

Lucille Mulhall: The First Cowgirl

Objective

The student will read about Lucille Mulhall, a famous cowgirl of Oklahoma Territory, and complete activities to connect, predict, motivate, summarize and strengthen vocabulary.

Materials

- small rings of jute (gardening twine), tied to look like lassos
- photos of western themes to be cut up for puzzles

Procedures

Note: A Powerpoint presentation is available on the OAITC website to aid in teaching this lesson: [http://www.clover.okstate.edu/fourh/aitc/lessons/extras/audrey/mulhall/Lucille power point for AITC.pptx](http://www.clover.okstate.edu/fourh/aitc/lessons/extras/audrey/mulhall/Lucille%20power%20point%20for%20AITC.pptx)

1. Place the pictures of Lucille Mulhall participating in roping events included with this lesson on tables covered with paper
—Students will rotate from one picture to the next at one-minute intervals.
—Instruct students as follows:
Look at the photos or text on your table.
Use the markers to write words that come to your mind as you look at the picture or read the text.
What is happening?
What does this make you think of?
What do you think we are going to read about?
2. Ask students what experiences they have had with horses, rodeo, roping, etc. What about movies they have seen or books they have read?
—Show students the photo of Lucille Mulhall included with this lesson.
—Students will use the first lasso column to make some predictions about Lucille Mulhall. (What are we getting ready to read? Where is the setting? Who are the characters? What action is taking place?)
—Students will read the information on the Lucille Mulhall Reading Page and write correction notes in the second lasso column.
—As they read, students will make notes on the lines provided of any words that are difficult to read and hard to understand.
—Discuss the reading as a class.
3. Lasso Your Vocabulary Words
—Identify Tier 2 words to emphasize. (Tier 1 are everyday words kids should know. You don't have to teach them. Tier 3 are specifically for this subject, and won't be used in everyday language too much. Tier 2 are more difficult than Tier 1, and show up in reading. They need to be taught.)
—Provide students with a list of the Tier 2 vocabulary words included with this lesson.

Oklahoma Academic Standards

GRADE 3

History: 6,10

Speaking and Listening:
R.1,2,3; W.1,2. Reading and Writing Process: R.2. Critical Reading and Writing: R.7; W.2. Vocabulary: R.1,3,5. Research: R.1,2,3,4; W.1,2,3

GRADE 4

Speaking and Listening:
R.1,2,3; W.1,2. Reading and Writing Process: R.2. Critical Reading and Writing: R.7; W.2. Vocabulary: R.1,3,5. Research: R.1,2,3,4; W.1,2,3

GRADE 5

Speaking and Listening:
R.1,2,3; W.1,2. Reading and Writing Process: R.2. Critical Reading and Writing: R.7; W.2. Vocabulary: R.1,3,5. Research: R.1,2,3,4; W.1,2,3

- Review the words.
 - Provide each student with a small “lasso” made of jute.
 - Students will toss the lassos onto the reading page.
 - Did they catch any of the vocabulary words? Ask them to read what they “caught” and any words before or after the vocabulary word. What clues do they see to help them understand the new word?
4. Vocabulary Foldable
- Students will fold a piece of paper into thirds lengthwise and then into 3,4, or 6 rows crosswise, depending on how many vocabulary words you want to address that week.
 - In the first column, students will write their vocabulary words.
 - In the second column, students will write **SHORT**, kid-friendly definitions that your class creates.
 - In the third column, students will draw pictures to help them remember the meaning of the word.
5. Pre-Writing Puzzle
- Cut apart western-themed photos to make puzzles.
 - Divide class into two groups, and give one of the puzzles to each group.
 - Students will put the puzzle together and begin to write words about what they see as they put it together, including descriptive words about the setting, the characters that begin to appear and what event or plot is taking place in the puzzle.
 - These words will be their word bank for a group, paired, or individual writing activity.
6. Research: Students will use online or library resources to research and write short papers about topics related to the reading, including:
- Miller Brothers 101 Ranch
 - Pawnee Bill
 - Buffalo Bill
 - Cowgirls
 - Cowboys
 - Cattle Trails

Name _____

Lucille Mulhall

This is Lucille Mulhall. She was raised in Oklahoma and made a name for herself. Before reading the non-fiction article about her, make some predictions. Use the 2-column notes below.



TWO-COLUMN NOTES

predictions before reading

corrections after reading

Lucille Mulhall: The First Cowgirl

The golden age of the cowboy began in 1866 and ran for 25 years. Cattle were driven from Texas to the end of the railroad line in Kansas. Some of the cattle were **transported** further north to satisfy the increasing demand for beef across the nation.

Women were involved in the early stages of **cattle drives**, but in fewer numbers than men, and without as much recognition. Most contributed by way of their family work and a few ran ranches of their own. Their **pioneering** spirit created the **legend** of the cowgirl.

