

# Life On The Plains

## Teacher Resource Manual

<b>P</b> rogram Overview:	<b>W</b> est Texas has a unique and recent history of settlement by Anglo-Americans. Why people came to this area, how they arrived and how they lived once they got here are elements of history that can be studied through the material culture they left behind. As cultural anthropologists studying material culture, students can examine the relationship between the geography and history of the settlement of West Texas.
<b>T</b> hemes	Themes that will be addressed in this traveling trunk are: <ul style="list-style-type: none"><li>▪ Cultural Anthropology</li><li>▪ Moving West</li><li>▪ Life on the Plains</li><li>▪ Settling In</li></ul>
<b>L</b> esson Plans	This Teacher's Manual includes lesson plans that incorporate the use of artifacts in the trunk. These are suggested activities only: you may use the lesson plans to supplement your teaching, or modify them as required. Lessons are 40 to 60 minutes long.  The video recommended for Lesson Four is one hour long; the first half could be shown at the end of Lesson Three and the remainder at the beginning of Lesson Four.

## Lesson One

## Students As Cultural Anthropologists

Culture is the beliefs, habits, values and traditions that control the behavior of the majority of the people in a social or ethnic group that include their ways of dealing with their problems of survival and existence.

Anthropology is the science of human beings.

Cultural Anthropology is the study of human culture, especially with respect to social structure, language, law, politics, religion, magic, art, and technology.

In this Lesson, students are asked to consider themselves cultural anthropologists. They are going to be studying the culture of the Anglo-Americans as they settled and survived in West Texas, and they will be comparing that culture to their own.

### Lesson Introduction:

Ask students what skills a detective needs.

Explain that some of the same skills are going to be needed by the students for their new jobs as Cultural Anthropologists (explain the term).

### Lesson Foundation:

Discuss students' culture. Photocopy the matrix on page 4 – one per student. The matrix is used for classifying and recording their culture (use the definitions provided on pg. 3). Discuss each category and fill in the boxes.

This matrix will be the foundation for comparing and contrasting students' culture with that of the past. This activity can be done as a large group, or started as a large group and completed in small groups.

### Lesson Conclusion:

Once students have completed their matrix, have them share with the class to identify similarities and differences in responses. Discuss students' differing and similar cultural traditions.

You will  
need to  
photocopy  
page 4.

## Definitions

Beliefs	Something believed by the group; principles generally held to be true by the group.
Traditions	The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction; an inherited, established or customary pattern of thought, action, or behavior.
Survival	The continuation of life or existence.
Existence	The manner of being that is common to every mode of being.
Habits	Repeat behavior or action, sometimes unconsciously.
Values	Personal principles that guide social interactions and decision-making.
Language	The code or symbols used to represent letters, words, and sentences needed for communication purposes.
Law	A rule of conduct formally recognized as binding or enforced by a controlling authority.
Technology	The totality of the means employed to provide objects necessary for human sustenance and comfort.
Sources	<ul style="list-style-type: none"> <li>■ (1988). <u>Webster's Ninth New Collegiate Dictionary</u>. Springfield: Merriam-Webster Inc.</li> <li>■ Spafford, C.S., Pesce, A.J.I., Grosser, G.S. <u>The cyclopedic education dictionary</u>. New York: Delmar.</li> </ul>

## Culture Matrix

	School	Family	Society
Beliefs			
Traditions			
Survival			
Existence			
Habits			
Values			
Language			
Law			
Clothing (style, material)			
Technology			

## Lesson Two

You will  
need a relief  
map of Texas  
or the U.S.A.

## Moving West

The Texas plains were one of the last areas to be settled by Anglo-Americans. While the east coast had been settled for over a century, the Texas plains were still sparsely populated by 1875. The lack of settlement had to do with four primary reasons: the barren geography, the fear of attack by Native Americans, the large ranches, and the lack of railroads.

### Lesson Introduction:

1. Locate a relief map of Texas or the U.S. Ask students to point out various features: mountains, rivers, and plains. Focusing on the plains, describe the geography, noting the rivers, landforms, etc.

Find out what the average rainfall for Lubbock is.

What might the hardships have been for people wanting to settle here?

