Between Fences Teacher's Guide

Between Fences is a Museum on Main Street project organized by the Smithsonian Institution Traveling Exhibition Service and brought to you by your state humanities council. Funded by the U.S. Congress

Museum on Main Street is a partnership of the Smithsonian Institution and state humanities councils nationwide that serves small-town museums and citizens. This innovative project brings rural America one-of-a-kind access to prestigious Smithsonian exhibitions and first-rate educational humanities programs. Most importantly, Museum on Main Street enables rural museums to demonstrate their enormous talents and their meaningful contributions to small-town life.

Like all Museum on Main Street exhibitions, *Between Fences* was specifically designed to meet the needs of small institutions.

During 2005-07, the exhibition will be presented in association with the Alabama Humanities Foundation, Illinois Humanities Council, Kansas Humanities Council, Mississippi Humanities Council, Missouri Humanities Council, Nevada Humanities, New Mexico Humanities Council, Humanities Tennessee and the Tennessee Community History Program, Utah Humanities Council, and Humanities Washington.

For more information on Museum on Main Street and the exhibition themes, visit www.museumonmainstreet.org.

This teacher's guide was created to accompany *Between Fences*.

Written by Lisa Thompson

Additional copies may be downloaded from www.museumonmainstreet.org/educate.htm and duplicated for classroom use.

Cover image: *Saturday Evening Post* cover illustration (*Spring Yardwork* by Thornton Utz), © 1957 SEPS, Curtis Publishing, Indianapolis, IN, www.curtispublishing.com

www.si.edu

www.statehumanities.com

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Introduction

We live between fences. We may hardly notice them, but they are dominant features in our lives and in our history. *Between Fences* is a traveling exhibition that explores how tightly the fence is entwined with American history, politics, industry, and daily life.

You and your students will have the opportunity to visit *Between Fences* as the exhibition tours your state. This teacher's guide and the classroom poster have been created to help you and your students explore the themes of the exhibition, discover the meaning of fences in your community, and participate in your community's *Between Fences* experience.

The teacher's guide provides four engaging lessons and a scavenger hunt. The lessons are designed to promote the development of critical thinking skills and help students meet the learning objectives specified in the national standards for U.S. history, math, and language arts. Please use your knowledge of your students' capabilities to adapt the lessons to meet your students' needs. The scavenger hunt covers each of the exhibition's five sections and encourages students to engage with the photos, text, artifacts, and themes.

The classroom poster's "How Do We Build Our Fences" lesson introduces students to the exhibition themes. It asks them to consider the reasons people build fences and then to examine the fences in your community. Six of the poster's images can be used as prompts for related discussions and writing projects. The poster can be obtained from your local venue or your state humanities council, or by downloading it from www.museumonmainstreet.org/educate.htm.

All of lessons, which can be taught before or after a visit to *Between Fences*, give students the opportunity to create products that can be shared with your entire community in the local component of the *Between Fences* exhibition. Please contact your local *Between Fences* hosts before the exhibition arrives to coordinate plans for inclusion of your students' work. Your hosts may also be able to provide additional fence-related resources, serve as guest speakers, and offer other assistance as your class pursues its fence projects.

Lesson Format

The teacher's guide lesson plans use readily available materials and require little preparation to teach. Each lesson follows this format:

Lesson Objectives: Concepts and skills students will develop in the lesson.

Suggested Grade Levels: Grade levels for which the lesson can be adapted.

Time Frame: Approximate amount of time required to complete the lesson activities.

Education Standards Addressed: Objectives in appropriate national standards addressed by the lesson.

Handouts: Supplemental resources and activities needed for the lesson. These pages follow each lesson and should be duplicated for classroom use.

Supplies: Art supplies or other materials needed for the lesson.

Background for Teachers: A brief summary of the lesson topic.*Setting the Stage:* Step-by-step instructions for a brief activity that relates the lesson topic to subjects already familiar to students and/or assesses students' prior knowledge of the topic.

Setting the Stage: Step-by-step instructions for a brief activity that relates the lesson topic to subjects already familiar to students and/or assesses students' prior knowledge of the topic.

Lesson Procedure: Step-by-step instructions for activities that introduce students to the concepts and skills listed in the lesson objectives.

Student Product: Step-by-step instructions for an activity that allows students to apply their new knowledge and skills to meet lesson objectives.

Lesson Extension: Some lessons include suggestions for additional activities that meet lesson objectives.

Scavenger Hunt

The *Between Fences* scavenger hunt is a tool for exploring the exhibition without the assistance of a docent. The scavenger hunt includes a set of questions for each of the exhibition's five sections. The questions encourage students to engage with the photos, text, artifacts, and themes of each section. The scavenger hunt can be duplicated for use by your students.

We hope you and your students will find exploring *Between Fences* a rich and exciting educational experience. For more information about *Between Fences*, a schedule of the exhibition's tour in your state, and additional fence-related resources and activities, visit the *Between Fences* website at www.museumonmainstreet.org.

Lesson Objectives

- Discover that people from different cultures may have different definitions of basic concepts like "property"
- Compare the ways New England Indian tribes and English colonists used the land and defined "property"
- Predict what conflicts might arise between these groups
- Create a live news report on a conflict between a New England Indian tribe and English colonists

Suggested Grade Levels

4–7

Time Frame

Approximately three 45-minute periods

National Standards for History

U.S. History Standards

Era 1 (Beginnings to 1620), Standard 1D

(See Appendix)

Handouts

- Basic Battleship Rules (1 copy for the teacher)
- Battleship Game Sheet A (1 copy for half of the class)
- Battleship Game Sheet B (1 copy for half of the class)
- Kewenusk's Village (1 copy for half of the class)
- John Miller's Town (1 copy for half of the class)
- New England Landscape Map (1 copy per student)
- New England Landscape with Fences (1 overhead)
- News Report Guidelines (1 copy per student)

Supplies

- Blank overhead transparencies

Two Worlds Meeting Across a Fence

Background for Teachers

This lesson investigates how cultural differences between New England Indians and English colonists sometimes created misunderstandings and conflicts. The way each group used the land and defined "property" greatly affected both groups.

Setting the Stage

1. Demonstrate the disagreements that can develop over cultural "rules" when people of two different cultures meet by having students play battleship with different sets of rules. Before you begin teaching this lesson, read the *Basic Battleship Rules* and the rules for *Battleship Game Sheet A* and *Battleship Game Sheet B* yourself. If your students are not familiar with the game, draw two grids on the board and review the *Basic Battleship Rules*. Tell students that the specific rules they should follow in this game are printed on the game sheet they will receive. If students ask questions that relate to the rules on Game A and Game B, simply tell them they should check their rule sheets when they receive them.
2. Divide students into pairs to play. Each pair of students should sit across from each other at their desks or on the floor. They should use a book or other barrier to prevent their opponent from seeing their game sheet. Distribute *Battleship Game Sheets*. Within each pair of students, make sure one student gets Game Sheet A and the other gets Game Sheet B.
3. Emphasize that students should carefully read the rules on their sheet before they begin playing. If students don't read the rules, the demonstration will not work. As students play, watch for conflicts to develop when students don't agree on the rules. Don't offer to resolve the conflicts. Simply tell students they must play by their rules. Have students continue playing until each pair has encountered disagreement about the rules.
4. Debrief the experience as a class. Explain that the rules we live by are our culture. Different cultures have different rules. When people from different cultures meet, sometimes misunderstandings or conflicts arise from their different definitions of the rules.

Lesson Procedure

1. Explain that two cultures met for the first time when English settlers arrived in New England in the 1600s. Native American and English cultures differed in many ways. The ways they used the land and defined "property" had a great impact on both groups.
2. Divide students into teams of two. Give half the teams a copy of *Kewenusk's Village* and the other half a copy of *John Miller's Town*.

Give each team a *New England Landscape Map*. Assign students to read about Kewenusk or John Miller. Tell students to pay close attention to the way the people in their story use the land and define "property."

3. After students read their story, ask each team to look at the *New England Landscape Map* through the eyes of the person in their story. If the students read about Kewenusk, they should imagine this is a map of her village's territory. If the students read about John Miller, they should imagine the map showing the land around Hipswich. The teams will label and add to the maps to show how the people in their story would use this land. For example, teams can draw in animals, crop fields, wild plants, and buildings. They can label areas as winter camps, hay mowing pastures, etc. For younger students, you may need to model this activity using a transparency of the map on an overhead projector.

4. When teams complete their maps, pair each Kewenusk team with a John Miller team. Assign teams to present their map to their new partners. The teams will use their maps to help their partners understand the ways the people in their story used the land and defined property. After each team presents, the teams will work together to make a list of the similarities and differences between their maps and the points of view they illustrate.

5. Hold a class discussion on the differences and similarities between New England tribes' and English colonists' ways of using the land and defining "property."

