

1875 – 1899

HIGH FALUTIN' BEEF

LESSON PLANS

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Lesson Plan 1: Style of Ranching Need for Infrastructure & Branding

By Becky Boswell, Lefler Middle School, LPS
& Carolyn Patterson, Pound Middle School, LPS

Lesson Grade Level:
8th Grade

Length:

Two class periods

Lesson Objectives:

1. Students will explain the differences between open range and enclosed ranching.
2. Students will explain the advantages and problems of each system of ranching.
3. Students will define vocabulary.

Nebraska State SOCIAL STUDIES Standards:

By the end of eighth grade, students will:

Standard 8.4.2. Demonstrate skills for historical analysis.

Standard 8.4.6. Improve their skills in historical research and geographical analysis.

Nebraska State READING & WRITING Standards:

By the end of eighth grade, students will:

Standard 8.1.1. Identify the main idea and supporting details in what they have read.

Standard 8.1.2. Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.5. Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. Demonstrate the ability to analyze literary works, nonfiction, films, or media.

Resources & Materials:

- Computer with Internet access
- LCD projector
- Nebraska Studies: High Falutin' Beef
http://nebraskastudies.org/0600/stories/0604_0100.html
- Nebraska Brand Committee, available Nebraska brands and an application
<http://nbc.nol.org/available/available.html>
- Ten copies of the Cows Handout in the Resources section at the end of this document, laminated so that they can be reused **OR** a notepad of cutout cow stationery purchased at a school supply store
- *Open Range v. Enclosed Ranch* Worksheet, located in the Resources section at the end of this document (It's two pages; run it back to back.)
- *Analyzing Quotes* Worksheet, located in the Resources section at the end of this document
- *Venn Diagram* (optional), located in the Resources section at the end of this document

Introduction:

Early ranches in Nebraska followed the Spanish-Texan model of ranching. Cattle ranged free on public land and were branded so that individual ranchers could identify their cattle. The following activity simulates the problems encountered with open-range ranching, the importance of branding, and the reasons to change to an enclosed style of ranching.

Vocabulary:

brand

enclosed ranch

open range or free range

cowboy

foreman/caporal

The Process:

1. Begin class with the following simulation that allows students to “see for themselves” the difference between open range and enclosed ranching.
2. **Classroom Setup:** Arrange desks or tables into groups of four or five. As students enter the classroom, assign them to one of the groups. Each group represents a “ranch;” however, you won’t tell students that until Round 2. Place “cows” randomly throughout the classroom.

Note: These “cows” will be cut out from the handout in the Resources section at the end of this document. When making photocopies of cows, allow about two cows per student. (You want a herd. The cows will not be equally distributed. They’ll be randomly picked up by students during Round 1.)

3. **Round 1: Open Range Ranching**
 - a. Have students select a “foreman” to collect their ranches’ “cows.” There will be some confusion because students won’t know which cow belongs to which ranch. (The confusion is part of the lesson. Teacher should stand back and let students figure out who gets which cows. Some groups will gather more than others.)
 - b. Once all cows are rounded up, pass out an *Open Range v. Enclosed Ranches* Worksheet located in the Resources section at the end of this document to each group. Ask the ranch foremen to count their cows and record the number in the Cattle Inventory box. Make a chart on the board and display the number of cows in each group.
 - c. Students will answer Round 1 questions from the worksheet in their individual group.
 - d. Discuss the questions as a class.
4. **Round 2: Enclosed Ranching**
 - a. Each group of students names its ranch.
 - b. Show the video *Branding* from the *Ranching Styles Change* page in the *High Falutin’ Beef* section of the 1875-1899 timeline of Nebraska Studies.
http://nebraskastudies.org/0600/stories/0604_0300.html
 - c. Then, have each ranch design a brand for their cattle.
 - d. Using a washable marker, each group brands their cattle. (Draw the brand on each laminated paper cow.)
 - e. Teacher collects cows and randomly distributes them throughout the classroom.

