

# PRE-VISIT PACKET FOR:



The  
**Roy Rogers-Dale Evans**  
Museum & Happy Trails Theater

## **A Special Note of Thanks...**

To Mindy Petersen and Julie Ashley (Dale's granddaughters), who gave generously of their time and talents to develop this education program. Their loving dedication is evident in every page.

For the artistic talents of David Hunter-Inman, Cheryl Thomson, and Kaestner Design Studio, Inc. (Anne and her brother Paul). They have done a superb job.

We'd like to express our appreciation to the Autry Western Heritage Museum for their support of this project, and the wealth of information and expertise that they have shared.

And Patrick ("The Crossdraw Kid") Curtis whose unbridled enthusiasm and participation saw the project through its final phase.

And lastly, our very special thanks go out to The Franklin Mint, Victor Elementary Teachers Association, and Westec Security, Inc. and its president and COO Arthur B. Branstine for providing the funding that allowed our dream to become a reality.

**Dear Teacher,**

We are pleased that you have expressed an interest in The Roy Rogers-Dale Evans Museum. The authors of this pre-visit packet are teachers, so they put themselves in your place as they prepared these materials. It is our hope that these ideas will be catalysts for your own creativity and that the information contained herein will enhance your visit.

Much of the material in the packet can be used before and after your visit with us. Several of the activities lend themselves to being used during the museum visit. However, the packet has been designed so that it can also be used without visiting the museum. **Please feel free to copy any of the materials in this packet.**

It will be incumbent upon you, the teacher, to make your visit a valuable learning experience, therefore, we require that you bring at least one adult for every eight (8) students.

Please call to make reservations (they are required) before your class visits us: 417-339-1925. This will help us insure that they will gain the most from their visit with us. At the time you make your reservation, please let us know if you require help with your lunch plans. We have two soda machines in our lobby, as well as a snack machine, and are very close to many fast food restaurants nearby. You may want to keep this in mind as you work on your schedule and also consider appropriate snacks for your students.

Our gift shop carries a number of items appropriate for children to purchase. Postcards, glossy photographs of Roy and Dale, and pens are a few of the inexpensive souvenirs. Especially popular with children is the “mining cart” where they personally select interesting and colorful stones, and the penny press where they put in a penny (and two quarters) and get back a token of Roy on Trigger. All of these items, plus many more, are available for under five dollars.

After your visit, we would be grateful if you would take a few minutes and fill out the teacher survey sheet at the front of this packet. Your comments and observations will help us to know how to best serve you and your students in the future.

We hope that you have a wonderful visit and that you feel truly welcomed by the entire Rogers family!

Roy “Dusty” Rogers Jr.

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# **Introductory Materials**



*Cheryl Thomas*

## **Welcome to The Roy Rogers-Dale Evans Museum**

California's History and Social Sciences Framework acknowledges the importance of studying men and women who have significantly influenced our society. Roy Rogers and Dale Evans are two such people. Saddled up respectively on Trigger and Buttermilk, they've ridden across the screen and into the hearts of many, spanning nearly six decades of movie and television history. Even today, somewhere in the world, either one of their movies or television programs is being shown. They have profoundly influenced the baby-boomer generation, with a "trickle-down-effect" that continues to inspire their children and grandchildren.

The Roy Rogers-Dale Evans Museum is a personal museum, telling the story of a legendary cowboy, his wife and the multi-cultural family over which they preside. You will ride with them down a trail of tears and triumphs, and learn of the strong faith that has sustained them. You will meet their children, grandchildren and great-grandchildren and get a glimpse of family life, "Rogers-style." The museum exhibits Roy and Dale's personal collections, momentos from their travels, and interesting movie props and memorabilia. You will see Roy's golden palomino, Trigger ("The Smartest Horse in the Movies"), Dale's buckskin horse, Buttermilk, and their German Shepherd, Bullet, tastefully mounted and displayed for all to appreciate.

In modern times when heroes of worthy character are scarce, may you be inspired by the lives of Roy Rogers and Dale Evans through the positive contributions they've made as Americans. In their movies and TV shows, the good guys always won and right always triumphed over might.

The Roy Rogers' Riders Club began in the 1940s and was still going strong in the 1960s. In addition to other activities, the Club sponsored a National Safety Campaign for grammar schools across the United States. Each school submitted a scrapbook full of safety hints and programs. The entries were judged by a celebrity panel, and awards were presented by the top two schools. We have included an excerpt from invitation to join the Club and a reprint of the Club Rules. Yes, rules! Roy has always believed that rules and values are necessary in the development of good citizenship.

Who you see on the screen is who they are at home. We know, because to us they are "Grandpa" and "Grandma."

Welcome to The Roy Rogers-Dale Evans Museum! We hope that you enjoy your visit!

Mindy Fox Petersen and Julie Fox Ashley

## All About Roy and Dale

Imagine a singing cowboy as popular as one of today's super stars. That's what Roy Rogers was to millions of children around the world in the 1940's and 1950's. Starring with his horse, Trigger, in over 188 western films and television shows. Roy was the number one box office star for twelve consecutive years—this earned him the title “King of the Cowboys.” From the late 1940s to the mid 1960s, boys and girls everywhere carried Roy Rogers lunch boxes, wore Roy Rogers t-shirts, and played with Roy Rogers action figures.

Born on November 5, 1911 (before World War I) and raised in the backwoods of Ohio, it would have been hard for this country boy, born Leonard Slye, to imagine a life of stardom and adoring fans. Roy made his first starring movie, “Under Western Stars,” in 1938 for Republic Studios. When Life Magazine conducted a children's poll in 1943 to identify the 10 most recognized men in the U.S., Roy was the only actor named and was included with General's Eisenhower and MacArthur, along with Babe Ruth and President Roosevelt.

Likewise Dale, born Frances Octavia Smith on Halloween (October 31) 1912 in Uvalde, Texas could only dream of life on the stage and screen as she was being raised by God-fearing parents in a quiet Texas town. Before coming to Hollywood, Dale had established herself as a top female vocalist touring with several big bands and singing on the Chase and Sanborn Hour on CBS Radio.

Roy and Dale met at Edwards Air Force Base in Lancaster, California while on a USO tour during World War II. They made their first picture together “The Cowboy and The Senorita” the following year. They were married on New Year's Eve 1947, one year after the death of Roy's first wife, Arlene. Now married for nearly fifty years, they have parented a blended and multi-ethnic family: adopting Choctaw Indian, Scottish and Korean girls among their nine children. Through their strong faith in God, they overcame the challenges of the adoption of a battered child, the birth of a Down's syndrome baby and the tragic deaths of three children.

Roy and Dale, through their movies and personal character, have come to symbolize the wholesome life, reminiscent of a time when the good guys all wore white hats, right always triumphed over wrong, and family was more important than fortune. In a day when superstars are fleeting, this “King of the Cowboys,” and his “Queen of the West” still reign.

## **“I Knew That”**

(Trivia Quiz)

If you are younger than forty it is quite possible that you are discovering much about Roy and Dale for the first time. These questions may seem a bit difficult. But see how many you can answer just for fun, and then take them home to your parents and grandparents to see how well they do.

1. What was the name of Roy's golden palomino?
  - A. Silver
  - B. Trigger
  - C. Mr. Ed
  
2. What was the name of the Jeep in Roy's weekly television show?
  - A. Missy
  - B. Princess
  - C. Nellybelle
  
3. Who was Roy's most frequent leading lady (co-starring in 28 films)?
  - A. Dale Evans
  - B. Estelita Rodriguez
  - C. Betty White
  
4. What was the price of a movie ticket in the early 1940's?
  - A. 10 cents
  - B. 20 cents
  - C. 50 cents
  
5. In 1943, Roy starred in a film whose title would become his personal title. What was the name of the film?
  - A. Captain Nemo
  - B. The King of The Cowboys
  - C. Maverick



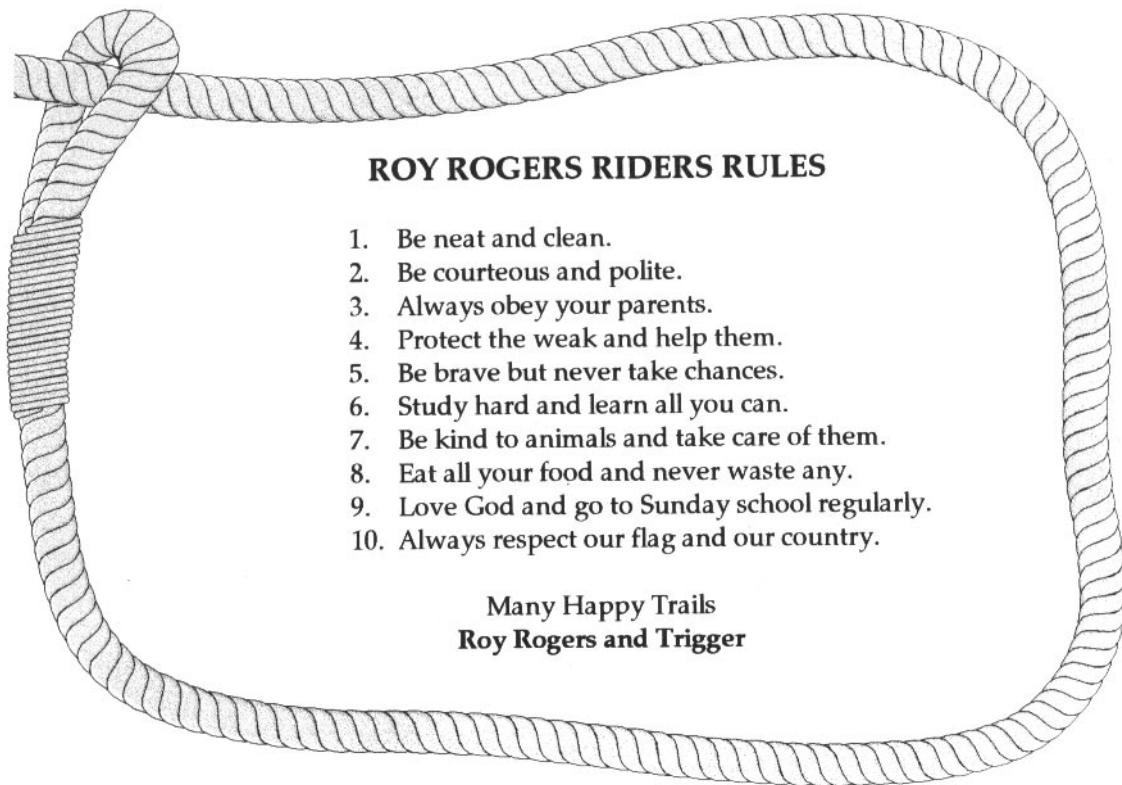
6. What was the name of Dale Evans' buckskin horse?
  - A. Buttercake
  - B. Buttermilk
  - C. Buttercup
  
