

1950 – 1974

BEEF STATE

LESSON PLANS

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Lesson Plan: The Beef State

By Bev Grueber, North Bend Central Public Schools

Lesson Grade Level:

4th Grade

Length:

1 week

Lesson Objectives:

1. Students will realize the importance of beef to Nebraska, from being on our license plates to its nutritional and economic value. This lesson also focuses on the many by-products that are derived from beef. Students will realize that animal agriculture is an important part of their everyday lives.
2. Students will learn about the nutritional value of beef.
3. Students will show an understanding of the terms: vertical, horizontal, and diagonal.

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

- Standard 4.1.8.** Describe characteristics of a market economic system and the interactions of consumers and producers.

Nebraska State READING & WRITING Standards:

By the end of fourth grade, students will:

- Standard 4.2.5.** Demonstrate the use of self-generated questions, note taking, and summarizing while learning.
- Standard 4.3.2.** Deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.
- Standard 4.4.1.** Identify information gained and complete tasks through listening.

Nebraska State MATHEMATICS Standards:

By the end of fourth grade, students will:

- Standard 4.5.1.** Collect, organize, record, and interpret data and describe the findings.

Resources & Materials:

- Computer with Internet access
- LCD projector
- Nebraska Studies: Beef State
http://nebraskastudies.org/0900/stories/0902_0100.html
- Nebraska state road map
- NE Department of Motor Vehicles: History of Nebraska Passenger Vehicle License Plates
<http://www.dmv.state.ne.us/dvr/plates/plthistory.html>
- Nebraska Beef Council Beef Facts
http://www.nebeef.org/state_industry_facts.asp

The following are located in the Resources section at the end of this document:

- *Bingo O'Beef Game Sheet*
- *By-Products Sheet*
- *Nebraska Beef Scavenger Hunt Worksheet & Answer Key*
- *Beef State Rubric*

Background:

Nebraska proclaimed itself “The Beef State” beginning with its 1956 license plates. This slogan was embossed on the plates and remained until 1965. With 2 million head of beef cattle, it is easy to understand why Nebraska was called “The Beef State”.

January 2006 figures illustrate that Nebraska continued to have far more cattle than people. Cattle outnumber Nebraskans nearly 4 to 1. Farming and ranching has been Nebraska’s main work from the time of our early settlers. It still is today. However, the products from our farms and ranches are furnishing materials for Nebraska’s largest industry-food processing.

The American pattern of eating changed grammatically because of Nebraska. Prior to the Civil War, pork was the centerpiece of the American diet. Beef was a seasonal food, consumed mostly during the cold months of winter. In the three decades following the war, the improvement of cattle breeds and most importantly, Edward Cudahy’s invention of the artificial chilling room, made us a nation of beef-eaters. By 1952, Omaha had become the largest meat-producing city in the world. Thus, Nebraska was central in creating a distinctly American cuisine based on beef.

Meatpacking is Nebraska’s leading food processing industry. Major meatpacking plants are located in Omaha, Columbus, Lexington, Grand Island, Schuyler, and South Sioux City.

Not all parts of beef animals can be eaten by humans. From a typical 1000-pound steer, 400 pounds are edible, and the remaining 600 pounds are used for beef by-products. We probably use more beef by-products than we think. Since 99% of a cow can be used for either meat or by-products, not much of beef cattle are wasted at slaughter.

- **Animal Fat:** Provide crayons, soaps, make-up, deodorants, candles, floor and auto wax, detergents, shaving cream, paint, insect sprays, hydraulic brake fluid, fragrances, plastics and synthetic rubber tires.
- **Beef Bones, Horns, and Hooves:** Provide pet food, fine bone china, capsules for medicines, photo film, gelatin, gelatin-like candies, marshmallows, steel ball bearings with bone charcoal.
- **Beef Organs & Tissues:** Provide insulin (from the pancreas), epinephrine (from the adrenal glands) for asthma & allergies, and thrombin (from the blood) to clot blood.
- **Hair and Hide:** Provide paint brush bristles, glue for books and band aids, shoes, various sports balls (volleyballs and basketballs), sports gloves, leather furniture, luggage, automobile textiles, insulation, and saddles.