### Points to Address:

- The Texas plains are known for sparse rainfall and few large rivers: the lack of rain made the land suitable for raising cattle and some crops, but it was hard to make a living as a farmer or to plant a garden for subsistence
- The windmill had been around with the ranches, but it wasn't until the 1880's and 1890's that they became abundant on the plains: the windmill opened the farming possibilities on the plains
- In other areas of the U.S., most people settled near rivers, but the lack of rivers in W. Texas made settlement unattractive
- Lubbock had the Yellowhouse Canyon Draw which was a tributary of the Brazos River and provided the Lubbock area with water for 12,000 years, but in the 1930's the water table dropped, and today the Draw is totally dried up (it is an archaeological site called the Lubbock Lake Landmark)
- Most homes in pioneer days were made from wood; the lack of trees on the plains made it hard to build a shelter from the unpredictable weather
- Many pioneers lived in tents until dugouts could be built for shelters (a dugout was cut out of the ground and generally had a dirt floor and dirt

<p style="color: red; text-align: center;">You will need to photocopy page 4.</p>	<p>walls; similar to an adobe, the dirt walls kept the dugout cool in the summer and warm in the winter)</p> <p><b>**Pass out fresh copies of the <i>Culture Matrix</i> for students to begin filling in based on Lessons 2 – 4.**</b></p> <p>2. Ask the students to pick an event that happened in their lives. Have them add things to it or “stretch the truth” in places to make it a tale. Have the students switch tales with a partner to see if they can discern fact from fiction in the story.</p> <p>Another reason why settlers were kept from the Texas plains was the fear of attack by Native Americans. The Indian Wars of 1874 forced many Western Native Americans onto reservations, which in turn opened the way for English-speaking women to arrive on the Texas plains in 1875. There was a sizable band of Apaches in New Mexico, Arizona and northern Mexico headed by Geronimo and Victorio, but they rarely bothered the Texans. Tales of Apache raids scared people from settling in the area. In 1882 Victorio was murdered and four years later Geronimo surrendered, leaving the Southwestern plains free from the fear of hostile attacks.</p> <p>3. A third reason why settlement was slow on the Texas plains was due to the large ranches. In 1887 there were less than 1500 people in the northern 28 counties of the Texas Panhandle. Large ranches covered an area 50 miles wide and 40 miles long. It wasn’t until the 1890’s that people began settling on the plains; the ranchers could no longer keep them away.</p>
<p style="color: red; text-align: center;">You will need Transparency #3 from the Transparency packet.</p>	<p>4. Show the class the railroad transparency #3 in the transparency packet. What do you notice about how the railroads were built across America? What problems could have occurred in Lubbock without the railroad?</p> <p>It wasn’t until the 1890’s that a railroad cut across the plains of Texas. In the east, railroads went north-south and east-west. Cities appeared before the railroads so the railroads were built to go to the cities. However, in the west, the railroad was built before the cities appeared. Railroads were considered as a means to go through the Texas plains and were built to go east-west. In 1909 the railroad came to Lubbock. It brought people and stores, making it easier for the purchase of clothing and everyday items.</p>

## Lesson Three

You will need the culture matrixes from previous lesson.

## Life on the Plains

Synonyms for material culture include artifacts, objects, and things. Material culture establishes a relationship between physical objects and human behavior. There is always a culture behind the materials and it is the materials that tell us a story.

### Lesson Introduction:

Ask students what cultural anthropologists do. What skills are needed? Students are going to need those skills to discover some of the culture of the people who settled West Texas a century ago.

### Lesson Foundation:

Continue the Cultural Matrix started in Lesson Two. They can fill in areas when the trunk is unpacked and items are discussed. Not all boxes will be filled in at this time.

Unpack the 4<sup>th</sup> (Top) layer of the trunk by picking up each object and discussing what it is, then passing it among the class. **The artifacts in this layer may be carefully handled and tried on by students. Please ask them not to force anything on if it does not fit.**

Discuss each item in this layer:

Feed Bag: often bleached and used to make underwear or other items.

Girl's bonnet: this is a reproduction. The bonnet was adopted in the early 19<sup>th</sup> century and was made into a practical form for everyday wear. It began as a large straw hat tied onto the head with a scarf. In the 1840's the size of the bonnets began to shrink and they were shaped over the crown of the head creating a long brim. The sunbonnet consisted of a ridged brim with ruffles around the front and sides and a cape-like portion called a bravolet or a curtain, measuring from 2 1/2 to 14 1/2 inches long that protected the neck.

Girl's apron: this is a reproduction. Aprons were both useful and ornamental. White aprons were the most popular in the 19<sup>th</sup> century and they were always worn for "good" wear. They were made out of any fabric that

was available including linen, cotton or bleached feed sacks. Most aprons were long enough to reach the lower skirt edge and had rounded corners for shaping. Old petticoat trim or crocheted lace was used as trim. Since aprons were worn to keep the dress clean and were used often, not many have survived.

Suspenders: hand-me-down pants for boys meant that they were too big, so suspenders were needed to keep them from falling down.

One Piece Petticoat: To wear under a dress to make it fuller.

Drawers: pants

Girl's black velvet cape: not finished, but a good example of how pieces were added to garments for style.

What conclusions can be drawn about life in West Texas from this clothing?