6. Make an overhead transparency of one of the Kewenusk New England Landscape Maps produced by your students and an overhead of one of their John Miller New England Landscape Maps. Place the Kewenusk map on the projector. Then place the John Miller map over it. Explain that when English colonists arrived in New England, they came to a place Native Americans had called home for thousands of years. With their different ways of using the land and different views of property, misunderstandings and conflicts sometimes occurred between the two groups. Ask students to brainstorm a list of possible conflicts or misunderstandings between colonists and tribes. Record students' ideas on the board.

7. Show the overhead of the *New England Landscape with Fences*. Explain that conflicts between New England tribes and colonists did occur. Often they had to do with fences or lack of fences. The English colonists had a tradition of building fences to protect their crops from animals, but New England tribes did not. Problems arose when colonists' pigs damaged Native Americans' crops or Native Americans killed cows they found wandering near their villages. Sometimes the disagreements about fences had larger consequences. Colonists used fences to claim land as their own. They also used the fact that Native Americans did not fence their lands to argue that Native Americans did not own the land they used.

Student Product

1. Divide students into groups of five or six. Distribute a copy of the *News Report Guidelines* to each student and review the instructions as a class. Have each group create a skit about a conflict or misunderstanding between a New England tribe and English colonists using the ideas the class brainstormed as a guide. The skit will be in the form of a television news report. Depending on the time available, students can either prepare their presentations in class or work on them at home for a day or two. Encourage students to make props to use in their presentations.

2. Ask each group to perform its skit in front of the class. If possible, invite another class to join you for the performances.

Lesson Extension

1. Using butcher paper, create two murals of the New England landscape—one based on Kewenusk's village and one based on John Miller's town. Submit the murals to your *Between Fences* hosts for inclusion in the local exhibition.

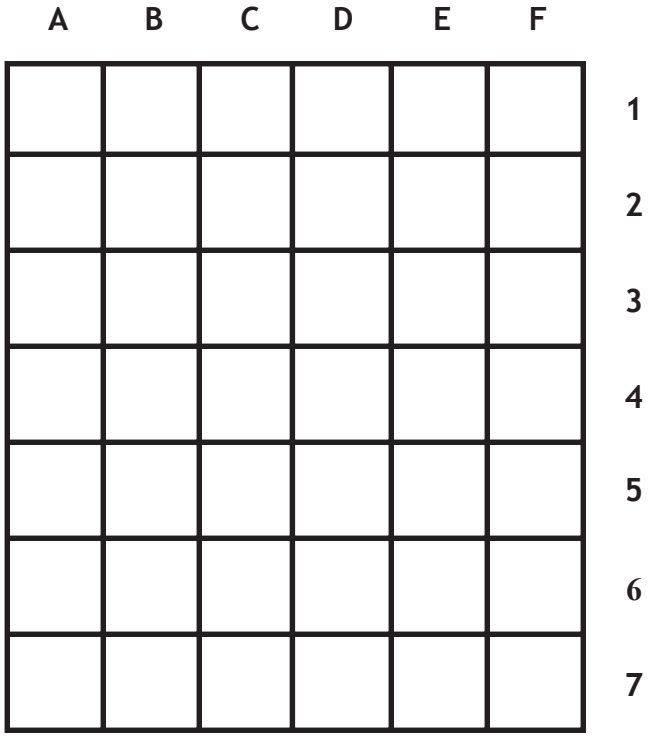
BASIC BATTLESHIP RULES

1. Place the following four ships on your defensive grid by outlining squares (horizontally and/or vertically, but not diagonally) with a colored pen:

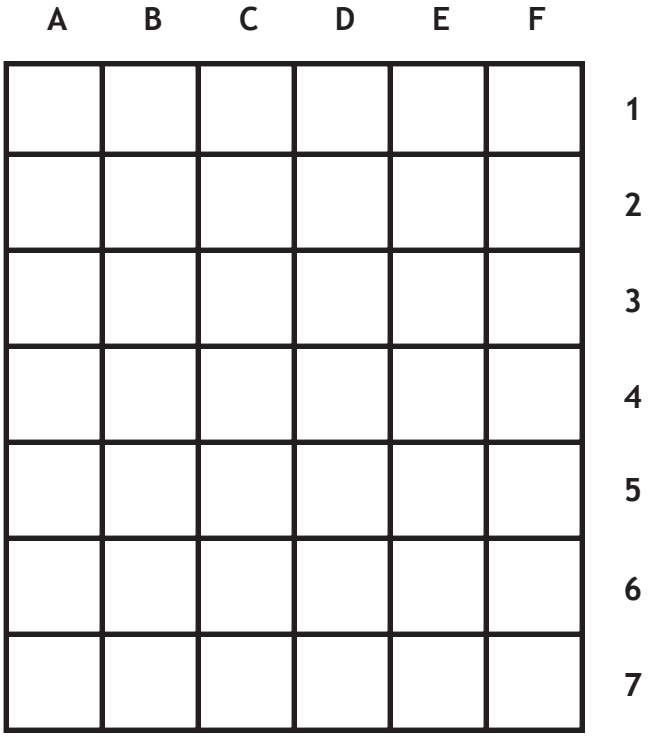
1 Battleship	4 squares
1 Cruiser	3 squares
2 Destroyers	2 squares each

2. Players take turns calling out shots (e.g., F4). When a shot is called, the opponent tells the caller whether it is a hit or a miss. If the shot is missed, the caller places an "O" on her offensive grid. If the shot is a hit, the caller places an "X" on her offensive grid, and the opponent places an "X" on his defensive grid.
3. When a ship receives enough hits to sink it, the opponent must say, "Hit, you sunk my Cruiser" (or whatever type of ship has been sunk). The player who sinks all of her opponent's ships first is the winner.

BATTLESHIP GAME SHEET A



Defensive Grid



Offensive Grid

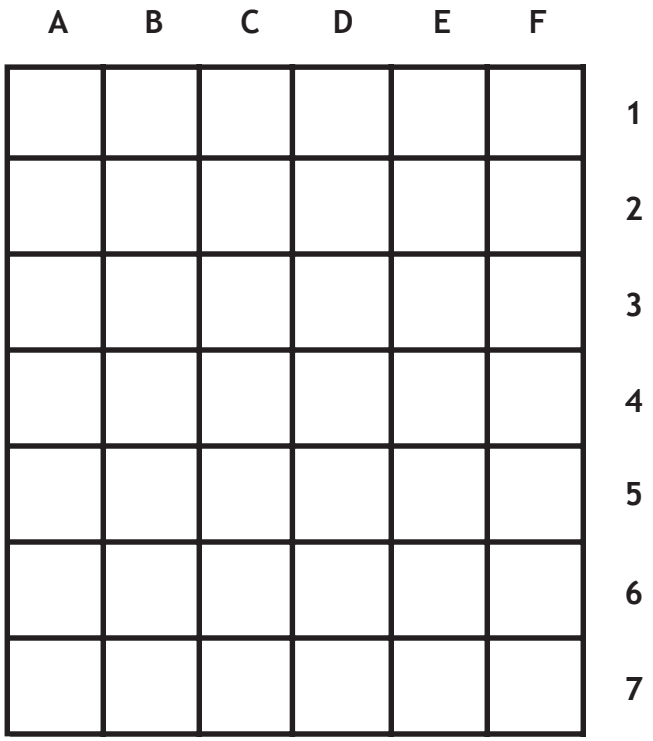
Rules

1. You may place your ships on the grid horizontally, vertically, but **not** diagonally. Ships cannot overlap (only one ship can occupy each square).
2. If you make a hit on your opponent's ship, you get to take another turn immediately.
3. If your opponent hits your ship, you must announce what kind of ship has been hit. For example, "Hit on a Battleship."

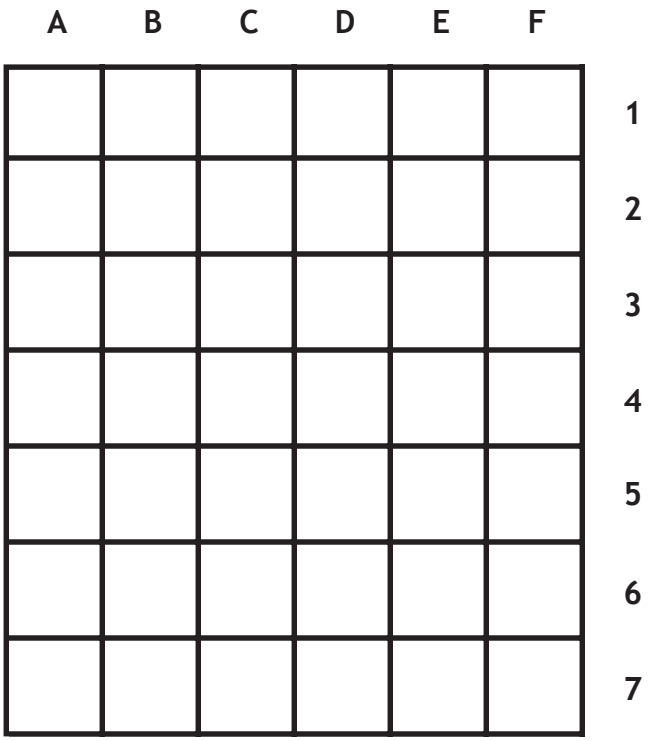
Reminder

1 Battleship	4 squares
1 Cruiser	3 squares
2 Destroyers	2 squares each

BATTLESHIP GAME SHEET B



Defensive Grid



Offensive Grid

Rules

1. You may place your ships on the grid horizontally, vertically, or diagonally. Ships cannot overlap (only one ship can occupy each square).
2. No player may take two turns in a row.
3. If your opponent calls a square that is next to one of your ships, you must say "Near miss."