Vocabulary:

by-products	something of value produced in making the main product
diagonal	a slanted line. In a rectangle, a line starting in the top left corner and ending in the bottom right corner, or starting in the top right corner and ending in the bottom left corner.
meatpacking	the industry that processes live animals into products used by consumers
protein	any group of complex organic macromolecules that contain carbon, hydrogen, oxygen, nitrogen, and usually sulfur and are composed of one or more changes of amino acids. They are essential in the diet of humans for growth and repair of tissue.
horizontal	parallel to the horizon
vertical	straight up and down, perpendicular to a level surface

The Process:

1. Have students research Nebraska license plates from 1956-1965 at *NE Department of Motor Vehicles: History of Nebraska Passenger Vehicle License Plates*
<http://www.dmv.state.ne.us/dvr/plates/plthistory.html>
After researching a particular year during the 1950-1959 period, the students will design a new "Nebraska the Beef State" license plate for that era, using the correct colors.
2. Then, have students design a Nebraska license plate for today. What agriculture related slogan and picture would be appropriate for today?
3. After a class discussion on cities in Nebraska that have meatpacking facilities, the students will use a Nebraska road map to locate the major meatpacking cities: Columbus, South Sioux City, Schuyler, and Omaha.
4. Students will discuss why meatpacking is found in these locations as opposed to other Nebraska towns and cities.
5. Students will brainstorm in groups what products they think come from cattle. List products on the board in a classroom chart.
6. Read the background information above to the class. Were they correct in their predictions?
7. Back in their groups, students will discuss how many of these items are a part of their everyday lives. Report back to the class.
8. Make enough copies of the *Bingo O'Beef Game Sheet* and the *By-Product Board Pieces* so each student has one. Have the students cut out the by-product pieces. Select 24 of them and glue them to their game board. These could be laminated after the game boards are completed. The teacher will have one laminated By-Products Sheet to keep track of what products have been called in the Bingo game. The teacher could cut up another *By-Products Sheet* for the "call" container. Students can use any found "markers" (beans, corn kernels, buttons, beans, etc.). The teacher draws and calls out a by-product, one at a time. Each student checks his/her board, and if s/he has it, she covers that by-product with a marker. The first to have five squares in a row covered, either VERTICALLY, HORIZONTALLY, OR DIAGONALLY wins. Make sure students understand these concepts.
9. Students will access the *Nebraska Beef Council Beef Facts* website:
http://www.nebeef.org/state_industry_facts.asp
to complete the *Beef Scavenger Hunt Worksheet*, located in the Resources section at the end of this document. (Answer sheet is also included.) This activity will have each student discovering other important beef facts. Students will share their other pieces of information with the whole class.
10. During class, students will summarize the importance of the beef industry, as it affects them in their every day life. Written summaries will be shared orally in class.

Evaluation

You may check informally, or use the Rubric located in the Resources section at the end of this document.

- Nebraska license plate
- Discussion on meatpacking facilities in Nebraska towns
- *Bingo & Scavenger Hunt Worksheets*
- written summary

Extensions:

- Students may list the number of products they encounter throughout a whole day that come from cattle. Discuss this with the class the next day.
- Find the nearest cattle producer in your area. Invite the producer to speak to the class about raising beef. The locate FFA group at the high school may provide student resources for speaking. The Nebraska Beef Council may be contacted for additional speaker resources.
- Compare the nutritional value of beef to other types of food.
- Students may read: *Read Your Calf: A Kids Guide to Raising and Showing Beef and Dairy Calves*, Heather Smith Thomas, Storey Publishing, 1997.
- Students may research different breeds of cattle grown for beef consumption.

Lesson Plan 2: The Omaha Stockyards: The History of its Rise and Fall

By Sheri Paden, Prescott Elementary, LPS

Lesson Grade Level:

4th Grade

Length:

Two to three class periods

Lesson Objectives:

1. Students will describe the causes of the rise of the stockyards and the reasons for its closing.
2. Students will identify and apply the events and dates of the rise and the decline of the Omaha Stockyards.
3. Students will define vocabulary needed to understand the history of the stockyards.
4. Students will further their knowledge of the stockyards by completing a minor research project about the Omaha Stockyards.