- f. The ranch foreman and one cowboy from each group round up their cattle and herd them back to the ranch. The foreman should count his/her cows and be sure none have wandered off. (The number of students who herd cows will depend on the size of your classroom and number of students. Teacher decides how many students get to participate in the round up.)
 - g. Students will answer Round 2 questions in their individual group.
 - h. Discuss the questions as a class.
- 5. Check for Understanding:** At this point, students should have a good understanding of the similarities and differences between each style of ranching. A quick way to check for understanding would be to ask each student to draw and complete a Venn diagram, either on their own, or using the one located in the Resources section of this document.
- 6. Video and website:** Following the discussion, teacher will share the web page, *Ranching Styles Change* in the *High Falutin' Beef* section of the 1875-1899 timeline of Nebraska Studies.
- http://nebraskastudies.org/0600/stories/0604_0300.html

Students will watch the video *Ranches*. After watching the video, groups will explain the *Video Quotes* on the handout in the Resources section at the end of this document, and discuss the quotes as a class.

Evaluation:

The majority of this activity will first be completed in individual groups and then discussed as a class. The grading rubric in the Resources section at the end of this document will evaluate student performance in a group. You can have it completed by the classroom teacher and/or by students as a self-evaluation.

Extensions:

- Students read about the history of cattle branding in Nebraska in the 1938 Federal Writers' Project pamphlet titled *Nebraska Cattle Brands*.

http://www.lincolnlibraries.org/depts/hr/wpa/NM_pdf/brands.pdf

In groups of 2-3, assign students one of the brands described on pages 3-7. After reading about their assigned brand, each group will draw its brand on a large piece of construction paper, and then share the origin and history with the class.

- Write a one-page paper that explains *open range* and *enclosed* cattle ranching, the advantages and disadvantages of each method, and the impact the change from open range to enclosed ranching had on Nebraska.
- Use the Internet to research the different methods of branding cattle. Write a one-paragraph summary of each method and end with a paragraph explaining which method you believe is "most humane" and why.

Lesson Plan 2: Economics of the Early Beef Industry in Nebraska

By Dale Rasmussen, Raymond Central High School

Lesson Grade Level:

High School

Length:

Two class periods

Lesson Objectives:

1. Students will summarize the impact of the Industrial Revolution in America on the cattle industry.
2. Students will analyze the role of government on the economics of the Nebraska Sandhills in the late 1800s.

Nebraska State SOCIAL STUDIES Standards:

By the end of twelfth grade, students will:

Standard 12.1.12. Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.1.13. Develop skills for historical analysis.

Standard 12.1.14. Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.11. Demonstrate historical research and geographical skills.

Standard 12.3.12. Analyze the role of the national, state, and local government in the U.S. economy.

Nebraska State READING & WRITING Standards:

By the end of twelfth grade, students will:

Standard 12.1.1. Identify the main idea and supporting details in what they have read.

Standard 12.1.2. Locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.3. Identify and use characteristics to classify different types of text.

Standard 12.1.6. Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.1. Write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Standard 12.2.2. Write compositions with focus, related ideas, and supporting details.

Standard 12.2.4. Use multiple forms to write for different audiences and purposes.

Standard 12.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2. Make oral presentations that demonstrate consideration of audience, purpose, and information.

Resources & Materials:

- Computer with Internet access
- Whiteboard or LCD projector
- *Factors of Production* Handout, located in the Resources section at the end of this document
- Nebraska Studies: *Beef Moves to Nebraska*
http://nebraskastudies.org/0500/stories/0507_0100.html
- Nebraska Studies: *High Falutin' Beef*
http://nebraskastudies.org/0600/stories/0604_0100.html
- Buffalo Tales from Buffalo County: *Nebraska Centre and the Boyd Ranch*
http://bchs. Kearney.net/btales_198009.htm
- *Report to the President by the Indian Peace Commission, January 7, 1868*
<http://facweb.furman.edu/~benson/docs/peace.htm>

- *History of Public Land Livestock Grazing: Taylor Grazing Act*
http://www.blm.gov/nv/st/en/prog/grazing/history_of_public.html
- *Homestead Act of 1862*
<http://users.rcn.com/deeds/homestead.htm>
- *Pacific Railway Act, July 1, 1862*
<http://www.pbs.org/weta/thewest/resources/archives/five/railact.htm>
- Economy Professor: source of economic terms
<http://www.economyprofessor.com/dictionary/factors-of-production.php>
- PBS American Experience: Transcontinental Railroad
<http://www.pbs.org/wgbh/amex/tcrr/>
- *JA Economics*, JA Worldwide®, 2007
http://www.ja.org/programs/programs_high_econ.shtml

The Process

Preparation:

Before class, have students read the text and watch the videos from two sections of the Beef story in the Nebraska Studies website:

Beef Moves to Nebraska

http://nebraskastudies.org/0500/stories/0507_0100.html

High Falutin' Beef

http://nebraskastudies.org/0600/stories/0604_0100.html

Day One:

1. Show on an overhead or give each student a copy of the *Factors of Production* Handout located in the Resources section at the end of this document.
2. Discuss what kind of factors of production would go into the production of a pencil.
3. Divide students into groups of 2. Give the groups 5-7 minutes to create a list of the factors of production that would go into the production of cattle. One person should record the responses and one should present them.
4. Compile a list on the board from the students' lists.
5. Discuss with students what it would cost to pay for each of these items (cost of production) to start up the cattle industry in the late 1800s.
6. Discuss with them that, in economic terms, the **cost** of producing an item or service must be included in the **price** of the item or service.
 - To remain competitive in any market, you must become the most efficient producer of that item or service.
 - To do that, you must lower costs of production to be able to lower the price.
 - You must produce the best product or service at the lowest price to get the consumer to purchase it.

Source: *JA Economics*
7. List the following inventions and their inventors on the board or on an overhead:
 - Railroad (John Casement & George Glenville)
 - Barbed wire (Joseph Glidden)
 - Meatpacking industry (Philip Armour)
 - Aberdeen Angus (Alexander Swan)
 - Windmill (J. S. Risdon)
 - Refrigerator Car (G. H. Hanharmond)
 - Steel Plow (John Deere)

8. Discuss that the above inventions were a result of the Industrial Revolution in the U.S. in the late 1800s. Point out that the beef industry was moving from cattle drives to railheads to ranching during this time in history. Ask students:
- How did each invention help or hurt the beef industry?
 - What was the economic advantage of each invention for the ranching industry and for the cattle drive industry?
Example: If I decide to ranch, I will need different factors than if I decide to drive cattle—grazing on the trail or grazing on a ranch.
9. Have students read the following accounts of life on a ranch for the next day:
 Buffalo Tales from Buffalo County: *Nebraska Centre and the Boyd Ranch*
http://bchs.kearney.net/btales_198009.htm

Day Two

1. Write the following question on the board and have students brainstorm answers:
- “What was the purpose of the government paying for building a highway?”*
- Ask them to discuss whether it is a good idea for the government to provide for things that lower the cost of production for some industries/services but may raise costs for others.
Example: Taxes are raised to pay for the highway.
2. Point out that sometimes governments help an industry by providing:
- a. markets
 - b. a way to lower the cost of production by lowering the cost of a *factor* of production, or
 - c. incentives to help a person start a business.
3. List the following government policies and acts on the board:
- Homestead Act of 1862
 - Pacific Railroad Act
 - Open Range laws
 - American Indian Policies in the 1870s -1880s)
4. During class, have students research each of the following:
- Homestead Act of 1862*
<http://users.rcn.com/deeds/homestead.htm>
- Pacific Railway Act, July 1, 1862*
<http://www.pbs.org/weta/thewest/resources/archives/five/railact.htm>
- History of Public Land Livestock Grazing: Taylor Grazing Act*
http://www.blm.gov/nv/st/en/prog/grazing/history_of_public.html
- Report to the President by the Indian Peace Commission, January 7, 1868*
<http://facweb.furman.edu/~benson/docs/peace.htm>
5. Discuss with students the acts/policies and have them create a chart showing the factors of production that were affected by each and how.

Example:

Act/Policy	Factor of Production Affected	How Affected
Homestead Act	Land	Cheap access to land for ranching

Evaluation:

Have students create a newspaper editorial on the following topic:

‘The beef industry in Nebraska was created by a government policy that lowered the cost of production.’

For evaluation, use the *Factors of Production* Rubric in the Resources section at the end of this document.

Additional Resources:

Lee, Wayne C. *Wild Towns of Nebraska*. History of Nebraska small towns, including: Ogallala, North Platte, Kearny, Omaha, and Broken Bow.

