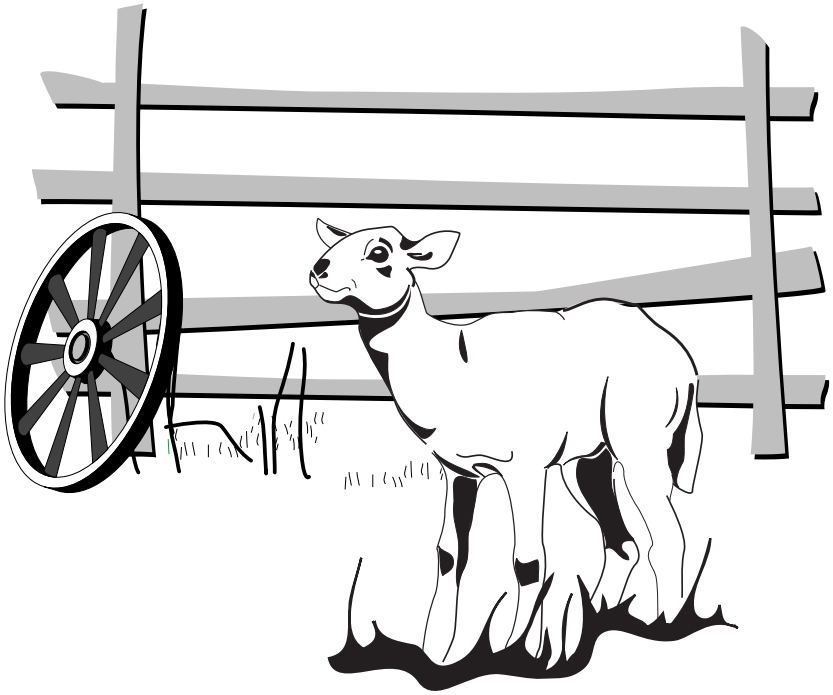
Woolies and Whinnies:
The Sheep and Cattle Industry in Montana



User Guide
Provided by The Montana Historical Society
Education Office
(406) 444-4789
www.montanahistoricalsociety.org

Funded by a Grant from the E.L. Wiegand Foundation

©2002 The Montana Historical Society

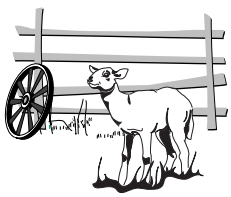


Table of Contents

Introduction

Inventory 2
Footlocker Use – Some Advice for Instructors 6
Evaluation Form. 7
MHS Educational Resources 9
Primary Sources and How to Use Them 13
Standards and Skills for *Woolies and Whinnies: The Sheep and Cattle Industry in Montana* 20

Background Information

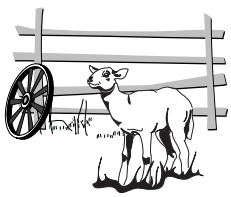
Historical Narrative for Fourth Graders 22
Historical Narrative for Instructors 24
Outline for Classroom Presentation 26
Amazing Montanans—Biographies 28
Vocabulary List 29

Lessons

Lesson 1: Pay Day on the A.B. Cook Stock Farm 31
Lesson 2: Marks and Brands 33
Lesson 3: Branding at Roundup 34
Lesson 4: Horse Feathers 36
Lesson 5: "When the Work Is Done Next Fall" 38
Lesson 6: Carding Woolies 42

Resources and Reference Materials

Worksheets and Independent Work 45
Bibliography 53



Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult complete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.** After you inventory the footlocker for shipping to the next location, please mail or fax this completed form to the Education Office.

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
1 workshirt				
1 Pair chaps				
1 Bandana				
1 Pair cowboy boots				
1 Cowboy hat				
1 Enamel coffee pot				
1 Tin cup				
1 Tin plate				
1 spur with strap				
1 Branding iron				
1 Lariat				

(continued)

Inventory *(continued)*

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
1 Pair of wool cards w/ fleece				
1 sheep shears				
12 Photographs				
1 CD of cowboy songs				
1 Horse with western tack				
1 User guide				
2 padlocks				

Education Office, Montana Historical Society, PO Box 201201, Helena, MT 59620-1201
Fax: 406-444-2696, Phone: 406-444-9553, MHSeducation@state.mt.us

Inventory completed by _____ Date _____

Footlocker Contents

Left:
Hat, Chaps, Shirt, Bandana, and Boots

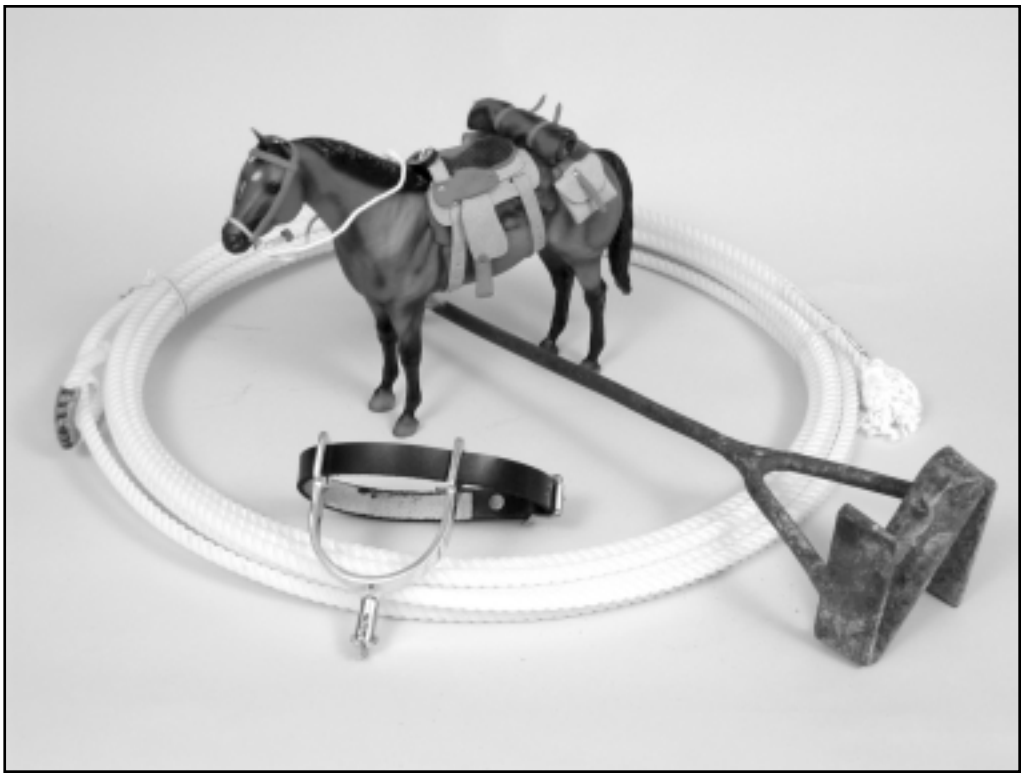
Right:
Tin Plate, Enamel Coffee Pot, Tin Cup

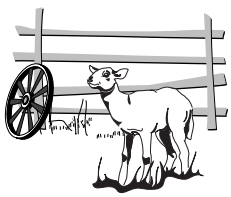
(continued)

Footlocker Contents *(continued)*

Left:
Wool Cards,
Sheep Shears,
Fleece

Right:
Lariat, Model
Horse, Spur,
Branding Iron





Footlocker Use–Some Advice for Instructors

How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In section one there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. Section three contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The "Resources and Reference Materials" section contains short activities and further exploration activities, as well as bibliographies.

What do I do when I receive the footlocker?

IMMEDIATELY upon receiving the footlocker, take an inventory form from the envelope inside and inventory the contents in the "before use" column. Save the form for your "after use" inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Send the inventory form back to:

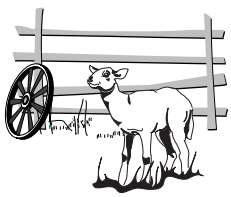
Education Office, Montana Historical Society, Box 201201, Helena, MT 59620-1201 or fax at (406) 444-2696.

Who do I send the footlocker to?

At the beginning of the month you received a confirmation form from the Education Office. On that form you will find information about to whom to send the footlocker, with a mailing label to affix to the top of the footlocker. Please insure the footlocker for $1000 with UPS (we recommend UPS, as they are easier and more reliable then the US Postal Service) when you mail it. This makes certain that if the footlocker is lost on its way to the next school, UPS will pay for it and not your school.

What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-4789), in addition to sending us the completed (before and after use) inventory form. This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call us and let us know so that we can have you send us the item for repair. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.



Footlocker Evaluation Form

Evaluator's Name _____ Footlocker Name _____

School Name _____ Phone _____

Address _____ City _____ Zip Code _____

1. How did you use the material? (choose all that apply)

☐ School-wide exhibit ☐ Classroom exhibit ☐ "Hands-on" classroom discussion

☐ Supplement to curriculum ☐ Other_____

2. How would you describe the audience/viewer? (choose all that apply)

☐ Pre-school students ☐ Grade school—Grade____ ☐ High school—Grade____

☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest

☐ Other_____

2a. How many people viewed/used the footlocker?_____

3. Which of the footlocker materials were most engaging?

☐ Artifacts ☐ Documents ☐ Photographs ☐ Lessons ☐ Video

☐ Audio Cassette ☐ Books ☐ Slides ☐ Other_____

4. Which of the User Guide materials were most useful?

☐ Narratives ☐ Lessons ☐ Resource Materials ☐ Biographies/Vocabulary
☐ Other_____

5. How many class periods did you devote to using the footlocker?

☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other_____

6. What activities or materials would you like to see added to this footlocker?

_____

_____

(continued)

7. Would you request this footlocker again? If not, why?

_____

_____

_____

_____

8. What subject areas do you think should be addressed in future footlockers?

_____

_____

_____

_____

_____

9. What were the least useful aspects of the footlocker/User Guide?

_____

_____

_____

_____

_____

10. Other comments.

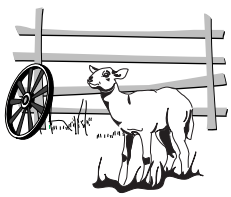
_____

_____

_____

_____

_____



Montana Historical Society Educational Resources Footlockers, Slides, and Videos

Footlockers

Stones and Bones: Prehistoric Tools from Montana's Past— Explores Montana's prehistory and archaeology through a study of reproduction stone and bone tools. Contains casts and reproductions from the Anzick collection.

Daily Life on the Plains: 1820-1900— Developed by Montana Fish, Wildlife, and Parks, this footlocker includes items used by American Indians, such as a painted deerskin robe, parfleche, war regalia case, shield, Indian games, and many creative and educational curriculum materials.

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana— Investigates the Corps' journey through Montana and their encounters with American Indians. Includes a Grizzly hide, trade goods, books, and more!

Cavalry and Infantry: The U.S. Military on the Montana Frontier— Illustrates the function of the U. S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

From Traps to Caps: The Montana Fur Trade— Gives students a glimpse at how fur traders, 1810-1860, lived and made their living along the creeks and valleys of Montana.

Inside and Outside the Home: Homesteading in Montana 1900-1920— Focuses on the thousands of people who came to Montana's plains in the early 20th century in hope of make a living through dry-land farming.

Prehistoric Life in Montana— Explores Montana prehistory and archaeology through a study of the Pictograph Cave prehistoric site.

Gold, Silver, and Coal—Oh My!: Mining Montana's Wealth— Lets students consider what drew so many people to Montana in the 19th century and how the mining industry developed and declined.

Coming to Montana: Immigrants from Around the World— Montana, not unlike the rest of America, is a land of immigrants, people who came from all over the world in search of their fortunes and a better way of life. This footlocker showcases the culture, countries, traditions, and foodways of these immigrants through reproduction artifacts, clothing, toys, and activities.

(continued)

Montana Indians: 1860-1920— Continues the story of Montana's First People during the time when miners, ranchers, and the military came West and conflicted with the Indians' traditional ways of life.

Woolies and Whinnies: The Sheep and Cattle Industry in Montana—Looks at the fascinating stories of cattle, horse, and sheep ranching in Montana from 1870 to 1920.

The Cowboy Artist: A View of Montana History— Over 40 Charles M. Russell prints, a slide show, cowboy songs, and hands-on artifacts are used as a window into Montana history. Lessons discuss Russell's art and how he interpreted aspects of Montana history, including the Lewis and Clark expedition, cowboy and western life, and Montana's Indians. Students will learn art appreciation skills and learn how to interpret paintings, in addition to creating their own masterpieces on Montana history topics.

