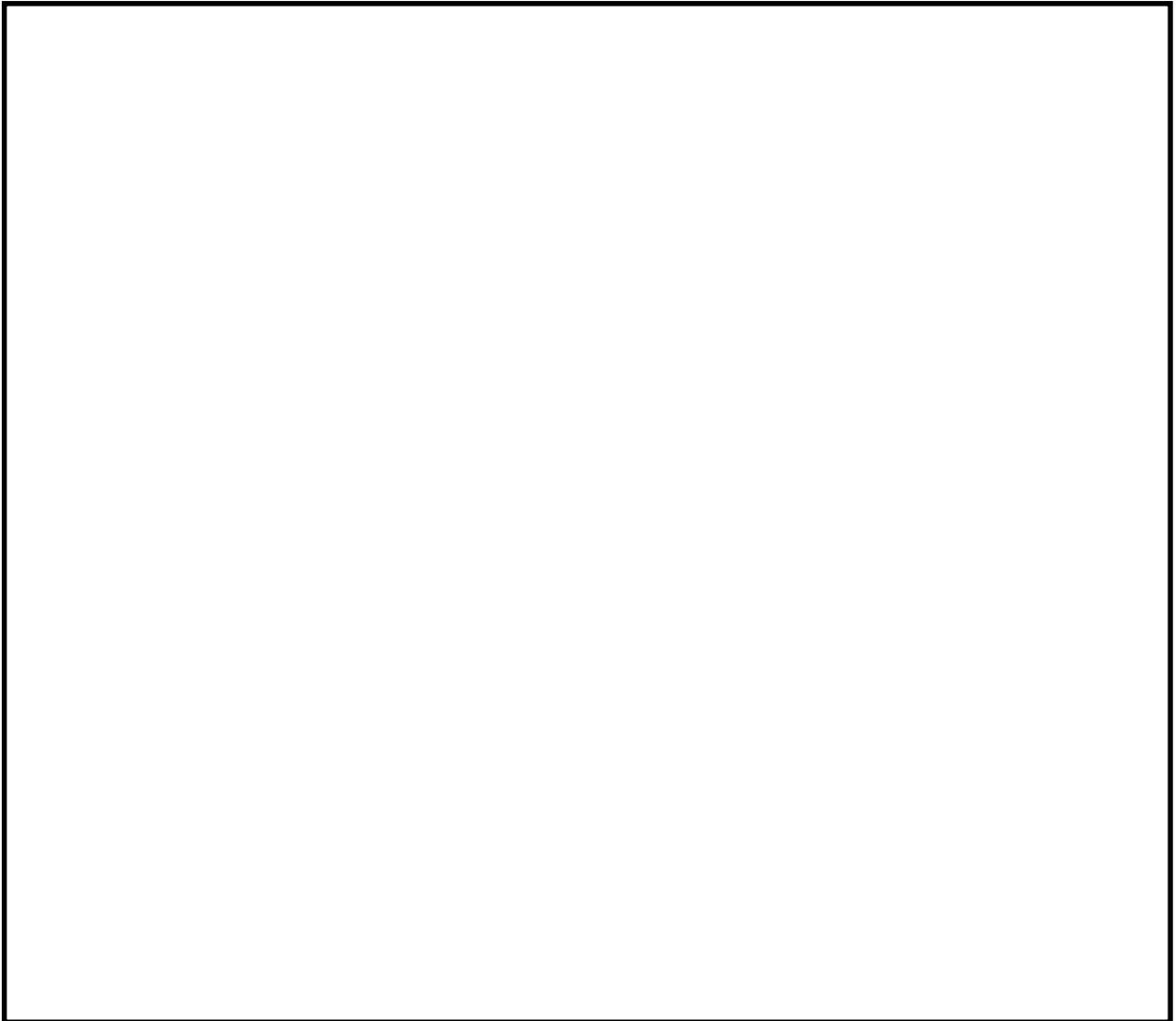
The burro says, "Hee-haw..."



