

How the Brahman Bull Got Its Hump

Objective

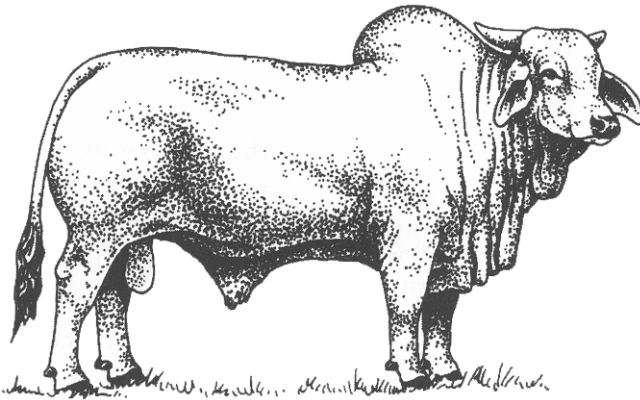
Students will research to learn about Brahman cattle and write informative pieces. Student will compose fictional stories explaining how the Brahman bull got its hump.

Background

If the Brahman bull looks like it was put together from the parts of several different animals, that's because it was, in a way. The ancestors of Brahman cattle were several different types of hump-backed cattle from India. Cattle breeders in the southern United States developed Brahman cattle between 1854 and 1926.

The Brahman has a humped back, long, drooping ears and loose skin. Like the camel, the Brahman stores food and water in the odd-looking hump on its back. The hump is a deposit of fat.

Farmers and ranchers in the southeastern US and the Gulf States like to raise Brahman cattle because they can stand the heat, and insects don't bother them much. Some



cattle breeders have crossed Brahman cattle with other breeds of American beef cattle to develop other breeds that can stand harsh conditions. Brahman cattle are also called "Brahma" or "zebu." Many Brahmans are light to medium gray, but there are some that are red and some that are almost black. Brahman bulls weigh between 1,600 and 2,200 pounds. Brahman cows weigh between 1,000 and 1,400 pounds.

English Language Arts

1. Before sharing the background information, show students the picture of a Brahman bull above.
 - Ask students what they notice about the Brahman bull. Does the Brahman bull remind students of other animals with which they are familiar?
 - Write responses on the board.
 - Read and discuss background and vocabulary.
 - Students will use the information gained from the background information to write an informative story

Oklahoma Academic Standards

KINDERGARTEN

Social Studies PALS—1.A.2,3,C.9;
2.A.1,2,B.6,C.8

Social Studies Content—3.1,2,3,4

COMMON CORE

English Language Arts—K.RL.1,10;
K.RI.2; K.RF.1,2; K.W.1,2,5,6,7,8

K.SL.1,2,5,6; K.L.1,2;

Math Process—1,2,4,5,6

Math Content—K.MD.1,2

GRADE 1

Social Studies PALS—1.A.2,3,C.9;
2.A.1,2,B.6,C.7,8

Social Studies Content—3.2,3

COMMON CORE

English Language Arts—1.RL.1; 1.RI.2,9;
1.RF.1; 1.W.2,5; 1.SL.1,2,5,6; 1.L.1,2

Math Process—1,2,4,5,6

Math Content—1.MD.1,2

GRADE 2

Social Studies PALS—1.A.2,3,C.9;
2.A.1,2,B.6,C.7,8;3.B.4,5

Social Studies Content—3.1,4

COMMON CORE

English Language Arts—2.RL.1; 2.RI.2,9;
2.W.1,2,5,6,7,8; 2.SL.1,2,5,6;
2.L.1,2,3

Math Process—1,2,4,5,6

Math Content—2.MD.1,2,3,4,9,10

GRADE 3

Social Studies PALS—1.A.2,C.9;
2.A.1,2,B.6,C.7,8, D.10;3.B.4,5

Social Studies Content—3.1ab

COMMON CORE

English Language Arts—3.RL.1;
3.RI.1,2,9,10; 3.W.1,2,4,5,6,7,8,10;
3.SL.1,3,4,5,6; 3.L.1,2,3

Math Process—1,2,4,5,6

Math Content—3.MD.4

Materials

Rulers

Found objects for nonstandard measuring (e.g., paperclips, blocks, etc.)

