

(rodeo terminology taken from www.ProRodeo.com and Lake Kooacanusa Arena, www.LLCIarena.com)

Added money—This is money donated to the rodeo committee by sponsors to attract contestants to the rodeo for competition. Added money is put with the rodeo entry fees to make the purse.

Arena director—This is the person who ensures the rodeo goes smoothly and according to the rules of the Professional Rodeo Cowboys Association (P.R.C.A) or other sanctioning body.

Arm jerker—A horse or bull that is really stout and bucks with a lot of power, resulting in a huge amount of pull on the rodeo contestant's arm.

Bailing out—This means getting off the animal the best way you can.

Bareback riding—This roughstock event features a horse, a rider, and a strap of leather. The rider hangs onto the thin leather strap with one hand while the horse tries to throw him (or her off) its back.

Barrelman—An entertainer who uses a barrel to distract a bull after a ride, and sometimes to protect the cowboy in the arena.

Barrel Racing—This event features a rider and horse—they race around barrels in a cloverleaf pattern as fast as they can without tipping over any barrels. Barrel racing combines the horse's athletic ability and the horsemanship skills of the rider.

Barrier—A rope (or an electronic eye that creates a beam) stretched across the front of the box from which the roper or steer wrestler's horse emerges. In timed events, the livestock is given a pre-determined head start.

Box—This is the area a horse and rider back into before they make a timed roping or steer-wrestling run. If the rider leaves the box too soon, failing to give the calf or steer enough of a head start, he/she is assessed a 10-second penalty.

Bronc—Short for bronco, this is a horse bred and specially trained to buck—prized for its athleticism and spunk and is used for rodeo events.

Bronc rein—A bronc rider holds onto a bronc rein at a specific position that he determines based on the size and bucking habits of the horse he's about to ride. Riders give each other advice about the length of rein a specific horse will perform best with. Example: "Give him 3 ½ fingers."

Bulldogger—This is a person who wrestles steer at the rodeo.

Bullfighter—This is an athlete who protects the bull rider after he dismounts or is bucked off by distracting the bull and directing its attention to the exit gate, sometimes stepping between the bull and the bull rider.

Bull Riding—This is generally the last event to take place at the rodeo (and is generally the most exciting and dangerous). The rider must stay on the back of the bull for at least eight seconds.

Calf roping—An event in which the rider ties down a calf.

Camp events—These are rodeo competition events that are unique to gay rodeo. The International Gay Rodeo Association features steer decorating, goat dressing, and wild drag racing as camp events.

Champion—The rodeo champion is traditionally the high-money winner in a particular rodeo event for that season.

Chute—This is the pen that holds an animal safely in position before the event starts.

Chute dogging—This event is related to steer wrestling but uses a steer that weighs between 400 and 500 pounds and the competitor starts the event in a chute with the steer as opposed to on horseback. Once the chute opens, the competitor must bring the steer to a line ten feet from the chute and wrestle it to the ground with all four feet faced in the same direction as its nose.

Covering—This is the term for the rider staying on the animal for at least the minimum time, eight seconds. Example: "He covered all three broncs he rode last weekend."

Flankman—A cowboy or cowgirl who works in the bucking chutes, adjusting the flank strap around the animal before the ride; the best flankmen and women are familiar with each individual animal and know exactly how much flank to give each animal to encourage optimal bucking.

Flank Strap—A soft sheepskin, wool, or Neoprene-lined strap placed around the animal's middle (the flank—in the area where a belt would be on a human)—it encourages the animal to kick out behind itself rather than rear up, which provides a safer showier ride.

Go-round—Many rodeos have more than one round of competition; each is called a go-round unless there is a semi-final, final or progressive round.

Header/heeler—The two partners in team roping—the header throws the first rope, over the animal's head or horns, and the heeler throws the second rope to catch both the steer's hind legs.

Hooey—The knot that a cowboy uses to finish tying the calf's legs together in tie-down roping.

Hung Up—When a bull rider or bareback rider cannot remove his hand from the rope or handle before he dismounts or is thrown off the bull's or horse's back so he can get clear of the animal.