Reminder

1 Battleship	4 squares
1 Cruiser	3 squares
2 Destroyers	2 squares each

KEWENUSK'S VILLAGE

My name is Kewenusk. I live with my family in a village of about 200 people. Our village is part of a tribe that includes many other villages. My village changes with the seasons of the year. Sometimes we all gather together in one place. Other times, we spread out in small groups. This allows us to make the best use of the different plants and animals that grow in our territory at different times of the year.

Let me tell you what a year in my village is like. Every spring we move our homes to the fields where we plant our crops. I work with my mother and the other women to plant little mounds containing corn, beans, and squash. The men in our village hunt animals that are plentiful in the spring, like the migrating birds that fill the salt marshes. Spring is also a time when many fish return to the streams to spawn. It seems like you can't put your hand in a river without touching a fish!

Once the crops are planted and weeded, they don't need as much attention until harvest time. During the summer, small groups of families make camps along the coast. The women check on the crops from time to time. They also gather seafood, like clams, cut cattails for making mats, and pick delicious berries as they ripen. The men fan out from camp on longer hunting and fishing trips. Sometimes they take canoes out into the sea at night to hunt sturgeon by torchlight or run river rapids in search of salmon or eels.

In early fall, we harvest the crops from the fields. We also gather acorns, chestnuts, cranberries, and many other wild plants. I love fall because it is a time for festivals. Many of our neighboring villages join us for huge feasts, dancing, and ceremonies.

In October we store our harvest of corn and beans and begin the fall hunt. The deer and bear are fattest in the late fall. We break into small groups so we can cover a wide hunting territory. After the men kill an animal, the women bring it back to camp to butcher it. We cook some of the meat and smoke some of it for use later in the winter.

When the heavy snows begin to fall in late December, our village gathers in a wooded valley. Here we are protected from the weather and can find plenty of firewood. We eat the foods we harvested, gathered, and hunted in the fall. The men hunt and fish nearby using snowshoes to walk in the deep snow. The late winter can be a hungry time for the village.

In the spring, we return to our fields. They may not be the same fields we used last year, though. When the soil grows tired in one field after eight or ten years, we leave it and start a new one.

The people in our village use the same forests, salt marshes, beaches, and meadows each year. They are in our territory. Other villages have their own territories. The people in our village share the resources in our territory with each other. They belong to the village. No one in the village can tell another member of our village, "This is my salt marsh! You can't hunt here!"

If there is more than enough for us, we might share the resources in our territory with the people of another village. For example, when the alewives are spawning in the streams, there are more fish than any village could catch. We gather with other villages at the best fishing spots to trap the fish.

My people have always lived in this territory and always will. We know how to live here.

Source: The information in this fictional narrative is drawn from *Changes in the Land: Indians, Colonists and the Ecology of New England* by William Cronin (New York: Hill and Wang, 1983).

JOHN MILLER'S TOWN

My name is John Miller. My family sailed from England to settle in the Massachusetts Bay Colony. We live and farm in the town of Hipswich. Let me tell you about our life.

The King of England gave us our farm in a roundabout way. The King claimed all the lands in New England. He granted some of this land to the Massachusetts Bay Colony. The colony granted some land to the town of Hipswich, and the town granted us the land for our house and farm. My family owns these lands now.

We built our wooden home on our house lot in Hipswich. My mother plants a vegetable garden and keeps chickens here. Nearby we have a small barn where our cattle, oxen, pigs, and sheep can spend the winter. We also have fenced lots where we can feed our animals when they are not out grazing in the pastures.

Our planting fields are located on the outskirts of town. My father plows these fields with the oxen each spring and then plants corn. I help him keep the corn weeded and maintain the fences around the fields. A strong fence is all that stands between our tasty corn and the many pigs and cows that graze freely outside town. The pigs are particularly bothersome because they are so good at getting through fences. The laws of Hipswich allow a farmer to kill any pig he finds in his corn.

In the summer, our cattle and sheep graze in a fenced pasture. We let our pigs run in the woods for most of the summer since they are very good at taking care of themselves. To feed our animals during the winter, we must cut and dry hay. We have a large pasture along a stream where the grass grows well. In the late summer, we mow this grass for hay.

In the fall, we harvest, husk, and store our corn for the winter. We also slaughter some of our cattle and pigs that have gotten fat on the summer grass. If we have any animals to spare, we drive them to Boston to sell.

In the winter, our woodlot is the most important part of our farm to me. This is where we cut firewood to keep us warm. We also cut timber for building fences here.

Not all the food we eat comes from our farm. In the summer, my father and I fish and hunt. I also love to pick the juicy wild berries in the forests.

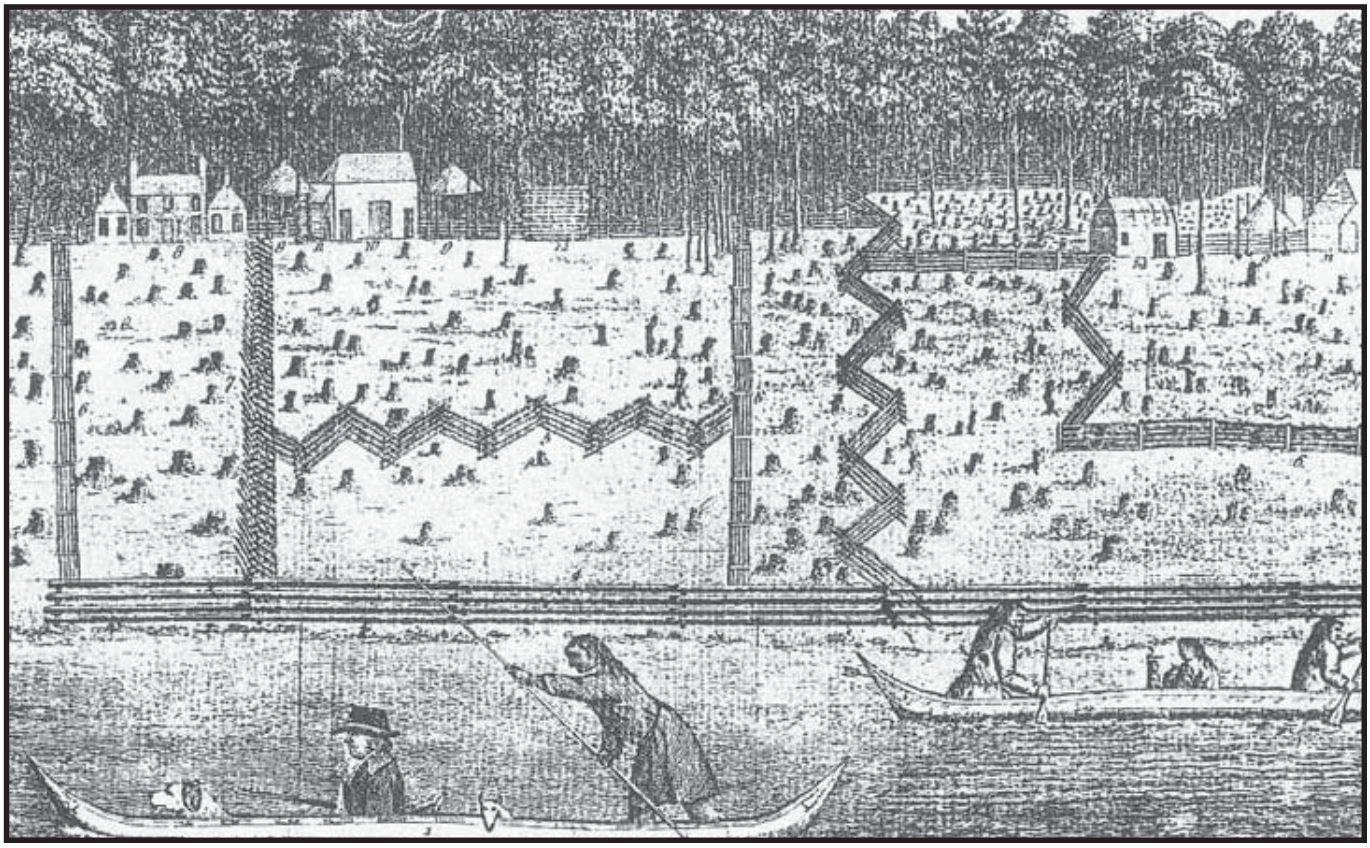
I am glad my family came to Hipswich. Life here hasn't always been easy. Starting a new farm is incredibly hard work, and we were often hungry our first few winters. But in Hipswich, my family can own land that belongs to us and nobody else. In England, we could never hope to own a farm.

