



1850-1874

Beef Moves to Nebraska

| | grade level | page |
|---|-------------|------|
| L1 | | |
| LESSON PLAN Cattle Drives By Bev Grueber, North Bend Central Public Schools | 4 | 2 |
| L2 | | |
| LESSON PLAN The “Beef Issue” Native American Beef Rations on the Reservation By Becky Boswell, Lefler Middle School, LPS & Carolyn Patterson, Pound Middle School, LPS | 8 | 7 |
| ● Resources | | 14 |
| ● Nebraska Department of Education Content Area Standards | | A1 |

L1

LESSON PLAN Cattle Drives

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



Length: 1 week

Lesson Goals

Students will apply the information they have learned from viewing the videos, reading literature sources, and researching the Internet to demonstrate their knowledge of cattle drives, cattle trails, and the significance of barbed wire. Using map skills, students will develop an understanding of the importance of cattle trails and the jobs involved in a successful cattle drive.

Lesson Objectives

1. Students will identify and label the four main cattle trails on a map of the U.S.
2. Students will identify and label railroad lines for shipping on a map of the U.S.
3. Students will identify and label the major cities and towns along the trails and railroads.
4. Students will understand the relationship between cattle drives, jobs on the cattle drives, and railroads as they are related to the cattle industry.
5. Students will examine job components of the trail drive.

As you read “Beef Moves to Nebraska,” examine the videos, photos, and drawings of cowboys’ clothing and their gear. Notice that some of these items are still worn or used by present-day ranchers and cattlemen. See if you can figure out the purpose of the clothing and accessories. Then read the “[Cowboy Clothing and Equipment](#)” sheet to see if you are correct.

■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 4.2.1](#); [SS 4.3.1](#); [SS 4.3.2](#); [SS 4.3.3](#); [SS 4.3.4](#); [SS 4.3.5](#); [SS 4.4.2](#); [SS 4.4.3](#); [SS 4.4.4](#)

Language Arts: [LA 4.2.2 Writing Modes](#); [LA 4.3.1 Speaking](#); [LA 4.3.2 Listening](#)

L1

LESSON PLAN Cattle Drives

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Resources & Materials

- Computer with Internet access
- LCD projector
- Nebraska Studies: Beef Moves to Nebraska
<http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/>
- Art and writing supplies
- Wall map of the United States

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

- [Trail Drives Map Worksheet for students](#)
- [Trail Drives Map Answer Key for teacher](#)
- [Job Cards for each student](#)
- Cowboy Trail Journal, papers in a “leather” cover (construction paper)
- various craft supplies...yarn, rickrack, stickers, pipe cleaners, colored string
- Rough and Ready Cowboys, Gintzler, A.S., 1998, Fitzgerald Books
- Cowboys, Matthews, Leonard J., 1989, Rourke Publishers
- Eyewitness Cowboy, Murdoch, David, 1993, Kindersley Limited Press
- The Nebraska Adventure, Lukesh, Jean A., 2005, Gibbs Smith Publisher
- Hard Times Along the Chisholm Trail
<http://www.historynet.com/hard-times-along-the-chisholm-trail.htm>
- Along the Chisholm Trail, map of 3 cattle drives in Texas
<http://genealogytrails.com/tex/state/cattledrives.html>
- 1881 Map of the Great Trails
<http://genealogytrails.com/main/cattletrails1881map.html>

L1

LESSON PLAN Cattle Drives

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Background

From 1865 until 1890, raising cattle on the northern plains was a big business. America's rapidly growing eastern cities provided expanding markets for beef. Men like Charles Goodnight delivered cattle by the thousands to the Union Pacific Railroad to feed the construction crews. Cattle were driven on long drives to towns that grew up along the railroads: Abilene, Dodge City, Ogallala, etc. Steers from Texas towns were driven north and sold in cattle towns for higher prices than could be had in Texas. Texans hired cowboys and started cattle drives. For months, these men herded the cattle north to railroad towns. Ogallala was the last stop on the cattle trail known as the Texas Trail. When the cowboys came into town, Ogallala became wild and woolly. Trains took beef to the cattle stockyards and packing plants in Chicago. But not all cattle were shipped to Chicago. Omaha became a major beef packing center, too.