World Maps

Online Resources for Research

<http://www.ansi.okstate.edu/breeds/cattle/brahman/>

<http://www.ansi.okstate.edu/breeds/cattle/>

http://www.camelphotos.com/camel_breeds.html

<http://animals.pawnation.com/animals-hump-1543.html>

explaining how the Brahman breed of cattle originated and how the breed's unique characteristics make it better suited for hot temperatures.

—Students will make reference to the background information to verify their writing or to summarize what they learned.

—Students will use an online search engine to research Brahman cattle, other breeds of cattle, or camels and write a paper using their research to compare and contrast the animals they chose.

Caution: Students should not use the search phrase “animals with a hump,” as they will run into to some inappropriate images. Some appropriate links are provided for research.

2. Read the Rudyard Kipling story, “How the Camel Got His Hump.”

—Discuss the difference between a camel and a Brahman bull.

—Lead a discussion on the difference between fact and fiction.

—Lead a discussion about fables (stories that are usually short, include animals or other objects acting with human traits, and always teach a moral or a lesson).

3. Hand out student worksheets.

—Lead a class brainstorming session on how the Brahman bull got its hump.

—Student will work individually or in groups to write fables explaining how the Brahman bull got his hump.

—Students will illustrate and publish their fables using peer collaboration and digital technology.

—Students will share their stories orally or create audio recordings of their stories to share.

4. Students will discuss the meaning of the common saying “A camel is a horse put together by a committee,” in light of what they learned in the background information about Brahman cattle.

Social Studies

1. Students will use online resources, dictionaries or encyclopedias to look up the following words: “Brahman,” “India,” “Zebu,” “Asia,” “Africa.”

—On a world map, students will label the compass and legend.

—Students will locate India on a world map.

—Students will identify other countries in Asia and Africa.

—Students will identify the latitude and longitude for these countries.

—Discuss the place of cattle in Indian culture as compared with our culture.

—Find a school in India that might be willing to become Pen Pals or Skype with your class to discuss the difference in cultures.

2. Choose an object that is distinctive to your school grounds or your town. and have students write fictional stories describing its origins.

—Help students get started by brainstorming as a group.

—Encourage students to use their imaginations.

—Have students share their fictional stories.

—Discuss factual origins.

Math

1. Using the world map, measure the distance from Oklahoma to India and from Oklahoma to Africa.
 - Convert miles to kilometers or kilometers to miles.
 - Younger students will use a found object such as a paperclip to measure the distance on the map. Create a chart comparing the distance using other objects or the distance to other places.

Extra Reading

Cronin, Doreen, and Betsy Lewin, *Click, Clack, Moo: Cows That Type*, Little Simon, 2011.

Kipling, Rudyard, and Tim Raglin, *How the Camel Got His Hump* (Rabbit Ears Storybook Classics), Rabbit Ears, 2012.

Hamilton, Martha, and Mitch Weiss, *How and Why Stories: World Tales Kids Can Read and Tell*, August House, 2005.

Lowry, Amy, *Fox Tails: Four Fables from Aesop*, Holiday House, 2012.

Sherman, Josepha, and David Boston, *Trickster Tales, Forty Folk Stories From Around the World*, World Storytelling, 2005.

Vocabulary

Brahman cattle—a breed of cattle developed in the southern United States from stock originating in India having a hump between the shoulders and a large fold of loose skin hanging from the neck

breed—(n)group of animals descending from a common ancestry and possessing certain common characteristics which distinguish it from any other group

breed—(v) to cause to reproduce, especially by controlled mating and selection; to develop new or improved strains in animals or plants

zebu—a domesticated bovine mammal of Asia and Africa, having a prominent hump on the back and a large fold of loose skin hanging from the neck

Name _____

How the Brahman Bull Got His Hump

Write a fable explaining how the Brahman bull got his hump.