7. What was Roy's birth name?
  - A. Leonard
  - B. Frank
  - C. Cecil
  
8. Roy helped start what famous Western singing group?
  - A. Sons of The Old West
  - B. Sons of The Pioneers
  - C. The Oakridge Boys
  
9. Roy's dog appeared with him on television. What kind of a dog was he?
  - A. Collie
  - B. Labrador Retriever
  - C. German Shepherd
  
10. What was the dog's name?
  - A. Wishbone
  - B. Bullet
  - C. Lassie
  
11. Dale Evans wrote Roy's theme song and it is now heard every day around the world. What was the title of the song?
  - A. Don't Fence Me In
  - B. Tumbling Tumbleweeds
  - C. Happy Trails

Answers: 1) B 2) C 3) A 4) A 5) B 6) B 7) A 8) B 9) C 10) B 11) C

## ROY ROGERS' RIDERS CLUB

*“Gang—you’ve all heard about Roy Rogers’ Riders Club! Millions of fellows and girls like you belong! And everybody shares in the fun through good sportsmanship, friendship, loyalty and honesty...”* This is the beginning of an invitation to join the Riders Club. The invitation was issued by Post Cereals in a national advertising campaign that ran during May of 1952.

In over twenty years of existence, the Riders Club membership reached over two million boys and girls worldwide. Members wrote in and shared their thoughts and opinions with other members interested in Roy and Dale. Many penpal relationships were developed that have lasted a lifetime. Even today the Museum still hears from past Riders Club members!



### ROY ROGERS RIDERS RULES

1. Be neat and clean.
2. Be courteous and polite.
3. Always obey your parents.
4. Protect the weak and help them.
5. Be brave but never take chances.
6. Study hard and learn all you can.
7. Be kind to animals and take care of them.
8. Eat all your food and never waste any.
9. Love God and go to Sunday school regularly.
10. Always respect our flag and our country.

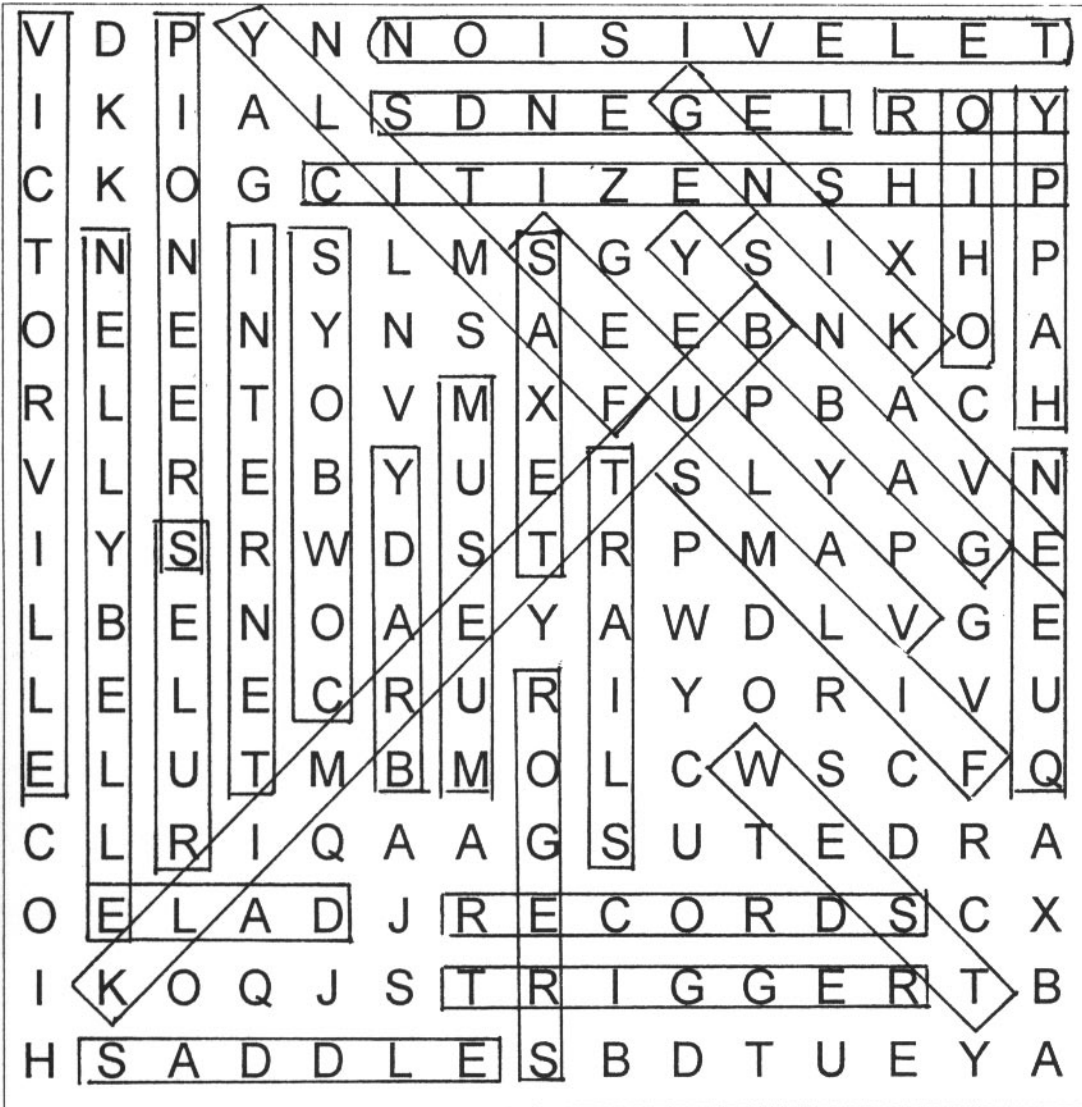
Many Happy Trails  
Roy Rogers and Trigger

# "Roy and Dale"

V	D	P	Y	N	N	O	I	S	I	V	E	L	E	T
I	K	I	A	L	S	D	N	E	G	E	L	R	O	Y
C	K	O	G	C	I	T	I	Z	E	N	S	H	I	P
T	N	N	I	S	L	M	S	G	Y	S	I	X	H	P
O	E	E	N	Y	N	S	A	E	E	B	N	K	O	A
R	L	E	T	O	V	M	X	F	U	P	B	A	C	H
V	L	R	E	B	Y	U	E	T	S	L	Y	A	V	N
I	Y	S	R	W	D	S	T	R	P	M	A	P	G	E
L	B	E	N	O	A	E	Y	A	W	D	L	V	G	E
L	E	L	E	C	R	U	R	I	Y	O	R	I	V	U
E	L	U	T	M	B	M	O	L	C	W	S	C	F	Q
C	L	R	I	Q	A	A	G	S	U	T	E	D	R	A
O	E	L	A	D	J	R	E	C	O	R	D	S	C	X
I	K	O	Q	J	S	T	R	I	G	G	E	R	T	B
H	S	A	D	D	L	E	S	B	D	T	U	E	Y	A

BRADY  
BUTTERMILK  
CITIZENSHIP  
COWBOYS  
DALE  
EVANS  
FAMILY  
FILMS  
GABBY  
HAPPY  
INTERNET  
KING  
LEGENDS  
MUSEUM  
NELLYBELLE  
OHIO  
PIONEERS  
QUEEN  
RECORDS  
ROGERS  
ROY  
RULES  
SADDLE  
TELEVISION  
TEXAS  
TRAILS  
TRIGGER  
VALUES  
VICTORVILLE  
WEST

# "Roy and Dale"



- BRADY
- BUTTERMILK
- CITIZENSHIP
- COWBOYS
- DALE
- EVANS
- FAMILY
- FILMS
- GABBY
- HAPPY
- INTERNET
- KING
- LEGENDS
- MUSEUM
- NELLYBELLE
- OHIO
- PIONEERS
- QUEEN
- RECORDS
- ROGERS
- ROY
- RULES
- SADDLE
- TELEVISION
- TEXAS
- TRAILS
- TRIGGER
- VALUES
- VICTORVILLE
- WEST

# **Lesson Materials**

# Cowboys And Vaqueros

## Lesson Objective:

This lesson is designed to introduce students to the history of the American Cowboy, an important part of our western heritage.

## Suggested Activities:

1. Begin the lesson by holding a class discussion. Ask for examples of western movies the students have watched, taking note of the people who have starred in them. (Chances are, the majority of them will have been Caucasian.)
2. Read “The American Cowboy: Then and Now,” then discuss how this information may have changed their view of what a cowboy looks like.
3. Ask students to draw a picture depicting their view of an American cowboy or a *vaquero* (from the past or the present). Students may share their art work with the class. A blank page 11 has been provided for this activity.

Read “A Cowboy’s Closet/*El Vestuario de un Vaquero*.” Ask students to fill in the blanks on the pictures of the *vaquero* and the cowboy with the names of their articles of clothing and equipment (the pictures may be colored).

Students will make the “Cowboy Closet”:

- A. With pen or pencil, label articles of clothing in the closet.
- B. Color both sheets. (You may wish to copy the closet doors on tan or brown paper.)

Cut doors along dotted lines.

Glue the two sheets together around outside edges.

6. Students will make “The Cowboy Cut-Outs.”  
With crayons or markers, color the sheet.  
Glue second sheet of paper to back of colored sheet.  
Cut-out designs and cut on dotted lines.  
Place on top of pencils.

## Materials Needed:

Worksheets, crayons, markers, scissors, glue, pencils



## The American Cowboy: Then and Now

The cowboy trade goes back to when horses and cows were first brought to the New World by the Spanish. Although official Spanish policy did not allow Indians to own horses, there were not enough Spaniards to control their new territory and so they were forced to train the Indians to help work on the vast ranchos formed from Texas to California. Thus two equestrian traditions developed in New Spain, the mostly Indian *vaqueros* who worked the herds and *charros*, gentlemen horsemen descended from the Spanish *caballeros* (among the finest horsemen of Europe).