IGRA (International Gay Rodeo Association)—Founded in 1985, the IGRA is the sanctioning body for gay rodeos held throughout the United States and Canada and is composed of many regional gay rodeo associations.

LGBT (Lesbian, Gay, Bisexual, Transgender)— This acronym describes people’s sexual orientation or gender identity (whether one feels male, female, or transgender regardless of one’s biological sex).

Pickup man—A mounted cowboy who helps the rider off a bronc when the ride is completed. The pickup man also removes the flank strap from the bronc and leads it out of the arena.

Piggin’ string—the small soft rope about six feet long used by calf ropers to tie the animal’s feet together.

Pulling leather—a term used when a saddle bronc rider touches any part of the saddle with their free hand during the eight-second ride. This is also known as “grabbing the apple” and causes the rider to be disqualified.

Purse—This is the money paid to the winners of each rodeo event. It equals the total for the added money and the entry fees.

Nodding—In the roughstock events, a cowboy nods when he is ready for the gateman to open the gate and the ride to begin; in the timed events, a cowboy nods when he is ready for the calf or steer to be released from the chute and get its head start.

Rank—A bull or bronc that is hard to ride.

Rigging—The equipment used to “ride” a horse or a bull. A suitcase-style handhold customized to a rider’s grip and attached to a molded piece of leather that is cinched, with a pad, around the horse’s girth. Bull rigging is less like a saddle

Rowel—Circular, notched portion of a spur. To be used in rodeo competition, the rowel must be dull.

Score—In the roughstock events, the points awarded for the difficulty of the ride (bucking) and the cowboy’s skill in riding; in the timed events, the length of the head start given to the calf or steer, which the judges calculate based on PRCA rules (each cowboy must correctly calculate how much of the required head start to allow the calf or steer to get before signaling his horse to leave the box; if he miscalculates, he will be out late and get a longer time, or will be out early and be penalized for breaking the barrier). When used to describe a horse (“That mare scores well”) it refers to the horse’s obedience in staying in the box until the cowboy signals it to start the pursuit.

Spurs—The spurs used in rodeos have dulled rowels that do not penetrate the animal’s skin, which is several times thicker than human skin.

Rank—An adjective of praise and respect used to describe especially challenging roughstock.

Ropes—In rodeo, the term used is rope, not lasso, lariat or riata; most ropes in ProRodeo timed events are made of strong yet flexible braided materials such as nylon. Cowboys make rope selection depending on the weather and the cattle; bull ropes and bronc reins are often made of sisal or ply blends.

Roughstock—The bucking horses and bulls used in bareback riding, saddle bronc riding and bull riding, usually bred and raised for the job.

Roughstock events—These are rodeo events that include bareback riding, saddle bronc riding, and bull riding. These events are scored based on the cowboy's performance (how well they ride) and the animal's performance (bucking action).

Rowel—This is the circular, notched, bluntly pointed, and freewheeling part of a spur.

Saddlebronc riding—This roughstock event features a horse, a saddle, and a rider. The rider has to hang on for at least eight seconds. Scores are based on how spectacular the horse jumps in the air and how long the rider hangs on.

Steer—This is the singular term for castrated male cattle. A steer is a castrated male; a cow is female; and a bull is male and not castrated.

Timed events—Steer wrestling, team roping, tie-down roping and steer roping—events in which the contestant(s) who make the fastest qualified runs win.

Timers—This is the person responsible for making a contestant's time for each timed event. There must be at least two timers who agree on each contestant's time for calf roping, team roping, steer wrestling, and barrel racing. The timers are also responsible for marking the eight seconds during the saddle or bareback bronc, and bull riding events.