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

- Standard 4.1.1.** Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.
- Standard 4.1.3.** Describe social and economic development of Nebraska in the 20th century.
- Standard 4.1.6.** Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- Standard 4.1.8.** Describe characteristics of a market economic system and the interactions of consumers and producers.
- Standard 4.1.9.** Demonstrate an understanding of money and the financial system used in the United States.

Nebraska State READING AND WRITING Standards:

By the end of fourth grade, students will:

- Standards 4.1.2.** Demonstrate the use of multiple strategies to increase their vocabulary.
- Standards 4.1.4.** Identify, locate, and use resources to access specific information.
- Standards 4.1.7.** Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction and informational text.
- Standards 4.2.2.** Write paragraphs/reports with focus, related ideas, and supporting details.
- Standards 4.3.1.** Participate in group discussions by asking questions and contributing information and ideas.
- Standards 4.4.1.** Identify information gained and complete tasks through listening.

Resources & Materials:

- Computer with Internet access
- LCD projector
- Paper for developing a timeline with each of the events and activities relating to the Omaha Stockyards
- Cards for students to draw on for each of the vocabulary words
- Nebraska Studies: Beef State
http://nebraskastudies.org/0900/stories/0902_0100.html

The following are located in the Resources section at the end of this document:

- *Cause and Effect (and Key) Worksheets* (3 sheets), enough for each student.
- *Timeline Worksheet Sample & Key* of dates relating to the stockyards

Introduction:

The stockyards in Omaha were a major influence on Nebraska's economy as the *Beef State*. With the emergence of the Omaha Stockyards came the growth of Nebraska as a major producer of beef. The following two activities focus on the causes and effects of major events and activities involving beef production and the stockyards. In order to describe the sequence of events and activities surrounding the feed lots, stockyards, and packing plants, the students will develop a timeline of these events surrounding the stockyard history.

Vocabulary:

carcass
feed lots

monopoly
packing plants

stockyards
unions

The Process:**Introduction of Vocabulary:**

1. Begin class by discussing the vocabulary associated with the history of the stockyards. This can involve not only discussing what the students first think the words mean, but looking up the definitions, when necessary.
2. Students can individually define and draw pictures to represent meanings of the words.
3. Definitions and pictures can be graded, handed in, or placed in interactive notebooks (if you use these in your classroom).
4. This can serve as a prelude for activities related to viewing the *Beef State* section of the 1950-1974 timeline of the Nebraska Studies website.

Omaha (Union) Stockyards:**Group Lesson on Cause/Effect of Events surrounding the Stockyards**

1. Place your students in groups of two or three (whatever is appropriate for you classroom).
2. Each group will read over the *Cause and Effect Worksheets* (located in the Resources section at the end of this document) for events and dates they need to take notes on while viewing this section of the web site together.
3. Show the following pages and videos from the *Beef State* section in the 1950-1974 timeline of Nebraska Studies:
Industrial Cattle Feeding http://nebraskastudies.org/0900/stories/0902_0400.html
The Forces of Change: South Omaha http://nebraskastudies.org/0900/stories/0902_0500.html
The Meatpacking Revolution http://nebraskastudies.org/0900/stories/0902_0600.html

Groups should take notes of specific dates and events that fit the *Cause and Effect Worksheets*.

4. Groups will meet and discuss possible causes and effects that complete the lesson sheet. (Teacher key is located in the Resources section at the end of this document.) Hints are provided for students.
5. Students will discuss possible answers and the class as a whole can discuss why they think the stockyards closed in 1999.

Application of Dates and Events that Affected the Omaha Stockyards:

1. Student groups will again review the above three website pages and videos for dates and stockyard activities during that time.
2. Students will develop a timeline using the dates and the important events and activities that affected the history of the stockyards.
3. Students can develop any type of timeline placing the dates and events (See a sample Vertical Timeline in the Resources section at the end of this document.) These timelines can be drawn on construction paper or larger butcher paper. A sample timeline key is also located in the Resources section at the end of this document.

Final Project:

Students may work individually or in groups developing a display board or tri-folds project using the knowledge they learned about the Omaha stockyards.