Before the Civil War many slaves were trained in herding, blacksmithing and veterinary skills. When the War ended, many of the freed slaves from Texas and other southern states went to work [for money] as professional cowhands. Movies about the Old West more often than not depict all or most cowboys as being Caucasian. But in reality, they were often men and women of color.

The cowboy has changed in many ways since the days of the early men (and a few women!) who rode the range. Today a few of the larger ranches still run their cattle on open land covering hundreds of square miles. But on most ranches, beef cattle are now raised and pampered in huge pastures, behind fences.

The modern cowboy usually works with fine breeds (or cross-breeds) of thoroughbred cattle instead of the half-wild longhorn. Sometimes he flies over the grazing herds at the controls of a helicopter. Often he rides from pasture to pasture on a motorcycle or drives a pick-up truck or jeep. This explains the presence of Nellybelle, the Jeep driven by Roy's comical sidekick, Pat Brady, in *The Roy Rogers Show* (a western series televised in the 1950's). Be sure and look for Nellybelle when you visit the Museum!

Today's cowboy lives in a modern bunkhouse where he can watch the latest cowboy films, or reruns of his favorite Westerns, on television. And during roundups, chuckwagons have been replaced by motorhomes.

Yes, a lot of things are different today, yet the cowboy still does almost the same work as his old-time counterpart. There are more cows and horses today than in the past and the cowboy still moves herds of cattle from place to place, ropes steers, brands calves, and doctors injured or ailing animals. For all the changes, he is still thought of as a proud cowherd on horseback.

## **A Cowboy's Closet/El Vestuario de un Vaquero**

What would you expect to find in a cowboy's closet? In order to answer this question, we must first understand his job.

The Old West cowboy lived on the plains west of the Mississippi River in the mid to late eighteenth century. His job was very hard and very lonely, tending cattle (usually miles from town or home) for months at a time. He had to carry everything he might need with him on his horse. Dangers such as hostile Indians, rattlesnakes, cattle rustlers, storms, flooding rivers and stampeding cattle were hazards of his daily life.

### **Saddle/Silla**

Because the cowboy lived for long periods of time on the open range, all the supplies he needed in order to survive had to be packed onto his saddle (the most prized of all his possessions). Typically weighing between 30 and 50 pounds, it had several narrow leather straps situated so that saddlebags, *lariat*, rifle, canteen, bedroll and rain slicker could be fastened securely. The western saddle had a deep, comfortable seat to accommodate the cowboy on long rides over uneven terrain.

### **Rope/Reata/Lariat/Lasso/Lazo**

The cowboy's rope was used to catch wild horses, to manage cattle along the trail and to compete in rodeos. Early ropes *or reatas* were made from braided rawhide or woven horsehair. These ropes broke easily so the user had to be very skillful. The dally roper throws the rope, catches his target and then quickly twists a loop (dally) about the saddle horn. The term *dally* is a corrupted form of the Spanish phrase *dar la vuelta*, meaning to take a turn around the horn. . The use of grass ropes (made from sisal or hemp) altered roping technique This stronger rope could be tied to the saddle horn "hard-and-fast" before the loop was thrown. The skill of roping requires much practice and a keen sense of timing and speed. Calf roping is still one of the main events of a rodeo.

### **Neckerchief/Scarf/Bandana**

As with most items of a cowboy's gear, the *bandana* had many uses. Usually a piece of printed cotton, it was a wash cloth, water filter, dust mask, tourniquet, sling or decoration. It was also used by outlaws, bandits and cattle rustlers to hide their faces.

### **Rain Slick/Poncho**

Cowboys now use large pieces of yellow oilcloth to protect themselves from the elements. This slicker has been adapted from the *Vaqueros' ponchos* (large pieces of cotton or wool with a hole in the middle that permitted the garment to be slipped over the head). The *poncho* protected its wearer from rain and cold, and served as a blanket.



### **Boots/Botas**

Every cowboy's closet must hold a pair of boots (with spurs), don't you agree? Cowboy boots are designed with pointed toes, high arches, medium to high heels and high tops. These features help to protect the cowboy and make his job more comfortable. The pointed toes help the cowboy to more easily place his feet in the stirrups of his saddle. The high heels and arches keep the foot from slipping through the stirrup and help prevent a rider from being "hung up" if thrown from his horse. The high tops block brush and dirt from entering the boot. They also protect the cowboy from rattlesnakes when he's on the ground. Modern cowboys usually wear high-heeled boots just for dress up occasions.

### **Spurs/Espuelas**

Thought to have been invented by the Chinese several thousand years ago, spurs are sharp metal rowels (round pieces of metal with projecting points) that attach to a cowboy's boots with leather straps. They were used by the cowboy to signal quick action to his horse, but today are mainly an ornamental part of the modern cowboy's apparel.

### **Chaps/Chaparejos/Chaparreras**

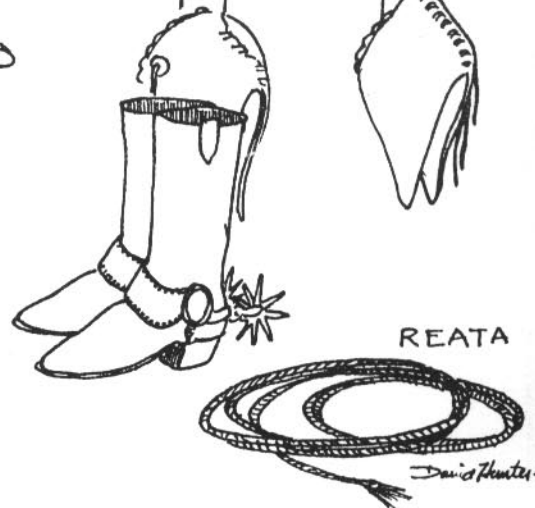
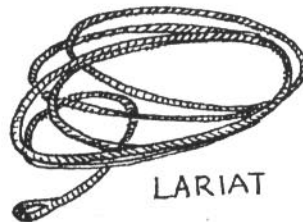
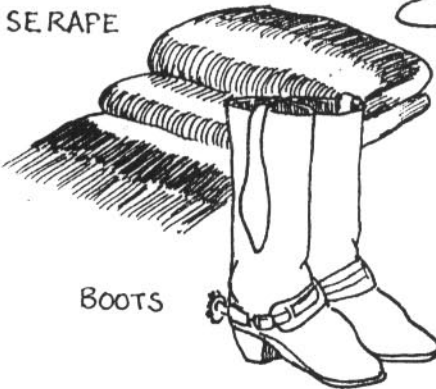
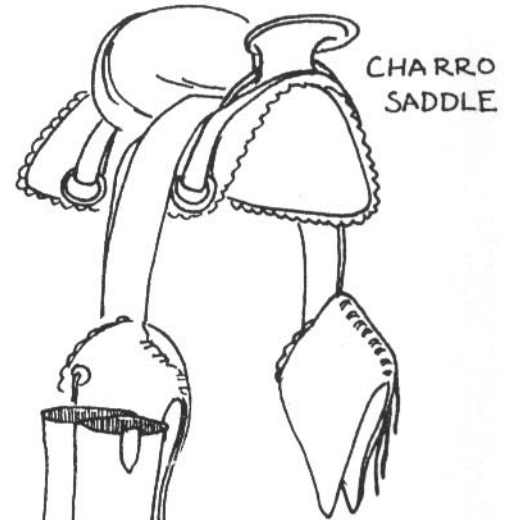
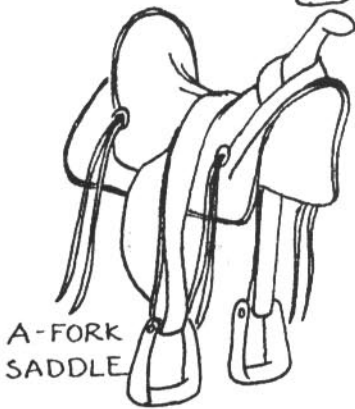
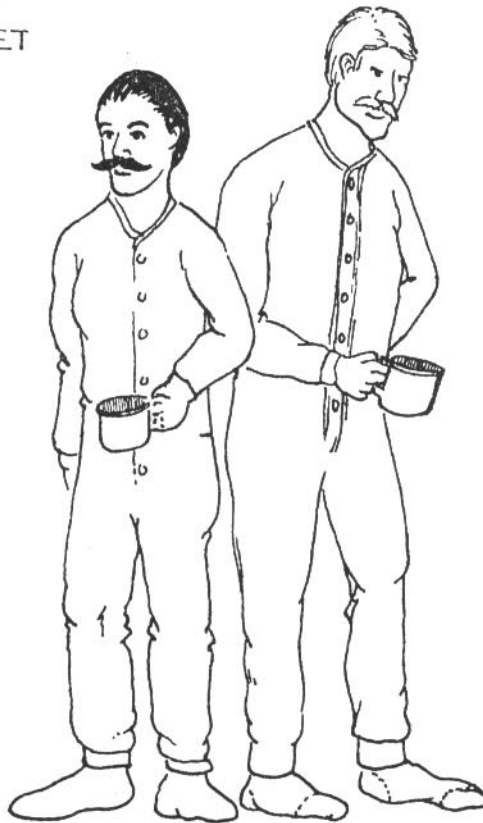
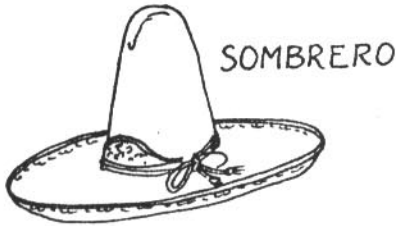
The cowboy's chaps (cowboys pronounce this like "shaps") look like leather trousers without a seat! The first chaps were actually cowhide sheets that hung from the horse's neck, "bib-like," and were tied back to cover the cowboy's legs for protection from rough brush and cacti along the trail. They also provided protection from weather and the bite of an angry animal. As with other articles of gear, chaps were adapted for the cowboys own special needs and environment. Modern chaps are leather leggings that belt over the hips and have large flaps that fasten behind the legs with thongs, buckles or snaps to fit easily over boots and spurs.

### **Cowboy Hat/Sombrero**

Finally, no cowboy's closet would be complete without a hat. This article of clothing is quite amazing! It covers and protects the cowboy's head, shades his eyes, keeps the rain out of his eyes, fans campfires, beats out wildfires, and can be used as a waterbucket. In the old West, it was often possible to tell where a cowboy was from simply by looking at his hat. The *sombrero* (literally a "shader"—*sombra* is Spanish for shade) used in the Southwest had a short crown and a wide flat brim for shade, while Northwestern hats had a higher crown and narrower brim.