The Treasure Chest: A Look at the Montana State Symbols—The Grizzly Bear, Cutthroat Trout, Bitterroot, and all of the other state's symbols are an important connection to Montana's history. This footlocker will provide students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state's symbols and their meanings.

Lifeways of Montana's First People—Contains reproduction artifacts and contemporary American Indian objects, as well as lessons that focus on the lifeways of the five tribes (Salish, Blackfeet, Nez Perce, Shoshone, and Crow) who utilized the land we now know as Montana in the years around 1800. Lessons will focus on aspects of the tribes' lifeways prior to the Corps of Discovery's expedition, and an encounter with the Corps.

East Meets West: The Chinese Experience in Montana— The Chinese were one of the largest groups of immigrants that flocked in to Montana during the 1800s in search of gold, however only a few remain today. Lessons explore who came to Montana and why, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

Architecture: It's All Around You— In every town and city, Montana is rich in historic architecture. This footlocker explores the different architectural styles and elements of buildings, including barns, grain elevators, railroad stations, houses, and stores, plus ways in which we can keep those buildings around for future generations.

Tools of the Trade: Montana Industry and Technology— Explores the evolution of tools and technology in Montana from the 1600's to the present. Includes reproduction artifacts that represent tools from various trades, including: the timber and mining industries, fur trapping, railroad, ranching and farming, and the tourism industry.

(continued)

SLIDES

Children in Montana— presents life in Montana during the late 1800s and early 1900s through images of children and their written reminiscences.

Fight for Statehood and Montana's Capital— outlines how Montana struggled to become a state and to select its capital city.

Frontier Towns— illustrates the development, character, and design of early Montana communities.

Jeannette Rankin: Woman of Peace— presents the life and political influence of the first woman elected to Congress.

Native Americans Lose Their Lands— examines the painful transition for native peoples to reservations.

Power Politics in Montana— covers the period of 1889 to the First World War when Montana politics were influenced most by the copper industry.

The Depression in Montana— examines the impact of the Depression and the federal response to the Depression in Montana.

The Energy Industry— discusses the history and future of the energy industry in Montana.

Transportation— describes how people traveled in each era of Montana's development and why transportation has so influenced our history.

(continued)

VIDEOS

Capitol Restoration Video— shows the history, art, and architecture of Montana's State Capitol prior to the 1999 restoration. Created by students at Capital High School in Helena.

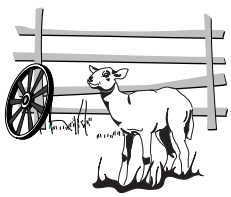
"I'll ride that horse!" Montana Women Bronc Riders— Montana is the home of a rich tradition of women bronc riders who learned to rope, break, and ride wild horses. Their skill and daring as horsewomen easily led to riding broncs on rodeo circuits around the world. Listen to some to the fascinating women tell their inspiring stories.

Montana: 1492— Montana's Native Americans describe the lifeways of their early ancestors.

People of the Hearth— features the role of the hearth in the lives of southwestern Montana's Paleoindians.

Russell and His Work— depicts the life and art of Montana's cowboy artist, Charles M. Russell.

The Sheepeaters: Keepers of the Past— When the first white men visited Yellowstone in the early nineteenth century, a group of reclusive Shoshone-speaking Indians known as the Sheepeaters inhabited the Plateau. They had neither guns nor horses and lived a stone-age lifestyle, hunting Rocky Mountain Bighorn sheep for food and clothing. Modern archaeology and anthropology along with firsthand accounts of trappers and explorers help to tell the story of the Sheepeaters.



Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills that will help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, i.e. research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.

MONTANA HISTORICAL SOCIETY

See the examples below for insight into using these worksheets.

Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small "secrets" that we can find in it include: the shadow of the photographer, the rough fence in the background, the belt on the woman's skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse, is it hard? Was it a hot day? Why are you using an English-style riding saddle?

MONTANA HISTORICAL SOCIETY

(continued)

MONTANA HISTORICAL SOCIETY

Documents

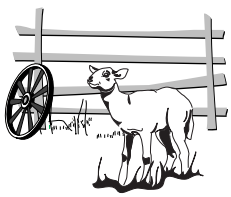
This document is part of the Montana Historical Society's archival collection. Reading the document can give us a lot of information: It is an oath pledging to catch thieves. It was signed by 23 men in December of 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tell us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tell us about life in Montana in the 1860s are: there were lots of thieves in Virginia City and that traditional law enforcement was not enough, so citizens took to vigilance to clean up their community.

Maps

This map is part of the map collection of the Library of Congress. Information that can be gathered from observing the map includes: The subject of the map is the northwestern region of the United States—west of the Mississippi River. The map is dated 1810 and was drawn by William Clark. The three things that are important about this map are: it shows that there is no all-water route to the Pacific Ocean, it documents the Rocky Mountains, and it shows the many tributaries of the Missouri River.

LIBRARY OF CONGRESS



How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

Artifact: An object produced or shaped by human workmanship of archaeological or historical interest.

1. What materials were used to make this artifact?

☐ Bone	☐ Wood	☐ Glass	☐ Cotton
☐ Pottery	☐ Stone	☐ Paper	☐ Plastic
☐ Metal	☐ Leather	☐ Cardboard	☐ Other_____

2. Describe how it looks and feels:

Shape _____

Color _____

Texture _____

Size _____

Weight _____

Moveable Parts _____

Anything written, printed, or stamped on it

_____

Draw and color pictures of the object from the top, bottom, and side views.

Top	Bottom	Side

(continued)

3. Uses of the Artifacts.

A. How was this artifact used? _____

B. Who might have used it? _____

C. When might it have been used? _____

D. Can you name a similar item used today? _____

4. Sketch the object you listed in question 3.D.

5. Classroom Discussion

A. What does the artifact tell us about technology of the time in which it was made and used?

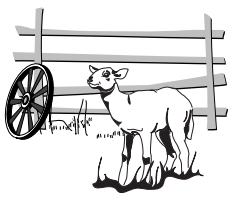
_____

_____

B. What does the artifact tell us about the life and times of the people who made and used it?

_____

_____



How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

Photograph: an image recorded by a camera and reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

   What secrets do you see? _____

   _____

   _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

   People _____

   _____

   Objects _____

   _____

   Activities _____

   _____

3. **What questions would you like to ask of one of the people in the photograph?**

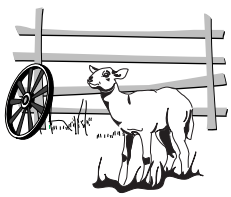
   _____

   _____

4. **Where could you find the answers to your questions?**

   _____

   _____



How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

Document: A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

1. Type of document:

☐ Newspaper ☐ Journal ☐ Press Release ☐ Diary

☐ Letter ☐ Map ☐ Advertisement ☐ Census Record

☐ Patent ☐ Telegram ☐ Other _____

2. Which of the following is on the document:

☐ Letterhead ☐ Typed Letters ☐ Stamps

☐ Handwriting ☐ Seal ☐ Other _____

3. Date or dates of document: _____

4. Author or creator: _____

5. Who was supposed to read the document? _____

_____

6. List two things the author said that you think are important:

1. _____

2. _____

7. List two things this document tells you about life in Montana at the time it was written:

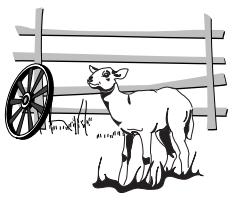
1. _____

2. _____

8. Write a question to the author left unanswered by the document:

_____

_____



How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

Map: A representation of a region of the earth or stars.

1. What is the subject of the map?

☐ River ☐ Stars/Sky ☐ Mountains
☐ Prairie ☐ Town ☐ Other _____

2. Which of the following items is on the map?

☐ Compass ☐ Scale ☐ Name of mapmaker
☐ Date ☐ Key ☐ Other _____
☐ Notes ☐ Title

3. Date of map: _____

4. Mapmaker: _____

5. Where was the map made: _____

6. List three things on this map that you think are important: _____

_____

_____

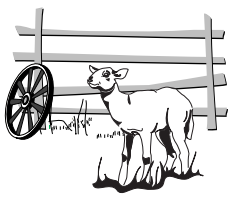
_____

7. Why do you think this map was drawn? _____

_____

8. Write a question to the mapmaker that is left unanswered by the map.

_____



Standards and Skills

State 4th Grade Social Studies Standards

Lesson Number:	**1**	**2**	**3**	**4**	**5**	**6**
Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	✔	✔	✔	✔	✔	✔
Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.	✔	✔	✔		✔	
Students apply geographic knowledge and skill (e.g., location, place, human/environment interactions, movement, and regions).	✔	✔	✔	✔	✔	
Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	✔	✔	✔		✔	
Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	✔	✔				
Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	✔	✔	✔	✔	✔	

(continued)

Standards and Skills *(continued)*

Skill Areas

Lesson Number:	**1**	**2**	**3**	**4**	**5**	**6**
Using primary documents	✔	✔	✔	✔	✔	
Using objects		✔	✔	✔	✔	✔
Using photographs	✔	✔	✔	✔	✔	
Art			✔		✔	
Science		✔				
Math	✔	✔				
Reading/writing	✔		✔	✔	✔	
Map Skills		✔				
Drama, performance, re-creation					✔	
Group work	✔	✔	✔	✔	✔	✔
Research	✔	✔	✔	✔	✔	
Music					✔	
Bodily/Kinesthetic			✔	✔		✔
Field Trip						

Historical Narrative for Fourth Graders

The First People

For Montana's First People this land was a paradise. Food, water, clothing, shelter and the inspiration of a beautiful place surrounded them each day. They traveled frequently, following herds of buffalo, elk, deer and other animals that provided meat to eat. They ate roots, berries and some plants. All the foods they found and harvested were nutritious and plentiful. Montana's First People did not need to plant seeds or grow crops; they did not raise cows or sheep. It was not necessary for their lifestyle.

The Newcomers

Euro-Americans came west looking for furs and then for gold. They traveled across lands belonging to Montana's First People – the Indians. With the whites came their ideas of government, architecture, wealth, clothing and food. Because there were no stores at first, the new comers raised their own food. They tried to plant seeds, grow crops and raise animals to eat. They paid large sums of money to purchase supplies and fresh meat from local providers.

ANDERSON FAMILY COLLECTION

Cowboy wearing a ten-gallon hat, 1910.

Early Ranchers

The earliest ranchers in Montana lived in the western part of the state in protected and lush valleys like the Bitterroot, the Beaverhead and the Deerlodge. A man named Johnny Grant traded one of his strong and healthy oxen for two worn-out and sickly ones from a wagon train moving west. He returned to his ranch with the two tired oxen to feed, water and rest them. Pretty soon his herd grew to thousands of head.

Sheepherders also enjoyed the early years in Montana. Henry Sieben began his sheep business as early as 1872 in the Helena valley where miners paid high prices for the pleasure of eating lamb. The sheep's wool also made fine coats and blankets.

The Cowboy

Cowboys worked hard and were paid about $1 a day. During roundups, cowboys traveled great distances from the ranch looking for wandering cattle. Over a period of weeks, these young men branded and notched the ears of the young cows, and moved the cows to train cars waiting to transport the beef to market. Cowboys often slept on the ground or in tents, and they ate meals provided by the camp cook.

Sheepherders had similar lives. They did not need to ride horses all day, but they had to protect the sheep from predators like wolves or bobcats and even large birds.

(continued)

Sheepherders depended upon good dogs that could chase and corral wandering sheep and alert the sheepherder to danger. Sheepherders had specially designed, horse-pulled wagons. Each sheep wagon was a "home away from home," complete with bunk, stove, cupboards and supplies. Sheepherders could spend several weeks or months in comfort in their wagon, following the grazing sheep.