Possible Topics:

- Early development of the Stockyards
- The 1940s and 1950s history of the thriving stockyards
- The Big Four: Swift, Armour, Cudahy, and Wilson and their influence on the packing industry
- Labor struggles and strikes and their influences on the packing industry
- IBP and its emergence in the packing industry
- IBP and its revolutionary packing practices
- Stockyards and its decline due to these practices
- Reflections of workers/ranchers/farmers whose lives were affected by the stockyards

Evaluation:

A rubric for these activities is located in the Resources section at the end of this document.

Extensions:

- Have students make a small poster listing/brainstorming meat products made from beef. Research these products as well as the distributors of these items today. Students can compare these new distributors to the “Big Four” of the 1950s.
- Have students investigate beef products by checking for beef as an ingredient in grocery store items: canned, frozen, or fresh.

1950 – 1974

BEEF STATE

RESOURCES

	PAGE
Photo Analysis Worksheet	10
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Omaha Stockyards Worksheets (3 pages)	16
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Vertical Timeline Teacher Key	21
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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**National Archives
Photograph Analysis Worksheet****Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLEOBJECTSACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

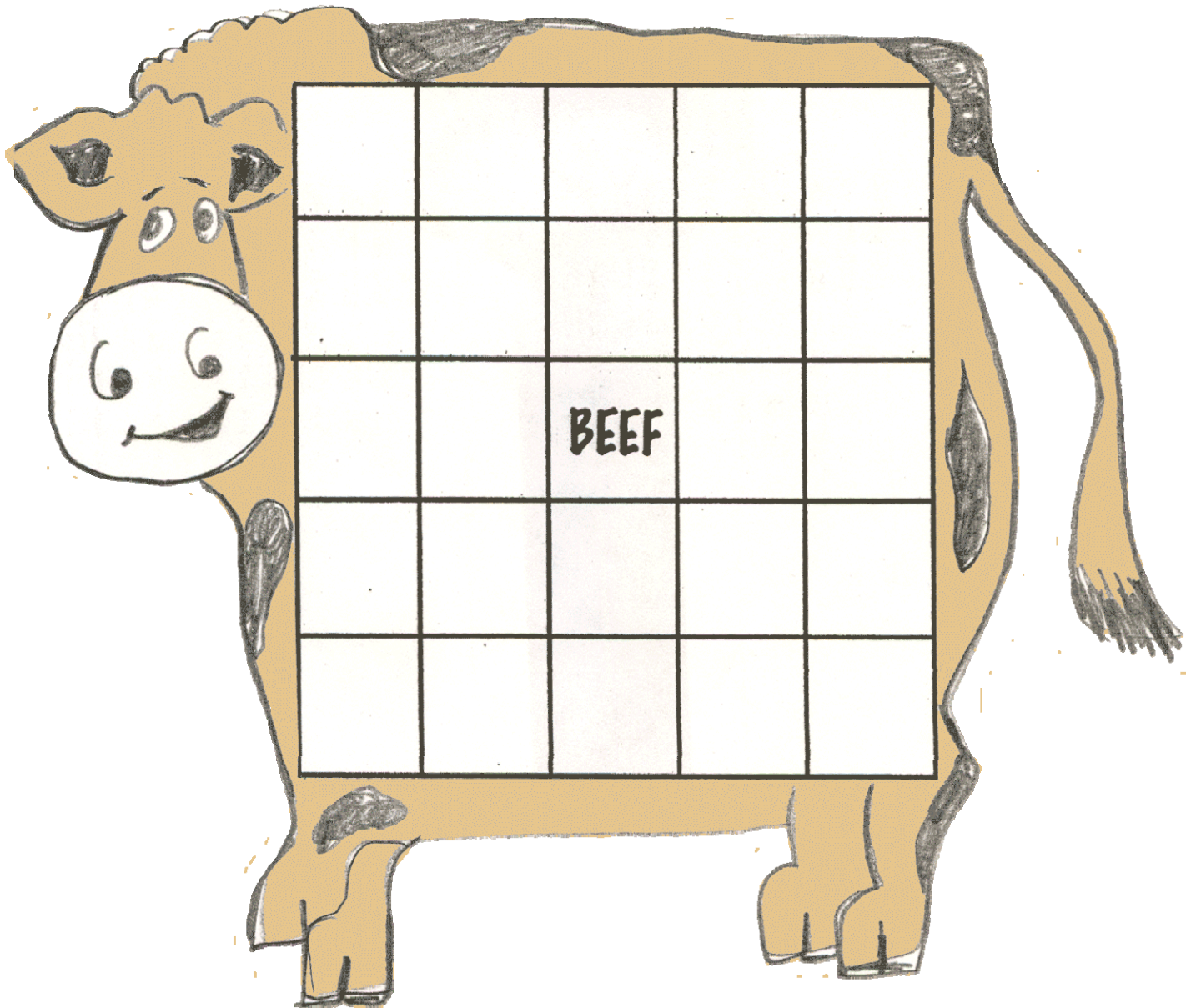
A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