Cowgirls had a challenging beginning. Many people thought working a ranch was not acceptable work for a lady. Oklahoma's own Lucille Mulhall defied that **tradition**. As a small girl, she rode her pony over her father's large **ranch** in Oklahoma Territory. She learned to rope and tie a **steer** and to shoot a rifle. Her teachers were the men who **rode herd** in the **cattle drives** of the Old West. Lucille also refused to ride **sidesaddle**, as was the tradition for women at that time. She was even among the first women to wear a divided skirt, to make her riding easier. (Women did not wear pants back then.)

By the time she was seven, Lucille had her own **herd** of cattle. Her father had promised she could have all the **yearlings** she could rope and **brand** herself. He soon had to get out of this **bargain** because Lucille had **claimed** too many calves.

The age of the cowboy began to wind down after **homesteaders** moved onto the **range** and began building fences. Cowboys and cowgirls looking for work found **employment** in **rodeos** and wild west shows. They provided **frontier entertainment** to settlers. Buffalo Bill, Pawnee Bill and many other **promoters** gathered cowgirls, cowboys and Indians for **performances** featuring shooting, riding and roping **expertise**. Annie Oakley is probably the best known of the cowgirls, but Lucille Mulhall made a name for herself, too.

Cowgirls working in the Wild West Shows often sewed and decorated their own outfits. Many times husband and wife teams would perform together in the shows to earn extra money. Many cowgirls even met their husbands while working in the shows.

Lucille got her start in **show business** as the star of her father's "Congress of Rough Riders and Ropers" at the 1899 St. Louis World's Fair. The show also featured the young Will Rogers.

After she threw and tied a **steer** at an El Paso roping, the rodeo crowd went wild and **swarmed** over her, trying to tear her clothes to see if she was really a girl. Her brother had to rescue her.

She was among the first women to **compete** in roping and riding events against men and earned such titles as "Champion Lady Steer Roper of the World" at the Winnipeg Stampede. She starred in Mulhall's Wild West, the Miller Brothers' 101 Ranch Wild West show, and in **vaudeville**. In 1913 she formed her own **troupe**. In 1916 she produced her own rodeo, Lucille Mulhall's Roundup.

For Lucille Mulhall it made **economic** sense for a frontier woman to work in the Wild West shows.

"People were getting three dollars a week for housework or for working in a store," she said. "You could get \$25 a week working for a Wild West show."

Lucille Mulhall's popularity was due to her skill, the result of perfect timing with her rope, unusual balance on her horse, and her small size and ladylike behavior. She was **inducted** into the Rodeo Hall of Fame in 1975 and into the National Cowgirl Hall of Fame in 1977.

In the spaces below write any words that are difficult to read and hard to understand.

Name _____

Lucille Mulhall: Lasso Lessons

VOCABULARY: DID YOU WRITE ANY OF THESE WORDS?



Vocabulary

abilities—the powers or skills to do something

among— in the presence of (a group of people)

bargain— an agreement between parties settling what each is to give or receive in a business deal

brand— a mark made by burning (as on cattle) to show ownership

break— to train an animal

bronc— an untamed or partly tamed horse of western North America

cattle drive— the process of moving a herd of cattle from one place to another, usually moved and herded by cowboys on horses

claim— to ask for as rightfully belonging to oneself

compete— to strive for something (as a prize or reward) for which another is also striving

defied— refused boldly to obey or to yield to

demand— an urgent need or requirement

earned— deserved as a result of labor or service

economic— financial consideration

employment— the state of having a job that pays wages or a salary

entertainment— a means of amusement or recreation

exhibition— a public showing (as of works of art, manufactured goods, or athletic skill)

expertise— the skill of an expert

featured— played an important part

frontier— a region that forms the edge of the settled part of a country

herd— a number of animals of one kind kept or living together

homesteader— someone who acquires or settles on public land by living on and cultivating it

inaugural— to introduce into office with suitable ceremonies

increasing—making or becoming greater

inducted—installed

lasso— a rope or long leather thong with a noose used especially for catching livestock

legend— a story coming down from the past whose truth is popularly accepted but cannot be checked

performance— an activity that a person or group does to entertain an audience

permitted—consented to

pioneering—opening or preparing for others to follow previously

promoter—a person who helps increase the sales

ranch— a place for the raising of livestock (as cattle, horses, or sheep) on range

range— open land over which livestock may roam and feed

refused— to show or express positive unwillingness

rode herd—kept close watch or tight control over a herd of cattle

rodeo— an exhibition featuring cowboy skills (as riding and roping)

settler— a person who goes to live in a new region

show business— the arts, occupations, and companies that make up the entertainment industry

sidesaddle— a saddle for women in which the rider sits with both legs on one side of the horse

steer— a male domestic bovine castrated before sexual maturity and especially one raised for beef

swarmed—moved or gathered in a large group

tradition—a belief or custom handed down from one generation to another

transported—moved from one place to another

troupe— a group of theatrical performers

vaudeville— theatrical entertainment made up of a variety of songs, dances, and comic acts

yearling— an animal that is a year old or in the second year after birth

Cowgirl Pictures



Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education.

BUFFALO BILL'S

and Congress of
ROUGH RIDERS
of the World

WILD WEST



GIRL LASSOING