Source: The information in this fictional narrative is drawn from *Changes in the Land: Indians, Colonists and the Ecology of New England* by William Cronin (New York: Hill and Wang, 1983).

NEW ENGLAND LANDSCAPE MAP

Illustration by Sheri Sohm

NEW ENGLAND LANDSCAPE WITH FENCES



From Patrick Campbell's *Travels in the Interior Inhabited Parts of North America*, 1793
Library Company of Philadelphia

NEWS REPORT GUIDELINES

Please read these guidelines carefully and use them to help you develop a live news report on a misunderstanding or conflict between a New England tribe and English colonists. Your news report should last three to four minutes.

1. Your group will need one person to act as a television news reporter. The rest of the people in your group will play the people involved in the misunderstanding or conflict. The reporter will interview each person for a live news report which you will present to your class. Everybody in your group must take part in the presentation.

2. Use the information you learned reading about Kewenusk and John Miller, your maps, and the ideas your class brainstormed to invent a misunderstanding or conflict between a New England tribe and English colonists that you think might really have happened. Your news report should let each person involved in the conflict tell his/her side of the story.

3. Good news reporters answer the basic journalism questions of "Who, What, When, Where, Why, and How." Your report should answer these questions, too. Below are examples of questions you may want to answer in your news report.

   a. Who is involved in this misunderstanding or conflict?

   b. What started the conflict?

   c. What has happened during the conflict?

   d. What is likely to happen next?

   e. When did this conflict occur? (Time of day? Time of year?)

   f. Where did the conflict happen? Why here?

   g. Why did this conflict occur?

   h. Why did the people involved act the way they did?

   i. Why is this conflict important or interesting?

   j. How will this conflict affect the people involved? The communities involved?

   k. How will the conflict be resolved?

4. Be creative and have fun! Make your news report as informative as you can. Be sure to practice a few times before you perform in front of the class.

Lesson Objectives

- Predict the advantages and disadvantages of free-range ranching
- Identify the stakeholders in the "Texas Fence-Cutting War"
- Create a visual representation of how the stakeholders' interests came into conflict
- Develop a law to address the fence-cutting issue

Suggested Grade Levels
8–12

Time Frame
Three to four 45-minute periods

National Standards for History
United States History Standards
Era 6 (1870–1900), Standard 1C
(See Appendix)

Handouts

- "I'm Going to Leave Old Texas Now" (1 overhead)
- Texas Fence-Cutting War Background (1 copy per student)
- Texas Fence-Cutting War Stakeholders Worksheet (1 copy per student)
- Texas Fence-Cutting War Primary Resources (1 copy per student)
- Texas Fence-Cutting Law of 1884 (1 copy per student)

Don't Fence Me In!

Background for Teachers

This lesson explores one of the many ways industrialization affected agriculture in the late 19th century. By studying the "Texas Fence-Cutting War," students will discover how industrialization generated tensions between participants in old and new economic systems.

Setting the Stage

1. Show overhead of the "*I'm Going to Leave Old Texas Now*" lyrics. Ask students if they know the larger story behind the song. Explain that the song tells of the end of the free-range ranch life in Texas. The end of this way of life was brought about by barbed wire, a cheap new form of fencing that allowed people to control access to resources once available to all.

Lesson Procedure

1. Explain that free-range ranching developed on the Great Plains in the middle of the 19th century. Ranchers grazed and watered their cattle on public lands. The land they used belonged to the state or federal governments, not to the ranchers. As a class, brainstorm who would benefit from a free-range system. Then brainstorm what the disadvantages of this system might be.

2. Explain that the transition from free-range ranching to fenced-stock farming occurred rapidly in Texas with the introduction of barbed wire, a new product of industrialization. The transition was difficult for those who counted on the free range for a living. If a rancher could not afford to buy land, he either had to work for a land-owning rancher, find a new way to make a living, or maybe head to Mexico like the cowboy in the song. Ask students: *Can you think of any other economic transitions that have been difficult for some Americans?* (Examples include destruction of Native Americans' traditional resources, industrialization of manufacturing work in the 1900s, decline of family farms, current globalization of the workforce.) *How do you think you would react if your way of making a living was threatened?*

3. Divide students into groups of two or three. Distribute a copy of the *Texas Fence-Cutting War Background*, *Texas Fence-Cutting War Stakeholders Worksheet*, and the *Texas Fence-Cutting War Primary Resources* to each student. Review the instructions on the worksheet with the class. Assign groups to read the background information and primary resources and complete the worksheet.

4. Assign groups to discuss how the claims of the stakeholders came into conflict. Each group should create a visual representation (e.g., web, diagram, picture) to illustrate these conflicts. Encourage students to be creative. Ask groups to share their analysis of the conflicts with the class.

Student Product

1. Explain that the Texas legislature met in emergency session in 1884 to find a solution to the fence-cutting crisis. Assign each group to develop a law to address the conflict. Groups should begin by defining who, if anyone, has the right to use the free range. They should set penalties for those who violate their law. Remind students that their law will help determine which economic system prevails.
2. Ask groups to share their laws with the class. Distribute a copy of the *Texas Fence-Cutting Law of 1884* to each student. As a class, identify how the law impacted the "stakeholders" in the fence-cutting war. Ask students: *Who was granted access to resources and who was denied? Was the legislature's solution was fair? Why or why not? Do you like any of your own laws better? Why?*

Lesson Extensions

1. Review the lyrics to *"I'm Going to Leave Old Texas Now."* Assign students to work in pairs to write lyrics for a song about the closing of the free range in Texas. The song can represent the point of view of any of the stakeholders. If students are musically inclined, they can write a melody for their song, too.
2. Examine disputes over access to public resources today. (Examples include wilderness designation, grazing on public lands, mineral development on public lands, fishing rights, and access to beaches.) Are there any examples from your state? Who are the stakeholders and what are their claims? Can the claims of the stakeholders be balanced? Who should get to decide who gets access to public resources?
3. Submit students' visual representations of the fence-cutting conflict and/or song lyrics to the hosts of *Between Fences* for inclusion in the local exhibition.

“I’M GOING TO LEAVE OLD TEXAS NOW”

I’m going to leave Old Texas now,
They’ve got no use for the long horn cow.

They’ve ploughed and fenced my cattle range,
And the people here are all so strange.

I’ll take my horse, I’ll take my rope,
And hit the trail upon a lope.

Say adios to the Alamo,
And turn my face toward Mexico.

— Traditional cowboy song

TEXAS FENCE-CUTTING WAR BACKGROUND

Fence cutting in Texas in the summer and fall of 1883 was a part of the conflict between landless cattlemen who wanted to retain practices of the open range and those who bought barbed wire to fence the land to establish themselves on permanent ranches. The fence war was precipitated by the drought of 1883, which made it all the harder for the cowman without land of his own to find the grass and water necessary for his herds.

Most of the ranchmen owned or leased the land they fenced, but some of them enclosed public land when they enclosed their own, and others strung their wire about farms and small ranches belonging to other persons. Often the fences blocked public roads; in some instances they cut off schools and churches and interfered with the delivery of mail. This unwarranted fencing led some men whose land was not actually fenced in to join in the nipping [malicious fence cutting]. As the cutting continued, it became less discriminate and attracted rougher elements; soon no ranchman's fence was safe.

Wrecking of fences was reported from more than half the Texas counties and was most common in a belt extending north and south through the center of the state, the ranchman's frontier of 1883. Much of the cutting was done at night by armed bands who called themselves such names as Owls, Javelinas, or Blue Devils. Often those who destroyed fences left warnings against rebuilding, but these were usually disregarded. In some instances, pastures of the fencers were burned. Some owners defended their property, and at least three men were killed in clashes between fence cutters and ranchmen.

. . . By the fall of 1883 damage from wrecking of fences in Texas was estimated at $20 million—at more than $1 million in Brown County alone. The *Fort Worth Gazette* asserted that fence troubles had caused tax valuations to decline $30 million. The clashes discouraged farming and scared away some prospective settlers. Politicians shied from the explosive issue . . .

Source: *Handbook of Texas Online*, s.v. "FENCE CUTTING"
http://www.tsha.utexas.edu/handbook/online/articles/view/FF/auf1.html

(Note: "s.v." stands for sub verbo ("under the word").

TEXAS FENCE-CUTTING WAR STAKEHOLDERS WORKSHEET

As you read the statements of different people who were involved in or observed the "Texas Fence-Cutting War," use this worksheet to identify the different stakeholders in the conflict. You should also record the interests of these stakeholders. (Interests are the things the stakeholders want.) Finally, record any arguments the stakeholders use to justify their positions. There is room for three stakeholders on this sheet. If you identify additional stakeholders, record them on the back of this paper.