Bingo O'Beef

Name _____



RESOURCES

By-Products



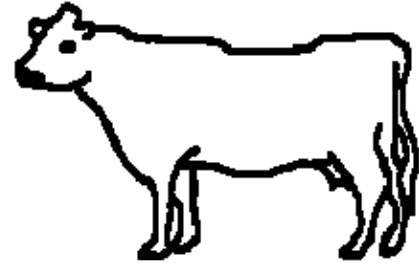
RESOURCES

Nebraska Beef Scavenger Hunt

Use the following web site:

Nebraska Beef Council Beef Facts

http://www.nebeef.org/state_industry_facts.asp



Name: _____

Period #: _____

1. How many chicken breasts would you have to eat to equal the same amount of iron in a 3 ounce serving of beef? _____
2. What is the average Nebraska herd size? _____
3. Where does Nebraska rank nationally with 1.97 million head of cattle? (1st out of 50 states, 10th out of 50 states, etc.)? _____
4. What percent of our Daily Value of zinc is provided by a serving of beef? _____
5. What percent of nation's total beef supply is provided by Nebraska? _____
6. How many beef cattle are fed and marketed in Nebraska each year? _____
7. Beef is a complete protein. What is a complete protein? _____

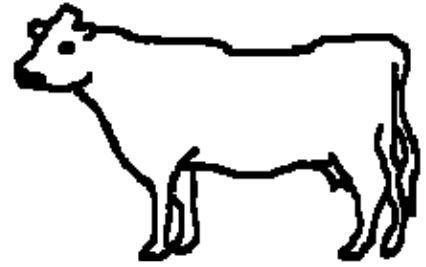
8. Explain the importance of cattle feeding to Nebraska's economy. _____

9. Nebraska has 23,800 beef operations. Why is there so much beef raised in the state of Nebraska? _____

10. Share one interesting fact you discovered about Nebraska beef at this web site. _____

RESOURCES

Nebraska Beef Scavenger Hunt *Answer Key*



1. 3
2. 82
3. 3rd
4. 39%
5. 20.5%
6. 4.85 million
7. *Complete protein contains all the essential amino acids the human body needs.*
8. *Answers will vary*
9. *Answers will vary*
10. *Answers will vary*

