



RANCH LIFE SERIES WITH HANK THE COWDOG

BY JOHN R. ERICKSON

Illustrations by Gerald L. Holmes



– BOOKS 4 & 5 –

RANCH WEATHER AND PRAIRIE FIRE

Activity Guide

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Howdy, educators! Welcome to the Activity Guide for BOOK 4: RANCH WEATHER and BOOK 5: PRAIRIE FIRE of the RANCH LIFE SERIES WITH HANK THE COWDOG by John R. Erickson.

The following pages contain science, social studies, and fire safety activities along with reading strategies designed to coordinate with chapters in the books. These 5 activities can be treated as stand-alone supplement/enrichment activities for your classroom curriculum OR can be taught sequentially as a total Ranch Life unit. Activities can be completed by individual students or within student groups with no minimum/maximum number of students required.

Instructions on how to use this Activity Guide can be found on the following page.

BONUS MATERIALS can be found at ranchlifelearning.com and includes downloadable PDFs of resources provided as master copies in this book. *(Please note: All PDF resources must print at 100% not fit to page.)*

— To Use This Guide —

BOOKS 4 & 5: RANCH WEATHER AND PRAIRIE FIRE



1. Each lesson is separated by an **ACTIVITY DIVIDER**, a tabbed, quick-reference that includes:
 - Activity Number & Title
 - Ranch Life Book Number/Chapter Reference for Activity
 - Content Area
 - Topic(s)
 - Objective(s)
 - Texas Essential Knowledge and Skills (or TEKS)
2. An **EDUCATOR GUIDE** that includes for each activity:
 - A Materials List
 - Instructions for Educator
 - Reading Strategy
3. A **SECURITY BRIEFING** - student instruction sheet presented as “Words of Wisdom” from Hank the Cowdog. This sheet includes an overview of the activity, including any key words/phrases and additional instructions. It can be used as a station card for students working in groups.
4. **RESOURCES** - master copies for activity preparations (*referenced in ALL CAPS within activity instructions*), also available for PDF download at ranchlifelearning.com.
5. **THE BOTTOM LINE** - student worksheet to be completed at the end of the activity (*either individually or in small groups*).

Want more?

Visit ranchlifelearning.com for additional Ranch Life Series with Hank the Cowdog educational resources, including instructional videos and bonus content. You can also visit the Weather on a Ranch website at URL, for more activities to go along with Book 4.

About the Activity Guide Authors

Visit ranchlifelearning.com for additional Ranch Life Series with Hank the Cowdog educational resources, including instructional videos and bonus content. You can also visit the Weather on a Ranch website at www.ranchlifeweather.com, for more activities to go along with Book 4.



SPECIAL THANKS TO THE HOUSTON LIVESTOCK SHOW AND RODEO



WEATHER ON THE RANCH WEBSITE

Attention Educators!

Check out our Weather on a Ranch website!!! www.ranchlifeweather.com

The Ranch Life Learning Weather on a Ranch website was designed for students to use to explore weather and apply some critical thinking skills as they match work being done on a ranch to what is happening with the weather. This website is a great accompaniment to the *RANCH LIFE LEARNING SERIES: BOOK 4 RANCH WEATHER* and we recommend that your class reads the book before or while exploring this website.

The site is linked to four weather stations located near four ranches spread across the country. THE LACEY RANCH is in California, the TRUE RANCH is in Wyoming, the M-CROSS RANCH is in the Panhandle of Texas and the KING RANCH is in South Texas. Each of these ranches have weather patterns that differ from each other, making exploring the data interesting! It could be snowing on the True Ranch and sunny and 70 degrees on the King Ranch on the same day. This means that the cowboys on each of these outfits would be doing very different work.





WEATHER ON THE RANCH WEBSITE

While working through the activities and data on the site, students will:

1. Learn about the geography of various regions in the United States.
2. Learn about the history of ranching and settlement.
3. Explore how people make a living, past and present in the ranching industry.
4. Understand how people have adapted to various environments.
5. Differentiate between weather and climate.
6. Explore how weather impacts human activity on a ranch.

The site includes 4 main areas:

1. **COMPARE WEATHER**
 - In this section, students can select the year, season, and ranch to explore real weather data.
2. **ABOUT THE RANCHES**
 - In this section, students can read information about each of the ranches where our weather stations are located.
3. **VOCABULARY**
 - In this section, students can review terms used throughout the site.
4. **THERE'S WORK TO DO**
 - In this section, you can download PDF worksheets for students to complete as they explore the Weather on a Ranch Website.

If you have any questions, please contact Julie Hodges, Helen DeVitt Jones Endowed Director of Education at the National Ranching Heritage Center at julie.hodges@ttu.edu.

Explore more activities that go along with the Ranch Life book series at www.ranchlifelearning.com.



ALL ABOUT RANCH LIFE LEARNING

RANCH LIFE LEARNING is more than a series of books – it is about Agricultural Literacy, with a focus on ranching. You can find more resources at www.ranchlifelearning.com.

Why Educate about Agriculture?

As the importance of agricultural education increases, the National Ranching Heritage Center at Texas Tech University has increased efforts to create innovative tools for learning. In 2014, children's book author John R. Erickson offered a partnership that would help the NRHC to expand the depth and reach of our education programs.

The National Ranching Heritage Center welcomes thousands of guests each year. Visitors include folks from all walks of life – ranchers, college students, families, children, adults – and they come from all over the world! As is true with most modern urban areas, the majority of our visitors do not have an agricultural background and it was their questions and observations that made our staff realize that many of them were unsure of what, exactly, a ranch was.

The world of agriculture has been separated from the everyday lives of most people by 3 to 5 generations. There is a real disconnect for many people when it comes to realizing where the food and fiber at the store comes from and what it takes to get it there. This has a real impact on the industry and on our future.

Agriculture is often mentioned in the news – cuts to farm programs and research, USDA office closings and consolidations, rising costs of inputs and increasing onerous regulations. But in the next breath we hear about a growing world population. Some project that by 2050, there will be 9 billion people on the planet and those people will need to be fed and clothed by agriculture.

The NRHC isn't the only institution looking into this disconnect from agriculture. An online survey commissioned by the Innovation Center of U.S. Dairy found a low level of "agricultural literacy" among Americans: 16 million people thought that chocolate milk comes from brown cows, 40% of California 4th–6th graders didn't know that hamburgers come from cows, orange juice was the nation's most popular "fruit," and French fries and potato chips were the nation's most popular "vegetables."