Stakeholder 1

Interests

Arguments

Stakeholder 2

Interests

Arguments

Stakeholder 3

Interests

Arguments

MABEL DAY TO J.M. BOOTH, SEPTEMBER 27, 1883

Mabel Day owned a large ranch in Coleman County and was attempting to sell a portion of her land to men from Kentucky.

I have, however, a new trouble. My fence is being cut all to pieces on the south side. Over five miles already destroyed . . . I'd sooner the friends would come and burn my house down than cut my fence. I own all the land within its enclosure and I if want to let 'Northern Capitalists' come and make fortunes in a few months or years, it is my affair . . .

It does not matter to me whether these men to whom I have sold it live in Texas or not, just so I am satisfied with the price they pay me. But I think it a shame the property cannot be protected. My fence cost $240 per mile ($24,000). But the cost of the fence is nothing. My grass is excellent. The cattle from outside are taking possession . . .

This fence cutting may be my ruin, as those Kentucky men are trembling anyway. And I fear they will back out sure enough now.

Source: James T. Padgitt, "Mrs. Mabel Day and the Fence Cutters," *West Texas Historical Association Year Book*, vol. 26 (October 1950).

TEXAS RANGER IRA ATEN TO CAPTAIN L.P. SEIKER, RICHLAND, TEXAS, AUGUST 31, 1888*

The fence cutters here are what I would call cowboys or small cowmen that own cattle from 15 head all the way up to perhaps 200 head of cattle and a few cow ponies, etc. Some have a hundred acres of land, and some more, and some not so much and perhaps a little field in cultivation. They hate the Granger as they call them for it is the Granger (or farmer) that have the pastures . . . In fact they hate anybody that will fence land either for farming or pasture. They are a hard lot of men in here, and they are thieves as well as fence cutters . . .

Now for the good citizens, what do they deserve? I will simply state this, that a great many good citizens that don't own one half as much as the parties that has been the instigator of all this fence cutting in this section have had their fence cut from around their little horse pasture and even in several instances have had it cut from around their cultivated lands where corn and cotton was planted . . . Small pastures that would not support but milk cows and work horses for a very small farm have been cut time and again until the owners have not the means to put up the wire any more.

*For a few years after the Texas Fence-Cutting War of 1883, fence cutting flared up in various spots around Texas, although not with the same ferocity.

Source: Walter Prescott Webb, *The Great Plains* (Ginn and Company, 1931).

NOTE LEFT BY FENCE-CUTTERS ON A FENCE THEY HAD CUT, PUBLISHED IN THE *GALVESTON NEWS*, AUGUST 9, 1883

You are ordered not to fence in the Jones tank, as it is a public tank and is the only water there is for stock on this range. Until people have time to build tanks and catch water, this should not be fenced. No good man will undertake to watch this fence, for the Owls will catch him. There is no more grass on this range than the stock can eat this year.

Source: Wayne Gard, "The Fence-Cutters," *Southwestern Historical Quarterly*, vol. L1, no. 1 (July 1947).

NOTE FOUND ON THE STREETS OF COLEMAN, TEXAS, PUBLISHED IN THE *FORT WORTH DAILY GAZETTE*, NOVEMBER 7, 1880

Down with monopolies, they can't exist in Texas and especially in Coleman County; away with your foreign capitalists, the range and soil of Texas belong to the heroes of the South . . . Give us homes as God intended, and not gates to churches and towns and schools and above all give us water for our stock.

Source: R.D. Holt, "The Introduction of Barbed Wire into Texas and the Fence-Cutting War," *West Texas Historical Association Year Book*, vol. VI, June 1930.

Fence-cutting reenactment, Nebraska, about 1900
Photo by Solomon D. Butcher
Courtesy Nebraska State Historical Society [nbhips 12299]

WPA INTERVIEW #1

from Library of Congress, Manuscript Division, WPA Federal Writers' Project Collection

This interview was conducted in 1938 as part of the Works Progress Administration Federal Writers' Project. The man being interviewed is John M. Hardeman. He was born in 1867, on a ranch in Robertson County, Texas. The words in brackets — [ ] — are words the interviewer could not make out clearly. The interviewer had to guess at what Hardeman said.

"During the early '80s the first wire fencing of the range appeared in Williamson Co. After considerable fighting, fence cutting, and court trials over the fencing, the system of fencing the range became the rule. Many of the large ranchers then moved [?] where the range was still open.

"We had considerable trouble with the first fence in our Territory. The first fence was built by Taylor, and he put the fence up on his section line. This was absolutely within his rights. Some of the prominent citizens considered the act as detrimental to the welfare of the country. They perceived the disappearance of the open range and with it the cattle industry. Of course, those days the people's livelihood came wholly from the cattle. Therefore, some of the citizens decided to save the country from ruination. These people formed in a mob and destroyed the fence. Taylor replaced the fence and again it was cut down.

"However, the [depredaters?] were caught in their second act of fence destroying. The culprits were arrested on a criminal charge and, also, had a civil action for damages filed against them.

"The cases were hard fought. The law was clearly against the defendants, but [to?] find a jury which would convict the accused was a problem the courts could not solve. But, the civil action was more successful and there [were?] some judgments rendered in favor of Taylor. The result of the court action did, however, cause a cessation of the depredations against fences."

Source: http://memory.loc.gov/ammem/wpaintro/wpahome.html
(Keyword search: J.M. Hardeman)

WPA INTERVIEW #2

from Library of Congress, Manuscript Division, WPA Federal Writers' Project Collection

This interview was conducted in 1938 as part of the Works Progress Administration Federal Writers' Project. The man being interviewed is J.W. Hagerty. He was born in 1878, on a farm near Dallas, Texas.

"Mr. Harpole had just about completed half of the fencing of his range when the trouble started. The majority of the ranchmen were opposed to fencing the range. They argued that to fence would destroy the cattle business, especially for the small rancher and those without sufficient funds to buy or lease land and build a fence.

"They were unable to prevent a rancher from fencing his range by going into court, because the law stated clearly that a property owner had the right to enclose his land with a fence. In fact, all cultivated lands were fenced. These cultivated tracts were small and located adjacent to the creeks or river bottoms, and were not interfering with the open range. As the opposers could not secure help from the law, they decided to use their own method to protect and maintain a free and open range.

"The men who were opposed to fencing organized a crew of fence cutters and went to work. These men cut each wire twice between each post, and cut each post about half way of its length out of the ground.

"Several miles of fence were destroyed when morning arrived. The posts and wire were rendered useless for further use.

"Harpole reported the act to the sheriff, who began a search for the deprecators, but those involved in the depredation were very secretive. The sheriff was unable to apprehend the culprits, but the rumor was that if the man were caught it would mean a penitentiary sentence for them.

"Harpole rebuilt the fence and it was guarded for about two weeks. During this time there was no attempt made to destroy the fence. Therefore, Harpole let up on his vigilance, thinking that the fence cutters had become fearful of the consequences that might result from this destruction of property.

"It was only a few days after Harpole had ceased to guard his fence till it was again destroyed."

Source: http://memory.loc.gov/ammem/wpaintro/wpahome.html
(Keyword search: J.W. Hagerty)

TEXAS FENCE-CUTTING LAW OF 1884

. . . on October 15, 1883, Governor John Ireland called a special session of the legislature to meet on January 8, 1884. After a deluge of petitions and heated debates, the legislature made fence cutting a felony punishable by one to five years in prison. The penalty for malicious pasture burning was two to five years in prison. Fencing of public lands or lands belonging to others knowingly and without permission was made a misdemeanor, and builders of such fences were to remove them within six months. Ranchers who built fences across public roads were required to place a gate every three miles and to keep the gates in repair.

These measures ended most of the fence troubles, although sporadic outbreaks of nipping [malicious fence cutting] continued for a decade, especially during droughts. Texas Rangers were sent after fence cutters in Navarro County in 1888, and for several years the rangers had occasional fence cases in West Texas.

Source: *Handbook of Texas Online*, s.v. "FENCE CUTTING"
http://www.tsha.utexas.edu/handbook/online/articles/view/FF/auf1.html

(Note: "s.v." stands for sub verbo ("under the word").