RESOURCES



Beef State Rubric

Name _____ Period _____

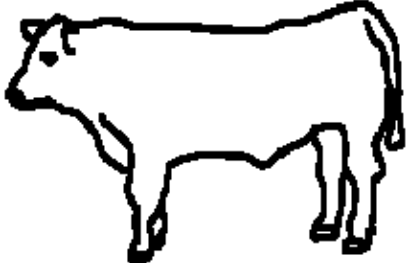
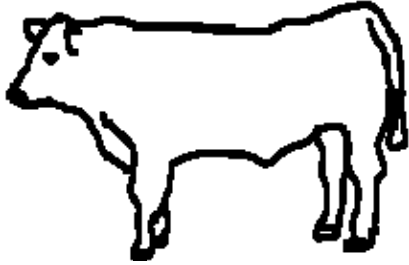
TASKS	Excellent 4 points	Good 3 points	Satisfactory 2 points	Needs Improvement 1 point	Subtotal
NEBRASKA STATE LICENCES	Effort put into design highly effective. Work consistently completed on time. <i>Exceeded design requirements.</i>	Effort put into design effective. Work completed on time. <i>Design meets all requirements.</i>	Effort into design moderately effective. Sometimes completes work on time. <i>Design meets 50% of required elements.</i>	Effort put into design ineffective. Rarely completes work on time. <i>Design has none of the required elements.</i>	
CLASSROOM DISCUSSION	Talk inspires others, supports, and makes connections. <i>Easily leads others in discussion.</i>	Freely shares and explains with details. <i>Makes connections to others' comments.</i>	Rarely talks. Off subject. Offers few ideas.	Rarely talks. Off subject. Offers no new ideas.	
BINGO	Clear understanding of task. Works above expectations by adding other items. <i>Contributes to whole group understanding.</i>	Has understanding of task. <i>Works with accuracy. Frequently contributes to discussion.</i>	Understands portions of task. Works with some accuracy. <i>Listens to group contributions.</i>	No clear understanding of task. Works with little accuracy. <i>Off task.</i>	
WRITTEN SUMMARY	<i>Pertinent to topic. Includes supporting details. Uses a variety of resources effectively.</i>	<i>Pertinent to topic. 1-2 supporting details. Uses some resources effectively.</i>	<i>Pertinent to topic. No supporting details. Uses resources somewhat effectively.</i>	<i>Little or nothing to do with topic. Does not use resources effectively.</i>	
Total					

RESOURCES


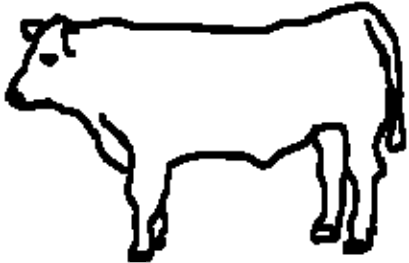
Omaha Stockyards Sheet 1

Causes	Effects
<p><i>Hint: What happened in 1949 in meat consumption in America?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>By 1956, Omaha beat out Chicago as the largest meat-producing city in the world.</p> 
<p>In the late 1940s, management forces couldn't stop efforts to organize labor anymore.</p> 	<p><i>Hint: What happened with workers in Omaha in 1948?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Omaha Stockyards Sheet 2

Causes	Effects
<p><i>Hint: What was IBP close to in Iowa, and how were packing houses designed differently?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>In 1961, IBP located a new operation in Dennison, Iowa and emerged as a new meatpacking operation.</p> <div style="text-align: center; margin-top: 20px;">  </div>
<p>IBP slaughtered only beef and used a non-unionized and lower-skilled work force. All the meat was refrigerated from the beginning and therefore didn't experience any shrinkage from dehydration. They used a true assembly line operation.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><i>Hint: IBP became what kind of operation?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Omaha Stockyards Sheet 3

Causes	Effects
<p><i>Hint: Where did IBP go to buy their cattle?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Thus, IBP started to eliminate the need for the stockyards.</p> 
<p>IBP revolutionized the industry by developing boxed beef. Carcasses were cut into smaller pieces that could fit nicely into boxes.</p> 	<p><i>Hint: What did IBP open in 1967?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

RESOURCES

TEACHER KEY

Omaha Stockyards

Sheet 1

Causes	Effects
<p>Hint: What happened in 1949 in meat consumption in America? Beef consumption jumped from 144 pounds of meat per year in 1949 to 160 pounds per year in 1950! That same year, beef constituted 24% of the family's food budget. This was the start of the baby boom as well.</p>	<p>By 1956, Omaha beat out Chicago as the largest meat-producing city in the world.</p>
<p>In the late 1940s, management forces couldn't stop efforts to organize labor anymore.</p>	<p>Hint: What happened with workers in Omaha in 1948? By 1948, workers in Omaha joined in a national strike against the Big Four packing plants. For the next twenty years, management and labor struggled with each other.</p>