In 2001, the U.S. Farmers & Ranchers Alliance's Food Dialogues project collected data on opinions, attitudes and questions consumers and farmers and ranchers have about the current and future state of how food is grown and raised in the US. The results revealed that "lack of access to information, as well as no interest or passion for the topic, have divided consumer opinion on the direction of agriculture." As for the farmers and ranchers, 86% of them responded that "the average consumer has little to no knowledge about modern farming and ranching," and 50% expressed that "consumers have a completely inaccurate perception of farming and ranching."

John R. Erickson:

John R. Erickson has written and published 90 books and more than 600 articles. He is best known as the author of the Hank the Cowdog series of books, audio-books and stage plays. The Hank the Cowdog series began as a self publishing venture in his garage in 1982 and has endured to become one of the nation's most popular series for children and families. Though the eyes of Hank the Cowdog, a smelly, smart-aleck Head of Ranch Security, Erickson gives readers a glimpse of daily life on a ranch in the West Texas Panhandle. To date, the series has sold over 10 million copies world-wide.

Erickson offered the National Ranching Heritage Center an opportunity to help publish and distribute a different kind of Hank the Cowdog book, one solely aimed at educating the reader about ranching. The five-book collection is titled the Ranch Life Learning Series. To date the NRHC has published and distributed five books in the series. As each book is published, generous funders help to give away 5,000 copies of each book to area school children and develop



ALL ABOUT RANCH LIFE LEARNING

lesson plans to accompany them. Over 20,000 books have been given to area schools since 2015 and over 900 teachers have attended workshops on how to incorporate the books into their curriculum. Another 50,000 ranch Life books have been sold.

RANCH LIFE BOOK 1: LIVESTOCK AND RANCHING

RANCH LIFE BOOK 2: COWBOYS AND HORSES

RANCH LIFE BOOK 3: RANCH WILDLIFE

RANCH LIFE BOOK 4: RANCH WEATHER

RANCH LIFE BOOK 5: PRAIRIE FIRE

Who is Hank the Cowdog?

Hank the Cowdog leads a motley crew of West Texas ranch characters through a series of hilarious adventures. When he's not patrolling the ranch, he spends his time soaking in Emerald Pond (the septic tank) or sleeping on his gunny sack bed under the gas tank. Here, from the very first Hank story ever, Hank tells readers how he thinks of himself and his job:

"When I took this job as Head of Ranch Security, I knew that I was only flesh and blood, four legs, a tail, a couple of ears, a pretty nice kind of nose that the women really go for, two bushels of hair and another half-bushel of Mexican sandburs. You add that all up and you don't get Superman, just me, good old easy-going Hank who works hard, tries to do his job, and gets very little cooperation from anyone else around here."

About the National Ranching Heritage Center

Forty years ago, the doors of the National Ranching Heritage Center opened for the first time. The mission was clear: preserve and bring to life the mystique of early ranch life in the American Southwest. Since the doors opened on July 4, 1976, hundreds of thousands of people have come through our facility. The NRHC is now recognized as the No. 1 visitor attraction in Lubbock.

Over 50 historic structures dot the NRHC landscape, telling the story of ranching from its Spanish roots along the border, through the Republic of Texas era, the trials of the Civil War era, the opportunities of the trail driving days of the 1870s, the growth of the frontier during late Victorian era to the comforts of modern-day operations. Our collection of historic structures was carefully selected, moved and restored in our historical park in chronological order, which gives visitors a chance to truly travel through time.

In addition to the overarching story of ranching, each structure also highlights those who lived and worked in them. Several structures come from well known, still operating today, ranches – the 6666 Ranch, the Pitchfork, the Matador. Others demonstrate a bygone era – a log cabin built by German immigrants from the 1850s, a dugout line camp from the Slaughter Ranch, a one-room schoolhouse and a Queen-Anne Victorian mansion.

In our quest to increase agricultural education efforts and enrich visitors experiences, we have developed an exhibit to enrich the experience of all who walk through our doors. It is called the Cash Family Ranch Life Learning Center.

This center is designed to give an accurate, adult level ranch life educational experience in a format that will absolutely enrich the lives of children of all ages. This information will be communicated through the character and language of a very familiar ranch personality – Hank the Cowdog. Visitors will learn, perhaps for the first time, how beef cattle are the "magic machines that turn grass into beef " as they are guided through how the four-chambered ruminant stomach really works. The Ranch Life Learning Center is an indoor/outdoor comprehensive learning experience. Learn more at www.ranchingheritage.org



ACTIVITY 1

Weather Card Sort



RANCH LIFE SERIES / BOOK 4 / RANCH WEATHER

Chapters 1 -6

Content Area

Science & Social Studies

Topic

Seasons on a Ranch

Objective

Students will categorize images with the season they think it best fits.

Texas Essential Knowledge and Skills (TEKS)

Science TEKS: 2.10B

Social Studies TEKS: K.3A, 1.3B, 1.6C, 2.2C, 2.7A, 3.4A, 4.8C, 5.9A





Weather Card Sort

CONTENT AREA: Science & Social Studies

TOPIC: Seasons on a Ranch

ACTIVITY MATERIALS:

- SEASONS CARDS (page A1-3): 1 per student or student table group
- SEASON IMAGES (pages A1-4 & A1-5): 1 per student or student table group

READING STRATEGY: Jigsaw

- Each student is assigned to read a different section of the book. Optional reading sections are listed below.
 - Fall: 7 -16
 - Winter: 17-46
 - Spring: 47-62
 - Summer: 63-78
 - Other Weather Events: 79-94
- Students are given a sticky note to make notes on what they feel was the most important information in their assigned reading.

ACTIVITY INSTRUCTIONS:

1. After completing the reading, students share the information on their sticky note with their group
2. Each student or student group needs a set of the SEASONS CARDS and the SEASON IMAGES
3. Students work together to sort the images with the season they think it best fits. The images will include weather events, ranch work, and seasons.
4. Students may complete the BOTTOM LINE handout.

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete the BOTTOM LINE worksheet at the end of the activity.

Weather Card Sort



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

It's me again, Hank the Cowdog. You might have realized by now the ranch is a very busy place, but our jobs change according to the seasons.

