

# Let US Teach That For You!

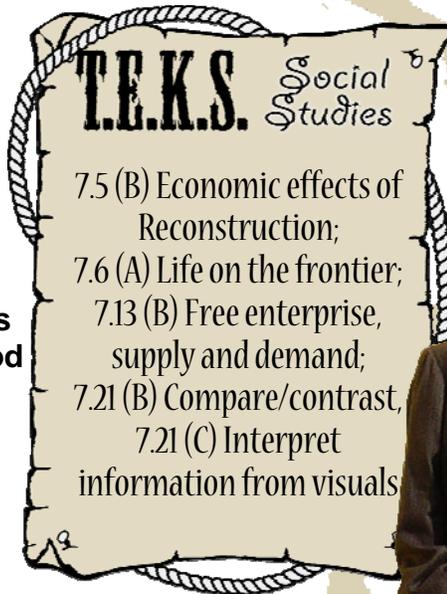
## *Making a Living on the Frontier*

**Overview:** This lesson explores the different occupations of settlers on the frontier, allowing students to discover the economic principle of supply and demand.

### Objectives

#### Students will

1. compare/contrast different ways people made a living on the frontier.
2. analyze the economic effects of the Reconstructions period on the history of Texas.
3. gain understanding of the hardships of the frontier
4. recognize the economic principle of supply and demand on the frontier.



#### Educational Displays provided by Frontier Texas!

Displays 17, 22, 28, 33, 38, 42, 43, 54, 56, 58, 60, 62, 63

#### Materials Needed:

Copies of page 1 of "Explore Frontier Texas!" (Attachment 1), "Comparing Frontier Occupations" (Attachment 2); End of an Era-Rotator 63

### Teaching Strategy

#### Pre-Visit Introduction

1. Ask students to interpret these sayings:
  - a. "Necessity is the mother of invention."
  - b. "He that would fish, must venture his bait." Ben Franklin
  - c. "Make yourself necessary to someone." Ralph Waldo Emerson
  - d. "Opportunity is missed by most people because it is dressed in overalls and looks like work." Thomas Edison
  - e. "The three great essentials to achieve anything worth while are, first, hard work; second, stick-to-itiveness; third, common sense." Thomas Edison

2. Remind students that at Frontier Texas! they will see ways in which the frontier men and women made a living under very hard and rugged circumstances.
3. Distribute “Explore Frontier Texas!” handouts, explaining the assignment of finding information about the different ways frontiersmen and women made a living on the frontier. This could be done in pairs, if desired.

### **Museum Instruction**

1. As students explore Frontier Texas! they will identify many occupations identified on the frontier, such as:
  - a. Medicine
  - b. Stage/mail service
  - c. Freighter/teamster
  - d. Soldier
  - e. Boarding house owner
  - f. Cattleman/Cowboy
  - g. Lawman
  - h. Store owner
  - i. Buffalo hunter
  - j. Saloon owner
  - k. Comanchero
  - l. Railroad
2. Students will record where they found the information and one pertinent fact about that occupation on Attachment 1. Extra credit will be given for more facts.
3. As an extra incentive, you may want to have a prize handy for the student/pair who finishes first.

### **Post-Visit Synthesis Activity**

1. Students will analyze the information and answer the following questions (Attachment 2):
  - m. Which occupation would have been the most challenging?
  - n. Which occupation would have been the most interesting?
  - o. Which occupation would have paid the best?
  - p. Which occupation would have been in the most demand, in your opinion? Why do you think so?
  - q. Many of the jobs today did not exist on the frontier. Which of today’s jobs would have been most beneficial to the settlers? Why?
  - r. Which frontier occupation would you have chosen? Why?
  - s. Make an analogy about that occupation by comparing it to a food item, such as “Being a soldier is like a steak because it would be tough.” “Owing a store would be like a salad because there would be so many different items in it.”
2. Allow students to discuss the comparison of frontier jobs and today’s jobs.

## Student Assessment

Assess student work by the facts found and the understanding of the job, as indicated by the analogies.

## Enrichment Activity

Students will research the problems of lawlessness common on the frontier, such as cattle rustling, horse thievery, saloon brawls, boundary disputes, and gambling to discover how widespread the problems were and what was done about them.

*Created for Frontier Texas! by Jeanne Wray*

# Explore

## FRONTIER*Texas!*

Locate information about the following frontier occupations. Be sure to listen to the Spirit Guides and check the information on the Rotators. Record where you located the information and write one or more facts about that occupation.

<u>Profession</u>	<i>FRONTIER Texas!</i>	<u>Fact</u>
	<u>Location</u>	

Medicine

Stage/mail service

Freighter/teamster

Soldier

Boarding house owner

Cattleman/Cowboy

Lawman

Store owner

Buffalo hunter

Saloon owner

Comanchero

Railroad

# **FRONTIER** *Texas!* **Information Locations**

<b>Medicine</b>	<b>Rotator 56 Towns and Social Life</b>
<b>Stage/mail service</b>	<b>Rotator 43 Butterfield Overland Trail</b>
<b>Freighter/teamster</b>	<b>Spirit Guide Britt Johnson (42)</b>
<b>Soldier</b>	<b>Rotator 28 Troopers of the Plains</b> <b>Rotator 33 Buffalo Soldiers</b>
<b>Boarding house owner</b>	<b>Spirit Guide Elizabeth Clifton (58)</b>
<b>Cattleman/Cowboy</b>	<b>Spirit Guide George Reynolds (38)</b>
<b>Lawman</b>	<b>Rotator 60 Law and Lawlessness</b>
<b>Store owner</b>	<b>Conrad-Rath Store (62)</b>
<b>Buffalo hunter</b>	<b>Spirit Guide J. Wright Mooar (22)</b>
<b>Saloon owner</b>	<b>Bee Hive Saloon (54)</b>
<b>Comanchero</b>	<b>Rotator 17 Comancheros</b>
<b>Railroad</b>	<b>Rotator 63 End of a Era</b>

**There may be references to these occupations at other locations as well.**

# Comparing Frontier Occupations

After learning about frontier occupations at Frontier Texas, contrast them by answering the following questions:

1. Which occupation would have been the most challenging?
2. Which occupation would have been the most interesting?
3. Which occupation would have paid the best?
4. Which occupation would have been in the most demand in your opinion?  
Why do you think so?
5. Many jobs today did not exist on the frontier. Which of today's jobs would have been most beneficial to the settlers? Why?
6. Which frontier occupation would you have chosen? Why?
7. Make an analogy about the occupation you would choose by comparing it to a food item, such as "Owing a store would be like a salad because there would be so many different items in it."