Cattle were allowed to graze on the open range, where they grew fat on the short but nutritious grass. However, the homesteaders increasingly fenced off pieces of land. Conflict ensued. By the end of the century, most ranchers had purchased grazing land of their own and fenced it in with barbed wire.

The Western historian William W. Savage Jr. observed that "historically the cowboy was of little or no significance." The days of the cowboy and the long cattle drives from Texas to the cattle towns of Abilene and Ogallala lasted only about twenty-five years. Yet, cowboy culture continues to exercise tremendous influence on television, movies, music, art, clothing, literature, and poetry.

Vocabulary

brand: special mark burned into the hide of cattle to recognize ranch ownership

range: open area over which cattle roam and feed

round-up: process of collecting cattle by riding around them and driving them in

trail: established path along which to travel

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Process

1. Use the wall map to review with students the geography of the United States in terms of the western movement from what is present-day Texas to Nebraska.
2. Pre-teach the vocabulary words pertinent to the lesson.
3. Use the LCD projector to read through the text and show the videos from pages 2, 3, & 4 (as you think appropriate) in the section Beef Moves to Nebraska in the 1850-1874 timeline of Nebraska Studies. <http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/>
4. Using the wall map of the United States, lead a whole group discussion to label the map with the four major cattle drive trails, railroads, towns along the trails, as well as present day states. NOTE: For this lesson, we are concentrating on the Chisholm, Goodnight-Loving, Sedalia, and Western Trails. The trails were never set in stone, changing all the time. So if students use their own research, they will find many other names and off-shoots of trails. An interesting discussion would center on why this might be.
Cattle Drives
<http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/cattle-drives/>
5. Students will use the classroom map and knowledge gained from the discussion, video clips, or other Internet research to label their own Trail Drives Map Worksheet, located in the Resources section at the end of this document. The teacher's answer key is also in the Resources section. Students are to use various craft supplies to mark their maps and are to make a key to define how their maps are labeled.
6. Set the stage for the Trail Riders Employment Agency activity by reading the following:
(or by making up your own)

“Gather round, cowboys...it's the end of the trail! You've worked hard, so head into Ogallala, and after a much needed bath, a sarsaparilla, and a clean shirt, ask Rowdy where to catch a cattle drive. He'll point your way to a ramshackle building with a big sign that reads Trail Riders Employment Agency. They aren't hiring just now, but you are lucky. Instead of being turned down flat for a job as a trail hand, you'll get a different job. You are hired to make advertising posters for the agency.

“You will need to:

 1. Pick a trail job and write a brief description of what the job is, including the salary.
 2. Create a Help Wanted Poster for your agency.”
7. Have students work individually, in pairs, or in groups. Distribute the Job Cards, located in the Resources section at the end of this document. (There are 2 pages of cards, so you could print them front and back to just distribute one sheet to each student. Or you could make copies, cut them up, and let students pick their own cards.) Students will choose which job they will advertise. Then they will need to research the clothing and equipment the trail riders used.

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Process, continued

8. Remind the students that there were no color posters, photographs, neon colors, or copy machines back in this time period.
9. Students will create their own posters and write a job description.
10. Ask for volunteers to be first to share their finished posters, but everyone should present. Ask them to talk about why they chose that particular job and how they decided what language and images to use.
11. Posters can be displayed in a hallway, with a sign: Trail Riders Employment Agency!

Evaluation

1. At the end of the lesson, each student will have labeled a map depicting the four major cattle drive trails, railroads, and towns along the trails with 100% accuracy.
2. Oral presentations will be scored with an **oral presentation rubric**, located in the Resources section at the end of this document.