Lesson Objectives

- Explore the causes of the "fence crisis" on the Great Plains
- Develop a budget for a homesteading family that includes wood fencing
- Examine the impact of the invention of barbed wire on the "fence crisis"
- Create an advertisement for barbed wire explaining how it can solve the "fence crisis"

Suggested Grade Levels
4–7

Time Frame
Approximately three 45-minute periods

National Standards for History
U.S. History Standards
Era 4 (1801–1861), Standard 2E
Era 6 (1870–1900), Standard 1C
(See Appendix)

Principles and Standards for School Mathmatics
Problem Solving: Pre K-12
Connection: Pre K-12
(See Appendix)

Handouts

- Quotation from *The Young Farmer's Manual* (1 overhead)
- Great Plains Map (1 overhead)
- Great Plains Photo (1 overhead)
- Quotation by U.S. Agriculture Commissioner (1 overhead)
- Homesteader's Budget Worksheet (1 copy per student)
- Barbed-Wire Advertisement (1 overhead)
- Barbed-Wire Budget Worksheet (1 copy per student)

Supplies

- Calculators (optional)
- Art supplies

The Great Fence Crisis

Background for Teachers

The invention of barbed wire facilitated the expansion of farming on the Great Plains. By calculating two household budgets—one for a homesteading family using wood fencing and the other for a family using barbed-wire fencing—students will learn how barbed wire helped solve the "fence crisis."

Setting the Stage

1. Show overhead of the *Quotation from The Young Farmer's Manual*. Ask students to identify the source of the quote and when it was written. Ask students: *What does the author of this quote mean? Why does he think fences are so important for a farm?* Discuss the importance of keeping animals and crops separated.

2. Tell students: *American farmers had been building fences for over 200 years to keep crops and animals separate. Everybody assumed fences should be a part of every farm. Many communities had laws that required farmers to maintain their fences in good condition. But when farmers moved onto the Great Plains after the Civil War, many of them couldn't build fences. What was different about the Great Plains? Why couldn't farmers build fences there? We're going to investigate the "Great Fence Crisis" to solve this mystery.*

Lesson Procedure

1. Show overhead of the *Great Plains Map*. Ask students to identify the states that comprise the Great Plains. Show overhead of *Great Plains Photo*. Ask students to examine the photo and share ideas about why fence building was difficult on the plains. Show overhead of *Quotation by U.S. Agriculture Commissioner* and discuss it as a class. Explain that almost all wood for fences on the Great Plains had to be shipped by train from the East and even this wood was growing scarcer and more expensive.

2. Give each student a copy of the *Homesteader's Budget Worksheet*. Explain that a homesteader was a person who created a new farm on a piece of land from the government. Divide students into groups of two or three. Each group will imagine it is a family planning to start a homestead on the Great Plains. Each group will need to decide how many people are in their family.

3. Review the instructions on the *Homesteader's Budget Worksheet* and assign groups to create a budget by completing the worksheet. Tell students whether you want them to use calculators or do the calculations on paper.

4. After groups finish their budgets, discuss them as a class. Ask students: *How did the cost of fencing affect your budget? Would you decide to be a homesteader with this budget? Why or why not?*

5. Show overhead of the *Barbed-Wire Advertisement*. Explain that the "Great Fence Crisis" was resolved by the invention of barbed wire which became widely available in the late 1870s. It was made in large quantities in factories and shipped via railroad to farmers. Have students examine the advertisement. Ask students: *According to this ad, what are some of the advantages of barbed wire?*

6. Distribute a copy of the *Barbed-Wire Budget Worksheet* to each student. Review the instructions and assign groups to recalculate their homestead budget using barbed wire. Ask students: *What difference did barbed wire make in your budget? Would you choose to start a farm on the Great Plains with this budget? Why or why not?*

Student Product

Note: This assignment can be done by individuals or in pairs.

1. Tell students: *Imagine you work for a barbed-wire company in the late 1870s. You need to tell farmers on the Great Plains and families thinking about homesteading about the advantages of barbed wire. Create an advertising poster that explains how barbed wire can solve the "Great Fence Crisis."* Their posters should include pictures as well as text.

2. Submit students' barbed-wire advertising posters to your *Between Fences* hosts for inclusion in the local exhibition.

Lesson Extension

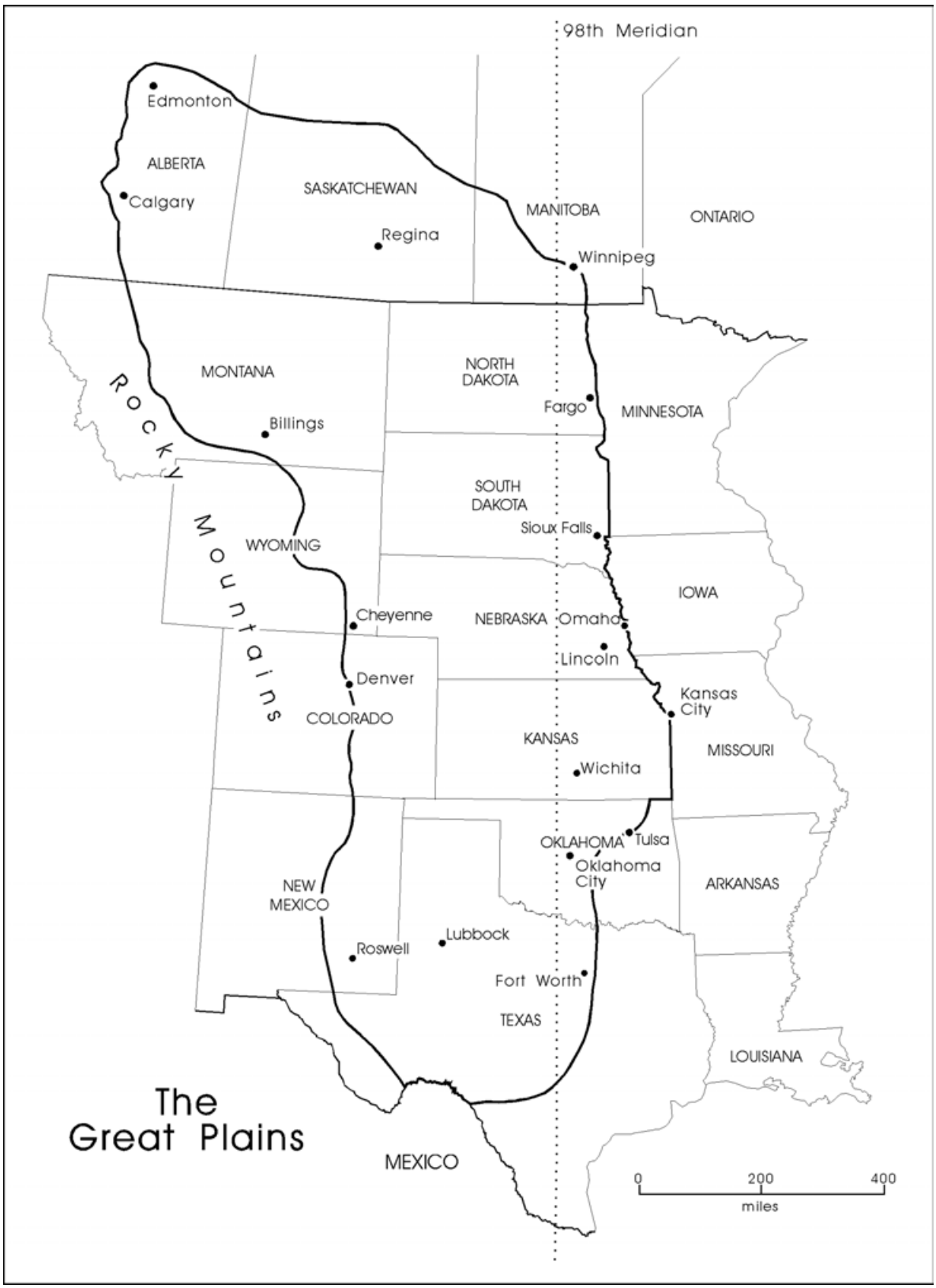
1. Ask students to look at the list of different items included in the *Homesteader's Budget Worksheet*. How do they compare to the things owned by their family? What do these items tell us about the life of a homesteading family?

QUOTATION FROM *THE YOUNG FARMER'S MANUAL*

"Wherever a farm may be located,
or whatever may be its production,
fence,
fence,
fence,
is the first, the intermediate,
and the last consideration
in the whole routine of the operations of the farm."

— S. Edwards Todd, *The Young Farmer's Manual*, 1860

GREAT PLAINS MAP



Center for Great Plains Studies, University of Nebraska-Lincoln, Lincoln, Nebraska

GREAT PLAINS PHOTO

Montana, undated
Photo by Marion Post Wolcott
Library of Congress, Prints & Photographs Division, FSA/OWI Collection (LC-USF34-058140-D)

QUOTATION BY U.S. AGRICULTURE COMMISSIONER

"When one has roamed, as I have, over those boundless and woodless prairies, extending thousands of miles away to the west, and south of us, the question of almost painful interest arises, how are these vast plains to be peopled? How are they to be tamed, subdued, and brought into proper use and cultivation? How are they to be *fenced*?

— Horace Capron, U.S. Agriculture Commissioner, 1867-1871

HOMESTEADER'S BUDGET WORKSHEET

Congratulations! You've decided to take advantage of the Homestead Act. This act allows you to claim 160 acres of land owned by the United States government on the Great Plains for *free*! All you have to do to own the land is pay $18 in fees, start farming on your land within six months, and then live there for the next five years. Sounds easy, right?