As the Head of Ranch Security, I take it upon myself to make sure everyone knows what season it is. I don't have a calendar to tell me when the seasons change from fall to winter or spring to summer. I have to use clues to help me figure it out. This might seem like a big job. I am not going to tell you it is easy, but with my high intelligence I am able to keep it straight and help the cowboys keep up with ranch chores.

During this activity, you are going to help me sniff out the clues in these pictures to figure out which season they belong.

ACTIVITY MATERIALS:

- SEASONS CARDS
- SEASON IMAGES
- THE BOTTOM LINE

ACTIVITY INSTRUCTIONS:

1. As you read about the seasons, use a sticky note to write down what you feel was the most important information in your section."
2. After completing the reading, students share the information on their sticky note with their group
3. Each student or student group needs a set of the SEASONS CARDS and the SEASON IMAGES
4. Students work together to sort the images with the season they think it best fits. The images will include weather events, ranch work, and seasons.
5. Students may complete the BOTTOM LINE handout.

WRAP UP:

Fill out the BOTTOM LINE worksheet after you have completed the activity.



FALL

SEASONS ON A RANCH

Weather Characteristics

- Cooler temperatures and a strong North wind
- Chance of rain
- Shorter days and cooler nights

Work Characteristics

- Weaning of calves from their mothers
- Move calves to the wheat pasture

WINTER

SEASONS ON A RANCH

Weather Characteristics

- Chilly/Cold wind
- Temperature + Wind Speed = Chill Factor
- Snow and possible blizzards
- Ice storms

Work Characteristics

- Use the truck to load and deliver hay to the cows
- Use the tractor to pull the truck out of drifts
- Move cattle or haul water
- Check windmills to make sure they are working

SPRING

SEASONS ON A RANCH

Weather Characteristics

- Weather goes from cold to hot and back to cold
- Windy
- Rain and flooding
- Hail Storms
- Tornadoes

Work Characteristics

- High alert for wind and prairie fires
- Repairing fences and windmills
- Branding baby calves

SUMMER

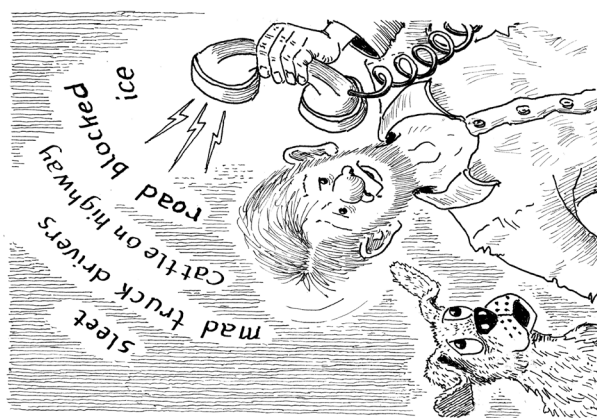
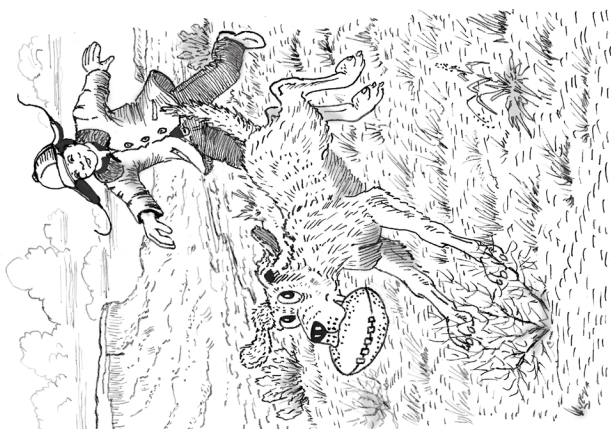
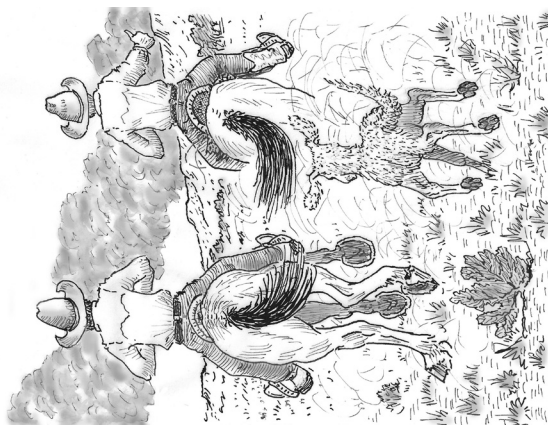
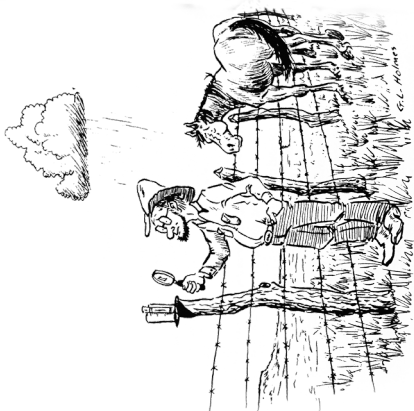
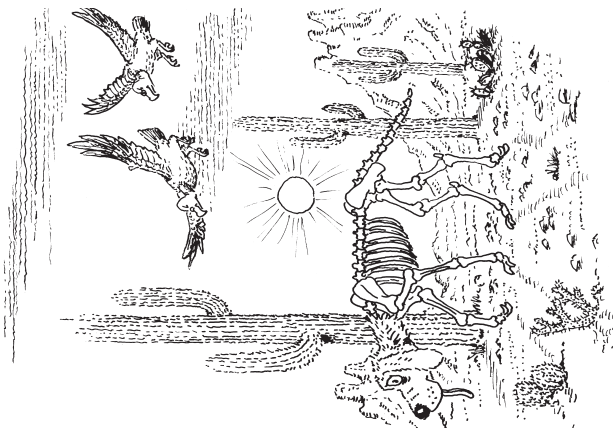
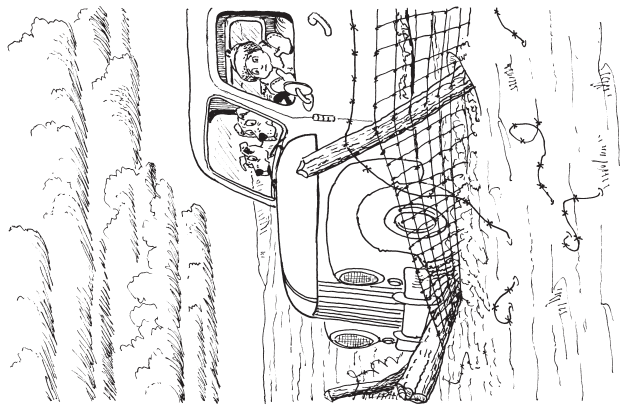
SEASONS ON A RANCH