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Blake Little, *Taping Up, Phoenix, Arizona*, 1990, Archival pigment printed on Epson exhibition fiber paper, 18 x 22 inches. © Blake Little

Lesson Idea 1

Authentic Expressions of Self

Grade Levels 9-12

Summary: This art making activity teaches tolerance, promotes diversity, and offers support to others through creative writing, image making, and sharing aspects of self. Students will use photography, video, or a short story as a platform to share aspects of one's authentic self to better explore what makes each of us unique and/or the same. With inspiration from the It Gets Better Project online, which encourages LGBT teens by demonstrating support through sharing personal stories of others online, (<http://www.itgetsbetter.org/pages/about-it-gets-better-project/>) use this lesson idea to identify and promote positive personal character traits and/or personal preferences (likes and dislikes) through writing stories or making visual images. This activity of self-expression also provides opportunities for self discovery as what may define each of us might not be evident on the surface to ourselves. Sharing authentic expressions of self also encourages potential interpersonal connections with other students in the class.

Objectives:

- Students will contemplate an aspect of interior self (character traits, likes or dislikes etc.) that might not be evident to others or the self.
- Students will evaluate why this aspect of self is not well known and what the risks (pros and cons) are to share something personal and/or keep it hidden.
- Students will contemplate the best media for expressing this element of self—through written language, still or moving images.
- Students will better understand aspects of self and personal characteristics of other peers that might have been previously unknown.
- Students will support and promote differences and similarities of others by embracing uniqueness.

Materials Needed:

- Notebooks, sketchbook, or journal
- Pencil or pen
- Cell phone cameras or 35mm camera or video camera
- Markers, colored pencil, cray-pas, watercolor or tempera paint
- Colored or printed papers etc.
- Glue stick
- Scissors
- Staples
- Large sheets of paper or illustration board for image making
- Sheets of 9 x 12 inch paper for writing or printing

- Access to the internet for additional online research and taking a VIA survey

Lesson Time:

- one class period for viewing and discussing the *Blake Little: Photographs from the Gay Rodeo* exhibition
- one class period to explore others' personal stories online, conduct self research, to explore exercises about self through writing and sketching, and to introduce the lesson idea
- one to three class periods (as desired) for in class time to work on authentic expression project

Lesson Procedures:

Step one

After spending time in the *Blake Little: Photographs from the Gay Rodeo* exhibition, discuss what was surprising about the work. **How are these photographs more than just pictures of the rodeo? What kind of personal risks did the photographer take by sharing the images and his own words in some of the labels and exhibition text in the exhibition? How does knowing biographical and personal information about Blake Little influence your perception of the images? What are some words that describe the photographs in the exhibition? Do you find them to be personal self-expressions of the artist? Why or why not?**

Step two

Invite students to explore elements of his or her own character by taking a VIA survey from the VIA Institute on Character <http://www.viacharacter.org/www/The-Survey> to discover aspects of self that might be unknown to oneself. Then view videos created by others on the It Gets Better website <http://www.itgetsbetter.org/video/> to think about sharing something personal to help others and to better understand oneself. Also explore stories shared by others online via Story Corps <http://storycorps.org/listen/>. Discuss as a group that everyone has a story and everyone has something positive, unique, or surprising to share with others about oneself that might encourage someone else. **What parts of you or aspects of your character did you not think about before or realize were there? What is an authentic part of yourself that you could express and share with others in a different medium? What parts of you or experiences in your life might inspire or help others going through the same thing?**

Step three

Following time spent exploring one's own character, hobbies, likes or dislikes, allow students time to sketch out three potential project ideas using the authentic self worksheet listed as a resource in this activity. **What aspect of yourself are you comfortable sharing with others—what do people perhaps not know about you? What did you perhaps discover about yourself through conducting research that you weren't clearly aware of? What aspect of self would you like to express visually through symbols, colors, shapes, or processes? What best communicates this idea of your authentic self?** Have students determine the method for sharing and materials needed to execute the project.

Step four

Allow students to spend time drawing, painting, sketching, photographing or video recording, or collaging (gluing images and other materials onto a surface) to make a visual representation (or write a personal story) of self that describes the character trait that most surprises each of them. If writing is the preferred medium to explore for this activity, consider putting the written words about self into a book format or a bound booklet. Think about adding a cover to the pages of the written text and enhancing it with images or colors and patterns that helps express the mood of the words.

Step five

Share and discuss the works created in this project either privately as a small class group and/or publicly online to provide opportunities to discover new things about each other and create interpersonal connections.