Well, before you file your land claim, you should do some careful planning. Although you can own the land for almost nothing, there are many costs to starting up a new farm. Use this budget worksheet to help you figure out how much money you will need to be a successful homesteader.

Like many families, you have a "grubstake" of about $300 to start your new farm. This is money you have saved, borrowed, or earned from selling your land and home to invest in a new farm.

This budget worksheet is broken into different sections. Add together the cost of the items in each section. Then add the subtotals together at the end to find the grand total of money you will need to be a homesteader. Remember, your grubstake is $300.

Household Items

You probably already own the basic household items you will need such as a 15-gallon washtub, washboard, bucket, plates, cups, pans, knives and forks, kerosene lantern, clothing, and bedding. You can bring a table, chairs, and bed with you, or you can make them when you get to your farm. You should also stock up on matches and soap before you leave.

Item	Quantity/Description	Cost
Matches	1 case of 100 boxes	$1.15
Soap	25 pounds @ $.15/lb.	$3.75
Subtotal		

Land and Shelter

The cost for filing a claim on your 160-acre homestead is $18. You will need to make a house with whatever materials you can find when you arrive at your claim. Many families on the plains live in dug-out houses or sod houses during their first few years on their farm. While you are building your new home, you might want to have a tent to shelter you from rain.

Item	Quantity/Description	Cost
Land Claim Filing Fee		$18.00
Tent	12 feet x 12 feet	$5.80
Subtotal		

Food

You will need to buy about six months' worth of food to eat until you can harvest your first crop. For each adult in your family, you will need the following food supplies: 150 pounds of flour, 20 pounds of corn meal, 50 pounds of bacon, 40 pounds of sugar, 10 pounds of coffee, 15 pounds of dried fruit, 5 pounds of salt, half a pound of baking soda, 2 pounds of tea, 5 pounds of rice, and 15 pounds of beans.

Count every two children in your family as one adult. Multiply the prices below by the number of people in your family to find the cost of food you will need. For example, if you have two adults and two children in your family, you will multiply by three.

Item	Cost x # of Adults	Cost for Your Family
Flour, 150 lb.	$3.00 x	
Corn Meal, 20 lb.	$1.00 x	
Bacon, 50 lb.	$2.50 x	
Sugar, 40 lb.	$1.60 x	
Coffee, 10 lb.	$1.00 x	
Dried Fruit, 15 lb.	$.90 x	
Salt, 5 lb.	$.30 x	
Baking Soda, 1/2 lb.	$.06 x	
Tea, 2 lb.	$1.20 x	
Rice, 5 lb.	$.25 x	
Beans, 15 lb.	$.90 x	
Subtotal		

Seed and Wood Fencing

You will have to decide how many acres to plow, plant, and fence. The more you plant, the larger your crop will be, and the more you will have to eat and to sell. On the other hand, plowing, planting, and fencing a larger area will require more money and more work. Here are the seed and wood fence costs for different areas. Choose how much you want to plant, write the acres in the "# of acres" column and the costs in the "cost for your plan" column.

10 acres:	Seed corn = $1	Fencing = $83
20 acres:	Seed corn = $2	Fencing = $123
40 acres:	Seed corn = $4	Fencing = $165
80 acres:	Seed corn = $8	Fencing = $247
160 acres:	Seed corn = $16	Fencing = $330

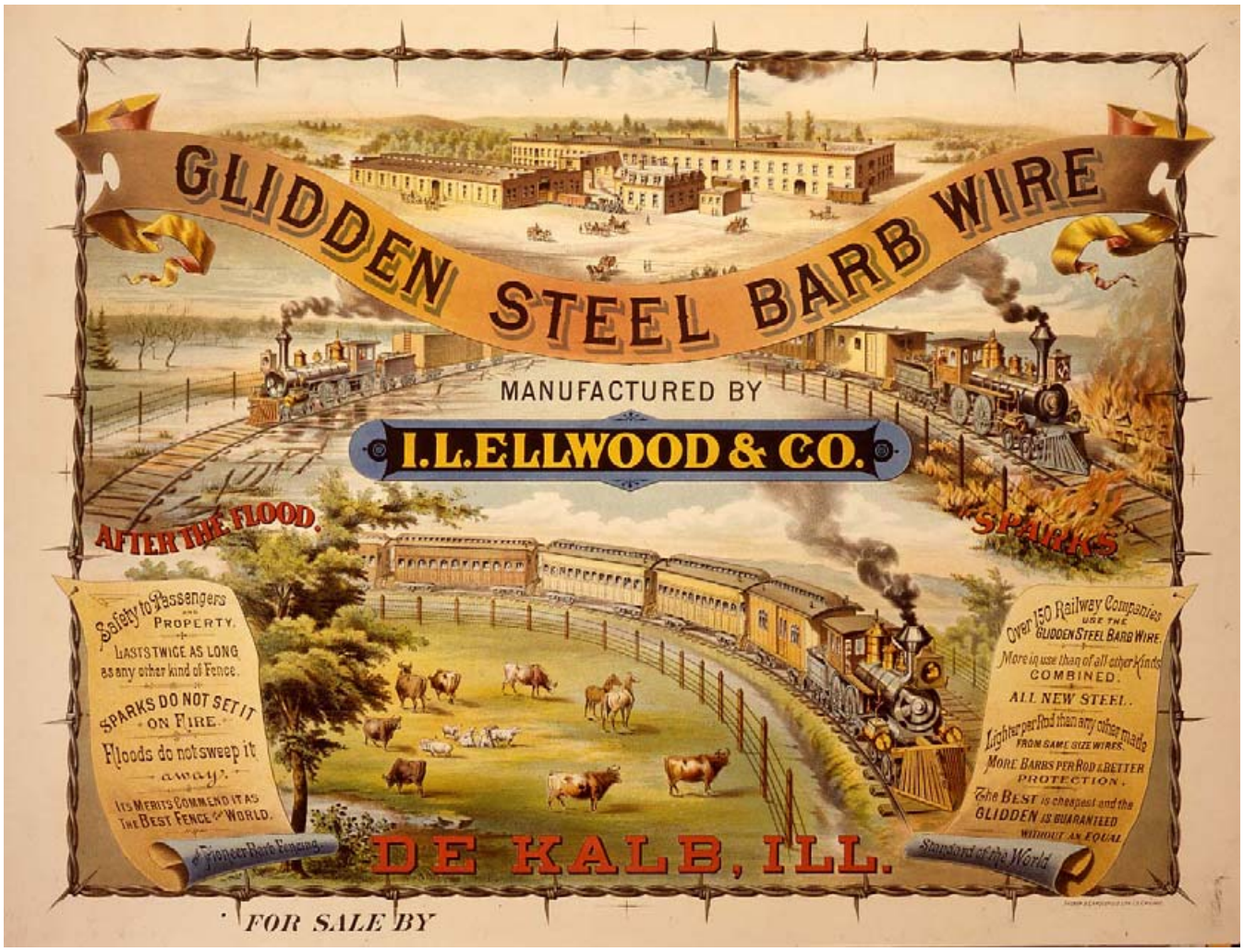
Item	# of Acres	Cost for Your Plan
Seed Corn		
Pine Post-and-Rail Fencing		
Subtotal		

Now add all your subtotals together.

Category	Subtotal
Household Items	
Land and Shelter	
Food	
Seed Corn and Wood Fencing	
Grand Total	

How did your budget work out? Can you be a successful homesteader with your $300 grubstake?

BARBED-WIRE ADVERTISEMENT



Collection of the Ellwood House Museum, DeKalb, Illinois

BARBED-WIRE BUDGET WORKSHEET

Now that barbed wire is available, let's replace the cost of wood fencing with barbed-wire fencing in your budget. First, decide how many acres you will plow, plant, and fence. Then fill in the costs in the chart below.

10 acres:	Seed corn = $1	Fencing = $42
20 acres:	Seed corn = $2	Fencing = $63
40 acres:	Seed corn = $4	Fencing = $84
80 acres:	Seed corn = $8	Fencing = $126
160 acres:	Seed corn = $16	Fencing = $168

Item	# of Acres	Cost for Your Plan
Seed Corn		
Barbed-Wire Fencing		
Subtotal		

Now fill in the subtotals from your original budget in the first four categories. Use the new subtotal for Seed Corn and Barbed-Wire Fencing. Calculate your grand total.

Category	Subtotal
Household Items	
Land and Shelter	
Food	
Seed Corn and Barbed-Wire Fencing	
Grand Total	

How did barbed-wire fencing affect your budget? Can you be a successful homesteader with your $300 grubstake?