Extensions

- Students may make cookies in the shape of Nebraska. (Cookie cutters can be found in museum gift shops, like Nebraska Historical Society). Have students mark the town of Ogallala as well as the railroad and cattle trails with various cake decorations or frosting.
- Students could learn a cowboy trail song, such as “Git Along Little Doggies, I Ride an Old Paint, Back in the Saddle Again.” Cowboy Songs Index http://www.lonehand.com/cowboy_songs_index.htm
- Students may research different breeds of cattle directly involved in the early trail drives and compare them to the beef cattle of today.
- Students may want to ask to apply for one or more of the jobs. Hold mock interviews with costumes and props if desired.
- Students could stage a mock trail drive. Have students create their own brands, and then have each student put his/her brand on 10 pieces of paper. Have students wad the pieces of paper up and use brooms to drive their cattle over a course set up in a large room or gym. Some of the hardships of the trail could be demonstrated (a river, a storm, rustlers) by marking them out with taped areas on the floor. If a paper wad lands in a hardship area, it is lost for the drover. The success of the drive will be determined by how many branded wads of paper make it to Ogallala.

L2

LESSON PLAN The “Beef Issue” Native American Beef Rations on the Reservation

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



Length

Two class periods

Lesson Objectives

1. Using primary source newspapers from 1875, students will read articles about the “beef issue” and recognize the points of view of both Native Americans and the U.S. government toward each other and the distribution of beef.
2. Students will understand the concept of one culture using the food supply to control another.

■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.1.1](#); [SS 8.4.1](#); [SS 8.4.2](#); [SS 8.4.4](#)

Language Arts: [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#)

L2

LESSON PLAN The “Beef Issue” Native American Beef Rations on the Reservation

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Resources & Materials

- Computer with Internet access
- LCD projector
- *Omaha Daily Herald* & *Omaha Daily Bee* newspaper articles (web access or copies for half of students)
<http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/gold-native-americans-and-the-beef-issue/>
- **Photo Warm Up Handouts** for students in the Resources section at the end of this document
- **Introductory Facts about Native Americans before 1875** for display in the Resources section at the end of this document
- **The “Beef Issue” & Point of View** (*Omaha Daily Herald* & *Omaha Daily Bee*) Handouts for students in the Resources section at the end of this document
- Nebraska Studies: Native Americans & Settlers
<http://nebraskastudies.org/1850-1874/native-american-settlers/>
- Nebraska Studies: The End of the Bison
<http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/the-end-of-the-bison/>
- Nebraska Studies: Nebraska map
<http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/cattle-drives/>

LESSON PLAN

The “Beef Issue”

Native American Beef Rations on the Reservation

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Information Students Need to Know before this Lesson

Students should have an understanding about life for Native Americans living on the Plains before and during this time period. They should understand that many Native American cultures lived a nomadic lifestyle and followed the bison. Students should also understand the importance of customs and traditions of the Lakota, Cheyenne, Arapaho, Omaha, Pawnee, Ponca, and other nations living in modern day Nebraska and the Plains.

Introductory Facts to Share with Students

Teachers may bring up these ideas in a beginning discussion, use them on an overhead projector, or give students copies of the handout located in the Resources section at the end of this document.

- Life for the Native American on the Great Plains in the mid to late 1800s was one of increasing conflict with the “white man” about space, loss of their traditional lands, and the gradual destruction of their way of life.

Note: In this time period, the term “white man” was the generic phrase for talking about European or European American society.

- Between 1825 and 1892 in Nebraska, there were a series of 18 different treaties between Native American tribes and the U.S. government in which Indians gave up their land. All of the tribes were eventually forced to live on reservations either outside of Nebraska or on small plots of land within the territory.
- Moving to reservations meant the end of the free ranging life Native Americans had known and a dependence on the U.S. government for their food.
- Domestic rations such as sugar and flour were distributed through reservation commissaries. Periodically, the government would provide live cattle at events called “beef issues.” Herds of 100-150 head of cattle were driven to the reservation agency, where families would gather for the distribution.

Vocabulary

- Agency – Red Cloud, Standing Rock
- “beef issue”
- bison
- Indian Agent
- reservation
- reservation commissary
- rations
- treaty commissioners

LESSON PLAN

The “Beef Issue”

Native American Beef Rations on the Reservation

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

Warm Up

1. Hand out the Photo Warm Up Handout to students, and give them time to work on it.
2. Students will not have the background information to understand that this is the “beef issue.” Let them discover items in the photograph and make predictions as to where this event might be taking place and who might be involved.
3. Ask for volunteers to share their questions.
4. Explain that questions will be answered and they will learn the facts behind the photograph in the next phase of the lesson.
5. After reading The “Beef Issue” page in Nebraska Studies in the next step, students will have the information they need to write the last paragraph on the Warm Up.

