Overview: Meet Charles Goodnight

In preparation for the viewing of the Charles Goodnight paintings by Cable, show students the video to give them an overview of Goodnight's life. Students can also conduct independent research using any of the following websites to build background knowledge.

Charles Goodnight - Blazing the Cattle Trails - Legends of America

Charles Goodnight - Capulin Volcano National Monument

TSHA Goodnight, Charles

TEKS
This curriculum is designed to expand students' critical thinking skills using a literary and historical focus.

- ELA 4.7, 4.12, 7.1, 7.11
- Social Studies 4.4, 7.6

Objectives
- Engage in activities designed to enhance critical thinking skills
- Develop literacy skills through visual media
- Support conclusions with evidence
- Respond to visual information with a variety of interpretations

Materials
- *Introductory Video
- *Pre-Visit Guide
- Paintings by Lee Cable
- *Painting Collection Guide
- Cowboy Touch Cart
- *Artifact Exploration Handout
- *Available online

Vocabulary
entrepreneur  ford  cattle drive  natural hazard  landscape
simile  adapt  conservation  common good  modify
Activity One (5 minutes)

1. Ask 3-5 students to name something they remember about Charles Goodnight from the video.
2. If students haven’t seen the video, ask them to spend a few minutes looking at the paintings and then make a prediction about who Charles Goodnight was and what might be happening in the pictures. (Accept all answers at this point.)

Activity Two (20-40 minutes)

1. Proceed to each picture in chronological order. (Note that not all pictures may be displayed depending on the space available.) Using the Goodnight Paintings’ Collection Guide, stop at each picture and read the information about Goodnight’s life and the commentary about the painting. Then, ask students to complete the thinking activity associated with each painting.
Once you have returned to the classroom, choose one of the following writing activities to help students process what they have learned.

1. Write a fictional story in first-person about something you learned from the point of view of Charles Goodnight, Cynthia Ann Parker, Quannah Parker, Oliver Loving, Old Blue or Old Sikes. Be sure to include descriptive language and dialogue.

2. Write a poem about some aspect of Charles Goodnight’s life. (Offer students a structured format such as an acrostic or I Am style frame if they need more guidance.)

3. Charles Goodnight moved to Texas when he was nine. Write about your family’s connection to Texas. Have you always lived here, or have you just moved here? What are your favorite things about being a Texan? Consider including stories about your grandparents, cultural celebrations, favorite vacation destinations or favorite foods.

4. Create a diary entry for Charles Goodnight, Cynthia Ann Parker, Quannah Parker, or Oliver Loving about something that happened to them or something they’re anticipating doing in the future.

5. Write a one paragraph (or longer) response to the following stem: I believe Charles Goodnight should / should not be considered a Texas hero because _____________. Students must support their choice with at least three pieces of evidence gathered from their museum trip or their own research.

6. Write a thank you note to Charles Goodnight for saving the southern bison herd from extinction, for rescuing Cynthia Ann Parker, for working with Quanah Parker to keep the peace, for keeping his promise to Oliver Loving, or for rounding up Old Sikes. Be sure to explain why you think his actions were important.

Continue the Story by Encourage Additional Writing

The Bryan Museum and the iWrite Organization are pleased to offer two different writing contests for students in grades 3-12. Check out the contest information when it becomes available in November 2022 at both www.iamtx.org and www.iwrite.org.