Unpack the 3<sup>rd</sup> layer of the trunk (women's and girl's clothing). **Please handle this layer with gloves and do not pass artifacts around the classroom.**

Women's Petticoat: black taffeta ca. 1870's.

Women's Bodice: green alpaca with jet buttons and silk trim ca. 1870's.

Girl's Petticoat: cream, flannel petticoat with white cotton yoke ca. 1890's.

Long Knit Stockings: used for stockings and for curling hair.

Baby's Button Shoe

Girl's Silk Stockings

What do these artifacts tell us about women's fashion?  
What conclusions can be drawn from this clothing?

Unpack the 2<sup>nd</sup> layer of the trunk (men's and boy's clothing). **Please handle this layer with gloves and do not pass artifacts around the classroom.**

Men's Shirt: white muslin shirt without collar ca. early 1900's.

Men's Pants: wool pants ca. 1900. Part of a three-piece suit.

Boy's Shirt: red cotton shirt ca. 1919.

	<p>Boy's Dress: poplin (a strong fabric in plain weave with crosswise ribs) dress ca. 1912. Boy's Pants: tweed short pants ca. 1926.</p> <p>What do these artifacts tell us about men's fashion? What conclusions can be drawn from this clothing?</p> <p>How are the articles of clothing (male and female) the same as clothing they wear today? How is it different?</p> <p>Lesson Conclusion: Continue to complete matrix boxes. Review clothing and information from the transparency packet , #1 , #2, #5.</p>
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## Lesson Four

You will need:  
\* copies of the  
Settling In  
Matrix (p.12);  
\* Video

You will  
need  
transparency  
#4.

## Settling In

Provide each student with a copy of the Settling In Matrix to complete while watching the video.

Show the video "Pioneer Life in Texas 1820-1860" (this video is one hour long).

Chores: A division of labor was evident in the home: women cooked, cleaned, baked, entertained guests, slopped the hogs, fed the chickens, milked the cows, sewed and mended garments, made household necessities such as feather dusters (from turkey wings) and shampoo (bear grass roots), collected cow chips for wood, and washed clothes (etc.). Men worked on the ranch or the farm, hunted, and built buildings and furniture (etc.)

Children also had chores: cleaning the soot tray and ash box from the wood burning stove once a week, dragging bundles of feed to the cows while they were being milked, carrying buckets of water, filling lamps with oil, cleaning chimneys and bringing in cow chips for wood (etc.)

Gathering cow chips was a family affair – a dinner was packed for a picnic and everyone piled into the wagon for a day of collecting cow chips. Saturday was generally the busiest day of the week because all the regular chores had to be completed in addition to baking for Sunday dinner and pressing clothes. Saturday was also bath night.

Show transparency #4 from the transparency packet. It contains pictures of different chores that were done by pioneers.

Loneliness: Many of our descriptions of plains life comes from diaries written by men, women, and children who wrote to help ease the loneliness. One of these women, Lizzie Campbell, wrote a diary containing everyday life on the plains. In 1880 when she arrived on the Texas plains there were already 3 women "in the area" (between 20 to 70 miles from her). Lizzie traded all the flour she had for a passing traveler's dog in order to have some companionship. Often the men were away for

months at a time during cattle drives, thus leaving the women and children home to do the chores.

Entertainment: Neighbors were scarce so entertainment tended to come from the home or the church. Adults became children's playmates; the church became the social center of most communities. The church was a place to gather for Christmas programs, Easter egg hunts, box lunch parties, prayer meetings, voting, baseball games, and community business.

During a box lunch party, the single women would decorate a lunch pail and fill it with a homemade lunch. The single men would bid on the box lunches and the highest bidder would picnic with the lady who made the lunch. This was a match-making device that allowed the young men and women to mingle with supervision.

*Have a box lunch party. The boys will plan a day filled with activities for the class to do while the girls decorate a box. At the box lunch party, start out with some activities then have the boys "bid" for the boxes.*

Special events like the rounding up of cattle brought neighbors together. Children watched the men in rounding up, dehorning, cutting, branding, and dipping cattle. Women cooked beans, coffee, and "son of a gun" stew. The recipe is as follows:

"First you get a young and tender beef, kill him, and while the meat is still warm, for the stew, take a part of the liver, the heart, marrowgut, tongue, and some of the tenderloin and other choice bits of flank steak. Last, add a small portion of the brains, just before removing from the fire. When this stew is done it tastes like chicken giblets...and you know how good they are."

Lesson Conclusion:

Once students have completed their Settling In Matrixes, provide them with a fresh photocopy. Have them fill in the boxes according to their own lives.

### Settling In Matrix

	Men	Women	Children
Daily Life			
Chores			
Entertainment			
Food gathering & preparation			
Illness/Medicine			
Social activities			