Background Information

1. Have students read the page The “Beef Issue” in the Beef Moves to Nebraska sections of the 1850-1874 timeline on Nebraska Studies: <http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/gold-native-americans-and-the-beef-issue/>

Teachers may have students read the information in the computer lab or project the website using an LCD projector and read it as a class.

2. Ask students to define the “Beef Issue.”

- Who was involved?
- What took place?
- Where did it happen?
- Why did it happen?

3. Use the LCD projector to show the video “Beef Issue” from this web page:

<http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/gold-native-americans-and-the-beef-issue/> or students may view it on individual computers.

LESSON PLAN

The “Beef Issue”

Native American Beef Rations on the Reservation

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process, continued

Activity

1. Before students begin reading the newspaper articles, project the map at <http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/gold-native-americans-and-the-beef-issue/>

This map shows Fort Robinson, Chadron and other locations mentioned in the reading. It would be helpful to have the map projected as students read the newspaper articles.

2. Half of the students will read the following *Omaha Daily Herald* article, and half will read the *Omaha Daily Bee* article. They may read them from the website, or you may print them out ahead of time.

Omaha Daily Herald, Sunday, September 19, 1875 <http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/gold-native-americans-and-the-beef-issue/>

Omaha Daily Bee, September 23, 1875 <http://nebraskastudies.org/1850-1874/beef-moves-to-nebraska/gold-native-americans-and-the-beef-issue/>

Note: Make sure students understand where to begin reading because they are NOT reading the entire article (note exact sections in the handout in the Resources section at the end of this document). In this activity, students will examine the point of view. They will take notes on the Whites Point of View and the Native American Point of View. They need to look for information that is reported in the article, but also information that they can infer.

3. Have students complete the worksheets corresponding to the above articles, located in the Resources section at the end of this document.

4. Give students time to read and take notes. Remind them that they need to record information they find in the articles, but also information they infer. Teachers should wander through the room to check on students as they work. Here are possible answers that students might give in response to the reading.

| Omaha Daily Herald, September 19, 1875 | Omaha Daily Bee, September 23, 1875 |
|--|--|
| <p>Native American Point of View</p> <ul style="list-style-type: none"> • Men and women are keeping tradition alive by “hunting” the cattle. • Men hunt and kill the animals. • Women skin the animals. • They made money selling the hides. | <p>Native American Point of View</p> <ul style="list-style-type: none"> • They were possibly wearing regalia (newspaper described Native Americans as “fitting out for the war path”). • They were keeping keeping tradition alive through hunting. |
| <p>White Point of View</p> <ul style="list-style-type: none"> • This was a “horrible” way to kill the beef. • Beef carcasses were left on the prairie to rot. • Food was allowed to go to waste. • It was a fact that an able-bodied Indian can eat as much as two white men. | <p>White Point of View</p> <ul style="list-style-type: none"> • Indians were savages and wards of the government. • It was sickening to watch the Indians “hunt” the cattle. • Hunting the cattle was trying to imitate a buffalo hunt, and this was the opposite of trying to civilize the Indians. |

L2

LESSON PLAN

The “Beef Issue”

Native American Beef Rations on the Reservation

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process, continued

Activity, continued

5. After students have finished reading and taking notes, it's time for discussion. Use the following questions as guidelines:

- Why were Native Americans on reservations?
- Before living on reservations, where and how did they live?
- How did their food supply change when they moved to a reservation?
- Why was the change in food supply important? Was it simply about food? What else was involved?
- When the “beef issue” started and Native Americans were “hunting” cattle, how was it reported in the newspapers?
- Why was this news?
- Were the opinions of Native Americans included in this article? Why or why not?
- Were the opinions of the author included in this article? Why or why not?
- Why is it important to look at the food supply of Native Americans on reservations?
- Did they have control over the food they ate, how it was given to them, how much they could eat, etc.?
- Discuss the concept that the most effective way to control a group of people is to control their food supply. Is this true? Is it happening here? Did it work? Does this happen in modern day society?