Sheet2

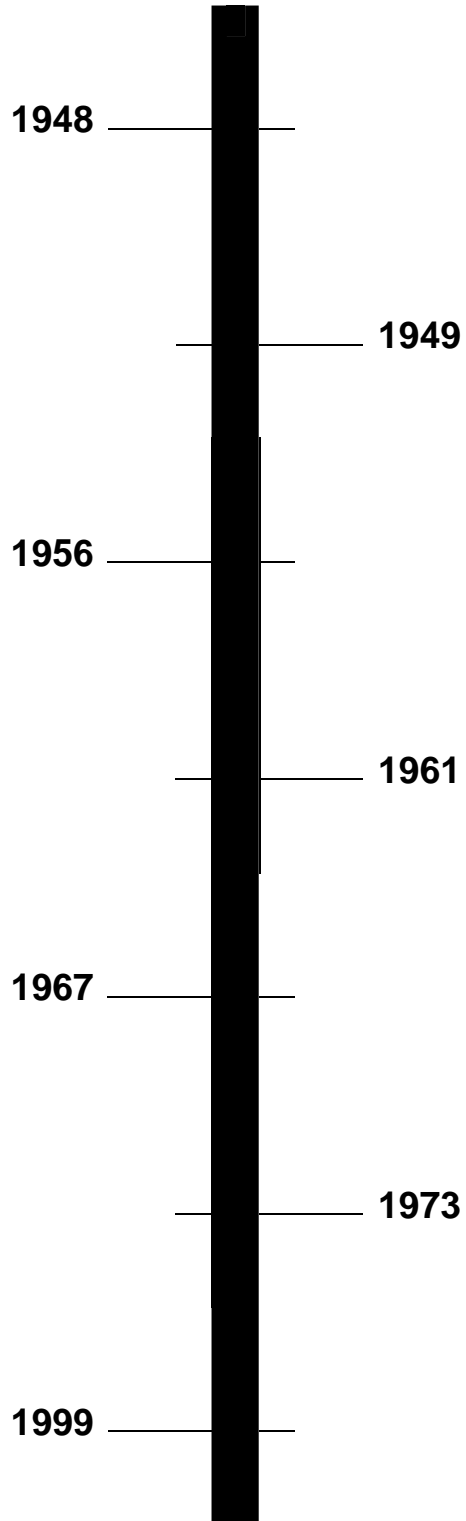
Causes	Effects
<p>Hint: What was IBP close to in Iowa, and how were packing houses designed differently? The production of both corn and cattle were close to Dennison, Iowa, making it an ideal spot for a new meatpacking operation.</p>	<p>In 1961, IBP located a new operation in Dennison, Iowa and emerged as a new meatpacking operation.</p>
<p>IBP slaughtered only beef and used a non-unionized and lower-skilled work force. All the meat was refrigerated from the beginning and therefore didn't experience any shrinkage from dehydration. They used a true assembly line operation.</p>	<p>Hint: IBP became what kind of operation? IBP had a substantial market advantage and efficient meatpacking operation.</p>

Sheet 3

Causes	Effects
<p>Hint: Where did IBP go to buy their cattle? IBP went directly to the rancher or farmer to buy the cattle. Trucks then transported cattle straight to the processing plant.</p>	<p>Thus, IBP started to eliminate the need for the stockyards.</p>
<p>IBP revolutionized the industry by developing boxed beef. Carcasses were cut into smaller pieces that could fit nicely into boxes.</p>	<p>Hint: What did IBP open in 1967? IBP dramatically reduced the cost-per-pound paid for transportation. They were able to pack more beef into a truck. More processing was done at the plant so the beef required less labor at the meat counter.</p>