<http://cehs.unl.edu/ushistory/bibliographies/nebraska.html>

Our Towns . . . Nebraska, University of Nebraska-Lincoln

<http://casde.unl.edu/history/index.php>

Ranching resources, Scholastic Assistance for Global Education

http://sage.tamu.edu/topics/topic_resources/R/Ranching.htm

Extensions:

- Have students create a poster called, “Spanish Influence on the Cowboy.” Using the website, Buckaroos in Paradise <http://memory.loc.gov/ammem/ncrhtml/crgloss.html>, students should create a poster of a cowboy with his horse, labeling the items that are Spanish in origin.
- Have students create a postage stamp about the early beef industry, using a 3x5 index card. Students should create a postage stamp marking the beginning of ranching. The stamp should illustrate the inventions that changed the industry from cattle drives to ranching.
- At one time, Grant County, Nebraska, had the highest percentage of millionaires in the world. Have students research the cities of Hyannis, Whitman, and Ashby. They should create a comparison as to what the towns were like in the late 1800s to today.
- Have students create a “Cattle Driving for Non-Cowboys” booklet. In the booklet, students should describe the equipment you would need for a cattle drive, what kind of work you will have to do, and the problems you will deal with on the trail.

1875 – 1899

HIGH FALUTIN' BEEF

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

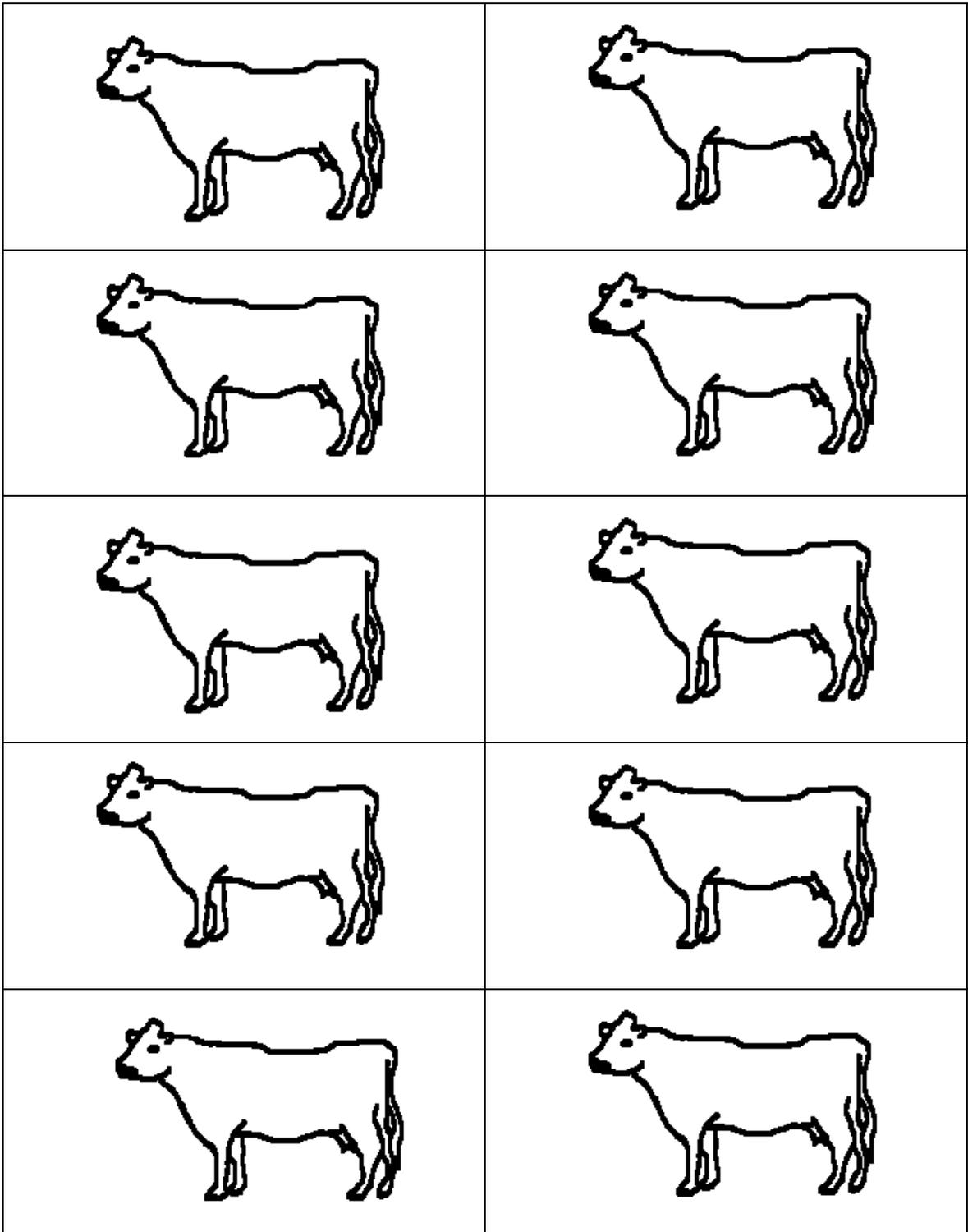
<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

Cows



RESOURCES

ROUND 1

**Open
Range**

V.