6. Close the discussion with the concept that the most effective way to control a group of people is to control their food supply. Ask students for their responses and ask them how this concept applies to the “beef issue.”

L2

LESSON PLAN The “Beef Issue” Native American Beef Rations on the Reservation

Activity Grade Level

8

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The Process, continued

Evaluation

Teachers can evaluate student understanding through their answers on the worksheet and through class discussion.

Extensions

- Use a photograph or a drawing showing Native Americans and the “beef issue.” Add thought bubbles to the picture and give them a voice. What are they thinking? Do they want to hunt cattle? Are they happy on the reservation? What does the “beef issue” remind them of? Be careful to avoid stereotypes as students work on this assignment.

- Have students work in groups to complete a webbing activity. Challenge them to make connections between as many of the terms below as possible. As students make the web and “connect” the terms, they need to write an explanation on the line that links the two terms together.

Terms to use:

- | | | |
|----------------|-----------|-------------------|
| - Agency | - culture | - Native American |
| - Indian Agent | - gold | - railroads |
| - beef issue | - hunting | - reservation |
| - bison | - rations | - tradition |
| - conflict | | |

- Have students make a current events connection to the concept that an effective tool for one culture to dominate another is through the control of food and resources. Students can examine newspapers and news magazines to find modern day examples, and then write a compare contrast essay to examine the “beef issue” and the modern day issue.



1850-1874

Beef Moves to Nebraska

resources

| | page |
|---|------|
| National Archives: Map Analysis Worksheet | 15 |
| National Archives: Photograph Analysis Worksheet | 16 |
| Cattle Trails in the 1880s Worksheet | 17 |
| Cattle Trails in the 1880s Teacher's Answer Key | 18 |
| Job Cards (2 pages = front and back) | 19 |
| Cowboy Clothing and Equipment | 21 |
| Rubric for Lesson Plan 1: Cattle Trails | 24 |
| Photo Warm Up: The "Beef Issue" | 25 |
| Introductory Facts about Native Americans before 1875 | 26 |
| The "Beef Issue" & Point of View: <i>Omaha Daily Herald</i> | 27 |
| The "Beef Issue" & Point of View: <i>Omaha Daily Bee</i> | 28 |
| Rubric for Lesson Plan 2: The "Beef Issue" | 29 |

Nebraska Department of Education Academic Standards
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies Standards
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

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

Library of Congress Learning Page Lesson Plans <http://www.loc.gov/teachers/index.html>

National Archives: Map Analysis Worksheet

1. TYPE OF MAP (check one)

- Raised relief map
- Topographic map
- Political map
- Contour-line map
- Natural resource map
- Military map
- Bird's-eye view
- Artifact map
- Satellite photograph/mosaic
- Pictograph
- Weather map
- Other ()

2. PHYSICAL QUALITIES OF THE MAP (check one or more)

- Compass
- Handwritten
- Date
- Notations
- Scale
- Name of mapmaker
- Title
- Legend (key)
- Other

3. DATE OF MAP

.....

4. CREATOR OF MAP

.....

.....

5. WHERE WAS THE MAP PRODUCED?

.....

6. MAP INFORMATION

A. List three things in this map that you think are important:

1.
2.
3.

B. Why do you think this map was drawn?

.....

C. What evidence in the map suggests why it was drawn?

.....

D. What information does the map add to the textbook's account of this event?

.....

E. Does the information in this map support or contradict information that you have read about this event? Explain.

.....

Write a question to the mapmaker that is left unanswered by this map.

.....

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.

| PEOPLE | OBJECTS | ACTIVITIES |
|--------|---------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

STEP 2. INFERENCE

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

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.....

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STEP 3. QUESTIONS

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

.....

.....