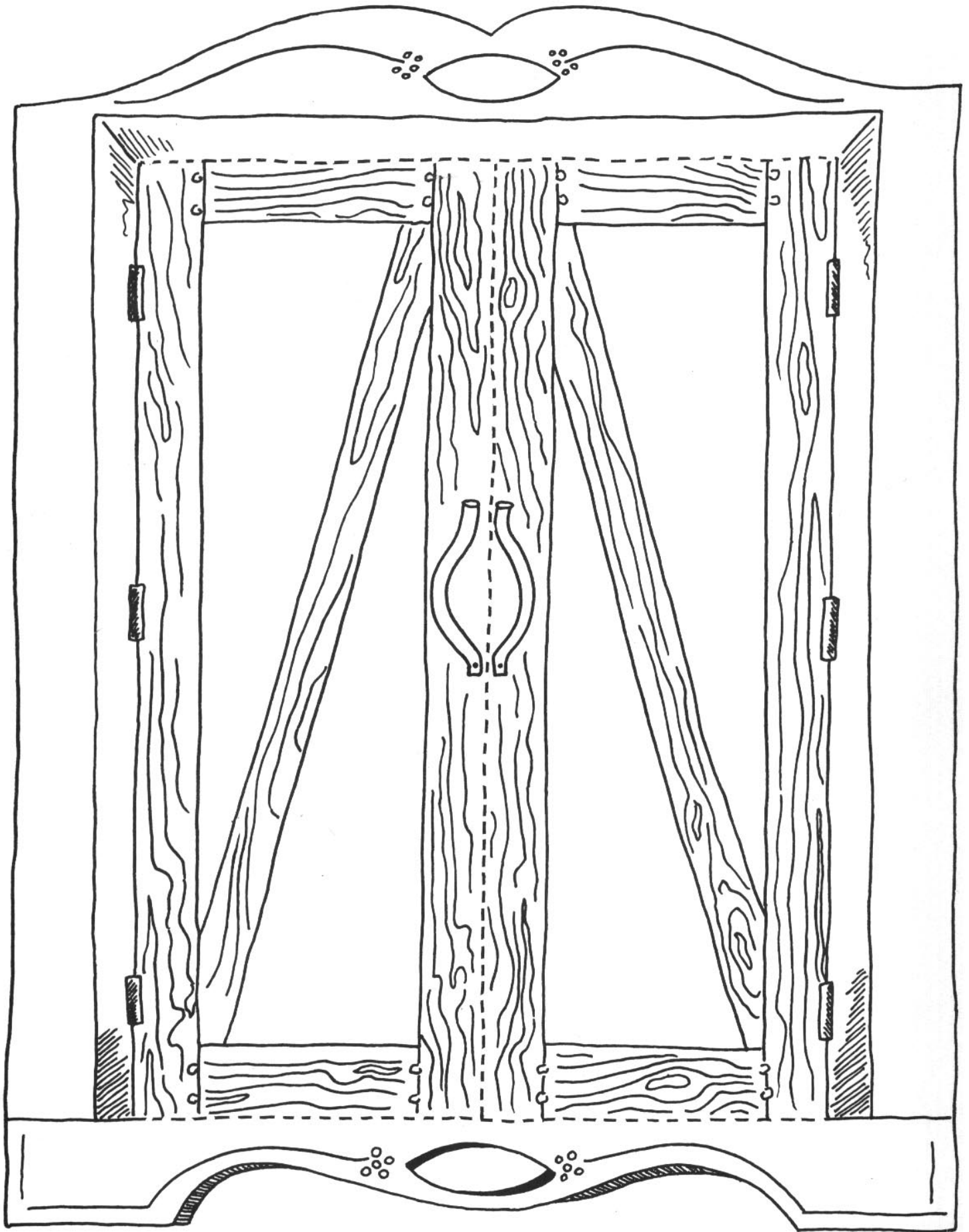
Cowboys still dress up their hats with ornamental bands of horsehair, rattlesnake skin, Indian beads or leather decorated with silver and turquoise. They also express individuality by how they shape the crowns of their hats. The crown is shaped by placing the hat over a steaming kettle and then creasing and shaping the moist fabric. When the hat dries, the crease is set.