Resources:

<http://www.itgetsbetter.org/pages/about-it-gets-better-project/>

<http://storycorps.org/listen/>

<http://www.viacharacter.org/www/The-Survey>

Authentic Self Worksheet

List three aspects of yourself that might be unknown to most people that might know you (likes/dislikes/strengths/characteristics)?

- 1.
- 2.
- 3.

List three aspects of yourself that you may have more recently become aware of that weren't evident to you before (likes/dislikes/strengths/character traits)?

- 1.
- 2.
- 3.

Which ONE positive thing about yourself do you choose from the lists above to best describe the authentic you?

What colors, textures, images might best describe this element or aspect of you? List some brainstormed ideas that come to mind:

- 1.
- 2.
- 3.

What processes might you use to incorporate these colors, textures, images and best convey this aspect of you?

- 1.
- 2.
- 3.

If you were to write a story about yourself that describes this ONE positive thing about yourself, write down the time and place for the story (When did it happen and where? Who was also with you? How old were you? When did you realize this thing about yourself? What most surprises you about this aspect of yourself?). Jot down some words and phrases . . .

Who:

What:

Where:

When:

Why:

How:

Connections to National Visual Arts Standards

(example high school proficient)

Creating: Conceiving and developing new artistic ideas and work

Generate and conceptualize artistic ideas and work

Va:Cr1.1.la

Use multiple approaches to begin creative endeavors

Va:Cr1.2.la

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design

Organize and develop artistic ideas and work

VA:Cr2.2.la

Engage in making a work of art or design without having a preconceived plan

Refine and complete artistic work

VA:Cr3.1.8a

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Responding: Understanding and evaluating how the arts convey meaning

Perceive and analyze artistic work

Va:Re7.1.1a

Hypothesize ways in which art influences perception and understanding of human experiences

Va:Re7.2.1a

Analyze how one's understanding of the world is affected by experiencing visual imagery.

Interpret intent and meaning in artistic work

Va:Re8.1.1a

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Apply criteria to evaluate artistic work

VA: Reg.1a

Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting: Relating artistic ideas and work with personal meaning and external context

Synthesize and relate knowledge and personal experiences to make art

VA: CN10.1.1a

Document the process of developing ideas from early stages to fully elaborated ideas.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Va:Cn11.1.1a

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Connections to Common Core Standards

(example grades 9-10)

Writing Standards

Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Provide a concluding statement or section that follow from and supports the information or explanation presented

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or character.
- Use a variety of techniques to sequence events so that they build on one another or create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language standards

Conventions of standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of stand English capitalization, punctuation, and spelling when writing.

Educator Resources

Rodeo History

The word “rodeo” is from the Spanish word *rodear* that means to surround or to encircle in English. This term relates to the history of working cattle on ranches as *vaqueros* (Spanish cowboys) needed to round-up ranch cattle to manage the herd.

Cowboys in the American West, operated much like the Spanish *vaqueros*, and led a somewhat isolated lifestyle as much of it was spent on horseback on the open range or on the trail. Often during

seasonal roundups or trail drives, ranch vs. ranch contests of skill formed for cowboy self-amusement. Outfits challenged each other to competitions that displayed ranch hand ability in activities such as calf roping, steer riding, or saddle bronc riding. These rodeo or roundup contests eventually evolved into celebrations held at county fairs and other holiday events in locations throughout the West. Although the “first ever” formal spectator rodeo history is often disputed between different states, by the 1880s, the rodeo received broad public attention as the Buffalo Bill Cody Wild West Show traveled across the nation showcasing cowboy and cowgirl skills. Buffalo Bill’s Old Glory Blow Out at North Platte, Nebraska in 1882, was considered the grandfather of exhibited demonstrations of cowboy skill and contest.