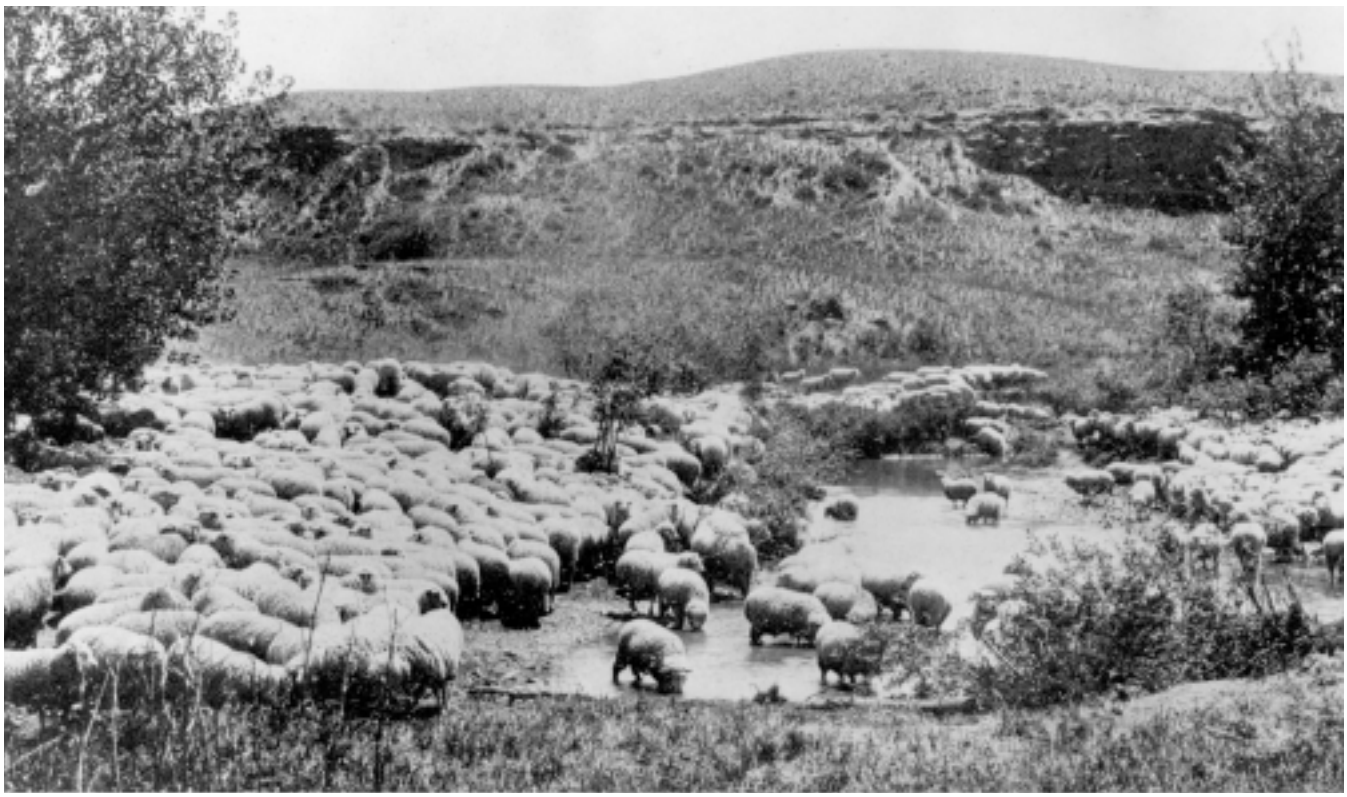
Dangers on the Range

Rattlesnakes, gopher holes, alkali water, and bad weather caused problems for all ranchers. Sometimes there was little water to drink, or little grass to feed the cattle. Perhaps you have heard the story about the "Hard Winter of 1886 and 1887," when cattlemen lost from 50% to 90% of their herds due to freezing snow and wind. To document the harsh conditions, Charlie Russell painted a picture, called "Waiting for a Chinook," of a starving cow and a hungry wolf, standing in the cold and snow.

After 1887 the open range was phased out, and many ranchers began to fence their property. These ranchers grew hay, timothy or other grasses. They improved the breeds of cattle. The cowboy changed from herd driver to fence builder.

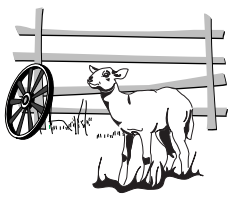
The Modern Era

Ranchers today have learned to diversify their ranches. Many do not raise just cattle or sheep, but also grow grasses to feed their livestock. Their ranches are fenced, and water is provided by irrigation or deep wells. Cattle are shipped most often by truck. Roundups still happen. Today's cowboys and herders move cattle within the boundaries of the ranches, rather than for hundreds of miles across state.



MONTANA HISTORICAL SOCIETY

A band of sheep near Billings, Montana.



Historical Narrative for Instructors

In the days before horses, Indians hunted buffalo, elk and deer on foot, traveling great distances to find herds. These early people of the Montana landscape found food plentiful: roots, herbs, berries, grasses and wild game. Once the horse arrived, around the mid-eighteenth century, hunting grounds expanded, and tribes met and sometimes conflicted as they hunted for the same animals.

The practice of raising cattle or sheep for food was not a notion entertained by Montana's First People. It was not necessary, since the land yielded an adequate food supply. The cattle industry began as white people moved west, looking for new homes in the distant valleys of California and Oregon.

One enterprising individual, Johnny Grant, assessed the situation and determined to trade one of his healthy and strong oxen for two of a traveler's worn and tired beasts. The immigrants were relieved to have fresh animals, and Johnny Grant soon built a herd in the Deer Lodge Valley in south-central Montana. By 1862, when gold was discovered and miners swarmed to the area, hard-working people needed food. They were willing to pay high prices for beef and sheep meat. Local ranchers were eager to provide the meat for them.

Soon ranches filled the western valleys, supplying cattle to military posts and booming mining camps. Major G.G. Kimball was among the first ranchers to trail a large herd of sheep from California, and Henry Sieben of the Helena valley began his operation in 1872. The western Montana valleys filled, and ranchers looked to the eastern plains. The grass that grew naturally there and fed thousands of buffalo, nourished the imported cattle. Called native bunchgrass or "gramma," the natural grass was nutritious all year long, even when dried and dormant during the winter months.

Investors, or "speculators", soon realized the advantages of transporting large herds of cattle great distances, like from Texas for instance, to feed on Montana's wonderful and plentiful grass. The longhorn cattle, fit to make the tough journey, traveled along with cowhands trained in the Southwest and Mexico. These cowboys wore wide-brimmed hats, bandannas, chaps and perhaps a pistol and knife. They endured long days, monotonous meals and backbreaking work. Teddy Blue Abbott, both a storyteller and a cowboy, told tales that he would rub tobacco juice in his eyes to stay awake during night patrol.

Most work was accomplished on horseback. A cowboy's horse was not only his closest companion, but also an important "tool" in getting work done. The cowboy came to depend upon his horse for his life. On a roundup, each wrangler used seven to ten horses, one at a time. Each day he rode a fresh and rested mount. The other horses, not being used, formed a "cavvy". They trailed with the cook wagon and were picketed at night. Depending on the number of wranglers working during a roundup, a "cavvy" could easily include 150 horses.

For years the Montana plains were "open" country. Cowboys gathered herds in cooperation with other wranglers representing many ranching outfits. They trailed cattle for hundreds of miles, from the foothills of the Rockies to the Yellowstone River and beyond. In 1886 and 1887, Montana endured a particularly dry summer and subsequent harsh winter. The landscape, water and grass froze for five months, and the open-range cattle succumbed. Anywhere from 50% to 90% of

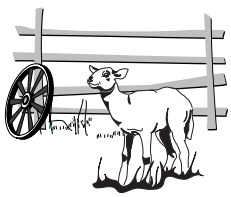
(continued)

the herds died. It was on this occasion that a young cowpuncher penciled an illustration of a skinny longhorn, with wolves surrounding, and titled the scene "Waiting for a Chinook". ("Chinook" refers to the warm, thawing, southwest, spring wind, which sporadically comes to the Montana plains.) The young cowboy was Charles M. Russell who painted many scenes reminiscent of his days working cattle in Montana.

The "Hard Winter of 1886 and 1887" marked a new trend in Montana cattle ranching. "Speculators" could no longer rationalize their absentee investments in Montana, and local ranchers realized that their future lay in fenced ranges, cultivated food sources, and stronger bloodlines. As ranchers fenced their lands, they diversified their operations as well. Some raised other animals in addition to cattle (such as sheep, hogs, poultry) and grew hay, alfalfa or other nutritious grasses. Cowboys rode fewer long trails and fixed more fences.

The work of the cowhand was still wearisome and difficult. During the spring and fall roundups, cowhands sorted cattle, separating branded cattle. Calves born in the early spring usually stayed with their mothers and could be identified by association, rather than by brand. Cowboys not only branded young cattle, but also notched ears so the cattle could be easily identified at distances. The herds were counted and brands recorded; cattle were castrated and inoculated against common diseases.

Diversified cattle and sheep operations became the ranch of the future. Those with a good water supply had the best chance for economic survival. The modern cattle ranch may represent several smaller ranches joined into one, called a corporate ranch. Like the "family farm," the family-owned Montana ranch is challenging and difficult to run. It is a Montana culture that is steeped in tradition.



Outline for Classroom Presentation

I. First People

A. Where did they come from?

B. Where did they live while in Montana?

C. What did they do here?
   1. Hunters and gatherers
   2. Cultivators

II. Euro-Americans

A. Who were they?
   1. Explorers and scientists
   2. Fur trappers and traders
   3. Miners
   4. Settlers

B. What did they want?
   1. Riches and resources
   2. Land and permanence

III. Ranching – Cattle and Sheep

A. Where did they go?
   1. Cattle Ranching
      a. starting in the western valleys
      b. serving travelers and mining communities
      c. huge demand for meat, so ranchers built huge herds
   2. Sheep Ranching
      a. west to east
      b. mining boom – demand for meat

B. What were the challenges?
   1. Winter
   2. Water
   3. Feed

IV. Ranchers, Herders, and Cowboys

A. What was the Montana cowboy like?
   1. Age, background
   2. Clothing and why he wore such things
   3. Tools and equipment

(continued)

B. What was a day's work?
   1. Sort
   2. Brand
   3. Ear notch
   4. Count
   5. Record brands
   6. Roundup and night herd
   7. Fixing fences – introduction of barbwire

C. Who was a sheepherder? And what was he like?
   1. Lonely
   2. Basque and other nationalities

D. How was sheep ranching different?
   1. Protection - predators
   2. Dogs
   3. Sheep herder and crew
   4. Shearing

V. Problems Facing Ranchers

A. What were some problems?
   1. Cattle rustling
   2. Overcrowding on range
   3. Bad winters – 1886, 1887 and 1906, 1907

B. What were the solutions?
   1. Loss of speculators
   2. Fencing – end of open range
   3. Diversification in crop
   4. Re-introduction of breeds

VI. Conclusion

A. First people had buffalo

B. Immigrants needed healthy livestock

C. Miners wanted beef and lamb

D. Work was hard and still is

E. Montana ranches today diversify in order to succeed.

Amazing Montanans—Biographies

Oscar Anderson—Rancher

My name is Oscar Anderson, and I grew up on my father's ranch near Lewistown, Montana. I was born in 1889, just when Montana became a state and at the beginning of the end of the "open range". I had two older brothers and two younger sisters, but my brothers were not well. I enjoyed the company of the animals on the ranch and learned to ride just about any horse my parents put me on.

My parents, Peter and Marie, came to America from Norway. They met and married in Montana, and they soon acquired homestead land on which to build their ranch and family. It was hard work, but the land was beautiful. The Judith River watered the lowlands. We had gardens and rangeland suitable for large herds of Hereford cattle. My folks were surprised to learn that my hopes and dreams did not rest with the ranch or with horses or cattle. I really wanted to go to college and learn to be a lawyer.

By the time I was 18, I was a skilled roper and could remember the brands and earmarks of all the cattle from surrounding ranches. That meant I could remember about 250 brands. My dad insisted I help run the ranch, so college was not a possibility for me. I was very disappointed, but I decided to do the best I could with the job that life handed me.

In 1910 I was hired to help with a spring roundup. I was only 21 years old, but the ranchers around us had heard stories about me and my abilities with a horse and brands. Even though many ranches had been fenced, there was still a lot of open range around the Judith River country. Our neighbor was a photographer, and I invited him to come along and to take pictures of the roundup.

ANDERSON FAMILY COLLECTION

Oscar Anderson on "Blue Dog", 1910.

I was photographed on my favorite horse, "Blue Dog," and his coloring was a speckled gray. That horse was so smart! Blue Dog would recognize the animal I wanted to cut from the herd even before I knew it. All I had to do was hang on. It seemed that horse could jump sideways five feet to head off a critter trying to go where he shouldn't. One time Blue Dog and I took some steers to another ranch. It started to storm just as we tried to return to camp. We could not see a foot in front of us, and we became hopelessly lost. I was about to give up and hunker down for a cold, wet night when ol' Blue Dog caught the scent of the trail and was off at a trot to reach camp.