Vertical Timeline

Rise and Fall of the Omaha Union Stockyards

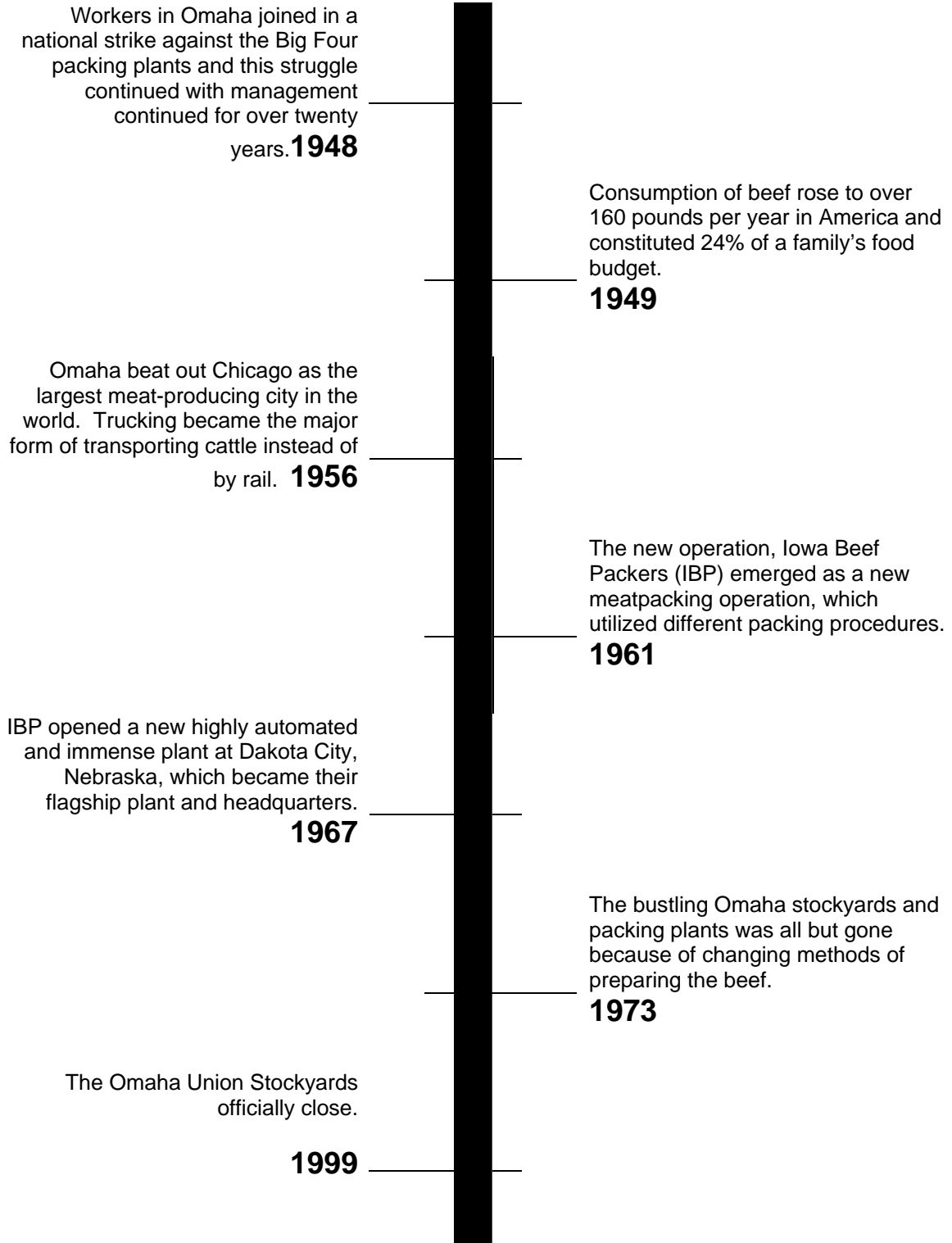


RESOURCES

TEACHER KEY

Vertical Timeline

Rise and Fall of the Omaha Union Stockyards



RESOURCES

Omaha Union Stockyards Rubric

Name _____

Topic: _____

ACTIVITIES

Competency	Vocabulary Cards	Cause & Effect Sheets	Timelines	Final Project	Sub totals
Done on time: Points Possible	5 points	5 points	5 points	5 points	
Points Earned					
Information/Content: Points Possible <ul style="list-style-type: none"> • Did student cover more than one topic? • Did student research some of the topics introduced on the website and in discussions? 	10 points	10 points	10 points	10 points	
Points Earned					
Neatness: Points Possible <ul style="list-style-type: none"> • Was project neat and spelling correct? • Were illustrations neat and colored? 	5 points	5 points	5 points	5 points	
Points Earned					
Presentation: Points Possible <ul style="list-style-type: none"> • Did student use a loud speaking voice, eye contact, fluent reading style, and cover the topic well? 	5 points	5 points	5 points	5 points	
Points Earned					
TOTAL SCORE					

91-100: 4 _____
 81-90: 3 _____
 71-80: 2 _____
 70 & Below: _____