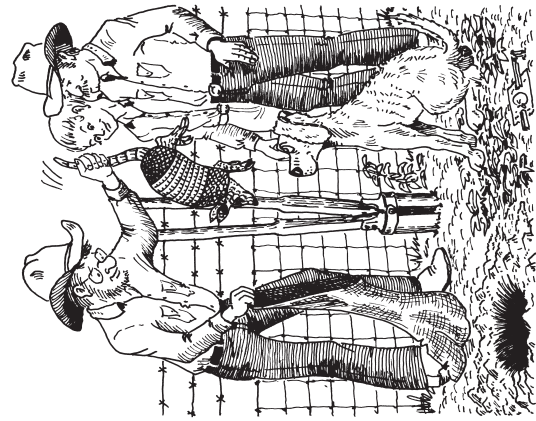
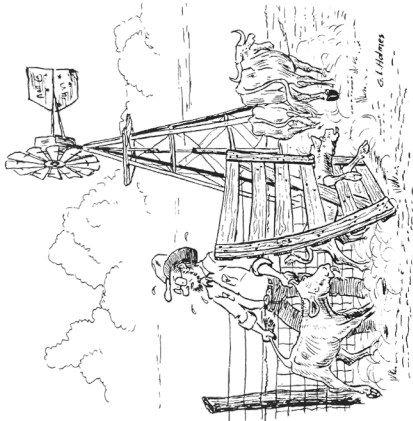
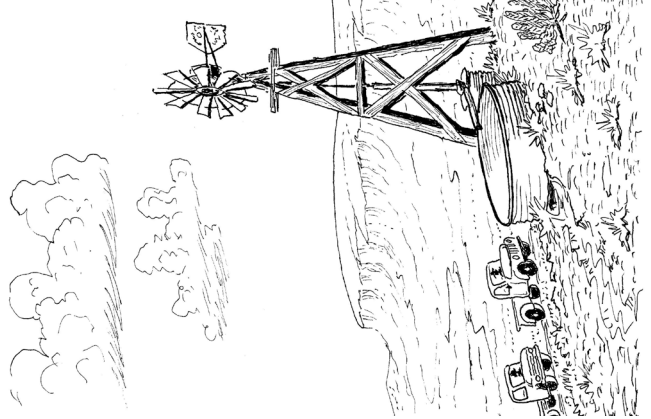
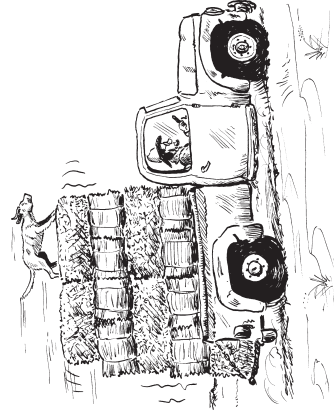
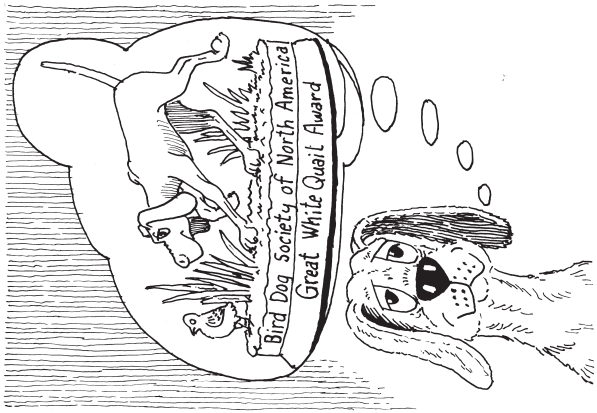
Weather Characteristics

- Longer days and shorter nights
- Scattered thunderstorms
- Hot temperatures
- Drought

Work Characteristics

- Hauling hay and water
- Moving cattle
- Checking windmills and submersible pumps to make sure there is a reliable water source for cows
- Building fences and fixing windmills





Weather Card Sort



NAME: _____ DATE: _____

THE BOTTOM LINE

Each season has different weather and ranch work characteristics. List 1-3 weather and 1-3 working characteristic for each season.

FALL	
Weather Characteristic(s)	Work Characteristic(s)

WINTER	
Weather Characteristic(s)	Work Characteristic(s)

SPRING	
Weather Characteristic(s)	Work Characteristic(s)

SUMMER	
Weather Characteristic(s)	Work Characteristic(s)



ACTIVITY 2

Diary Match



RANCH LIFE SERIES / BOOK 4 / RANCH WEATHER
CHAPTERS 1 -5

Content Area
Social Studies

Topic
Ranch Work

Objective
Students will read diary entries and decide which season the diary entry best fits.

Texas Essential Knowledge and Skills (TEKS)
Social Studies TEKS: K.3A, 1.3B, 1.6C, 2.2C, 2.7A, 3.4A, 4.8C, 5.9A





Diary Match

CONTENT AREA: Social Studies

TOPICS: Ranch Work

READING STRATEGY: Jigsaw

- Each student is assigned to read a different section of the book. Optional reading sections are listed below.
 - Fall: 7 -16
 - Winter: 17-46
 - Spring: 47-62
 - Summer: 63-78
 - Other Weather Events: 79-94
- Student are given a sticky note to make notes on what they feel was the most important information in their assigned reading.

ACTIVITY MATERIALS:

- DIARY CARDS (page A2-3): 1 per student or student table group
- DIARY ANALYSIS HANDOUT (pages A2-4 & A2-5): 1 per student or student table group

ACTIVITY INSTRUCTIONS:

1. After completing the reading, students share the information on their sticky note with their group
2. Each student or student group needs a set of the DIARY CARDS and a DIARY ANALYSIS HANDOUT
 - Each diary entry card is a real quote from a real ranch journal! The Matador Ranch foreman recorded the entries in the ranch journal during 1908 -1917.
3. Students work together to sort the diary entries with the season they feel they BEST fit. Students justify their answer with details from the text.
4. Students may complete the BOTTOM LINE handout.

