

# Cowboys on the Chisholm Trail

## Objectives

The student will:

- Define the following vocabulary terms: wrangler, flank rider, swing rider, point rider, trail boss, drag rider
- Research the various roles that each cowboy played on the Chisholm Trail cattle drive.
- Summarize the function of various cattle drive jobs.
- Participate in a cattle drive role play activity.

## Vocabulary

- Wrangler: The cowboy in charge of the remuda
- Flank rider: A cowboy who rides at the side of the herd to keep it from spreading out
- Swing rider: A cowboy who rides alongside a herd to turn it in the right direction
- Point rider: A cowboy who rides at the front of the herd on a trail drive
- Trail Boss: The cowboy in charge of all other cowboys and cattle on the trail drive
- Drag rider: A cowboy who rides at the rear of the herd to keep it moving
- Remuda: The extra horses taken on the trail drive

## Materials

- The Cattle Drive Crew diagram
- Research materials

## Online Links

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

<http://www.tsha.utexas.edu/handbook/online/articles/CC/ayc2.html>

## Procedure

1. Discuss the function of the Chisholm Trail. (movement of cattle)
2. Discuss the various jobs needed to move cattle on the Chisholm Trail.
3. Assign each student a “cowboy” cattle drive member.
4. Put each student in a group based on their assigned “cowboy” cattle drive role.
5. Each group will have materials available to research the various jobs associated with these members. Address these questions: What would they do? How do you think they felt while performing these tasks? What sort of clothing and tools were necessary for them to perform their job? What skills did they need in order to perform their job?
6. Go around the room and have each group choose one member to summarize what they learned about their specific job on the cattle drive. Emphasize to the students that they need to listen closely because they will be assigned a different job when we come together as a class to practice an actual Chisholm Trail cattle drive.
7. Discuss as a class: How do you think these people worked together to move cattle?
8. Discuss the The Cattle Drive Crew diagram, emphasizing how their skills dictated their placement in the herd.
9. Place students in the cattle drive formation (include students as remuda, lead steer, chuck wagon, and cattle) emphasizing that they are to assume the role of that job.
10. Move around the school to move your cattle as they did on the Chisholm Trail!  
YEE HAW!

# The Cattle Drive Crew