Between 1895 and 1920, rodeo emerged as a separate form of entertainment from Wild West Shows. Events such as Cheyenne Frontier Days (1897), the Pendleton Roundup (1910) and the Calgary Stampede (1912) became annual contests. By 1920, rodeo was a spectator sport and a need for a professional organization to help to establish rules and regulations to benefit both the rider and the animals that participated was needed. The Professional Rodeo Cowboys Association (originally called the Cowboy’s Turtle Association) was formed in 1936 when a group of cowboys walked out of a rodeo at Boston Gardens to protest the actions of rodeo promoter W. T. Johnson who refused to add the cowboys’ entry fees to the rodeo’s total purse. Today, professional rodeo organizations govern and sanction rodeo.

Educator Resources

Gay Rights History Timeline

(facts from *Time* www.time.com/gay-rights-timeline/)

December 10, 1924 The Society for Human Rights was formed and was the first recognized gay-rights organization and was founded in Chicago by German immigrant Henry Gerber.

January 1, 1962 Illinois eliminated its sodomy law and was the first state to do so.

June 28, 1969 The Stonewall Riots happened after police raided a popular unlicensed gay bar in New York City and harassed gay patrons. This sparked riots that lasted several days. This event is considered by many to be the start of the LGBT rights movement.

June 27 and 28, 1970 On the anniversary of the Stonewall Riots, the first gay pride parades took place in New York, Chicago, San Francisco and Los Angeles.

January 1, 1974 Homosexuality was no longer considered a mental disorder and The American Psychological Association’s board of trustees removed homosexuality from its diagnostic manual of mental disorders.

January 1, 1975 Elaine Noble became the first openly gay person elected to public office in the United States. She served in the Massachusetts House of Representatives 1975–79.

November 27, 1978 Harvey Milk and San Francisco Mayor George Moscone were assassinated. Harvey Milk, on the San Francisco Board of Supervisors. Milk was an outspoken advocate for gay rights.

January 1, 1980 The Democratic National Convention announced its support for gay rights with the statement, "All groups must be protected from discrimination based on race, color, religion, national origin, language, age, sex or sexual orientation."

1981 the AIDS Crisis Gay advocacy groups formed to deal with the health crisis that heavily affected the gay community.

January 1, 1982 The *Village Voice* became the first business to offer domestic partner benefits.

December 21, 1993 The Department of Defense adopted a "don't ask, don't tell" policy that allowed gay people to serve in the military but without being able to divulge their sexual orientation on pain of dishonorable discharge.

September 21, 1996 Present Clinton signed the Defense of Marriage Act that defined marriage as between one man and one woman.

October 12, 1998 Matthew Shephard, age 21, died after being tortured in Laramie, Wyoming.

July 1, 2000 Vermont became the first state to legalize civil unions for same sex couples.

February 24, 2004 President Bush announced his support for a federal constitutional amendment prohibiting same-sex marriage. It was voted down by the Senate and the House of Representatives.

May 17, 2004 Massachusetts became the first state to legalize same-sex marriage.

November 2, 2004 Eleven states passed constitutional amendments defining marriage as being between one man and one woman (Arkansas, Georgia, Kentucky, Michigan, Mississippi, Montana, North Dakota, Ohio, Oklahoma, Oregon, and Utah.)

March 5, 2006 The film *Brokeback Mountain* won Academy Awards.

November 7, 2006 Eight states proposed constitutional amendments banning same-sex marriage including Colorado, Idaho, South Carolina, South Dakota, Tennessee, Virginia, Wisconsin, and Arizona. All but Arizona passed laws.

May 15, 2008 California Supreme court ruled the state's ban on same sex marriage as unconstitutional.

October 10, 2008 Connecticut legalized gay marriage.

November 4, 2008 California voters approved Proposition 8, to amend the state constitution to ban same-sex marriage. Arizona and Florida did the same.

April, 3, 2009 Iowa legalized gay marriage.

April 7, 2009 Vermont legalized gay marriage.

May 6, 2009 New Hampshire legalized gay marriage.

May 26, 2009 California upheld Prop 8 but legally recognized 18,000 gay marriages that took place before its enactment.

December 15, 2009 Washington D.C. legalized gay marriage.

September 21, 2010 The It Gets Better Project was launched by Dan Savage and Terry Miller

January 31, 2011 Illinois legalized same sex civil unions.