Name _____

“My Favorite Part of the Day”

Draw a picture of your favorite part of the day on a ranch. Below your picture, write about what is happening in your picture.



This is what is happening in my picture:

Lesson 4: “Mooo....”

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills in their reading, writing, speaking, listening, and viewing. (RW4)

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

BENCHMARKS

Students will use reading, writing, listening, speaking, and viewing to learn about topics of personal interest.

Students will ask relevant questions and make thoughtful comments as they learn about topics of interest.

Students will listen to and understand a variety of materials.

Students will experience quality children’s literature in a variety of ways.

Students will count fluently by rote and with understanding.

Students will understand and use numbers to quantify and compare sets.

OBJECTIVES

Students will learn the importance of cattle to a rancher, and how cattle benefit humans.

Students will work on counting skills by counting their own “herd” of cattle.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Hands-On Counting Activity

Chart

Counting

PRELIMINARY LESSON PREPARATION

Introduce and read *On the Pampas* and *Cowboy Country*. Teacher judgement should be used with *Cowboy Country* as it has a long text and you may want to abbreviate the story. Follow the story with a discussion about the events in the book. Share with students how cattle ranching and the equipment involved with ranching, such as branding irons, cattle, horses, and riding equipment, originated from Spain. With the children’s help, list on chart paper all the things we get from cows. Include such things as soap and candles made from the animal fat, and the use of the hides. Include dairy cattle in this discussion.

ACTIVITIES

Read *Three Friends—Tres Amigos*. This counting book includes many Hispanic terms with English translations. Explain to the children that they are going to be cowboys checking on their herds. Give each child a set of laminated cow pictures. Using number cards numbered 1 through 20, have the children count the correct amount for their herd.

VOCABULARY

Herd many the same animals kept under human control.

Spanish terms:

Caballo	horse
Amigos	friends
Vacas	cows
Plantas rodadoras	tumble weeds
Correcaminos	roadrunners
Serpientes	snakes
Cactus	cactus (desert plant with prickles)
Luna	moon
Uno	one
Dos	two
Tres	three
Cuatro	four
Cinco	five
Seis	six
Siete	seven
Ocho	eight
Nueve	nine
Diez	ten

RESOURCES/MATERIALS

Chart paper

Markers

Three Friends—Tres Amigos by Maria Cristina Brusca and Tona Wilson

Cowboy Country by Ann Herbert Scott

A set of 20 laminated cow pictures for each child

A set of cards numbered 1-20

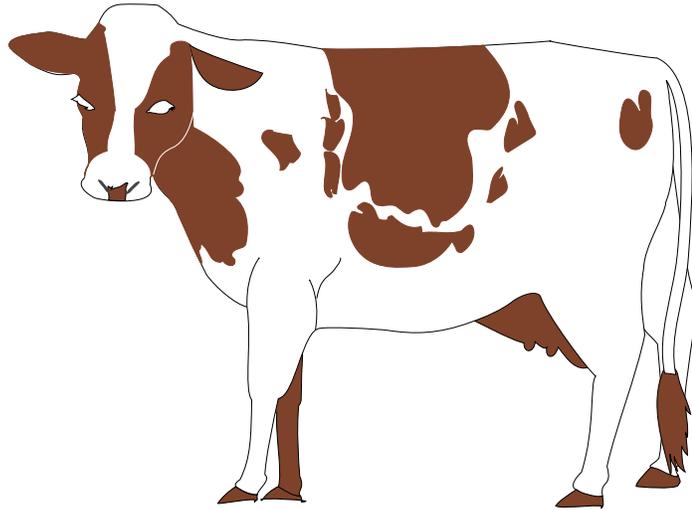
ASSESSMENT

Using the “What Comes From a Cow” worksheet on page 20, assess student knowledge of what items are products of a cow.