# Cowboys And Vaqueros

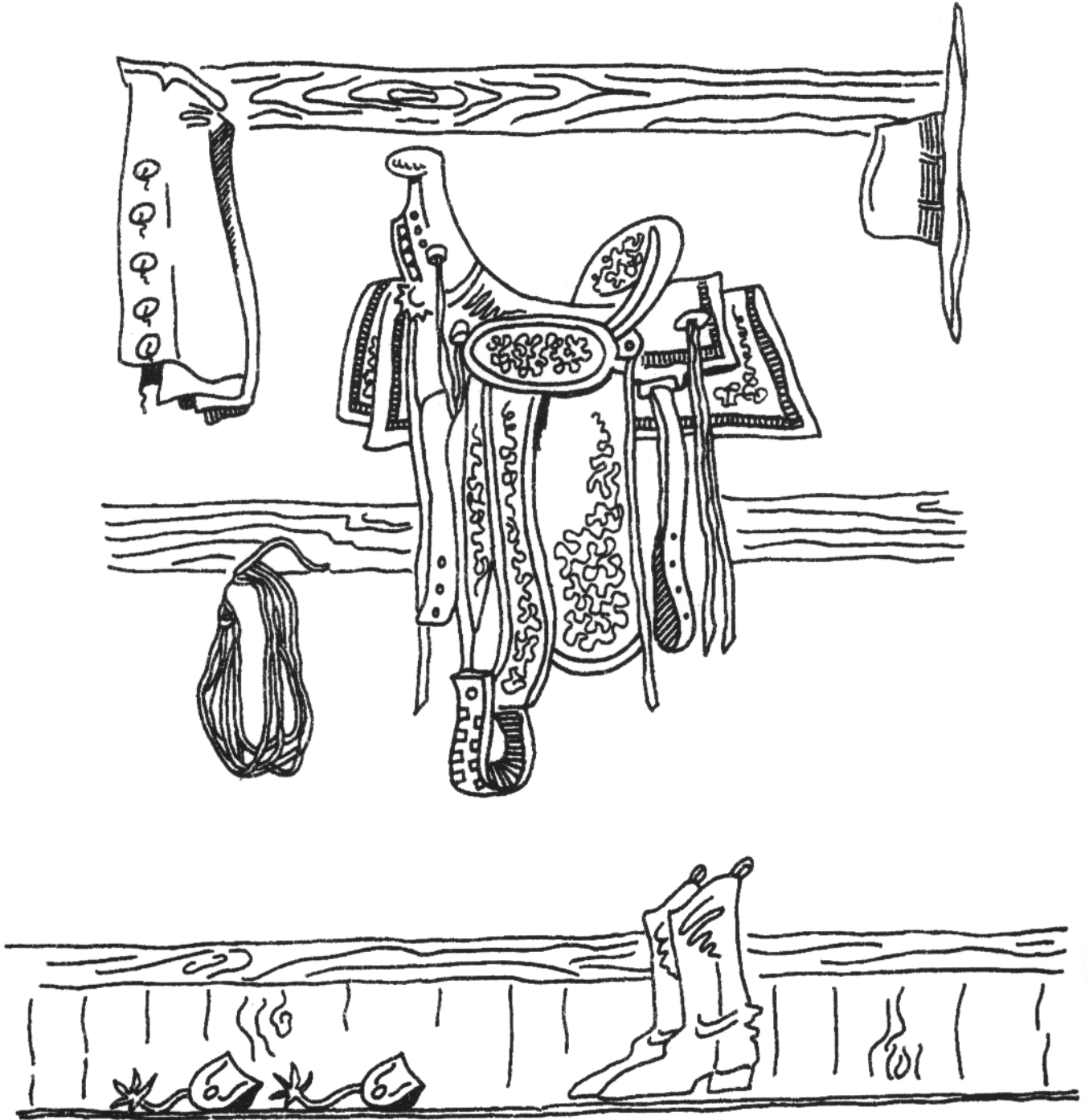


*David Hunter-Imman*

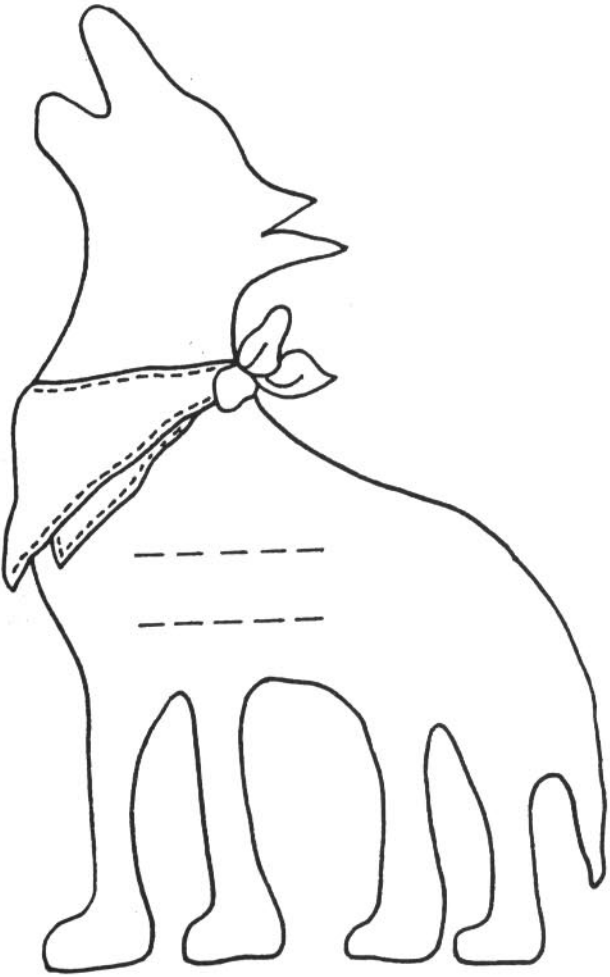
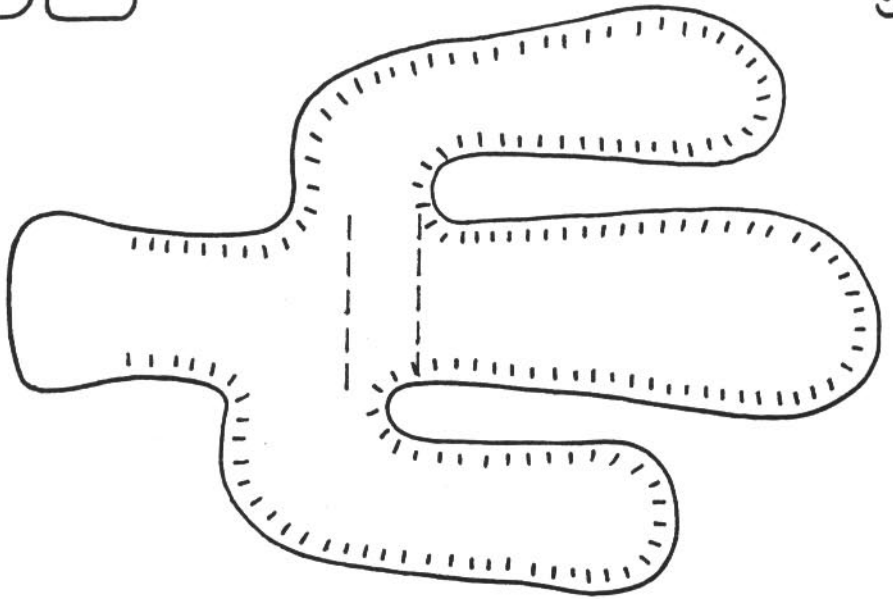
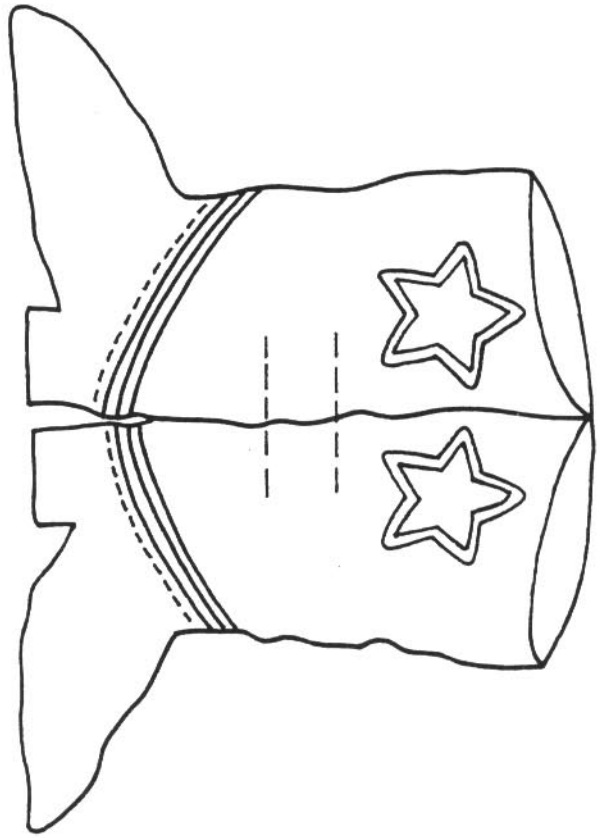
Enrique, the *vaquero*, and Charlie, the cowboy, are getting ready to start their day on the range. Help them choose the things that will help them do their jobs. Place an "E" on Enrique's belongings, and a "C" on Charlie's.







**Cowboy Cut-Outs  
(Pencil Toppers)**



Color, then carefully cut  
slits to insert pencil.

## **A Grandmother's Kitchen**

### Lesson Objective:

This lesson is designed to develop good listening and writing skills. It also introduces cooking terms and measurement. The class may wish to make its own cookbook starting with Grandma Dale's Chili Tex recipe and adding the ones they bring from their families.

### Suggested Activities:

1. To introduce the lesson, bring to class one of your favorite dishes for the students to taste.
2. Encourage verbal feedback from the class using the suggestions below:
  - A. Describe the dish that you are tasting.
  - B. Can you guess what ingredients might be in this dish?
  - C. For what type of occasion would you prepare this recipe?
3. Talk about the foods your students enjoy eating. Emphasize regional foods and the importance of family culture and tradition.
4. Assign the worksheet for homework. Students will need to involve a family member(s) in order to complete this assignment.

### Materials Needed:

Worksheet, pen or pencil, scissors



## Grandma Dale's Chili Tex

As you may remember, Dale Evans is from Texas. One of her favorite dishes to cook and eat is Chili Tex. This dish is a blend of Mexican and North American flavors.

Below is her recipe. We hope that you enjoy it as much as her family does.

### Chili Tex

*From the Kitchen of Grandma Dale*

Turn oven on to 350 degrees.

#### **Ingredients:**

1 lrg. can chili with beans

1 med. can white or yellow hominy

\* Chopped onions

\* Grated cheese

#### **Directions:**

Alternate layers of chili, cheese, onions & hominy in baking dish.

Top with more grated cheese and bake until onions are tender

and cheese is thoroughly melted.

*Main dish: Serves 4-6*

**My Recipe** \_\_\_\_\_  
*(Name of Dish)*

1. This tasty recipe comes from the family of \_\_\_\_\_  
*(My Name)*

2. My \_\_\_\_\_ taught me how to make it.  
*(Friend or relative's name)*

3. I like this recipe because \_\_\_\_\_

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\_\_\_\_\_  
*(Recipe Name)*

Ingredients and Measurements:

Directions: \_\_\_\_\_

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## **All About Me**

### Lesson Objective:

This lesson is designed to build students' self-esteem by identifying and describing what makes them uniquely wonderful.

### Suggested Activities:

1. Begin a classroom discussion by strolling around the room with a mirror. As students catch reflections of themselves, explain that today they are going to explore a very important topic, one that may be difficult for some of them to talk about, but that is worthy of their time and attention. Use the worksheet as a guide to inspire discussion.
2. Make a list on the chalkboard of descriptive words. Have students take notes. Worksheets may be assigned then as homework.
3. Oral reports may be given, using worksheets as outlines.

### Materials Needed:

Worksheets, pens or pencils

# All About Me

## Worksheet

When you begin to learn about your family background the best place to start is with yourself. Answer these questions about yourself and see if they remind you of anyone else in the family; an aunt or uncle, or maybe a grandparent.

My full name is \_\_\_\_\_

Write on the lines below any interesting information about your name. Do you know what your (first or last) name means? Do you know from which country your last name came? Were you named after someone in your family?

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Write a description of yourself. Include details such as your hair and eye color, freckles, birthmarks, the way you laugh, walk, talk...

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Now describe the type of person you are. Are you mostly outgoing or mostly shy? Do you like being active outdoors or would you rather stay inside and read a book? Or maybe you don't like to do either of those things? Do you laugh a lot? Are you usually pretty serious?

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Describe the things that you do best, or that you really enjoy doing. Are you involved in sports? Do you enjoy school? Maybe you are a natural artist? Or a whiz at the computer? It's okay... this is the place to "brag" on yourself!

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Talk about your favorite foods. Would you rather stay home and have someone in the family make your dinner, or do you like to go out to restaurants? How about cooking yourself? Are there any foods that your family eats that directly relate to where your family has come from? Do you have special foods for special occasions?

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On these last lines, write anything else that you can think of that makes you unique. Are there any crazy things that you do or that you like or don't like?

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# **My Own Personal Timeline**

## Lesson Objective:

This lesson is designed to make students aware of their accomplishments and to recall the memorable events that have shaped their lives to the present. We also feel that it is very important that each student set a goal that can be realized (preferably) before the end of their current school term.

## Suggested Activities:

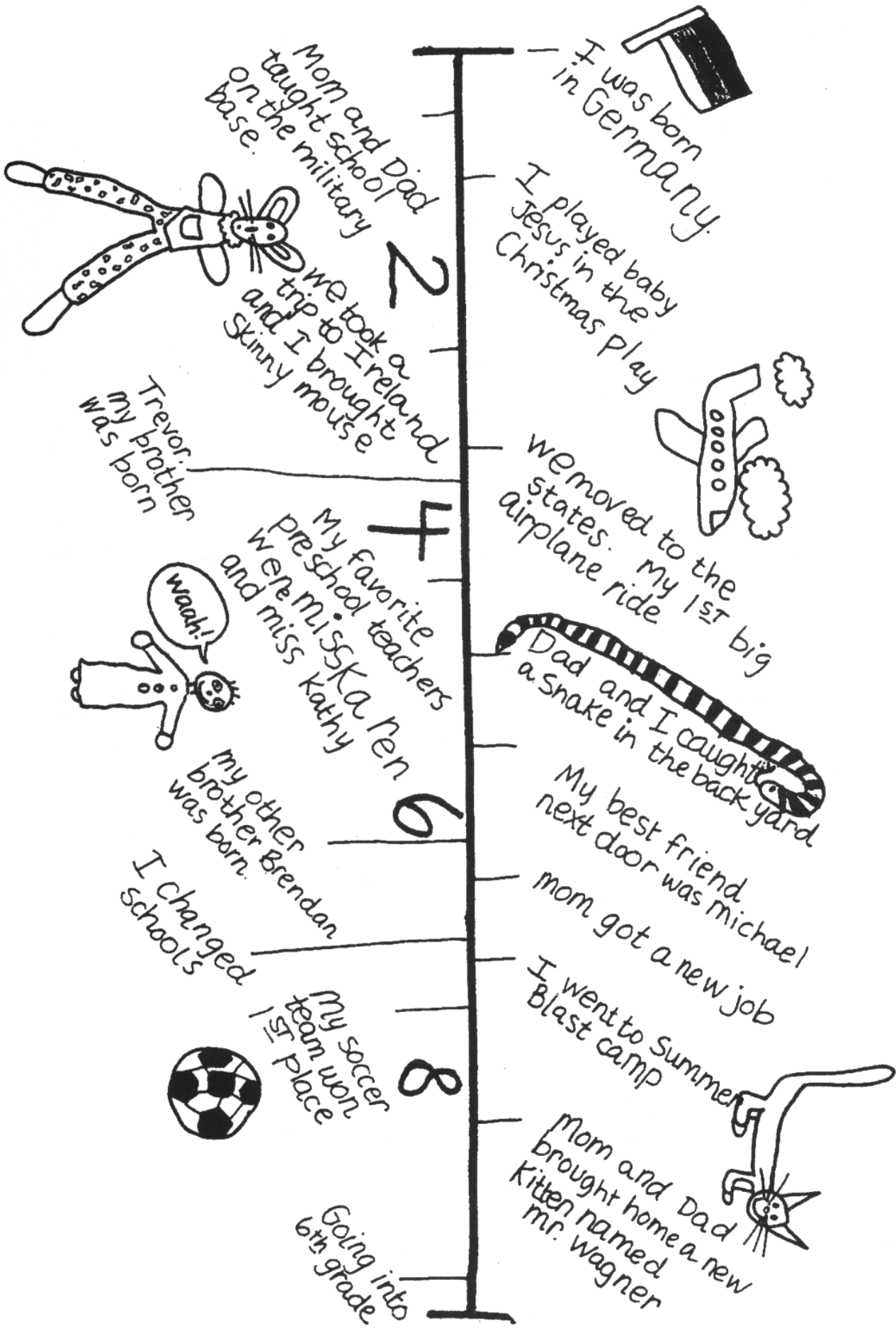
1. Begin a class discussion asking students to think of general events common to most people (e.g. beginning school, birthdays and holidays, family vacations). As discussion progresses, become more specific about things that might be included on their timelines—events such as the birth of a sibling, a move to a new place, or a family separation. Emphasize the fact that everyone has both happy and sad experiences. They work together to form our characters.
2. Students make their own personal timelines. Pass out blank forms. Use the packet's sample timeline as an example. Ask students to make a list of events they want to record. After list is made, arrange events in chronological order and transfer to timeline. Please have the student set aside room at the end of the timeline for the completion and recording of their goal.
3. Students may wish to share with the class several events on their timelines and why they chose to mark those particular memories.