June 24, 2011 New York legalized same sex marriage.

September 20, 2011 The military's "don't ask, don't tell" policy was lifted.

September 30, 2011 The Department of Defense allowed gay marriage ceremonies.

May 9, 2012 President Obama vocalized his support for gay marriage on television.

November 6, 2012 Gay marriage was legalized in Maine, Washington, and Maryland.

March 18, 2013 Hillary Clinton announced her support for same-sex marriage.

March 21, 2013 Colorado recognized same sex civil unions.

April 29, 2013 NBA player Jason Collins came out as the first openly gay athlete in a major American team sport.

May 2, 2013 Rhode Island became the 10th state to allow gay marriage.

May 7, 2013 Delaware became the 11th state to allow legal marriage for same-sex couples.

May 14, 2013 Minnesota became the 12th state to allow same-sex marriage.

May 23, 2013 The Boy Scouts of America voted to allow openly gay youth into the scouts and overturned a ban that had stood for more than 100 years.

November 12, 2013 Hawaii passed a bill legalizing gay marriage.

July 18, 2014 Colorado high court ordered Denver to stop approving gay marriages.

October 25, 2014 The United States recognized same sex marriage in Alaska, Arizona, Idaho, North Carolina, West Virginia, and Wyoming.

Educator Resources

Topics for Discussion

Separate and Equal?

Blake Little's photographs depict scenes from the gay rodeo taken in the late 1980s and 1990s—not long after the official International Gay Rodeo Association was organized. The first gay rodeo began in 1976 as a fundraiser for charity in Reno, Nevada, and later inspired other states to develop their own gay rodeo associations. The International Gay Rodeo Association was organized in 1985 and it serves as a sanctioning body for gay rodeo in the United States and Canada.

In IGRA competition, both men and women, regardless of orientation, ride the same livestock under the same rules and requirements and compete in all rodeo events. You don't have to be gay to compete in the IGRA rodeo—it is open to everyone. In other rodeo circuits, women can only compete in barrel racing—the rest of the events are men's events.

Compare rodeo to other sporting competitions (baseball, basketball, football, etc.).

Do you think separate competitions are needed for men and women in all sports? Why or why not? What about identifying a competition as a straight or gay sport?

Why or why not?

Consider several professional athletes, football and basketball players recently who have come out at gay. Does this warrant a need in your opinion for gay basketball or football? Why or why not?

What are the pros and cons in your opinion to having a gay rodeo separate from other rodeo sporting events?

Breaking Gender Stereotypes

Western American history and the media (movies, advertisements, and works of fiction) have helped contribute to and to define traditional/stereotypical gender roles. For example, in the history of the West, men have traditionally wrangled cattle and worked as cowboys; women have traditionally been homemakers who cooked, cleaned, and raised families.

Do you think that despite what is depicted in movies, television, and written about in novels, men and women's stereotypical gender roles are the same today as in the past? Why or why not?

Discuss depictions and descriptions of cowgirls in film and books that you have encountered. Do you think the cowgirl breaks down stereotypes of female gender or helps to perpetuate a gender stereotype? Why or why not?

Think about gender roles and how our culture defines them from a young age in elementary school.

What are some activities or behaviors perhaps attributed to the opposite sex that may define you but that are not stereotypically defined by your gender? (the way you might dress, wear your hair, sports you play, things you like to do)

Why do you think we as a society stereotype gender? Do you see things changing in schools or in popular culture? Why or why not?

What could you do to help break gender stereotypes?

Educator Resources

Additional Exhibition Interpretation

Traveling with the exhibition is a wooden box that can be displayed as an interpretive station for visitors to explore identity through authentic rodeo gear inspired by Blake Little's photographs.

Try on the Rodeo: Selfie Station

Explore your inner cowboy/cowgirl by trying on this equipment and then take a cell phone self-portrait.

- *wool cowboy hat*
- *calf roping rope*
- *leather chaps*
- *a pair of bareback riding spurs with bareback bronc rowels*
- *one leather bull riding glove*

*Please return these items to the trunk when finished.
Do not remove these objects from this gallery.*