***Enclosed
Ranch***

GROUP MEMBERS:

Our group foreman is _____

CATTLE INVENTORY: (# of cows)

1. On the open range, cattle were allowed to roam freely, oftentimes mingling with other ranchers' cattle. Describe two problems you think the ranchers would encounter with this system.
 - a.
 - b.

2. Brainstorm within your group and list two strategies that would help solve the problems you listed above.
 - a.
 - b.

3. What natural resources would be necessary for a cattle ranch at this time to be successful?

RESOURCES

ROUND 2

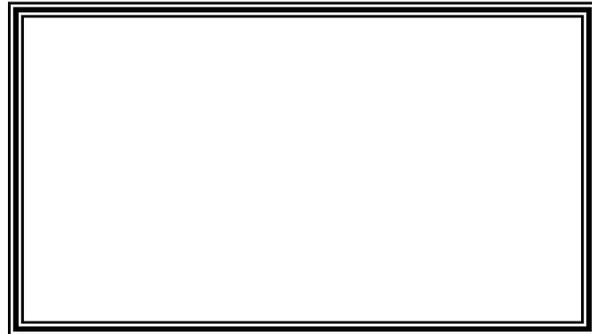
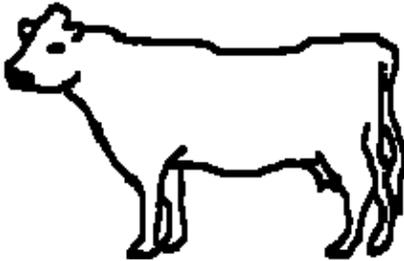
Open
Range



NAME OF RANCH:



BRAND DESIGN



1. Explain the statement:
"A brand was a calf or cow's only home address."
2. What impact did "enclosed" ranches have on land ownership and the "open range"?
3. Describe two advantages of the open range and enclosed ranch systems in the table below.

Open Range Advantages	Enclosed Ranch Advantages
a.	a.
b.	b.

4. Do you think that the large ranchers were "entitled" to use all the "public" land available or should they have been required to purchase the land before using it for cattle grazing? Explain.