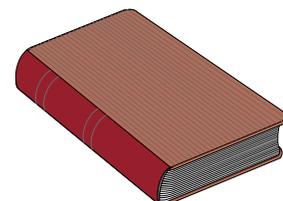
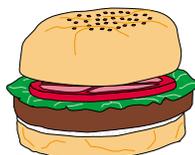
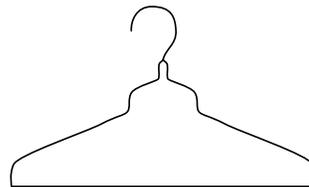
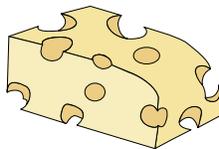
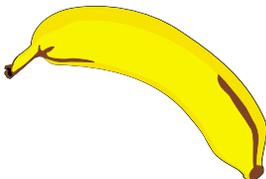
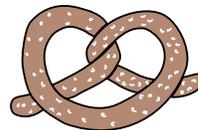
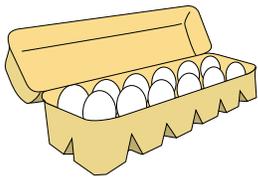
Students will also be assessed on their mastery of counting numbers 1 through 20 and listing the benefits of cattle to ranching/rancher. Students create a model ranch using manipulative and ranch-type objects.

Name _____

What Comes From a Cow?



Circle the items below that are products of a cow.



Lesson 5: Las Rondas/Cattledrives

What will students be learning?

STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

BENCHMARKS

Students will write for a variety of purposes.

Students listen to and understand a variety of materials.

Students know the physical characteristics of places.

Students will know how to use and construct maps.

OBJECTIVES

Students will discover what cattledrives are and why they took place.

Students will help plan a cattledrive.

What will be done to help students do this?

INSTRUCTIONAL STRATEGIES

Mapping

Chart

Read Aloud

Hands-On Art Activity

Discussion

PRELIMINARY LESSON PREPARATION

Introduce and read *Cowboys*. Review the book with students and discuss what and why there are cattledrives. Explain that cattledrives were used to get the cattle to the nearest railway station. The cowboys/vaqueros often drove the cattle from Texas to northern railway stations or pastures. These drives took several days, weeks, and often longer. Some students can take turns being the cows for the mock cattledrive for the final assessment (costumes for the make-believe cattledrive can be constructed or borrowed).

ACTIVITIES

Using a map of the southwest, talk about the harsh lands that the cowboys had to travel on these cattledrives—mountainous terrain, desert areas, rivers to cross, bad weather, and more. Discuss making a plan for a cattledrive. Using the map, talk about where they are starting and where they are headed. How many cattle are they responsible for? Discuss with the children the chuckwagon and the chuckwagon cook. These cooks were originally called “coosie” from the Spanish word for a male cook, or cocinero. They usually were older cowboys who were hired for their ability to drive a wagon rather than their cooking skills.

With the children’s help, plan your cattledrive. Using the map, a red marker, or length of red string, route the map so that children can see where they are headed. Next, on chart paper, list the kinds of food they want to be on the chuckwagon. Remind them that there is no refrigeration, and that water was carried in big drums.

How will they travel? The children will make a “stick” horse (see template on page 23) as their traveling companion. Use one entire section of a newspaper (leave all the pages together) and roll into a “stick” the long way. Have precut horse heads, yarn, and crayons to give the face features and a mane. Attach to the stick and away we go!

VOCABULARY

Chuckwagon wagon used as a kitchen on cattledrives
“Cookie” derived from Spanish term cocinero, or male cook
cattledrive taking cattle by trail to the market or railway
map a representation of an area of land
route a traveled way
rondas cattledrives
Ganado herd

RESOURCES/MATERIALS

Costumbres del Cowboy by Irwing Shapiro
Cowboys by Lucille Recht Penner
Cowboy Bunnies by Christine Loomis
Newspapers
Stick Horse template (see page 23)
Yarn
Crayons
Markers
Chart paper
Map of the southwest United States and Mexico
Strings of red yarn or red marker

ASSESSMENT

Read *Cowboy Bunnies* and *Costumbres del Cowboy* for students with limited English proficiency. Have students take their stick horses and go to a large area, such as the gym or outside, so they will be able to move freely. Using creative dramatization, act out a day on the cattledrive. The children, using the knowledge they have gained from the lesson, will sequence the actions and tell the story. Have them pick out one person to be the cook and have them pull the chuckwagon (a real wagon could be used).