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete the BOTTOM LINE worksheet at the end of the activity.

Diary Match



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

It's me, Hank the Cowdog. Now I know to most people I may just look like a dog, but there is a lot going on inside this head of mine.

As the Head of Ranch Security, I know every inch of this ranch. It is also important to keep track of everything that goes on, so I keep a log of all happenings on the ranch, which I refer to as needed. Pretty smart, huh? I got the idea from Loper. It turns out ranchers often keep a logbook or journal to record things going on at the ranch. These documents can include things like the weather, cattle records, or a description of events that took place.

The first ranches in the Panhandle also kept records. One example is the Matador Ranch, which was established in 1879. In this activity let's take a look at journal entries from the Matador Ranch and sort them into which season they fit the best.

(The diary entries you are about to read are real entries from historical documents! Each entry is from the Matador Ranch journals from 1908 - 1917.)

ACTIVITY MATERIALS:

- DIARY CARDS
- DIARY ANALYSIS HANDOUT

ACTIVITY INSTRUCTIONS:

After your teacher has assigned you to a group and Ranch Bird Station, you will use your notes, pencil and supplies given to you by your teacher to complete the following instructions:

1. *After completing the reading, students share the information on their sticky note with their group*
2. *Each student or student group needs a set of the DIARY CARDS and a DIARY ANALYSIS HANOUT*
3. *Students work together to sort the diary entries with the season they feel they BEST fit. Students justify their answer with details from the text.*
4. *Students may complete the BOTTOM LINE handout.*

WRAP UP:

Fill out the BOTTOM LINE worksheet after you have completed the activity.

MATATOR RANCH DIARY

ENTRY #1

Moved cattle from our pasture to Rita Blanco pasture. Tim and Van rounded up a mount of horses for Van Leonard to go to the W Kenneth to work through with them.

The worst wind storm of the season.

MATATOR RANCH DIARY

ENTRY #2

Another bad storm last night and the thermometer registered 4 above at 7 AM and kept getting colder until it was 4 below at 8 PM this evening. Snowed some during the day and a very high wind from the northeast. John Shaw went to the farm with a load of corn and bran and cake.

Was an awful hard storm on cattle.

MATATOR RANCH DIARY

ENTRY #3

Ray took the new bull to the Hollicott Carry. Mitchell went to Channing this am. Ina came in from the vats this evening. The outfit dehorned 222 yearling heifers today.

Cold and threatening.

MATATOR RANCH DIARY

ENTRY #4

Mitchell went to Amarillo. Mike Tafoga brought the stay press to the Lewis place. Commenced cutting hay this afternoon

Weather cloudy and threatening.

Diary Match



NAME: _____ DATE: _____

DIARY ANALYSIS HANDOUT

Answer the following questions.

CIRCLE THE SEASON YOU THINK DIARY ENTRY #1 BEST FITS

FALL

WINTER

SPRING

SUMMER

Justify your thinking by completing the sentence stem below:

I believe this diary entry belongs in _____ because _____

CIRCLE THE SEASON YOU THINK DIARY ENTRY #2 BEST FITS

FALL

WINTER

SPRING

SUMMER

Justify your thinking by completing the sentence stem below:

I believe this diary entry belongs in _____ because _____

Diary Match



NAME: _____ DATE: _____

DIARY ANALYSIS HANDOUT

Answer the following questions.

CIRCLE THE SEASON YOU THINK DIARY ENTRY #3 BEST FITS

FALL

WINTER

SPRING

SUMMER

Justify your thinking by completing the sentence stem below:

I believe this diary entry belongs in _____ because _____

CIRCLE THE SEASON YOU THINK DIARY ENTRY #4 BEST FITS

FALL

WINTER

SPRING

SUMMER

Justify your thinking by completing the sentence stem below:

I believe this diary entry belongs in _____ because _____

Diary Match



NAME: _____ DATE: _____

THE BOTTOM LINE

Identify the key words from the diary entries that provided the best clue for you to categorize them with the correct season.

SEASONS	KEY WORDS/CLUES
Fall	
Winter	
Spring	
Summer	



ACTIVITY 3

Reading Strategy for Prairie Fire: Student Journal



RANCH LIFE SERIES / BOOK 5 / PRAIRIE FIRES

All Chapters

Content Area

ELAR

Topic

Reading Comprehension & Response

Objective

This activity is meant to serve as a reading strategy for students. Students will take notes to summarize topics in each chapter of the book. A Vocabulary word will be highlighted for each chapter.

Texas Essential Knowledge and Skills (TEKS)*

ELAR: K.6A, K.7A, 1.1A, 1.6D, 1.7, 2.3A, 2.6D, 2.7, 3.3A, 3.6D, 3.7, 4.3A, 4.6D, 4.7, 5.3A, 5.3B, 5.5, 5.6D, 5.6E, 5.7B, 5.7C, 5.7D, 5.7E, ,





Reading Strategy for Prairie Fire

CONTENT AREA: ELAR

TOPICS: Reading Comprehension & Response

ACTIVITY MATERIALS:

- PRAIRIE FIRE JOURNAL (*pages A3-3 thru A3-8*): 1 set for each student
 - Students are given a journal to make notes as they read *Prairie Fire*.
 - Journals have one page for each chapter of the book
 - Each chapter features a vocabulary word
 - Copy/Print PDF front & back, staple bind, 1 book per student or student group.
- * If copying from Curriculum Guide:
 - Duplex copy pages A3-3 to A3-8 (2-Sided to 2-Sided, Flip Side: Long)
 - Fold each page in the middle, put pages in order, staple twice on the fold to bind book together
- * If printing from the downloadable PDF for Activity 3:
 - PAGES TO PRINT: 4-9
 - PAGE SIZING & HANDLING: Actual Size (not Fit)
 - LAYOUT/FINISH: Print Type - 2 Sided; Binding Position - LEFT Bind or LONG SIDE Bind
 - Fold each page in the middle, put pages in order, staple twice on the fold to bind book together

ACTIVITY INSTRUCTIONS:

1. As students read each chapter of the book, have them write on the corresponding page in their journals.
2. Each student or student group needs a *Prairie Fire Journal*.
3. Vocabulary words can be reviewed and defined as a class. Vocabulary key with definitions based on content in each chapter is below.