## Materials Needed:

Rulers, crayons, pencils or markers, blank timeline

My Own Personal Timeline

Taylor



## **My Own Personal Timeline**

---

(My name)



## **All About Me Collage**

### Lesson Objective:

This lesson is designed to be a fun and creative way for students to identify their personal likes and dislikes and to visually communicate who they are to their peers.

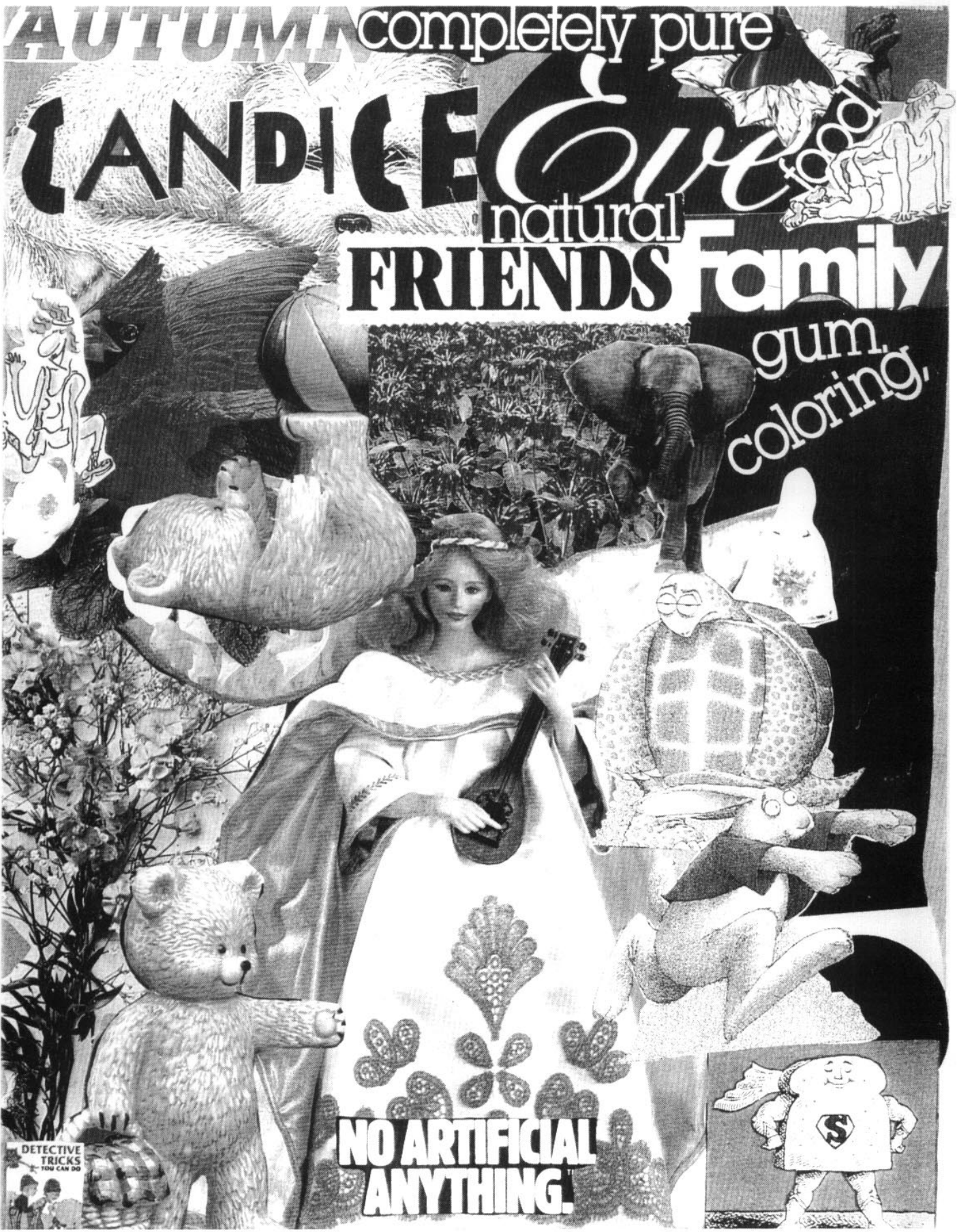
### Suggested Activities:

1. Make “All About Me Collages.” Distribute magazines among the students and encourage them to cut out words and pictures that describe their personalities, preferences, favorite foods, hobbies, etc. Glue them on pieces of sturdy paper.
2. When collages are complete; collect them, mix them up and pass them out to the class. Have students attempt to match the collages with their respective classmates.
3. Use the finished works of art to decorate the room, or make them into folders to collect assignments.

### Materials Needed:

Magazines, scissors, glue, construction paper





**AUTUMN** completely pure

# CANDICE & We Good

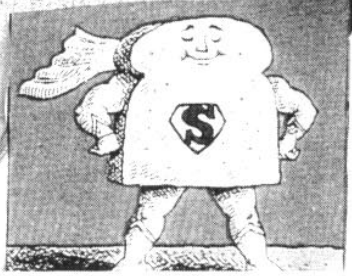
natural

## FRIENDS Family

gum,  
coloring,

**NO ARTIFICIAL ANYTHING.**

DETECTIVE TRICKS YOU CAN DO





## **Where In The World Are You From?**

### Lesson Objective:

This is an introductory activity to help students discover which countries their families are from. By using the “blended, multi-cultural” Rogers family as an example, students can be inspired by the blessing of diversity and begin to appreciate the uniqueness of their families as well.

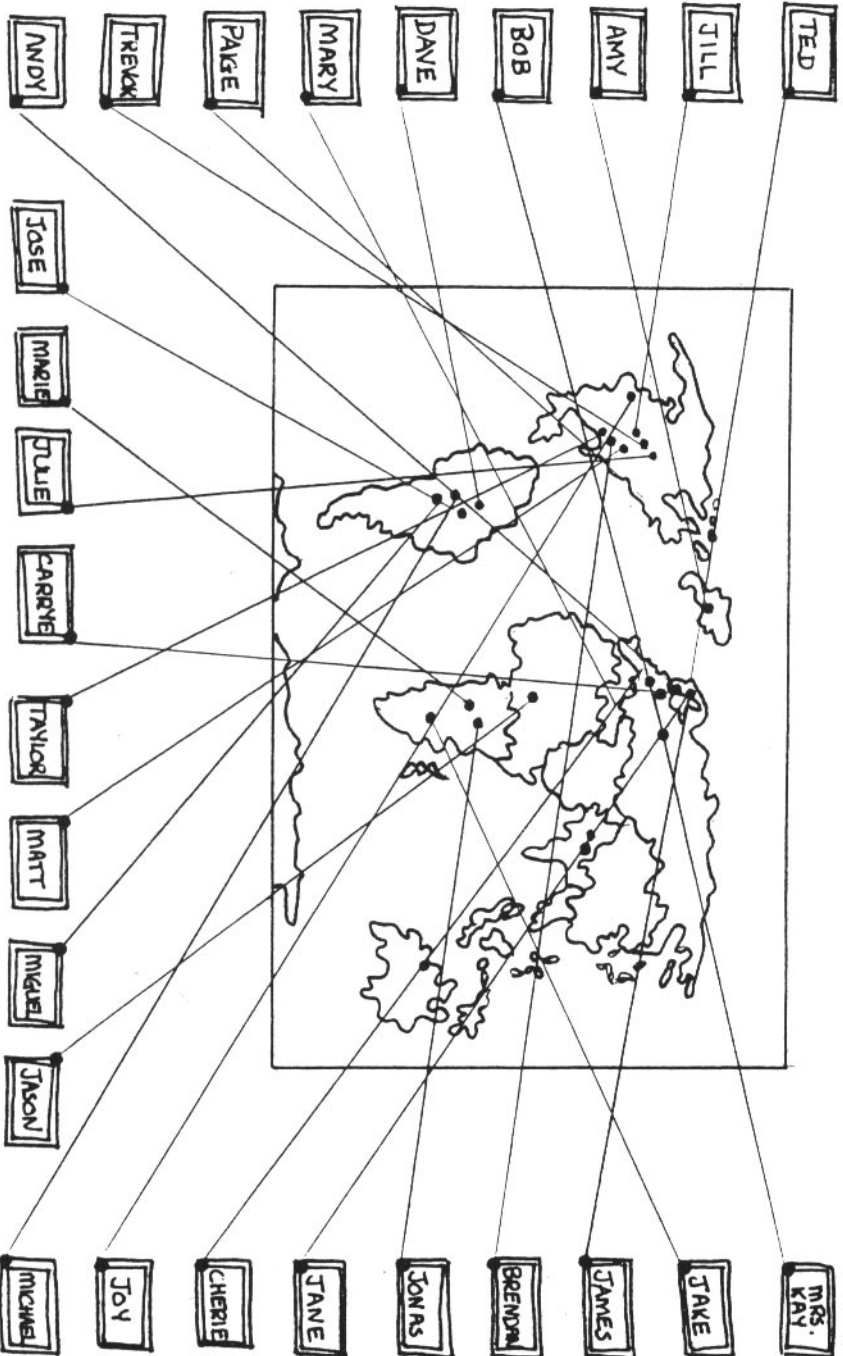
### Suggested Activities:

1. Foster a class discussion using the questions below as a guide.
  - A. Where were you born?
  - B. Do you know where your parents were born?
  - C. Why did your family leave their native country (if applicable)?
  - D. What are some of the reasons people move?
  - E. Do you have friends from different countries?
  - F. Do these friends do things differently than you do?
  - G. Would you like it if everyone were the same?
  