Stick Horse Template

INSTRUCTIONS: Roll a stack of newspaper pages (rolling from the long edge) to form a "stick." Copy the horse head below (enlarge it, if possible) and glue to tag board (or any other heavy paper) and then cut out.



Lesson 6: “It’s a Hoedown”

What will students be learning?

STANDARDS

Students use both side of their bodies developing muscle tone and strength. (Motor1)

Students learn to take in a variety of sensory input while remaining calm and organized. (Motor2)

Students use a variety of positions and movement. (Motor3)

Students use large muscles to sequentially master gross motor tasks. (Motor4)

Students use small muscles to coordinate manipulation and mastery of objects and tools. (Motor5)

Students read and understand a variety of materials. (RW1)

Students develop spatial sense and use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving problems. (M4)

BENCHMARKS

Students will be able to recognize and label basic geometric figures (i.e., circle, triangle, square, and rectangle).

Students will use a variety of methods and materials to explore basic geometric figures.

Students will manipulate objects requiring increased control and coordination.

Students will use coordinated and fluid movement.

Students will experience movement in a variety of ways.

Students will demonstrate a variety of coordinated movements.

OBJECTIVES

Students will explore movement and coordination through activities revolving around the cowboy.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Motor Activities

Read Aloud

Hands-On Activity

PRELIMINARY LESSON PREPARATION

Introduce and read *Cowboy Dreams*. This book is about a little girl who wishes to be a cowgirl with a horse of her own. The pictures are bright and colorful, and the singsong lyrics make it fascinating. After reading the book, discuss the story. Talk to the children about how cowboys and cowgirls would relax on the ranch by going to the “hoedown,” a gathering featuring dancing, and fun activities.

ACTIVITIES

Load up your “wagon” with jump ropes for everyone, “Dixie” cups, and fun square dance music, and head for the gym, cafeteria, or a large open space. These activities are formatted to apply to the motor standards. First, give each child two “Dixie” cups. Use the cups to make horse clopping sounds by clapping the open ends together. Have half the children take their cups and begin with a walking sound, while the other half actually do the movement. Increase the beat to a trot, then a gallop. Switch groups so that all can participate. Next, practice sashaying across the room. First have each of them sashay (sideways glide) across the room to a beat. Then have them do it holding hands with a partner. Divide the class into two lines facing each other. Have the children replicate a simple barn dance. In two lines facing each other

Go into the middle and bow, back out of the middle and stand tall.

Repeat two times.

Go into the middle and shake hands, back out and stand tall.

Repeat two times.

The two people at the head of the lines hold hands and sashay down the center and back. They turn and on the outside of the lines go to the end. Repeat the whole thing again. Do this until everyone has had a turn.

For the last activity, give each student a jump rope. Explain how the cowboys used ropes to lasso stray cattle. Let them slowly twirl their ropes on the ground like a snake. Have them use their ropes to make a circle on the ground, then a square, a triangle, and a rectangle. Have them compare ropes to see who might have the longest, shortest, or if they all are equal. End the time with all students getting on their “horses” and taking off at a gallop.

VOCABULARY

Hoedown a gathering which involves dancing, and other fun activities

Sashay a sideways glide use in square dancing

Lasso a long rope with a running noose at one end for catching horses or cows

RESOURCES/MATERIALS

Cowboy Dreams by Dayal Kaur Khalsa

Jump ropes of varying lengths

Western- or square-dance music

CD or cassette player

“Dixie” cups (5 oz.)—two per student

ASSESSMENT

This is an observation type of assessment. During the activity, observations will be done to see which children have mastery of large muscle skills, and which students need extra support. It can also be observed which students have good eye/hand coordination when using the jump ropes.

Lesson 7: “Let’s Gather Around the Campfire”

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will listen to and understand a variety of materials.

Students will experience quality children’s literature in a variety of ways.

