Subject: Texas History    Grade Level: 7th

Unit Title: Red River War

Lesson Title: Expansion & Extinction

Approximate Time frame: 40 to 50 minutes at the museum, an additional 30 to 50 minutes AFTER visit. (Vocabulary terms prior to museum visit 20-30 minutes.)

Key Understanding(s):

The demand for natural resources often leads to conflict amongst different people groups.

Guiding Questions for Key Understanding(s):

Why are the Anglos and Indians perceived as enemies in history? What was the Red River War and what caused it?

Performance Indicator(s):

Completed worksheet *What Difference Does A Buffalo Make?*

Vocabulary of Instruction:

<table>
<thead>
<tr>
<th>Display Case</th>
<th>Primary Source</th>
<th>Exhibit</th>
<th>Indian Reservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Secondary Source</td>
<td>Bounty</td>
<td>Anglos</td>
</tr>
<tr>
<td>Placard</td>
<td>Artifact</td>
<td>Treaty</td>
<td>Southern Plains Indians</td>
</tr>
</tbody>
</table>

Materials/Resources to bring to the museum:

Completed *Pre-Field trip Vocabulary Terms* worksheet (not necessary but helpful, especially for the Primary & Secondary Sources activity)

One writing utensil per student (provided by the museum)

One copy per student *What Difference Does A Buffalo Make?*

Advanced Preparation:

- Completed *Pre-Field trip Vocabulary Terms*
- It would be beneficial to orient yourself with the *People of the Plains* exhibit (just a BRIEF 2-3 min orientation) before you begin this lesson so you will be able to point out the area in which the students will need to focus their attention.

Instructional Procedure:
• **FOCUS** – Have your class gather in Pioneer Hall (the entrance of the museum) and then ask them what they know about Anglos and Indians. Accept all answers. The feedback from the students should go in the direction of the fighting between the two groups. Do not allow this conversation to get graphic but ask them if they have seen any western movies, such as *Lonesome Dove*; if so, ask if they know what the Indians and Anglos were fighting about. (PLEASE feel free to alter these questions and suit them to your teaching style).

• After they have pondered the question, direct them to the Northern Mural above and behind the museum receptionist, *Kiowas Hunting Buffalo*, 1957, by H.D. Bugbee) and the Southern Mural above the front door (*Working Cattle on the Open Range*, 1958, by Ben Carlton Mead). Ask them to answer the first 5 questions on their worksheet "*What Difference Does A Buffalo Make?*

• **EXPLAIN** – After they have answered the first five questions and completed the Tchart, let the students know that the two cultures, that of the Plains Indian and that of the Anglos clashed in many ways. The obvious difference in clothing is depicted in the murals but their religion and lifestyles were also the cause of much strife on the high plains of Texas.

• Be sure to inform the students the Red River War will bring about the slow demise of Indian culture while encouraging a new and different culture to thrive on the Plains of Texas.

• Tell the students they will finish the remainder of their worksheet within the *People of the Plains* Exhibit. They are to follow the directions on the worksheet paying attention to particular display cases and their placards within the display. If you have not completed the *Pre-field trip Vocabulary Worksheet*, take time to point out WHAT a display case is and the purpose of the placards. Explain to them that there are TITLES to the display cases that will determine where the information to the worksheet is located. It would be very beneficial to orient them to North, South, East, & West before you enter the exhibit for that is how the worksheet will take them through this exhibit.

• **EXPLORE** - The students will proceed from Pioneer Hall into the *People of the Plains* exhibit where they will spend time at the *Bounty of the Plains* exhibit (the Indians are harvesting the dead buffalo). Be sure that you encourage deeper thought by developing your own spontaneous thoughts into questions. Do not be afraid to add or take away from the worksheet
provided. They will watch the brief video and answer questions using the display case *Made from Bison* that is to the immediate east of the video.

- They will travel to the west wall of the *People of the Plains* exhibit where they will find the display case *The Demand for Land & Adobe Walls*. Here they will look at several placards garnering information and rephrasing primary sources.

- They will travel back to the entrance of the *People of the Plains* exhibit and use the display case *A Changing World* to complete their worksheet.

- **OPTIONAL TEKS FOCUS**: Either on the bus after the visit or the next time the class meets review the completed worksheet. Focus on question 15a-e and explain this is referring to the Red River War. If you have not taught the Red River War yet the field trip would be a perfect introduction, if you have taught it- the field trip is a perfect ‘re-enforcer’.

- **EVALUATE** – The students should turn in a completed worksheet *What Difference Does A Buffalo Make?* They should better understand the lifestyle of the Plains Indian and the conflict over the resource of which the Plains Indian was dependent upon.

- **CLOSURE** – Allow students to discuss the letters they wrote to Little Robe and the buffalo hide hunter. As they contemplate the decimation of the buffalo have them consider a resource that Americans take for granted such as water. Encourage students to discuss ways they can conserve the resources of today.

Special Needs Adaptation: Allow the student to respond orally to the worksheet or modify their performance indicator by allowing them to write about the things that interest them most within the *People of the Plains* exhibit.