2. Make a bulletin board framing a world map. Make a name card for each student in the class. Each card should have a small push pin at its corner. Place the cards on the bulletin board. Call students to the board, a few at a time, and let them tie a long piece of yarn to the pin on their name card. Then have them stretch the yarn from their card to the location on the world map from where a parent, grandparent or great-grandparent (or they themselves) originally came.

### Materials Needed:

Large world map, tag board, felt tip pens, push pins, colored yarn, scissors

# WHERE IN THE WORLD ARE YOU FROM?



Bulletin Board Idea

# My Family Tree

## Lesson Objective:

This lesson is designed to create an interest in students to learn about the history of their respective families.

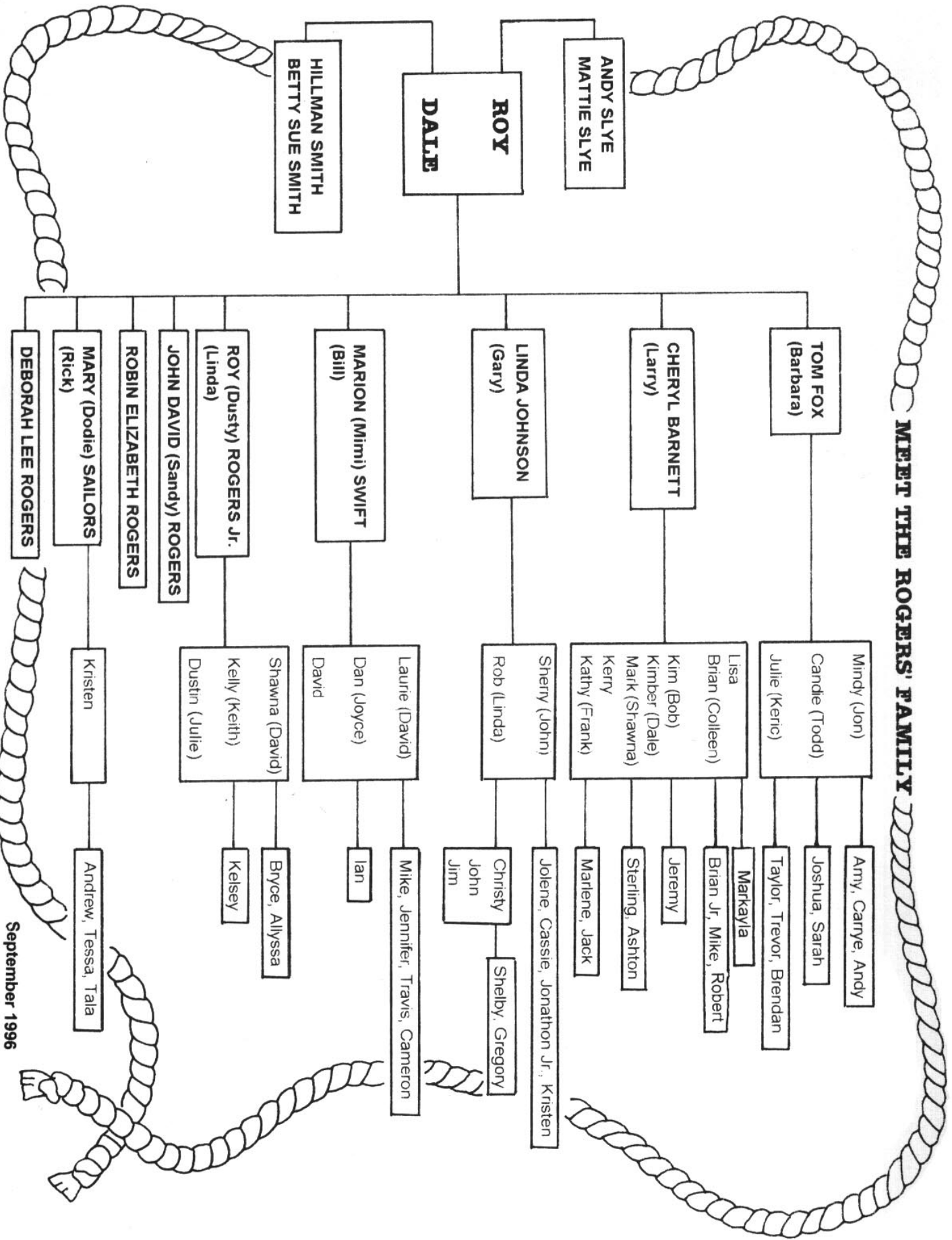
## Suggested Activities:

1. Begin with a classroom discussion. Ask all students to stand. Have those who have at least one living grandparent remain standing. Begin eliminating those standing by asking the questions: two grandparents living? Three, then four grandparents? Move to asking about great-grandparents until the entire class is seated.
2. Talk about the Rogers family, using the graph in this packet (a “tree” would not accommodate all the names in this particular family!). Pass out “My Family Tree” worksheets to students and encourage them to involve as many of their family members as possible in this project. Older students who are able to write or print very small should be encouraged to use dates on their trees as well. You may want to fill in a tree beforehand with your own information to use as an example for the students.

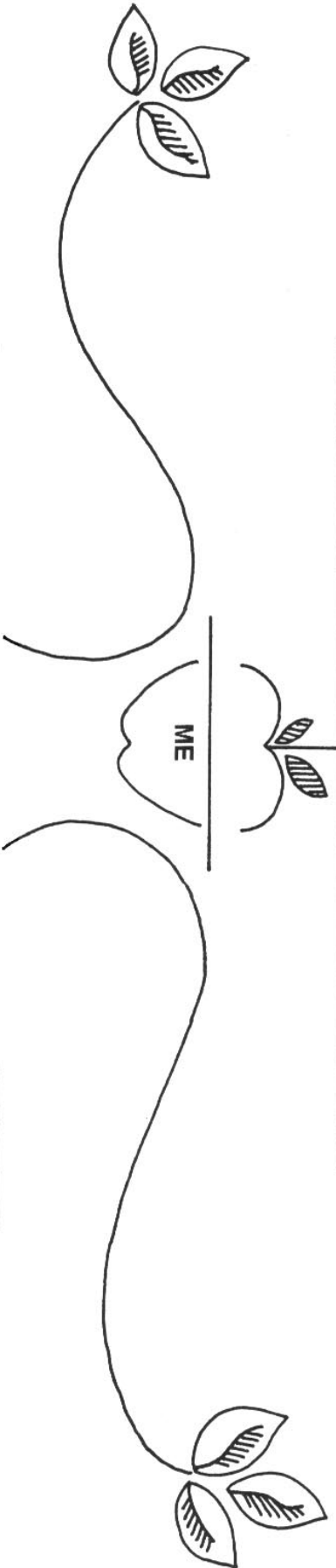
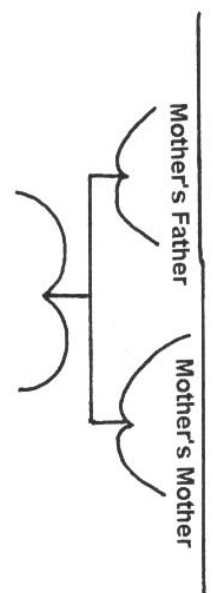
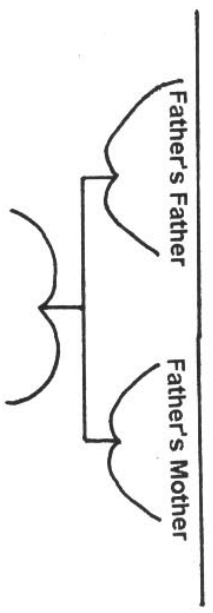
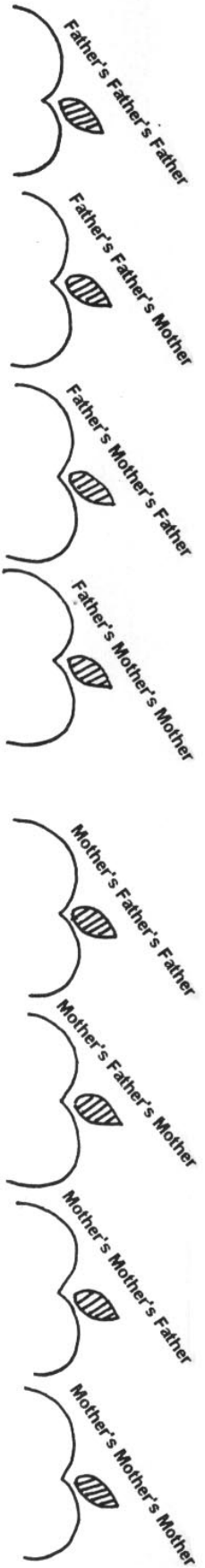
## Materials Needed:

Worksheet, pens or pencils, crayons, markers or colored pencils

**MEET THE ROGERS' FAMILY**



September 1996



# MY FAMILY TREE

Place the names of your ancestors, (parents, grandparents and great grandparents) in the apples. Remember to use maiden names when placing the women in your family.

## **A Family Is...**

### Lesson Objective:

This lesson is designed to help students understand what defines a family and to appreciate the uniqueness of their respective homes.

### Suggested Activities:

1. Have students bring family photos to glue in “frame” on “A Family Is...” worksheet. They may wish to share these photos with the entire class. When sharing time is over, students may glue photographs in position on the worksheet, creating a “framed” effect. Students may color frames if desired, and may want, as well, to mount the worksheets on stiff paper. Older students may cut out the opening of the “frame” and mount the photograph from the back for a more authentic look.
2. Begin a class discussion. Encourage participation with questions such as:
  - A. What is a family?
  - B. Who are the members of your family?
  - C. Is there a particular activity your family enjoys doing together?
  - D. Tell us about a special occasion you experienced with your family. Can you recall a time when you were sad, and a family member comforted you?
3. This worksheet may be used as an activity to launch a creative writing project. Students may compose essays on various subjects relating to “family” such as: memorable moments, relatives who are special to them, or even difficulties they’ve faced and how their families coped with the challenges.