VOCABULARY WORD KEY:

- **Acre:** a unit of land area. Equal to 4,480 square yards or 43,560 square feet. (Approximately the size of a football field.)
- **Welding:** to unite metal parts by heating and allowing metals to flow together.
- **Spray Rig:** a piece of equipment used to spray liquid. Usually consists of a tank, pump and a nozzle.
- **Red Flag Day:** a day when warnings are issued because of warm temperatures, very low humidity and strong winds, which are expected to combine to produce an increased risk of fire danger.
- **Wildfire:** an unplanned fire that spreads quickly across an area
- **Fuel:** a material used to produce heat or power by burning
 - **Adding fuel to the fire:** a saying meaning “to make a bad situation worse”
- **Payback:** to return or repay
- **Smoldering:** the process of burning slowly with smoke but no flame.
- **Structure:** something built or constructed
- **Suppress:** to hold back or repress

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete the PRAIRIE FIRE JOURNAL.

Reading Strategy for Prairie Fire



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

It's me again, Hank the Cowdog. I'm Fire Marshall of the whole ranch. That's such an important job that there is an entire book about it. As you read, take careful notes, define new vocabulary words, and let me know what you think in your very own Prairie Fire Journal.

ACTIVITY MATERIALS:

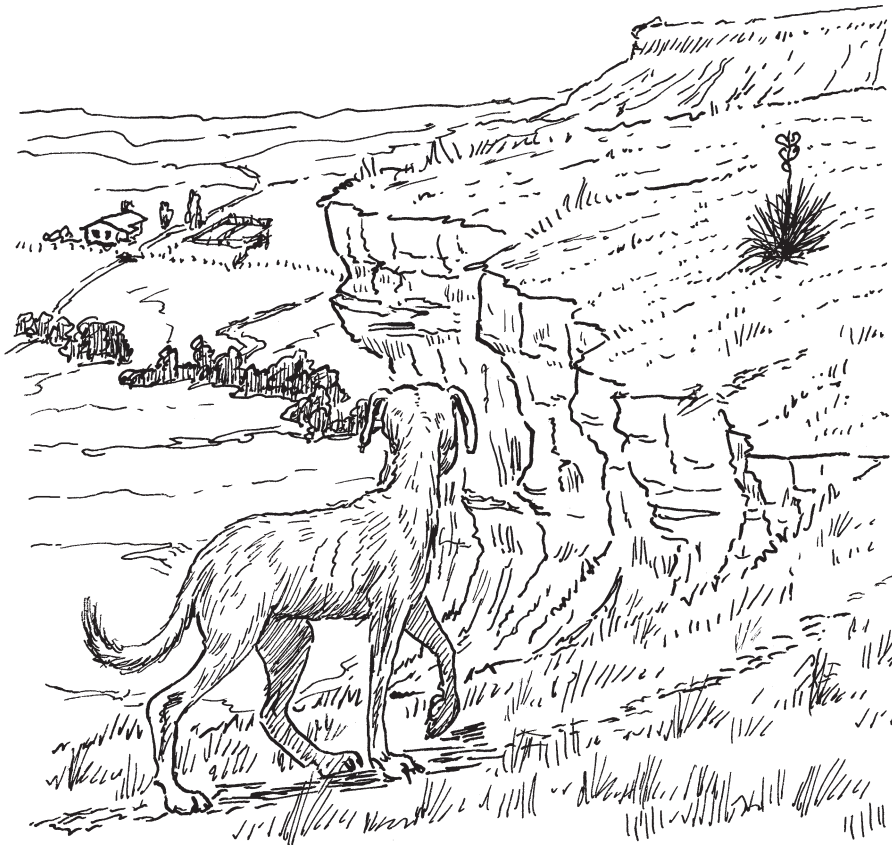
- PRAIRIE FIRE JOURNAL: 1 set for each student

ACTIVITY INSTRUCTIONS:

1. Use your prairie fire journal for each chapter of the book. As you complete each chapter, fill out the corresponding chapter journal page.
2. Define each vocabulary word using context clues in the chapter.

WRAP UP:

Review your journal alone or with a group to refresh your memory on all that you have learned!





RANCH LIFE WITH HANK THE COWDOG

PRAIRIE FIRE JOURNAL



This journal belongs to:

PRAIRIE FIRES

CHAPTER 1

JOURNAL NOTES

1. Explain what a ranch is in 10 words or less:
2. What are the three **MOST** important jobs that Hank does on the ranch? Why are these jobs important?

DEFINE THE VOCABULARY WORD

ACRE

PRAIRIE FIRES

CHAPTER 10

JOURNAL NOTES

1. Explain how a fire can be a good thing for a ranch.
2. Draw an image showing ways to stay safe during a wildfire.

DEFINE THE VOCABULARY WORD

SUPPRESS

PRAIRIE FIRES

CHAPTER 9

JOURNAL NOTES

1. Now that the fire is over, what changes have happened at the ranch? What do you hear, see, smell, taste and touch?

DEFINE THE VOCABULARY WORD

STRUCTURE

PRAIRIE FIRES

CHAPTER 2

JOURNAL NOTES

1. Name 3 ways that prairie fires get started.
 - 1.
 - 2.
 - 3.
2. Let's imagine a prairie fire has started on Hank's ranch. What do you hear, see, smell, taste and touch?

DEFINE THE VOCABULARY WORD

WELDING

PRAIRIE FIRES

CHAPTER 3

JOURNAL NOTES

1. Pretend you have just helped put out a prairie fire and are telling a friend about your experience. Write the conversation below.

You:

Friend:

You:

Friend:

You:

Friend:

DEFINE THE VOCABULARY WORD

SPRAY RIG

PRAIRIE FIRES

CHAPTER 8

JOURNAL NOTES

1. List two groups of people who can help out during a fire. Explain what they do.

_____ help during a fire.

They:

_____ help during a fire.

They:

DEFINE THE VOCABULARY WORD

SMOLDERING

PRAIRIE FIRES

CHAPTER 7

JOURNAL NOTES

1. There were many people who helped after the fire. Describe three ways these helpers made life after the fire a bit easier for Hank, Slim, Loper, and Sally May?

1.

2.

3.