Lesson Objectives

- Explore the concept of boundaries through a discussion of the saying "Good fences make good neighbors"
- Analyze the poem "Mending Wall" by Robert Frost
- Reflect on how students' thoughts on "Good fences make good neighbors" have changed as a result of studying "Mending Wall"
- Write a dialogue expressing their views on boundaries

Suggested Grade Levels
8-12

Time Frame
Two or three 45-minute periods

Standards for the English Language Arts
Standards 2, 3, 5
(See Appendix)

Handouts

- "Mending Wall" (1 copy per student)
- "Mending Wall" Analysis Worksheet (1 copy per student)
- *Between Fences* classroom poster (1 copy)

Good Fences Make Good Neighbors

Background for Teachers

This lesson helps students explore the duality of both literal and metaphorical fences by analyzing Robert Frost's "Mending Wall." Students express their own views of fences by writing a dialogue using the images on the *Between Fences* classroom poster as a writing prompt.

Setting the Stage

1. Show the *Between Fences* classroom poster. Tell students: *There is a saying about fences that goes "Good fences make good neighbors."* Ask students: *What does this saying mean? Do you agree or disagree with the saying? Why?*

Lesson Procedure

1. Explain that Robert Frost uses the phrase "Good fences make good neighbors" in his poem "Mending Wall." Distribute a copy of "Mending Wall" to each student. Read the poem as a class.
2. Help students understand the basic narrative of the poem. Younger students may require more assistance with this dense poem. Ask students: *What is the setting for this poem? Why does the wall in the poem need to be fixed? Who are the two men? What do they do in the poem? What remarks do they exchange?* Encourage students to ask clarifying questions.
3. Explain: A central question in "Mending Wall" seems to be about the purpose and value of walls. The poem contains two apparently conflicting statements about walls: "Something there is that doesn't love a wall" and "Good fences make good neighbors." The wall in the poem is a stone fence between two pieces of property. Ask students: *What other kinds of walls, literal and metaphorical, might this wall be a symbol for?* (Examples include boundaries between countries, barriers between people of different cultures, a picket fence around a home, prejudice, the door to your bedroom, the Berlin Wall, the Great Wall of China, etc.)
4. Tell students: *Many people have wondered about the tension between the statements "Something there is that doesn't love a wall" and "Good fences make good neighbors." Does Robert Frost want us to take sides on this issue? Does he have a clear position himself? Could both statements be true? Let's see what you think after analyzing the poem a bit more deeply.*
5. Divide students into groups of two or three. Distribute a copy of the *Mending Wall Analysis Worksheet* to each student. Review the questions on the sheet. Assign students to work together to answer the questions on the worksheet. Monitor the progress of the groups and provide assistance as needed. Younger students may need to do the analysis as a class.

6. When groups have completed their analysis, ask them to share their ideas with the class. Explain that many scholars think Robert Frost purposefully did not take a clear stand about fences in "Mending Wall." Ask students: *Why would a poet choose to be ambiguous? What purpose would it serve?*

7. Ask students to write a journal entry on the following question: "Have your thoughts about the saying 'Good fences make good neighbors' changed as a result of studying "Mending Wall"? If so, how? If not, why?"

Student Product

1. Show students the six images on the reverse of the *Between Fences* classroom poster. (Classroom poster lesson images may be downloaded from www.museumonmainstreet.org/educate.htm.) Briefly identify each of the images.

2. Assign students to select an image and write a narrative about a discussion between two people on either side of the fence in their image. The dialogue and detail in the students' narratives should help their audience understand their views on the phrase "Good fences make good neighbors." Students may wish to draw upon the thoughts in their journals as they prepare to write.

"MENDING WALL," 1914

by Robert Frost (1874—1963)

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbors."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"*Why* do they make good neighbors? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbors."

"MENDING WALL" ANALYSIS

"Mending Wall" contains two apparently conflicting statements about walls: "Something there is that doesn't love a wall" and "Good fences make good neighbors." Does Robert Frost want us to take sides on this issue? Does he have a clear position on the issue himself? Work with your team to answer the questions below. Look for evidence in the poem to support your answers.

1. Does the wall between the neighbors' farms serve a practical purpose? What evidence in the poem supports your view?

2a. Who initiates the annual fence repair project between the farms?

2b. Do the speaker's actions in the poem match his words? Why or why not?

3. Toward the end of the poem, the speaker seems irritated with his neighbor. Why do you think he feels this way? Use evidence from the poem to support your answer.

4. What does the poem's title suggest to you? Notice it is not called "Mending the Wall." Can a wall be "mending"?

5. Does the wall in the poem divide the two men or bring them together? Or both? Explain.

6. Which statement do you think "Mending Wall" best supports: "Something there is that doesn't love a wall" or "Good neighbors make good fences"? Does it support both? Or neither?

Scavenger Hunt

Look for the answers to these questions as you explore the *Between Fences* exhibition. Each group of questions goes with a different section of the exhibition. Write down your answers and return this sheet to your teacher.

This Land Is My Land

1. Find a picture of a Native American village. Find a picture of a colonial American village. What differences do you see in the ways Native Americans and colonists used fences?

2. Find a fence you would like in your front yard someday. Why do you like this fence?

3. Find a fence you would not like in your front yard. Why don't you like this fence?

4. Find a fence that seems friendly. Draw its shape below.

5. Find a fence that seems private. Draw its shape below.

Farm and Fence

1. Find an old painting of a farm with many fences. The fences divide the farm into areas with different uses. List three different uses of the land on this farm.

2. Find a worm fence. List one advantage and one disadvantage of this kind of fence.

3. What was the "fence crisis"?

4. How was the "fence crisis" solved?

5. Did the Great Rail Splitter really split many rails?

Don't Fence Me In!

1. Find a picture of men in masks. What are the men doing?

2. Find a picture of a herder. How are the jobs of herders and fences similar?

3. Find three tools for installing a barbed-wire fence. Draw one tool below and write its name next to it.

4. Find a fence at the beach. Who do you think should get to decide who can use a beach?

5. Find a law about fences and animals that seems fair to you. Briefly describe the law in your own words.

Good Fences Make Good Neighbors

1. Find a picture of a fence that brings people together. What are the people in the picture doing?

2. Find a picture of a fence that keeps people apart. Where is this fence located?

3. Look through one of the holes in the fence. What did you see? If this were your neighbor's yard, would you build a fence to block the view?

4. Who do you think the apple on the wall belongs to: the person who owns the yard in which the tree stands or the person who built the wall where it landed? Could it belong to both?

5. Stand by the stone wall or the brick wall and have a chat with a person on the other side.

Building Borders

1. Find a picture of the U.S.–Canada border:

   in a front yard

   on a bridge

   in a forest

2. How is the U.S.–Canada border marked?

3. How long in the U.S.-Canada border? How long is the U.S.–Mexico border?

4. Find a picture of the U.S.–Mexico border:

   in a town

   by a freeway

   in a desert

5. How is the U.S.–Mexico border marked?

Appendix

Key to National Education Standards

This key lists the national education standards addressed by each lesson in the *Between Fences* teacher's guide and the classroom poster. By comparing your state's standards to these national standards, you can use this key to identify lessons that meet objectives in your state standards. To find more information about national and state education standards, visit www.education-world.com/standards/national/index.shtml.

TWO WORLDS MEETING ACROSS A FENCE

National Standards for History (National Center for History in the Schools)

U.S. History Standards for Grades 4-7

Era 1: Three Worlds Meet (Beginnings to 1620)

Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

1D: The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

Therefore the student is able to: Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources.

DON'T FENCE ME IN!

National Standards for History (National Center for History in the Schools)

U.S. History Standards for Grades 8-12

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

1C: The student understands how agriculture, mining, and ranching were transformed.

Therefore the student is able to: Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching *and* Explain the conflicts that arose during the settlement of the "last frontier" between farmers, ranchers, and miners.

THE GREAT FENCE CRISIS

National Standards for History (National Center for History in the Schools)

U.S. History Standards for Grades 4-7

Era 4: Expansion and Reform (1801-1861)

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

2E: The student understands the settlement of the West.

Therefore the student is able to: Explore the lure of the West and the reality of life on the frontier.

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

1C: The student understands how agriculture, mining, and ranching were transformed.

Therefore the student is able to: Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching.

Principles and Standards for School Mathematics (National Council of Teachers of Mathematics)

School Mathematics Standards for Grades Pre K-12

Problem Solving: Solve problems that arise in mathematics and in other contexts.

Connections: Recognize and apply mathematics in contexts outside of mathematics.

GOOD FENCES MAKE GOOD NEIGHBORS

Standards for the English Language Arts (National Council of Teachers of English and the International Reading Association)

English Language Arts Standards for Grades 8-12

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

HOW DO WE BUILD OUR FENCES? (CLASSROOM POSTER LESSON)

Curriculum Standards for Social Studies (National Council for the Social Studies)

English Language Arts Standards for Grades 1-12

Standard III g. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments so that the learner can:

Early Grades (g): describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

Middle Grades (g): describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.

High School (g): describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialize buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.