Later in life I married and had one son, Keith. Keith loved animals just as I did, and he learned a lot about the ranch and handling cattle. Keith decided to go to college and learn to be an accountant. I was happy that he made that decision. We sold the ranch, and I spent the rest of my days in Lewistown. My family still has the photographs that were taken of the 1910 spring roundup near the Judith. It was an exciting time to live.

Vocabulary List

Alkali Water – water that has been spoiled by alkali, a powdery mineral, that leaves the water-soaked ground a white color. This water is not fit to drink.

Barbed Wire – a kind of wire used for fencing. It comes in all kinds of designs, but most have small bits of pointed wire sticking out. Animals learned to keep away from the wire because the "barbs" stung an unsuspecting critter that ran into it. Cowboys strung barbed wire fences in the West because wood was scarce and expensive.

Black Angus – Angus is a kind of cattle commonly found in Montana. They can survive the long, cold winters, and provide tender meat when butchered. Many times you will see black dots on the western landscape. Those dots would be the Black Angus.

Brand – a mark made with a hot iron burned into the hide of an animal that indicated ownership. Each rancher had at least one brand with which he marked his animals. Brands and owners are registered with the state or cattlemen's association.

MONTANA HISTORICAL SOCIETY

Hereford bull.

Chaps – leather leggings worn to protect a cowhand's legs from scrapes, brush, fences or weather. Chaps (pronounced with a soft "ch") come in many styles, some which wrap all around, or others that are one-sided.

MONTANA HISTORICAL SOCIETY

Wranglers on the Blackfeet Indian Reservation, 1910.

continued

Vocabulary List *(continued)*

Cowboy – men who are hired to care for cattle and all the things associated with their feeding, branding, ear notching, inoculations and herding. There are many women cowpunchers as well. Cowhands need to be very capable of riding and managing a horse.

Ear Notch – a way of identifying the owner of cattle, just as a brand does. The ears are cut or clipped. Many cattle are branded and ear marked. Some cowhands find it easier to identify an earmark at a distance than to read a brand. Today, many cattle wear ear tags.

Hereford – probably the most popular kind of cattle brought to Montana from England. They are red colored with white faces.

Open Range – unfenced cattle country, available for anyone to use.

Oxen – the plural of ox; a male bovine of any breed that is not castrated till it's three-years-old and trained to pull wagons; though slow walkers, oxen could stand the long journey West by just eating grass and drinking a little water.

Predator – an animal that chases, stalks and kills other animals. The wolf is a predator to sheep.

Roundup – the gathering of cattle usually twice a year in the spring and fall. The cattle were gathered to be branded, notched, and castrated, inoculated against disease, and then shipped to market. During the open range, the roundup covered hundreds of miles and many brands and cattle. Fencing limited the size of the roundup.

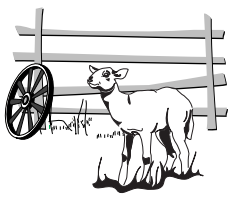
Sheepherder – someone who looks after flocks of sheep; these people often worked with dogs in order to protect the sheep while they spent the spring and summer months grazing in mountain pastures. Often a sheepherder would not see other people for weeks.

Texas Longhorn – the cattle found in Texas best known by their incredibly long horns. These animals could live off the scruffy vegetation found in hot, dry places in the West. They were brought to Montana in the 1880's on long cattle drives from Texas. They were usually ill-tempered and did not produce good meat. Ranchers bred the longhorns with Herefords in hopes of producing better tasting meat and cattle that could withstand the cold winters.

Wrangler – the name given to someone who could manage or "wrangle" horses. During a cattle drive, the wrangler watched over the "cavvy" or the extra string of horses. It was often a job given to the youngest and least experienced.

MONTANA HISTORICAL SOCIETY

Supper on a roundup.



Lesson 1: Pay Day at the A.B. Cook Stock Farm

Objective:

At the conclusion of this lesson, students will be able to:

- read and decode the payroll forms printed in 1915;
- use some simple math to calculate pay per day.

Time:

30 minutes

Materials:

- Footlocker Materials: none
- User Guide Materials: 3 transparencies (A, B, C) plus hard copy of each document
- Teacher Provided Materials: equipment to project transparencies

Pre-Lesson Preparation:

A.B. Cook was a successful businessman who owned several ranches in the Townsend area at the turn of the century. The Montana Historical Society stores most of his business records including the payroll statistics for several years. These documents are very interesting. Your students will learn much about the operation of a ranch just by looking at these records. Mr. Cook was especially fond of "show cattle." Note the category "Feeding Show Cattle at Bedford Ranch." How can you tell that this operation was important to Mr. Cook?

A.B. Cook's ranch is now covered by the Canyon Ferry reservoir. However, the Bedford Ranch House still survives because it was moved to a site near Highway 12 before the waters covered other outbuildings. If you ever drive to Townsend from Helena, you can see the big, white house alongside the road a couple of miles west of town. It is now a bed and breakfast.

continued

Procedure:

1. Project the transparencies (A and B) of the payroll, August 8th to August 15, 1915. Acquaint your students with the columns and the figures. Reading from left to right, you will note:

- Occupation describes the job
- Hrs. (hours) the number of hours worked during one week; a workday was 10 hours long
- Rate means how much this person was paid per month; for instance 45/31 means the Head Cowman received $45 in one month
- Am't (amount) refers to the amount this person was paid for this particular week
- Total This Re. (Total This Remittance)
- Bal. Forw. (Balance Forward)
- Total to Date

Discussion Questions:

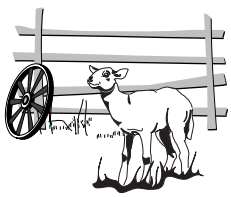
1. Who was the highest paid employee? What did he/she do?
2. Who was the lowest paid employee? What did he/she do?
3. What was the total amount paid to employees this week? At this rate, what would be the payroll for one year?
4. What is a "teamster?"
5. Which job do you want?
6. Who was E.E. Koehler?

Further Exploration:

- Look at the transparency (C) of the Cook Stock Farm Payroll listing the names of the employees for this week. Check back to the other transparency and see if Tom Quinlin received the correct paycheck. What about Stanley Smith? How much did he earn? How did he earn his wage? How many employees are on the payroll for this week? Do you think these are pretty good wages?

MONTANA HISTORICAL SOCIETY

Fanny Speary Steele, World Champion Lady Bronco Rider, about 1919.



Lesson 2: Marks and Brands

Objective:

At the conclusion of this lesson, students will be able to:

- explain how brands are recorded and why they are important.

Time:

30 minutes

Materials:

- Footlocker Materials: branding iron, photographs
- User Guide Materials: transparencies (D, E, F), refer also to the description of primary documents
- Teacher Provided Materials: equipment to project transparencies; map of Montana; white paper; black marker

Pre-Lesson Preparation:

Ranchers must register their brands and marks with the State of Montana. If a cow, horse or sheep is sold, the new owner needs to re-brand the animal. Even the place where the animal is branded needs to be stipulated and registered. Students will probably already know that brands and marks are ways of distinguishing an owner's herds. During the roundups when lots of animals from neighboring ranches mingle together, it is important to be able to tell one animal from another. Cowhands become very adept at reading brands and ear notches at distances. It is illegal to steal a cow that does not belong to you, and it is illegal to change a brand to look like your own.

Procedure:

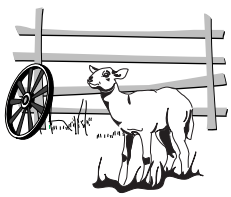
1. Look at the transparency of the document "General Recorder of Marks and Brands" (D). Ask your students to read the information and answer the discussion questions about the document.
2. Then look at the transparency of "Certificate of Re-Recorded Brand" (E) and answer the discussion questions.
3. Look at the transparency of the letter written to Granville Stewart in 1884. Read the letter together (F) and answer the discussion questions.

Discussion Questions:

1. Who is the General Recorder of Marks and Brands? What is the brand being recorded? What do you think it stands for?
2. On what part of the animal was the brand placed? What happened to the brand in 1921?
3. Who was the General Recorder of Marks and Brands in 1921?
4. Who wrote the letter to Granville Stewart?
5. Look on a map and find Utica, Montana.
6. What was the problem in the letter? What did the writer propose to do?

Further Exploration:

- Have students design their own brand. Look in the Resources and References section for the worksheet on brands. It will give them some ideas. You may want the students to sketch their brand on 8½ inch x 11-inch white paper and finalize their marks with black marker.



Lesson 3: Branding at Roundup

Objective:

At the conclusion of this lesson students will be able to:

- decode a brand and to create their own.

Time:

30 minutes for activity sheet,
45 minutes for art project

Materials:

- Footlocker Materials: branding iron, photographs
- User Guide Materials: Building Brands worksheet, transparency of photograph (G)
- Teacher Provided Materials: brown craft paper, poster paint, thin sponges, scissors, thick, black-marking pens.

Pre-Lesson Preparation:

Project the transparency of the photograph (G) so that all students can easily see. The photograph shows a calf being branded. Two cowhands have lassoed the calf and are holding the ropes taut while the other cowhands work or watch as the brand is being applied. Brands on sheep, horses and cows were necessary so that Montana's ranchers could identify their herds one from the other. Each rancher had his/her own set of brands. Branding irons were made of a long-handled metal (iron) which when placed in an open fire would heat up. The hot iron was applied to the calf's hind end. The brand singed the hide of the animal, but did not hurt it. The location of the brand (right hip, left side, etc.) also indicated the owner's preference.

Procedure:

1. Use the transparency provided showing a calf being branded. With the students' help, discuss the photograph using the questions below and all the things we can learn from it if we look carefully.
2. Refer to the "Building Brands" worksheet provided. Discuss the brand symbols and how they are read.

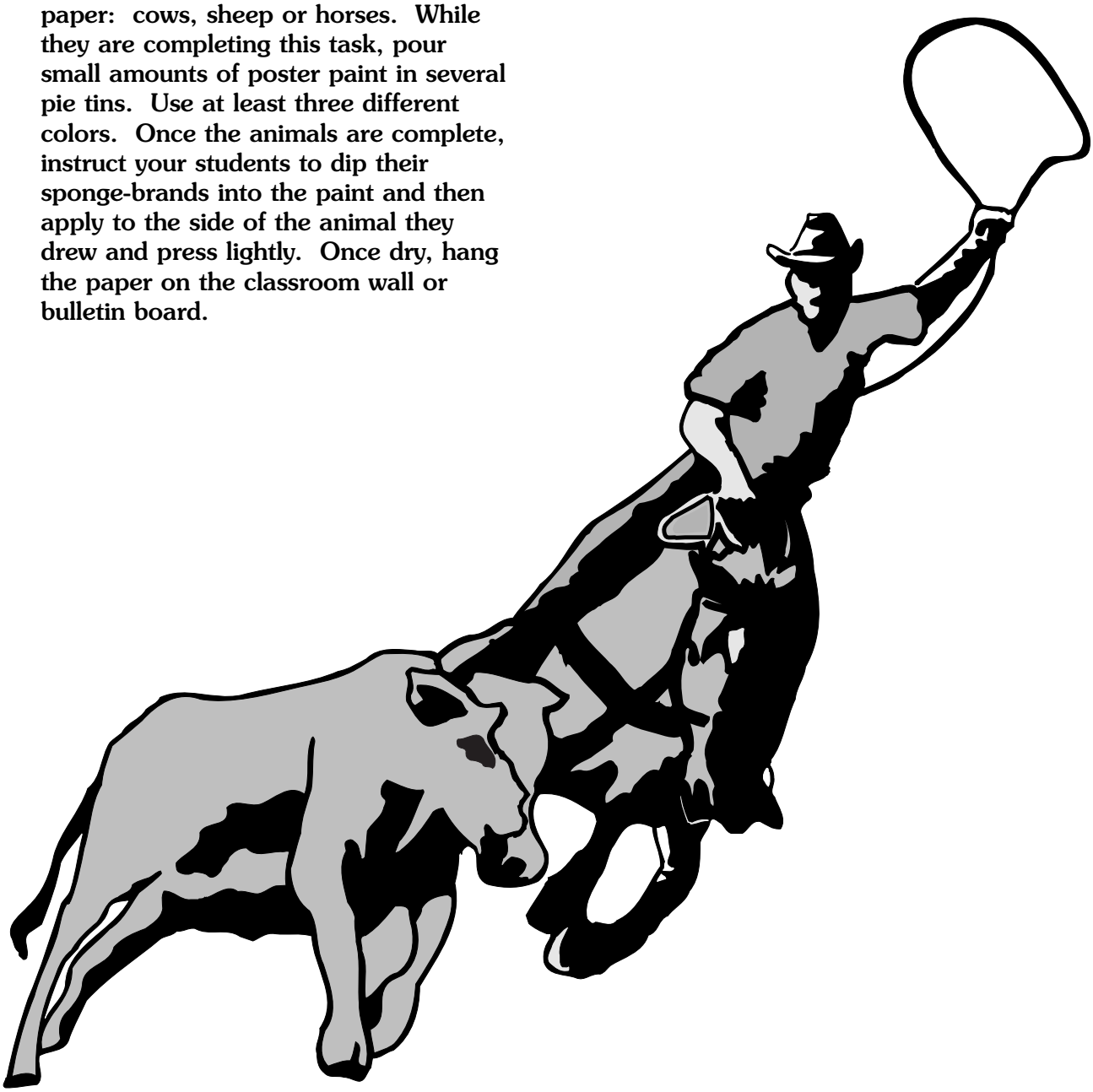
Discussion questions:

1. How many cowhands do you see? How many horses? How many cows? Did everyone remember to wear his hat?
2. What keeps the cows from running away?
3. Do you think there are too many helpers?
4. Where might have this photograph been taken? Do you see mountains, trees or water?
5. Are any women helping with the chore? What might a woman have been doing to help on this ranch?

continued

Further Exploration:

- Distribute thin sponges, one per student. Instruct them to carefully cut a "brand" shape in the sponge. Remember that simple designs will work best. Caution students that letter shapes are harder and must be cut in reverse. Cut a long piece of brown craft paper. Place on the floor and have your students draw large animals on the paper: cows, sheep or horses. While they are completing this task, pour small amounts of poster paint in several pie tins. Use at least three different colors. Once the animals are complete, instruct your students to dip their sponge-brands into the paint and then apply to the side of the animal they drew and press lightly. Once dry, hang the paper on the classroom wall or bulletin board.



Lesson 4: Horse Feathers

Objective:

At the conclusion of this lesson students will be able to

- identify horse tack and know where each piece belongs on a horse.

Time:

approximately 30 minutes

Materials:

- Footlocker Materials: model horse with tack.
- User Guide Materials: transparency of photograph (H), newspaper clipping, Oscar Anderson biography
- Teacher Provided Materials: equipment to project transparency

Pre-Lesson Preparation:

A good horse is worth his weight in gold to a rancher. There are many stories of horses that possessed intelligence, gentle spirit and a keen sense of smell. Cowhands working on a roundup may take along as many as 12 horses for each cowhand. Horses, like people, can develop a certain expertise. Some were good at "cutting" calves; others could ride for long distances; still others knew instinctively which cows caused trouble. If each cowhand had 10 horses and there were 60 men working a roundup, there might be as many as 600 horses trailing a herd. These horses form a "cavvy" or "remuda," and they were guarded, penned or picketed, watered and fed just as a household pet may have been. They were that important. Many ranchers used quarter horses for their work with cows. Others preferred the endurance of a wild horse like a mustang or Cayuse. The Appaloosa, with speckled coat, was a wonderful cow horse as well. It was the horse bred by the Nez Perce Indians of Idaho.

ANDERSON FAMILY COLLECTION

Three cowboys at a 1910 roundup near Lewistown, Montana.

(continued)

Procedure:

1. Project the transparency (H). With the class note the equipment worn by the horse. Point to the saddle; stirrup, saddle blanket; reins, bridle, bit and saddle bag.
2. In the footlocker is a Breyer quarter horse, the kind that was commonly used by Montana cowhands. On the horse is handmade, miniature "tack". Identify the pieces of tack. Do not remove tack from horse.

Discussion Questions:

1. Do any of your students own horses? Ask questions of them about the care of their horse.
2. What is his name and what kind of horse is he? What special things does your student do in order to care for the horse? How is the horse used?
3. Encourage students to tell stories they have heard about horses. On the right is a horse story printed in the Great Falls Tribune in 1953. Also be sure to read the Oscar Anderson biography.

Further Exploration:

- Students may be interested in researching the breeds of horses used in Montana over the years. Learn the names and the characteristics possessed by each breed. Investigate the "Pryor Horses" and learn how they came to Montana. See what you can find out about the horses that Lewis and Clark procured from the Shoshone on their way to the west coast. (Hint: Some were branded!)

Great Falls Tribune • January 14, 1953.

Flathead Horse Travels 283 Miles to Get Home

Ronan—Homing pigeons have nothing on Sally a six-year-old pack horse owned by Calvin Chaffin, Ronan farmer.

Sally, left tied to a feed rack in a hunting camp 20 miles north of Monida, broke away when she sensed a blizzard coming, then used her "homing instinct" for 20 days to travel 283 miles over strange country before she returned to the Chaffin farm, three miles east of Ronan.

Chaffin and Ross Stanback started on their elk hunting trip Nov. 12. Chaffin drove a truck carrying Sally and two saddle horses while Stanback pulled a trailer house with a pickup truck.

They arrived at their hunting area north of Monida Nov. 13. They hurriedly made coffee, ate some sandwiches and prepared to go hunting. Chaffin suggested they untie Sally and let her follow the saddle horses but Stanback thought she might prove a nuisance so they left her alone in the camp.

After Chaffin and Stanback left camp, Sally apparently sensed that a blizzard was coming and struggled with the rope until she broke loose.

When the hunters returned to camp, they searched for Sally but were forced to cut their search short because of the weather. The blizzard forced them out of the hunting area and Chaffin thought it was hopeless to expect to get Sally back.

He said about 20 days later, he was surprised to see her standing in front of his garage.

Chaffin said he still doesn't understand how Sally found her way back to the ranch and stranger still that she didn't stop at Dixon where she lived until Chaffin took her to Ronan two years ago.

The horseshoes, put on Sally just before the hunting trip, were worn thin when she returned to the farm. She was thin but now has regained her lost weight.

Lesson 5: When the Work is Done Next Fall

Objective:

At the conclusion of this lesson, students will be able to:

- discuss the significance of cowboy songs;
- sing "When The Work Is Done Next Fall."

Time:

30 minutes

Materials:

- Footlocker Materials: artifacts, costumes and musical tape
- User Guide Materials: lyrics to "When The Work Is Done Next Fall"
- Teacher Provided Materials: copies of the lyrics

Pre-Lesson Preparation:

A Montana cowboy wrote the lyrics to this popular tune in 1893. Dominick J. O'Malley was born in 1867 to Dominick and Margaret O'Malley. His father was a Civil War veteran who died while surgeons attempted to removed a mini-ball the veteran received in service. Margaret remarried a soldier, Charles H. White, and the family proceeded to move from army post to army post, from Texas and Kansas to Wyoming. In September 1877, they moved to Fort Keogh, Montana Territory. In 1881, Charles White was discharged from service and abandoned his family. In order to provide food for his mother and siblings, young Dominick at the age of 14 went to work on a ranch as a wrangler. For twenty years he trailed herds from Texas to Montana and worked on ranges in eastern Montana. During this time he began to write poetry and stories about his cowboy days. Much of his material was published. D. J. O'Malley died in 1943 in Wisconsin where he resided with his wife and family. His family archives were donated to the Montana Historical Society.

MONTANA HISTORICAL SOCIETY

Musical cowboys on the Jackson Ranch on the Little Porcupine River, 1902.

(continued)

Lesson 5: When the Work is Done Next Fall *(continued)*

Procedure:

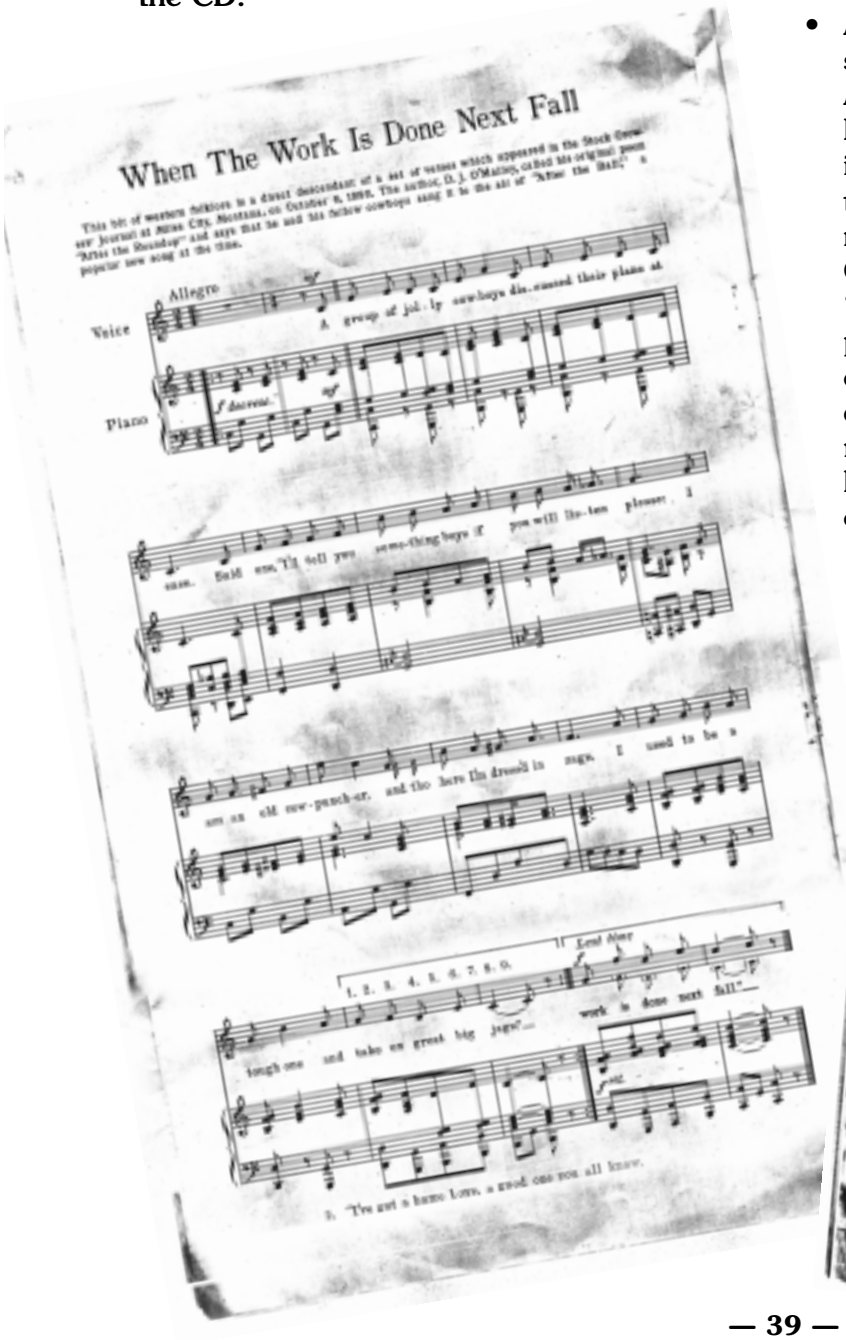
1. Distribute copies of the lyrics so that each student can easily read the words. Read together or assign readers to read the stanzas.
2. Talk about the story and what happened. Discuss with your students the reality of the scene depicted.
3. See if the music teacher can introduce the song and teach the class the music.
4. Listen to the other cowboy songs on the CD.