### Materials Needed:

Worksheet, 3x5 family photograph, glue, scissors



## **A Family Is...**

A Family is a deeply rooted tree with branches of different strengths all receiving nourishment from an infinite source.

A Family is where character is formed, values are learned, ethics are created and society is preserved.

A Family is where all members contribute and share, cooperate and work, and accept their responsibilities toward the good of the group.

A Family is where holidays are celebrated with feasting, birthdays are acknowledged with gifts, and thoughts of days gone by are kept alive with fond remembrances.

A Family is where each member can find solace and comfort in grief, pleasure and laughter in joy, and kindness and encouragement in daily living.

A Family is a haven of rest, a sanctuary of peace, and most of all, a harbor of love.’

*The above is found by the Rogers family tree.*



## The Way It Used To Be

### Lesson Objective:

This lesson is designed to educate students as to what life was like for their grandparents and great-grandparents in the past and, in the process, help them to gain more appreciation for both their “roots” and for the accomplishments of science and technology.

### Suggested Activities:

1. Introduce the lesson by bringing in a visual aid. It can be something you (the teacher), your parents or grandparents used in the past that is no longer used (eg. LP record or a hurricane lamp).
2. Read through the vocabulary list and compare the differences between the items used then and the items that have replaced them today.
3. Using worksheet, match words with correct pictures. Students may color the page.

*Special Note: Each of the items on this worksheet can be found in the museum. This exercise lends itself, therefore, to being used during your visit. It will help the students maintain their focus as they walk through, checking each item off as they find it. Thus, the name, “Scavenger Hunt”.*

### Materials Needed:

Worksheet, pens or pencils, crayons or markers



# **The Way It Used To Be**

(Vocabulary List)

## **Apothecary Jar**

A glass jar used in drugstores around the turn of the century to hold medicine.

## **Barrel**

A large, cylindrical container made of wooden staves and bound with metal hoops.

## **Buggy**

An old-fashioned version of a baby stroller.

## **Flat Iron**

A tool made of iron that was warmed over a fire or filled with hot coals, then used to smooth cloth.

## **Phonograph**

An instrument that produces sound by cranking a handle, which then presses a needle against a disk containing tiny grooves, making sound come out of a large horn.

## **Hurricane Lamp**

An early type of lamp in which a candle was lit and placed inside a glass “hurricane” that protected the flame from being easily blown out.

## **Buckboard**

A wooden seat laid across an open wagon being pulled by horses.

**Anvil**

An iron block with a smooth face and a projecting horn on which metals were hammered and shaped.

**Cast Iron Stove**

An early version of a stove that contained a fire for warming the house and cooking food.

**Saddle**

A leather seat placed on the back of a horse for the rider to sit on.

**Tin Toys**

Old-fashioned toys made of tin.

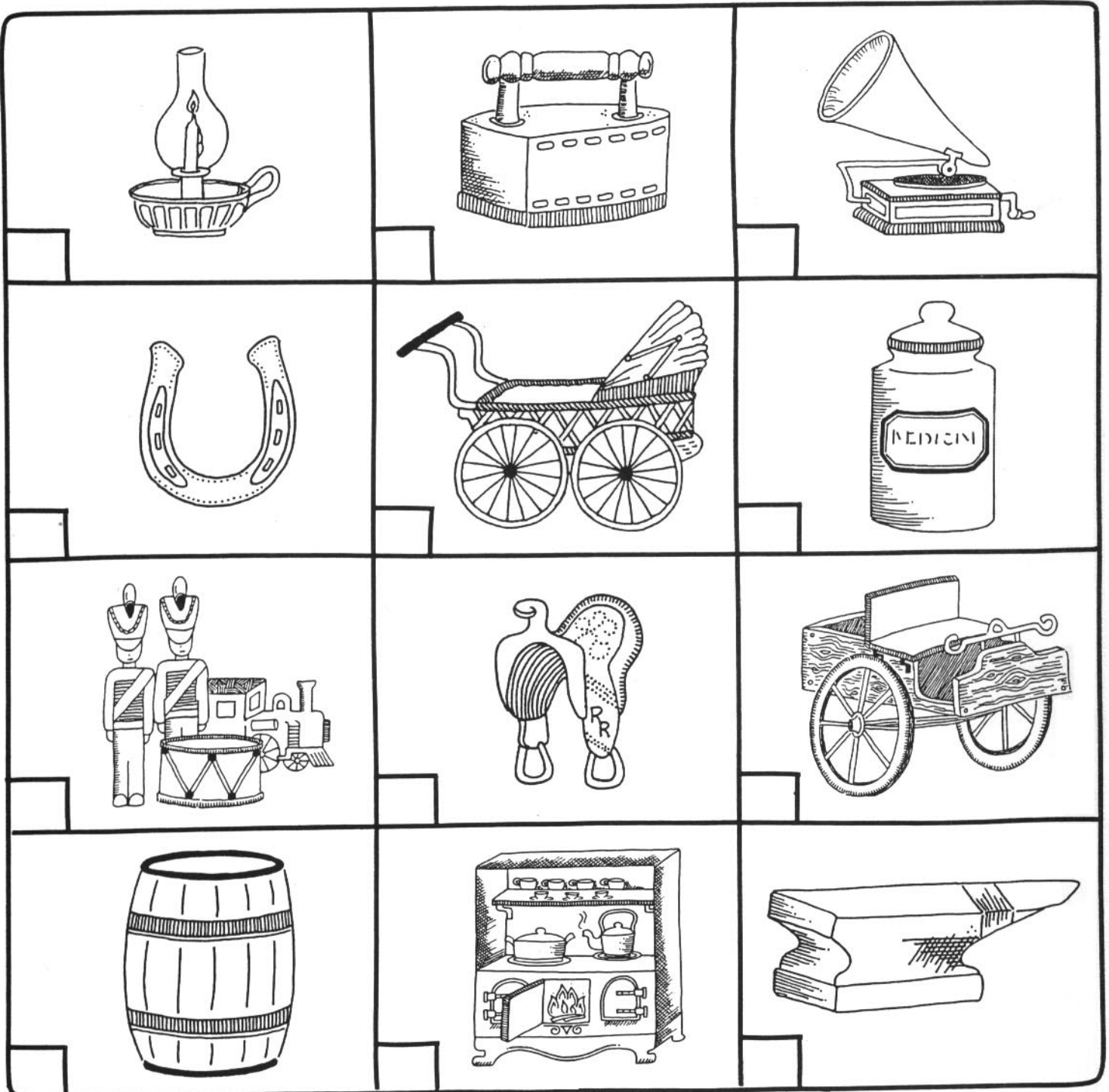
**Horseshoe**

A shoe for horses, made of iron and nailed to the underside of the horse's hoof.

## The Way It Used to Be (Scavenger Hunt)

These are items your great-grandparents might have had in their homes when they were young. Match each picture with its name. As you walk through the museum, see how many of these things you can find.

1. Apothecary Jar    2. Barrel    3. Buggy    4. Flat Iron    5. Phonograph    6. Hurricane Lamp  
7. Buckboard    8. Anvil    9. Cast Iron Stove    10. Saddle    11. Tin Toys    12. Horseshoe



## **Discussion Questions**

(To be used during museum visit)

**Question #1:**

Why did Roy and Dale wear rhinestones on their western outfits when they performed for audiences?

**Answer:**

*Roy was the original “rhinestone cowboy,” being the first Western performer to wear glittery costumes. In large arenas, the stones would sparkle in the spotlights, making it easier to see them from the highest rows of the balconies.*

**Question #2:**

Why is it important to place a blanket under the saddle of a horse?

**Answer:**

*So the saddle won't rub and irritate the horse's skin.*

**Question #3:**

Why does an outhouse have the shape of a moon cut out on its door?

**Answer:**

*Because the very nature of an outhouse has you “taking care of business” outside, underneath the moon. (Practically speaking as well, the carved out shape allowed a bit of natural moonlight to filter into the cubicle!)*

**Question #4:**

Why do you think Roy and Dale were chosen to be the Grand Marshals of The 1977 Rose Parade bearing the theme, “The Good Life”?

**Answer:**

*Because they have always been examples on and off the screen of people living good, wholesome lives of integrity.*

**Question #5:**

What were the names of Roy's and Dale's horses?

**Answer:**

*Trigger and Buttermilk*

**Question #6:**

What was the name of the Jeep used in the Roy Rogers and Dale Evans television series?

**Answer:**

*Nellybelle*

**Question #7:**

The Rogers family (Roy, Dale, nine children, sixteen grandchildren and thirty-one great-grandchildren) is made up of those who have been naturally born into the family as well as those who were lovingly “chosen” or adopted. What two foreign countries (other than America) have family members come from?

**Answer:**

*Korea and Scotland*

**Question #8:**

Why would it be a good thing to have a revolving shelf in the middle of the Rogers’ dining table? Do you know the name of this item?

**Answer:**

*It is called a “lazy susan” and, with such a large family eating around a very large table, this was the easiest way to pass the food around.*

**Question #9:**

Can you find the upside-down boot in one of the window displays that has Roy Rogers’ given birth name on it? What is that name?

**Answer:**

*Leonard Slye is the name and the boot is in the “cobbler’s window” – across the aisle from Nellybelle, the Jeep.*

**Question #10:**

Why is a teepee always round and slightly tilted at the top?

**Answer:**

*The design prevents snow from collecting on its walls, and also provides stability against heavy wind.*

# **Post-Visit Materials**



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## Notes



## Post-Visit Teacher Survey

Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Name of School \_\_\_\_\_

Grade(s) \_\_\_\_\_

	Poor	Fair	Good	Very Good	Excellent
1. How would you rate your personal interest in the museum after your visit?	1	2	3	4	5
2. How would you rate your students' interest in the museum after their visit?	1	2	3	4	5
3. How useful were the activities in your Pre-visit teacher packet?	1	2	3	4	5

What suggestions do you have for making this a better field trip for you and your students?

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Please bring the survey sheet with you to the museum and leave it at the box office, or drop it in the mail after you get home. Thank you for your visit.

**Happy Trails!**

**The Roy Rogers-Dale Evans Museum** - 3950 Green Mountain Dr., Branson, MO. 65616