Students will recognize characteristics of various genres such as fiction, historical fiction, nonfiction, poetry, myths, folktales, and legends.

Students will listen to and discuss classic and contemporary quality literature that reflects the uniqueness, diversity, and integrity of the human experience.

OBJECTIVES

Students will learn more about the cowboy culture through experiencing a campfire, sing-a-long, and the telling of stories of the cowboy lifestyle.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Chart

Read Aloud

Music

Storytelling

PRELIMINARY LESSON PREPARATION

Review two literary selections introduced in previous lessons: *On the Pampas* and *The Gullywasher—El Chaparron Torrencial*, and introduce and read *Under the Moon and Stars*, which describes a little boy becoming a cowboy and going on the trail. Using chart paper and the title “What We Know About Cowboys,” list all the children’s responses. Use prompts when necessary to help them remember and describe.

ACTIVITIES

Following the above activity, invite the children to attend their own “cowboy campfire.” (To make campfire, use real fire logs with a flashlight hidden in the middle. Crumple orange and yellow tissue paper on the top to give the effect of a real fire.) While around the campfire, share the story of Annie Oakley, using *Little Sure Shot, The Story of Annie Oakley* as a reference. The story of the famous black cowboy Bill Pickett can be told using *Bill Pickett Rodeo-Ridin’ Cowboy* (you will have to condense this book since the text is so long). A fun “tall-tale” to read would be *The Cowboy and the Black-Eyed Pea*. The campfire would not be complete without songs and food. Serve cowboy fare of cornbread, beans, and s’mores.

VOCABULARY

Annie Oakley famous woman sharp shooter and cowgirl

Bill Pickett most famous black rodeo performer, “Dusty Demon”

S’mores campfire treat of graham crackers, chocolate bars, and marshmallows

RESOURCE/MATERIALS

The Gullywasher—El Chaparron Torrencial by Joyce Rossi

On the Pampas by Maria Cristina Brusca

Under the Moon and Stars by Scott Emerson

Little Sure Shot: The Story of Annie Oakley by Stephanie Spinner

Bill Pickett: Rodeo-Ridin’ Cowboy by Andrea Pinkey

The Cowboy and the Black-Eyed Pea by Tony Johnson

Chart paper

Logs

Flashlight

Yellow and orange tissue paper

Graham crackers

Chocolate bars

Marshmallows

Beans

Cornbread

Plates

Spoons

ASSESSMENT

After the campfire, have the children illustrate their understanding of the concept of campfire and one important thing they learned about any one of the stories.

Unit Assessment: Rodeo Roundup

How will students demonstrate proficiency?

PERFORMANCE TASK

Read *Rodeo Day* (abbreviate story if necessary). Talk about the kinds of competitions seen at a rodeo. Using cones, wastebaskets, or something similar set up a “barrel race.” The children can use scooters to “race” around the “barrels.” Follow this activity by having the children draw a picture labeled, “Why I want to be a cowboy..” When labeling the pictures, make sure that the student expands and gives detailed answers. They should be able to list one of the following:

- one of the many jobs a cowboy does;
- an activity seen at the rodeo;
- something about the history of cowboys, cattle, ranches, etc.; or
- why horses and cowboys are important.

ASSESSMENT

Use the rubric below to assess each student’s knowledge:

<u>Rubric Points</u>	<u>Description</u>
4	Exceeds expectations in giving information.
3	Acceptable information given.
2	Partially acceptable information.
1	Little or no information given.