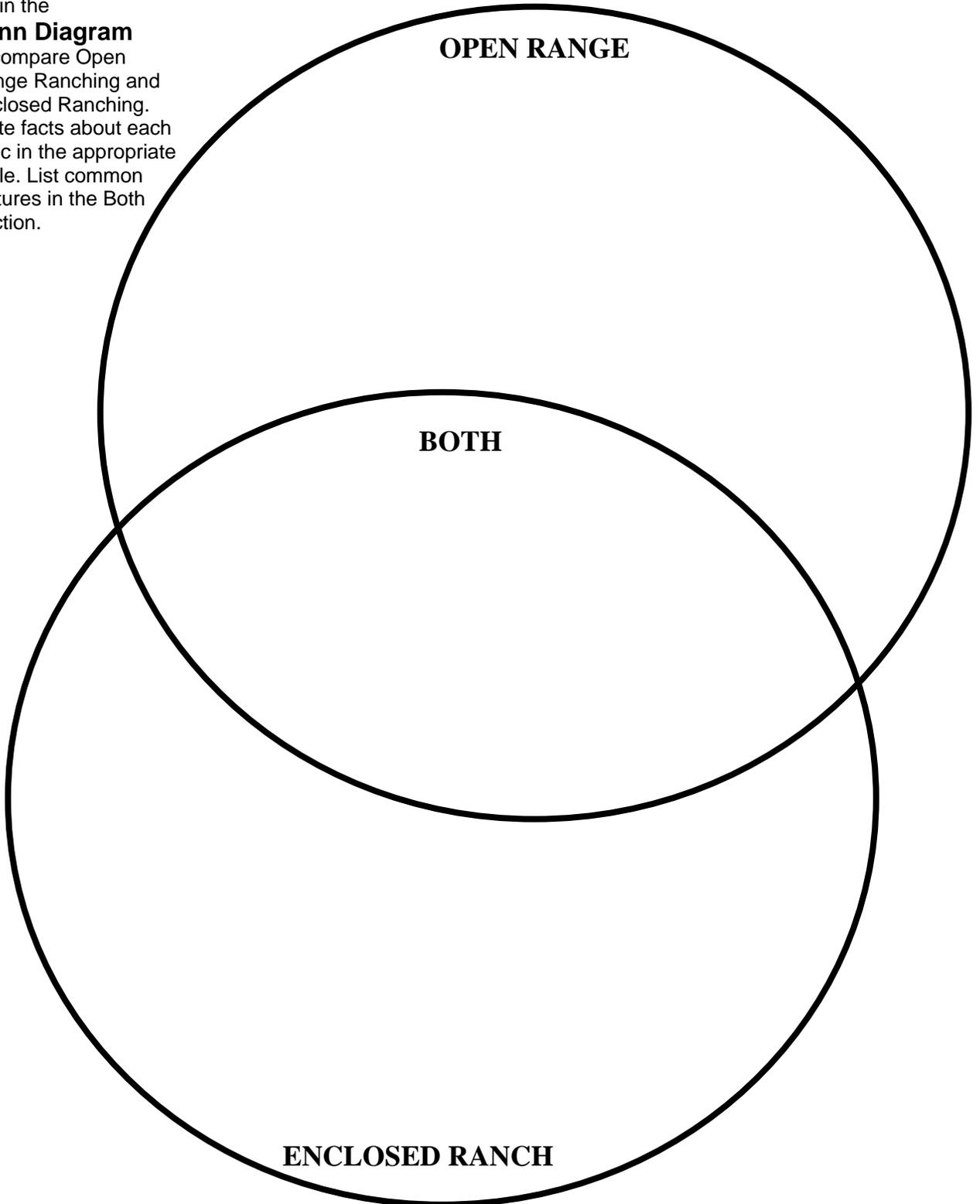
RESOURCES

NAME _____

PERIOD NO. _____

Open Range v. Enclosed Ranch

Fill in the **Venn Diagram** to compare Open Range Ranching and Enclosed Ranching. Write facts about each topic in the appropriate circle. List common features in the Both Section.



RESOURCES

NAME _____

PERIOD NO. _____

Analyzing Quotes

While watching the video about ranches, listen closely, and be ready to analyze and explain the following quotations:

1. What does John Maddux mean when he says, "It was in a day when there was unfettered capitalism?"

2. "...their attitude towards themselves is more like a land baron." Why does John Carter think ranchers viewed themselves as "land barons?"

3. Explain whether or not Melvin Nation was accurate when he said, "Here's all this big ole country. Nobody is in it."

4. According to the narrator, "Possessing cattle is a measure of the good life." Explain.

RESOURCES

Rubric for Lesson Plan 1 Style of Ranching

Competency	Excellent 5 points	Very Good 4 points	Good 3 points	Average 2 points	Poor 1 point
Group kept the discussion focused on the topic.					
Group members listened willingly to one another.					
Each member contributed to the discussion.					
Members encouraged and respected the contributions of other members.					
The discussion represented the full potential of the participants.					

Total Points _____

RESOURCES

Factors of Production

Source: *JA Economics*, JA Worldwide, 2007

TERM	DEFINITION
Factors of production	Items needed to produce a product or service in an economic system. The factors of production are: <ul style="list-style-type: none">• land,• labor, and/or• capital.
Land	Any resource found naturally in nature, such as: <ul style="list-style-type: none">• soil,• minerals,• timber,• grass, and• fresh water.
Labor	Machine or human efforts used in the producing a good or service.
Capital	Any tool, factory, or machine used to produce a good or service.

RESOURCES

Factors of Production Rubric

Name _____ Period: _____

Competency	Possible Points	Points Earned
Classroom Participation	10	
The editorial has a clear message supported by its parts.	10	
The editorial follows a logical order.	15	
The editorial has supporting details.	20	
The editorial is concise and easy to understand.	15	
The sources for the editorial are identified.	10	
The concepts of Cost of Production are clearly expressed.	20	
Total Points		