DEFINE THE VOCABULARY WORD

PAYBACK

PRAIRIE FIRES

CHAPTER 4

JOURNAL NOTES

1. List five clues that a rancher might use to know if there is a possibility of fire:

1.

2.

3.

4.

5.

DEFINE THE VOCABULARY WORD

RED FLAG DAY

PRAIRIE FIRES

CHAPTER 5

JOURNAL NOTES

1. The big fire is happening on Hank's ranch. If you were there what would you hear, see, smell, taste and touch?

DEFINE THE VOCABULARY WORD

WILDFIRE

PRAIRIE FIRES

CHAPTER 6

JOURNAL NOTES

1. What do you think was the scariest part of the "Big Fire?"

DEFINE THE VOCABULARY WORD

FUEL



ACTIVITY 4

Fire on a Ranch - Harmful or Helpful?



RANCH LIFE SERIES / BOOK 5 / PRAIRIE FIRE

Chapter 11

Content Area

Fire Safety

Topic

Fire Safety and Prevention

Objective

Students will examine the impact of fire on a ranch

Texas Essential Knowledge and Skills (TEKS)

Fire Safety for Texanswww





Fire on a Ranch - Harmful or Helpful?

CONTENT AREA: Fire Safety

TOPICS: Fire Safety and Prevention

ACTIVITY MATERIALS:

- HELPFUL OR HARMFUL WORKSHEET (page A4-3)
- BOTTOM LINE WORKSHEET (page A4-4)

ACTIVITY INSTRUCTIONS:

1. Have students read Chapter 10: Prairie Fires Are Everyone's Problem
2. Watch Video as a class:
 - Nature Lab: Fighting Fire with Fire: Can Fire Positively Impact an Ecosystem? <https://vimeo.com/77792710>
3. Use the HARMFUL OR HELPFUL WORKSHEET. Guide students to brainstorm ways that fire can be harmful and ways it is helpful on a ranch.
 - Examples of harmful may include damaging structures, people or ecosystems
 - Examples of helpful may include reducing future fires
4. Students will complete worksheet by using examples of helpful and harmful from the book or from the video.

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete the BOTTOM LINE worksheet at the end of the activity.

Fire on a Ranch - Harmful or Helpful?



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

*We have to figure out how to live with fire. Okay, it's time for a Wise Old Saying:
"If you can't beat 'em, eat 'em."*

Wait, that doesn't sound right. "If you can't beat 'em...something." I had it right on the tock of my tang and...does anyone remember the Famous Wise Old Saying? This is frustrating.

Phooey.

Wait, I've got it! Here it is, so pay attention: "If you can't beat 'em, join 'em." There we go. In other words, if we can't suppress prairie fires, maybe we have to figure out how to live with 'em.

To get started, let's do an activity to help us think of ways that fires are helpful and ways they are harmful.

ACTIVITY MATERIALS:

- HELPFUL OR HARMFUL WORKSHEET
- THE BOTTOM LINE WORKSHEET

ACTIVITY INSTRUCTIONS:

1. Read Chapter 10
2. Watch Video Nature Lab: Fighting Fire with Fire: Can Fire Positively Impact an Ecosystem?
<https://vimeo.com/77792710>
3. Complete **HELP OR HARMFUL WORKSHEET**
4. Answer Questions on the **BOTTOM LINE**

WRAP UP:

*Fill out the **BOTTOM LINE** worksheet after you have completed the activity.*



Fire on a Ranch - Harmful or Helpful?



NAME: _____ DATE: _____

HELPFUL & HARMFUL WORKSHEET

List ways a fire can be helpful or harmful on a ranch.

HELPFUL	HARMFUL

Fire on a Ranch - Harmful or Helpful?



NAME: _____ DATE: _____

THE BOTTOM LINE

Answer the following questions.

1. True or False: Fire can be used to improve the prairie ecosystem.
2. Describe one way a fire is harmful to the land.
3. Describe one way a fire is helpful to the land.
4. What is the purpose of a prescribed burn?
5. True or False: Wildfires are dangerous. Explain why.



ACTIVITY 5

Red Flag Day: Fire Safety



RANCH LIFE SERIES / BOOK 5 / PRAIRIE FIRE

Chapters 10

Content Area

Fire Safety

Topic

Outdoor Fire Prevention & Conservation of Natural Resources

Objective

Students will list rules for outdoor safety.

Texas Essential Knowledge and Skills (TEKS)*

Fire Safety for Texans





Red Flag Day: Fire Safety

CONTENT AREA: Fire Safety

TOPIC: Outdoor Fire Prevention & Conservation of Natural Resources

ACTIVITY MATERIALS:

- FIRE GRAPHS (page A5-3)
- RED FLAG RULES WORKSHEET (page A5-4)
- THE BOTTOM LINE WORKSHEET (page A5-5)

ACTIVITY INSTRUCTIONS:

1. Read Chapter 10,
2. Class Discussion: Using FIRE GRAPHS, guide students to discuss the types of outdoor fires and the ignition causes of brush and grass fires.
 - Discuss the causes of outdoor fires and emphasize the conclusion that outdoor fires rarely occur naturally; that virtually all outdoor fires are caused by people, either on purpose or through negligence.
3. Define Red Flag Day for students (Review Chapter Four)
 - **Red Flag Day:** a day when warnings are issued due to warm temperatures, very low humidity and strong winds, which are expected to combine to produce an increased risk of fire danger.
4. Students will complete RED FLAG DAY WORKSHEET – Students will fill out worksheet.

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete the BOTTOM LINE worksheet at the end of the activity.

Red Flag Day: Fire Safety



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

Okay, it was March, and when Slim and I went out to feed cattle, he already knew it was going to be a bad day for fires. How did he know? He'd heard alerts on the radio from the National Weather Service, warning residents of the Panhandle that this was going to be a bad day for grassfires. They issued a Red Flag Warning and told listeners to be very, very careful with anything that could make a spark or a flame.