Bibliography

- Brett, Jan. *Armadillo Rodeo*. Scholastic Books, New York, 1995.
A story about an armadillo, boots he thinks are his friend, and a girl named Harmony Jean.
- Brusca, Maria Cristina. *On The Pampas*. Henry Holt and Company, New York, 1991.
A young girl's story about a summer spent at her grandparents' ranch in Argentina.
- Brusca, Maria Cristina. *Three Friends—Tres Amigos*. Henry Holt and Company, New York, 1995.
Counting book using English and Spanish terms.
- Canning, Shelagh. *Horses and Ponies*. McClanahan Book Company, New York, 1997.
Book describes the various kinds of horses and their use.
- Downs, Cynthia. *Hispanic Games and Rhymes*. Instructional Fair, T.S. Dennison, Grand Rapids, MI, 1997.
Book of games and rhymes for children.
- Emerson, Scott. *Under the Moon and Stars*. Gibbs Smith, Layton, UT, 1995.
About a small boy who wishes to be a cowboy and goes on the trail, only to find out he really likes his life as a little boy better.
- I Want To Be a Cowboy*. Firefly Books, Willowdale, Ontario, Canada, 1999.
Real photographs of a young boy and the life of cowboys.
- Gise, Joanne. *A Picture Book of Horses*. Troll Associates, Mahwah, NJ, 1991.
Book about horses.
- Hansard, Peter. *A Field Full of Horses*. Candlewick Press, Cambridge, MA, 1993.
Book about horses.
- Honda, Tetsuya. *Wild Horse Winter*. Chronicle Books, San Francisco, CA 1992.
Story of wild horses and their survival in the winter.
- Hooker, Ruth. Matthew. *The Cowboy*. Albert Whitman and Company, Morton Grove, IL, 1990.
Matthew receives a cowboy suit for his birthday and heads to a ranch to solve a mystery.
- Johnston, Tony. *The Cowboy and the Black-Eyed Pea*. Putnam and Grosset Group, New York, 1992.
Story like the Princess and the Pea, only cowboys.
- Kalas, Sybille. *The Wild Horse Family Book*. North-South Books, New York, 1989.
Beautiful photographs and story of Icelandic ponies.
- Khalsa, Dayal Kaur. *Cowboy Dreams*. Clarkson N. Potter, New York, 1990.
A little girl wants to grow up and be a cowboy.
- Loomis, Christine. *Cowboy Bunnies*. Scholastic, Inc, New York, 1997.
Cowboy bunnies ride the trail.
- Penner, Lucille Recht. *Cowboys*. Grosset and Dunlap, Inc. New York, 1996.
Book about horses and cowboys on the ranch and on the trail.
- Pinkey, Andrea D. *Bill Pickett Rodeo-Ridin' Cowboy*. Harcourt Brace and Company, New York, 1996.
Story of Bill Pickett and his rise to fame.

- Ross, Stewart. *Fact or Fiction Cowboys*. Aladdin Books, London, England, 1995.
Book of facts about cowboys.
- Rossi, Joyce. *The Gullywasher—El Chaparron Torrencial*. Northland Publishers, 1999.
Leticia's grandfather tells her the funny, tall tale about a torrential gullywasher he experienced as a young cowboy.
- Rounds, Glen. *Cowboys*. Holiday House, New York, 1991.
Story of cowboys on the trail.
- Schwartz, David. *Life Cycles—Horse*. Creative Teaching Press, Inc., Huntington Beach, CA, 1999.
The life cycle of a horse is explained.
- Scott, Ann Herbert. *Cowboy Country*. Clarion Books, New York, 1993.
A real cowboy takes a young boy out on the trail.
- Spinner, Stephanie. *Little Sure Shot: The Story of Annie Oakley*. Random House, New York, 1993.
Life story of Annie Oakley.
- Stutson, Caroline. *Cowpokes*. Lothrop, Lee and Shepard Books, New York, 1999.
Cowboys are always busy from dawn to dusk.
- Toriseva, JoNelle. *Rodeo Day*. Bradbury Press, New York, 1994.
A young girl's first time in the rodeo.

About the Author

Deborah Francis received her Masters Degree in Curriculum and Instruction, specializing in creative arts, from Lesley College in Boston. Her Bachelor of Arts in Early Childhood Education (with an emphasis in language arts) is from the University of Northern Iowa.

Deborah has taught Early Childhood in the Denver Public Schools for the past 14 years. Previously she taught kindergarten and second grade, and was the director of a day care facility for the Department of Defense Mapping Agency in Glen Echo, Maryland.

She is teaching an inclusive Early Childhood classroom, serving children with special needs.