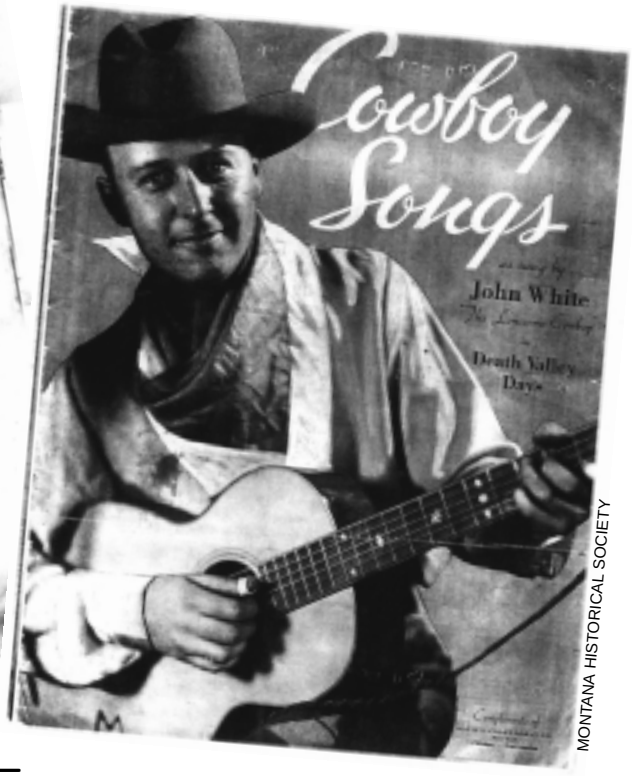
Discussion Questions:

1. What main thing did the cowboy in the song want to do? Where was his home?
2. Why did he want to go there?
3. What happened to the cowboy? What happened to his possessions?
4. What was written on his tombstone?
5. What lessons does this song teach?

Further Exploration:

- As a class project, prepare a skit, art show and reception about ranching. Assign parts to students in the class. Distribute costumes and other elements in the footlocker or encourage students to bring things from home. Stage a melodrama based on the words to O'Malley's material. Create a "campfire" and invite other students and parents to view the drama and to learn other things about ranching from your class. At the conclusion, serve refreshments. They may include things like coffee, beans, "rattlesnake", or other cowboy fare.


When The Work Is Done Next Fall

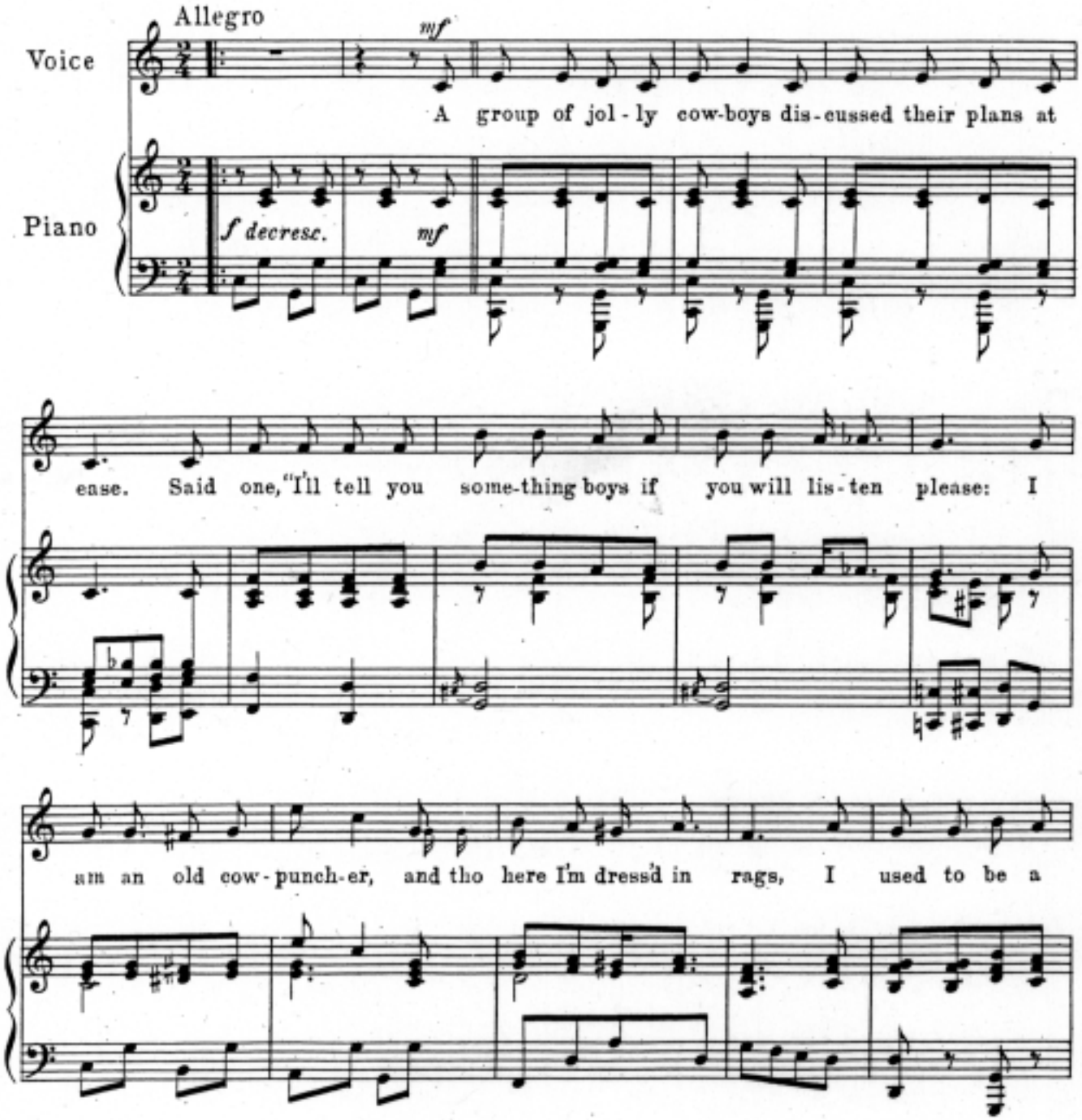


MONTANA HISTORICAL SOCIETY

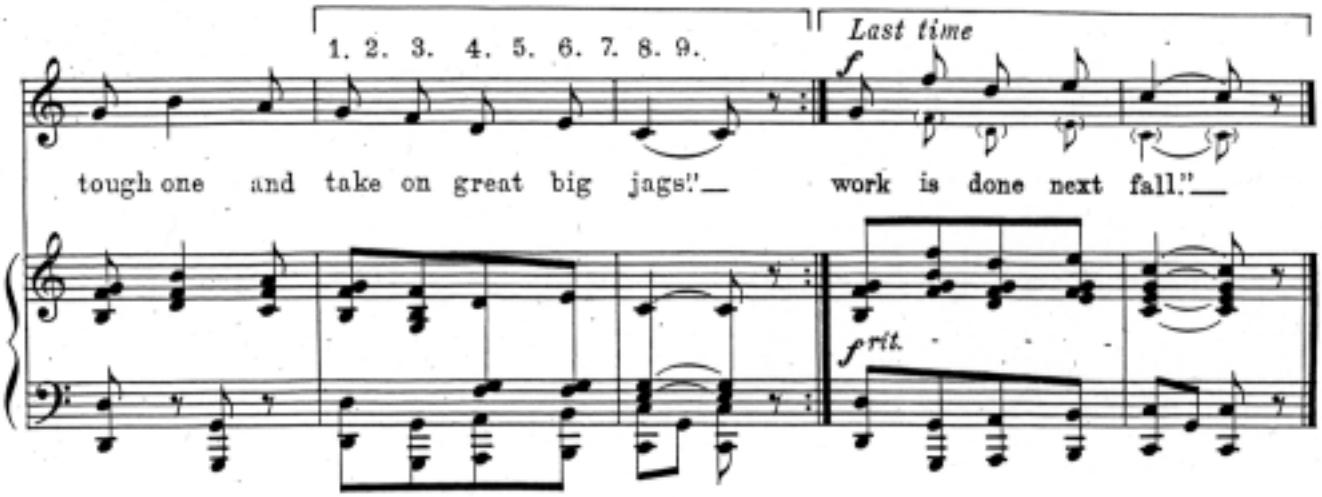
Cowboy Music

When The Work Is Done Next Fall

This bit of western folklore is a direct descendant of a set of verses which appeared in the Stock Growers' Journal at Miles City, Montana, on October 6, 1893. The author, D. J. O'Malley, called his original poem "After the Roundup" and says that he and his fellow cowboys sang it to the air of "After the Ball," a popular new song at the time.



Cowboy Music *(continued)*



2. "I've got a home boys, a good one you all know,
Although I haven't seen it since long long ago.
But I'm going back to Dixie once more to see them all;
I'm going to see my mother when the work is done next fall."

3. "After the roundup's over and after the shipping's done,
I'm going right straight home boys, ere all my money's gone.
Mother's heart is breaking, it's breaking for me, that's all,
But with God's help I'll see her when the work is done next fall."

4. "When I left my home boys, my mother for me cried;
She begged me not to go boys, for me she would have died.
But I've changed my way boys, no more will I fall;
I'm going to see my mother when the work is done next fall."

5. That very night this cowboy went out to stand his guard;
The weather it was stormy and raining very hard.
The cattle they got frightened and rushed in wild stampede;
The cowboy tried to head them while riding at full speed.

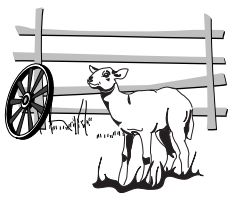
6. While riding in the darkness so loudly he did shout,
Trying his best to head them and turn the herd about.
His saddle horse did stumble and on him did fall,
And he'll not see his mother when the work is done next fall.

7. The poor boy was so mangled they thought that he was dead;
They picked him up so gently and laid him on his bed.
He opened wide his blue eyes and looking all around
He motioned to his comrades to sit near him on the ground.

8. "Boys, send mother my wages, the wages I have earned,
For I am afraid boys, my last steer I have turned.
I'm going to a new range; I hear my Master's call;
And I'll not see my mother when the work is done next fall."

9. "Bill, you take my saddle; and George, you take my bed;
And Fred, you take my pistol, after I am dead.
Think of me kindly as you gaze upon them all,
And give my love to mother when the work is done next fall."

10. Poor Charlie was buried at sunrise, no tombstone at his head.
Nothing but a little board, and this is what it said:
"Charlie died at daybreak, he died from a fall,
And he'll not see his mother when the work is done next fall."



Lesson 6: Carding Wool

Objective:

At the conclusion of this lesson, students will be able to:

- demonstrate the use of wool cards and raw fleece;
- explain the process required to prepare the fleece for weaving.

Time:

30 minutes

Materials:

- Footlocker Materials: sheep shears, wool cards and fleece provided; if you would like each student to experience the process, arrange to acquire more fleece.
- User Guide Materials: illustration of "Steps for Carding Wool"
- Teacher Provided Materials: fleece

Pre-Lesson Preparation:

Montana sheep live in the hills and valleys, feeding on native grasses and drinking from streams or wells. Sheep are followers. In fact they may wander in dangerous directions. There are stories of sheep herds leaping to their deaths, blindly following the sheep in the lead. Their woolly coats picked up all kinds of grass, sticks and dirt throughout the months before spring shearing. Consequently, cleaning and combing the wool is a necessary step before the fibers can be spun.

Procedure:

1. Tease a handful of the fleece to prepare it for carding. Gently pull the fleece a bit at a time until it is all gathered together.
2. Load the wool card with the fleece and spread it evenly over the surface of the card.
3. Hold one wool card in your left hand. Place the left carder on your knee with the handle pointing away from your body. Hold the other carder in your right hand with the teeth facing down. Place the right hand held carder on top of the left hand held carder.
4. Gently pull the right carder downward across the left carder. At the same time pull the left carder slightly upward away from your body. Use a slight brushing motion while applying more pressure to the right carder. Repeat this several times until the fibers are in the same direction.
5. Carefully pull the carded fleece with your fingers. You are ready to spin. Refer to the illustrations on carding wool.

Discussion Questions:

1. Why does the wool need to be combed? What does combing do? What will happen next?
2. Is wool carding a new invention?
3. Is wool a good thing to wear in the winter? Is wool a good thing to wear in the summer? Why or why not?

(continued)

Lesson 6: Carding Wool *(continued)*

Further Exploration:

- Look at a wool fiber under a microscope. You may be able to observe that the ends of the fleece are hooked. When the fibers are spun, the ends hook together, creating a fairly strong link. Research the varieties of sheep in the world and determine the qualities in each variety. Contact the Montana Woolgrowers Association for information.