ACTIVITY MATERIALS:

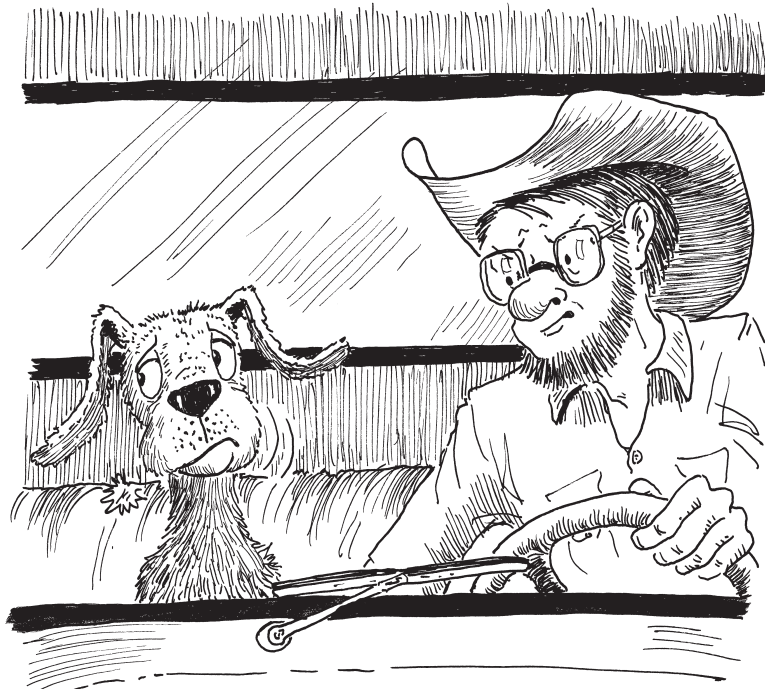
- FIRE GRAPHS
- RED FLAG RULES WORKSHEET
- THE BOTTOM LINE WORKSHEET

ACTIVITY INSTRUCTIONS:

1. Read Chapter 10
2. Review Causes of outdoor fires - FIRE GRAPHS
3. Complete RED FLAG DAY WORKSHEET
4. Complete the BOTTOM LINE

WRAP UP:

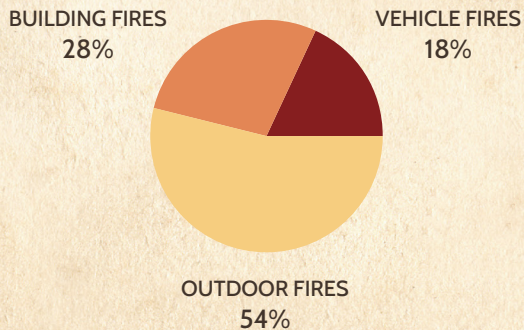
Fill out the BOTTOM LINE worksheet after you have completed the activity.



RED FLAG DAY: FIRE SAFETY

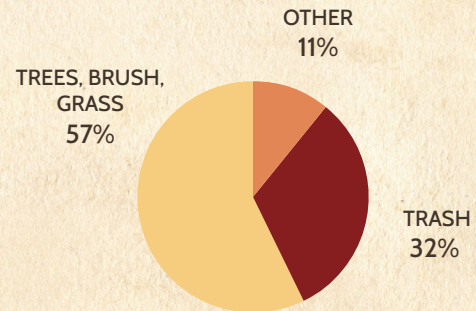
Fire Graphs

TYPES OF FIRES



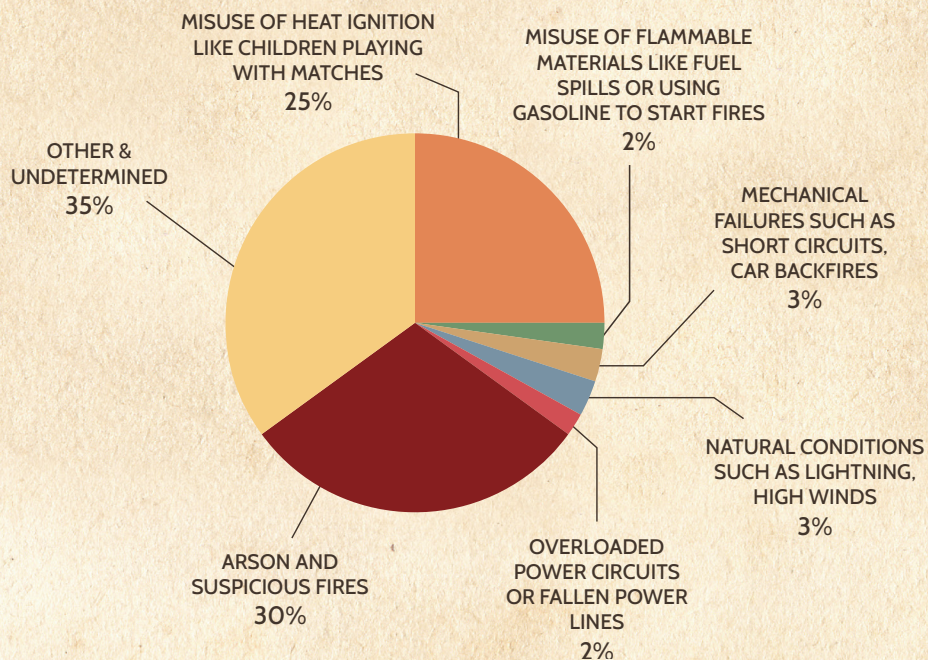
FIRES REPORTED IN TEXAS, 2022:
71,023

TYPES OF OUTDOOR FIRES



OUTDOOR FIRES REPORTED:
37,742

IGNITION CAUSES OF WILDFIRES



Red Flag Day: Fire Safety



NAME: _____ DATE: _____

RED FLAG DAY RULES

It is a Red Flag Day on the ranch. That means there is an increased chance for a fire. Use the diagram below to sort out tasks that are safe or unsafe.

- | | |
|-------------------------------------|--|
| 1. Burn trash or leaves outside | 7. Mow Grass and Weeds |
| 2. Play with matches | 8. Remove trees that are growing close to houses and barns |
| 3. Tell an adult if you smell smoke | 9. Use gasoline to start a fire in a pit |
| 4. Shoot fireworks | 10. Eat broccoli |
| 5. Brush your teeth | 11. Cook hamburgers over an open fire |
| 6. Run the welder | |

SAFE	UNSAFE

Red Flag Day: Fire Safety



NAME: _____ DATE: _____

THE BOTTOM LINE

Answer the following questions.

1. True or False: Most outdoor fires occur naturally.
2. What is a Red Flag Day?
3. What are three things that are NOT safe to do on a Red Flag Day?
4. What are three things that you can do to prevent a wildfire?