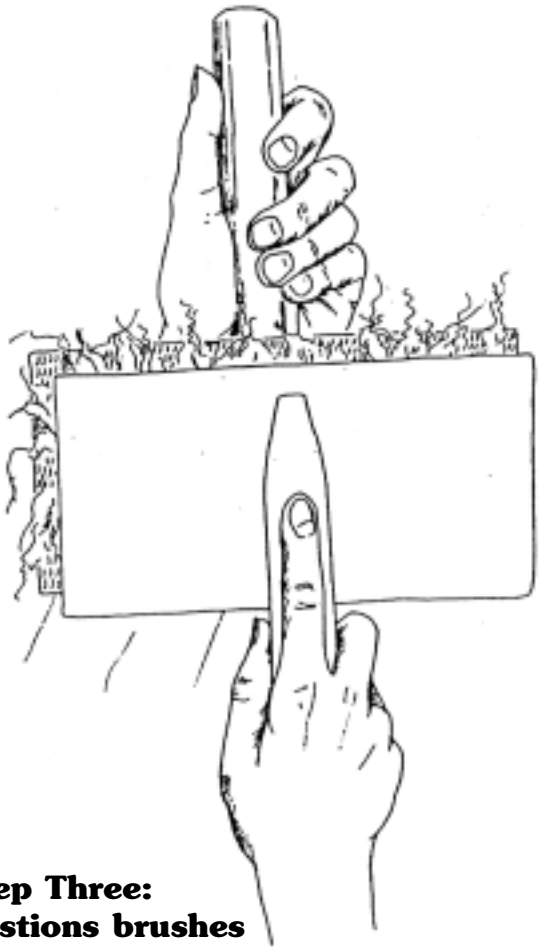
MONTANA HISTORICAL SOCIETY

Sheep wagon on the Fort Peck Indian Reservation.

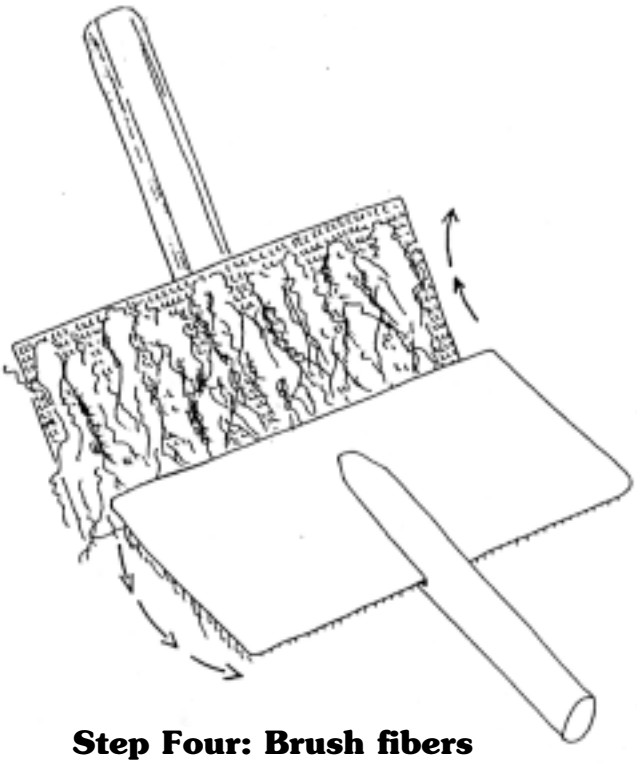
Steps for Carding Wool

Step One: Tease the wool.

Step Two: Load the carder.

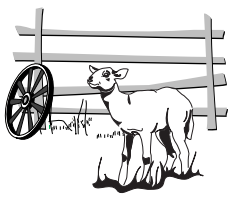


Step Three:
Postions brushes



Step Four: Brush fibers with gentle sweeping motion.

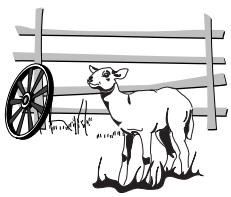
ILLUSTRATION BY HOLLY BROUGH, SHELBURNE FARMS • SHELBURNE, VT



Word Search

bandanna	beef	boot	brand	chaps	chuck	cowboy
crew	drought	filly	hat	holster	horse	lariat
pistol	ranch	range	roundup	saddle	slicker	spur
stampede	tenderfoot	wagon	wrangler			

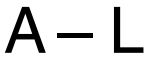
N	G	B	K	D	L	T	T	E	P	A	M	T	P	O	Z	H	D	P	R
D	R	U	J	R	O	A	S	D	D	E	K	E	I	O	C	D	I	E	A
U	K	O	O	O	H	I	P	E	H	G	M	N	R	Y	F	S	K	J	N
C	G	C	H	U	X	R	U	P	P	N	C	D	Q	S	T	C	K	W	G
E	H	A	U	G	X	A	R	M	D	J	O	E	L	O	I	N	L	A	E
Y	K	A	V	H	N	L	X	A	M	P	B	R	L	L	B	O	O	T	C
O	R	C	P	T	C	O	H	T	K	A	U	F	S	K	S	Q	D	U	E
K	S	J	H	S	X	C	L	S	U	J	L	O	C	Y	W	N	F	R	T
H	S	T	P	Y	R	R	S	N	J	M	Y	O	A	R	A	I	J	D	C
Y	O	A	N	N	A	D	N	A	B	L	T	T	A	R	L	C	K	L	F
F	O	L	W	T	J	U	G	M	W	Q	F	N	B	L	W	E	R	G	E
L	H	B	S	Q	G	C	A	P	W	E	G	P	Y	P	Y	A	Y	E	H
Q	A	P	W	T	H	O	R	S	E	L	R	O	U	N	D	U	P	A	W
A	Y	S	Z	O	E	T	K	B	E	Q	K	F	G	N	U	I	T	L	T
Y	K	K	J	X	C	R	K	R	Z	D	J	A	N	Q	A	O	G	W	S
J	F	A	Q	T	A	C	Z	B	G	C	E	D	O	H	J	M	G	E	I
X	K	Q	L	I	Z	H	E	L	D	D	A	S	G	K	Y	Q	D	S	U
H	C	N	A	R	E	L	C	T	C	S	U	Q	A	Y	V	L	P	K	U
W	T	D	H	L	B	H	V	H	O	Y	W	K	W	O	Z	O	C	O	F
I	Q	X	S	W	I	Y	F	O	S	P	F	Y	V	V	V	H	E	P	H



Building Brands

An animal is branded to identify its owner. Notched ears, ear tags, and other methods can also mark animals. A rancher may use several brands, depending on the size of his herd. Here is a way to read a brand.

Always read left to right, just as you do when reading a book.



reads A Bar L

Read from top to bottom.

Reads _____

Read from the outside to the inside.

Read _____

A letter on its side is "lazy".

Read _____

A letter that looks like it is falling is "tumbling".

Read _____

A letter with dashes on top is flying.

Read _____

A short dash is a "bar"

Read _____

A long dash is a "rail".

Read _____

A curved line on the bottom is "rocking".

Read _____

/ is called a "slash."

Read _____

Now see how you can do reading these brands. Fill in the blanks.

D/D _____

(Circle Dash) _____

S__S _____

(Tumbling W) _____

Two Bar O _____

(Slash Heart) _____

Fill in the Blanks

"I Rode Him" (detail) by Charles M. Russell.

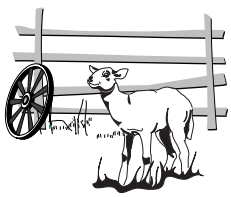
MONTANA HISTORICAL SOCIETY

Howdy, Partner! My name is Charlie Russell, but my friends just call me Kid Russell.

My _____ is my best friend, and he is a quarter horse. With my _____ I can lasso the wildest mustang or the smallest calf. During _____ I work the hardest. I have to _____ cows which have scattered, bring them in, and _____ them with a –R, the mark of my outfit. Sometimes I sleep in a _____ or a drafty _____. But most often I sleep in a bedroll on the _____. The food isn't too good. We mostly eat _____ and drink _____. The cook and his kitchen travel in a _____. Sometimes I work from _____ to _____ it is very hard work. Would you like to be a cowboy or a cowgirl?

Word bank:

Beans
Brand
Bunkhouse
Coffee
Dawn
Dusk
Ground
Herd
Horse
Rope
Round-up
Tent
Wagon



Fill in the Blanks—*answers*

"I Rode Him" (detail) by Charles M. Russell.

MONTANA HISTORICAL SOCIETY

Howdy, Partner! My name is Charlie Russell, but my friends just call me Kid Russell.

My Horse is my best friend, and he is a quarter horse. With my Rope I can lasso the wildest mustang or the smallest calf. During Round-up I work the hardest. I have to Herd cows which have scattered, bring them in, and Brand them with a –R, the mark of my outfit. Sometimes I sleep in a Bunkhouse or a drafty Tent. But most often I sleep in a bedroll on the Ground. The food isn't too good. We mostly eat Beans and drink Coffee. The cook and his kitchen travel in a Wagon. Sometimes I work from Dawn to Dusk it is very hard work. Would you like to be a cowboy or a cowgirl?

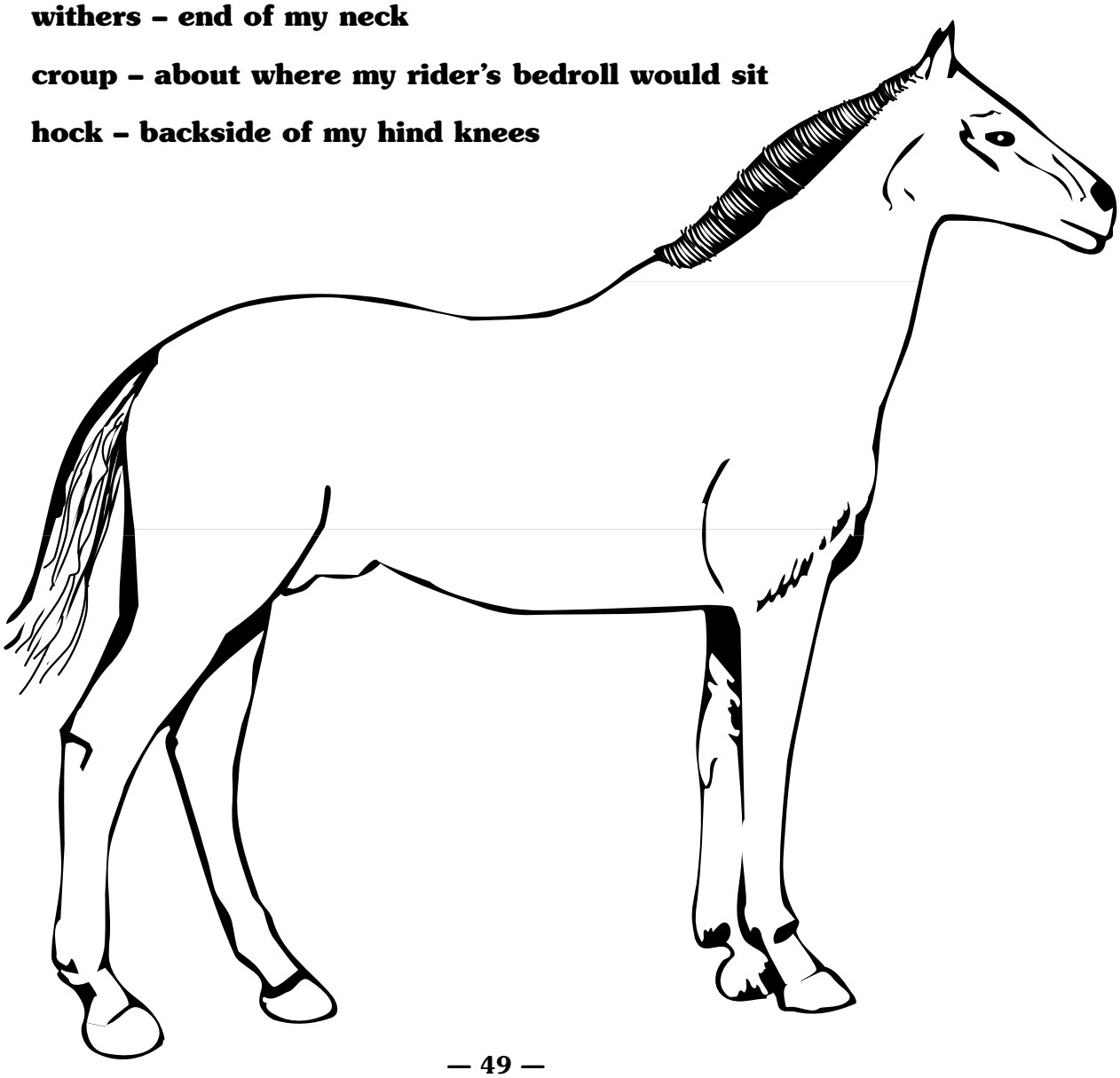
Word bank:

Beans
Brand
Bunkhouse
Coffee
Dawn
Dusk
Ground
Herd
Horse
Rope
Round-up
Tent
Wagon

Identify that Horse Part

There are some strange names given to a horse's anatomy. See if you can identify these parts by placing the correct number (located in front of the definition) on the horse.

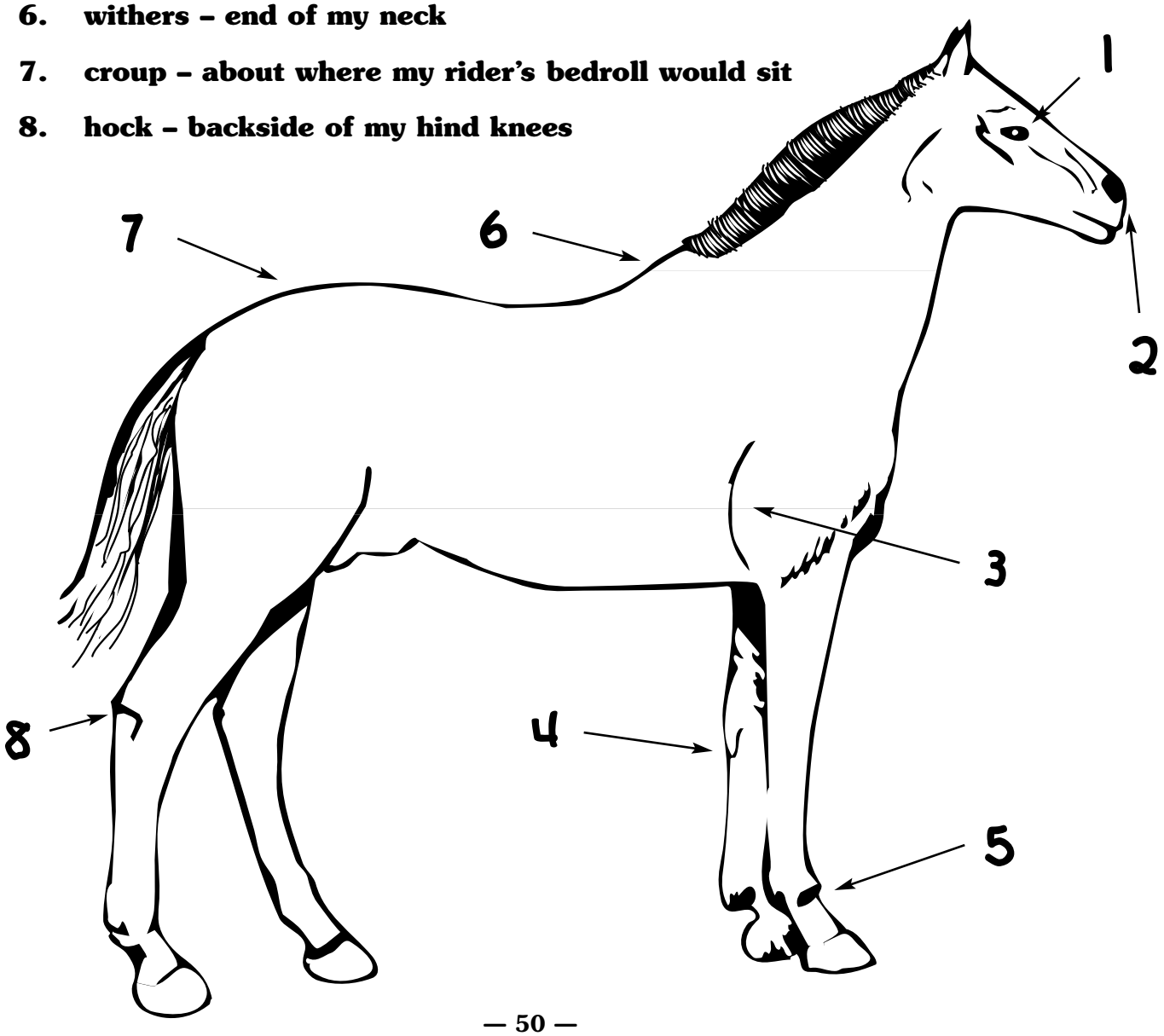
1. **forelock – space between my eyes**
2. **muzzle – soft and fuzzy, but I don't really like you to touch it.**
3. **elbow – where my leg bends**
4. **chestnut – the back of my front legs**
5. **fetlock – sometimes a furry spot just above my hoof**
6. **withers – end of my neck**
7. **croup – about where my rider's bedroll would sit**
8. **hock – backside of my hind knees**

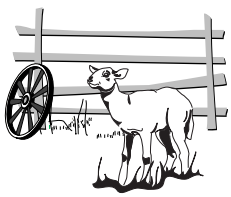


Identify that Horse Part

There are some strange names given to a horse's anatomy. See if you can identify these parts by placing the correct number (located in front of the definition) on the horse.

1. **forelock – space between my eyes**
2. **muzzle – soft and fuzzy, but I don't really like you to touch it.**
3. **elbow – where my leg bends**
4. **chestnut – the back of my front legs**
5. **fetlock – sometimes a furry spot just above my hoof**
6. **withers – end of my neck**
7. **croup – about where my rider's bedroll would sit**
8. **hock – backside of my hind knees**





Sheep to Sweater

Sheep are shorn in the spring when the lambs are less likely to need their warm winter coats. The wool is cleaned, combed, spun, dyed, and then woven or knit into garments. Do you own anything that is 100% wool?

Color these sequence cards. Then cut along the dotted lines and put the pictures in order, from "sheep to sweater."

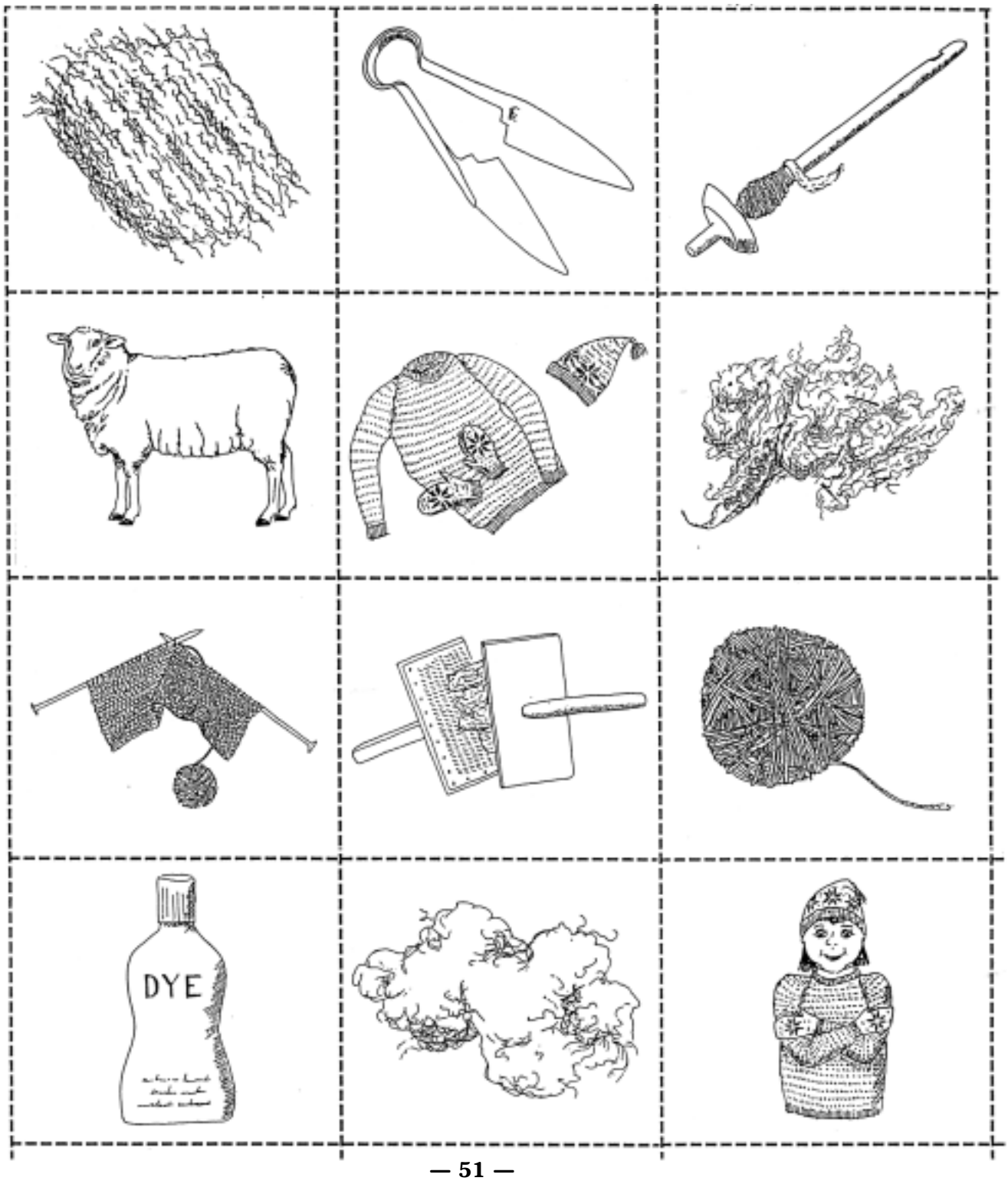


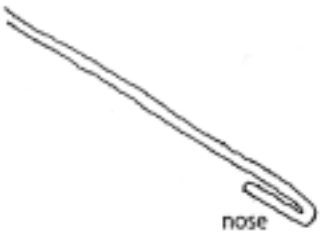
ILLUSTRATION BY HOLLY BROUGH. SHELBURNE FARMS • SHELBURNE, VERMONT

Making Pipe Cleaner Sheep

Materials

- Footlocker Materials: photographs of sheep
- User Guide Materials: illustration and directions
- Teacher Provided Materials: two 18-inch pipe cleaners per student and extra wool fleece

Steps to Make the Body:



1. Bend the end of the pipe cleaner to make the nose of the sheep.

2. Bend pipe cleaner at 90-degree angle to make an ear, then back straight across and past nose to make other ear.

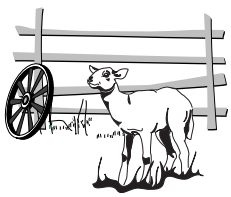
3. Bend pipe cleaner back to nose and wrap over top and straight down to form neck.

4. At base of neck, bend pipe cleaner out at 45 degree to make front leg. Then back to base of neck and out 45 degrees on the other side to form the other front leg.

5. Wrap the second pipe cleaner around the neck and straight back to form the sheep's back. Stop with enough pipe cleaner left to form the back legs the same way you formed the front. Now you are ready to add the wool.

6. Adding wool: Use very small pieces and wrap the wool around all parts of the sheep body. Leave the feet, nose and end of the ears sticking out.

ILLUSTRATION BY HOLLY BROUGH, SHELBURNE FARMS • SHELBURNE, VERMONT



Grades 4 – 8 Bibliography

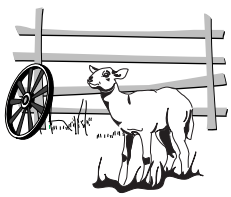
Freedman, Russell. *Cowboys of the Wild West*. New York: Clarion Books, 1985.

Greenlaw, M. Jean. *Ranch Dressing*. New York: Lodestar: Dutton Books, 1993.

Logan, Mike. *Bronc to Breakfast*. Helena, MT: Buglin' Bull Press, 1988.

Pelta, Katha. *Cattle Trails: "Git Along Little Dogies"*. Austin, TX: Steck-Vaughn, 1997.

Schlissel, Lillian. *Black Frontiers: A History of African American Heroes of the Old West*. New York: Simon & Schuster, 1995.



High School/Adult Bibliography

Abbott, E.C., and Helena H. Smith. *We Pointed Them North*. New York: Farrar and Rinehart, 1939.

Brown, Mark and W.R. Felton. L.A. Huffman, photographer on horseback. *Before Barbed Wire*. New York: Holt, 1956.

Jeffers, Jo. *Ranch Wife*. Tucson: University of Arizona Press, 1993.

Montana The Magazine of Western History. *Cowboys and Cattlemen*. New York: Hastings House, 1964.

Van Cleve, Spike. *40 years' Gatherin's*. Kansas City: The Lowell Press, 1977.