B. Where could you find answers to them?

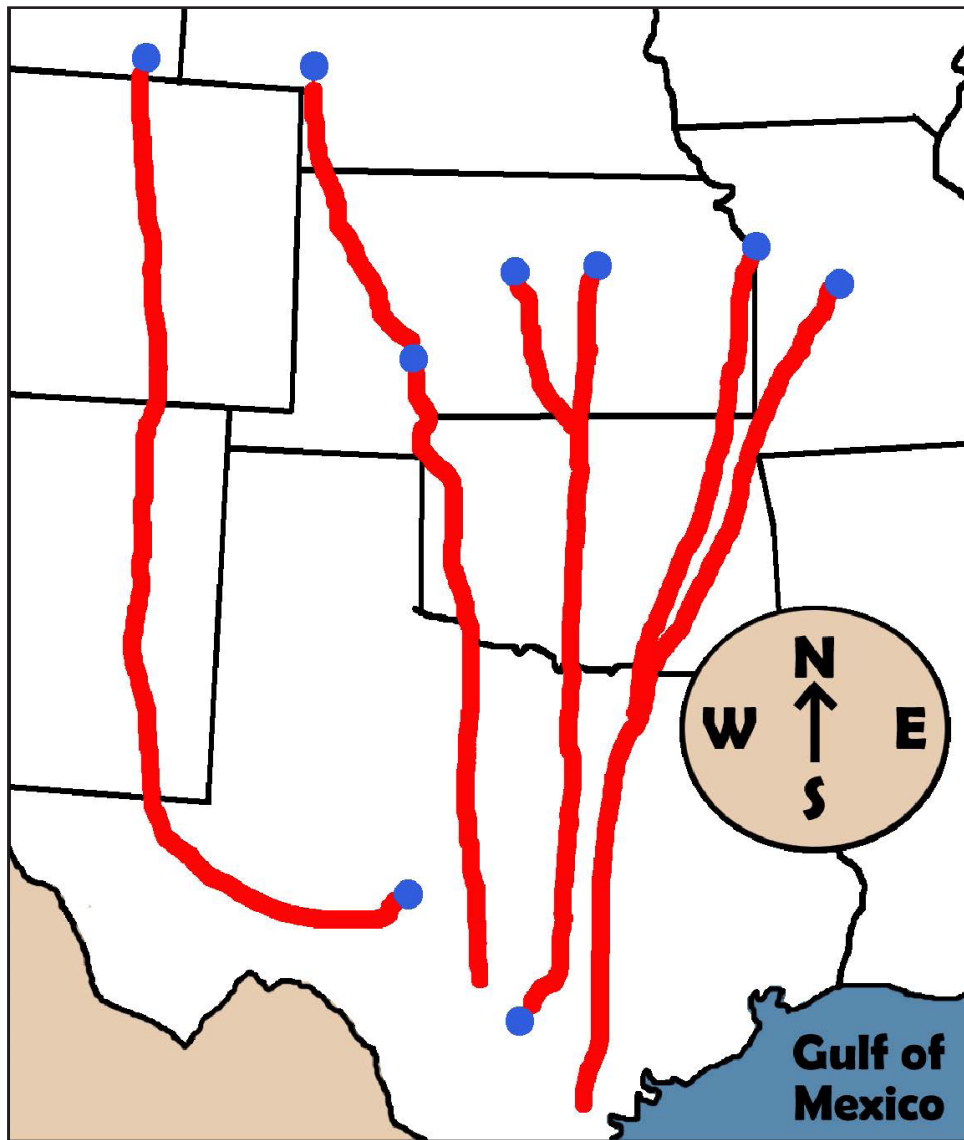
.....

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Cattle Trails in the 1880s

Student: Date:

Label each of the following • 4 trails • 3 railroad lines • 9 towns • present-day states



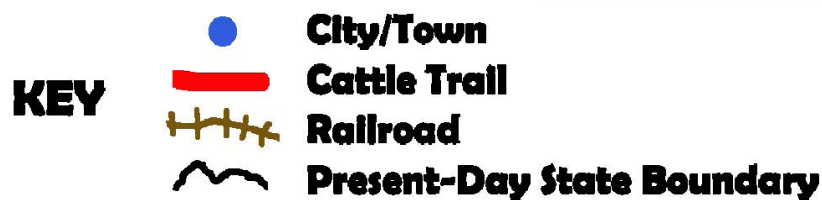
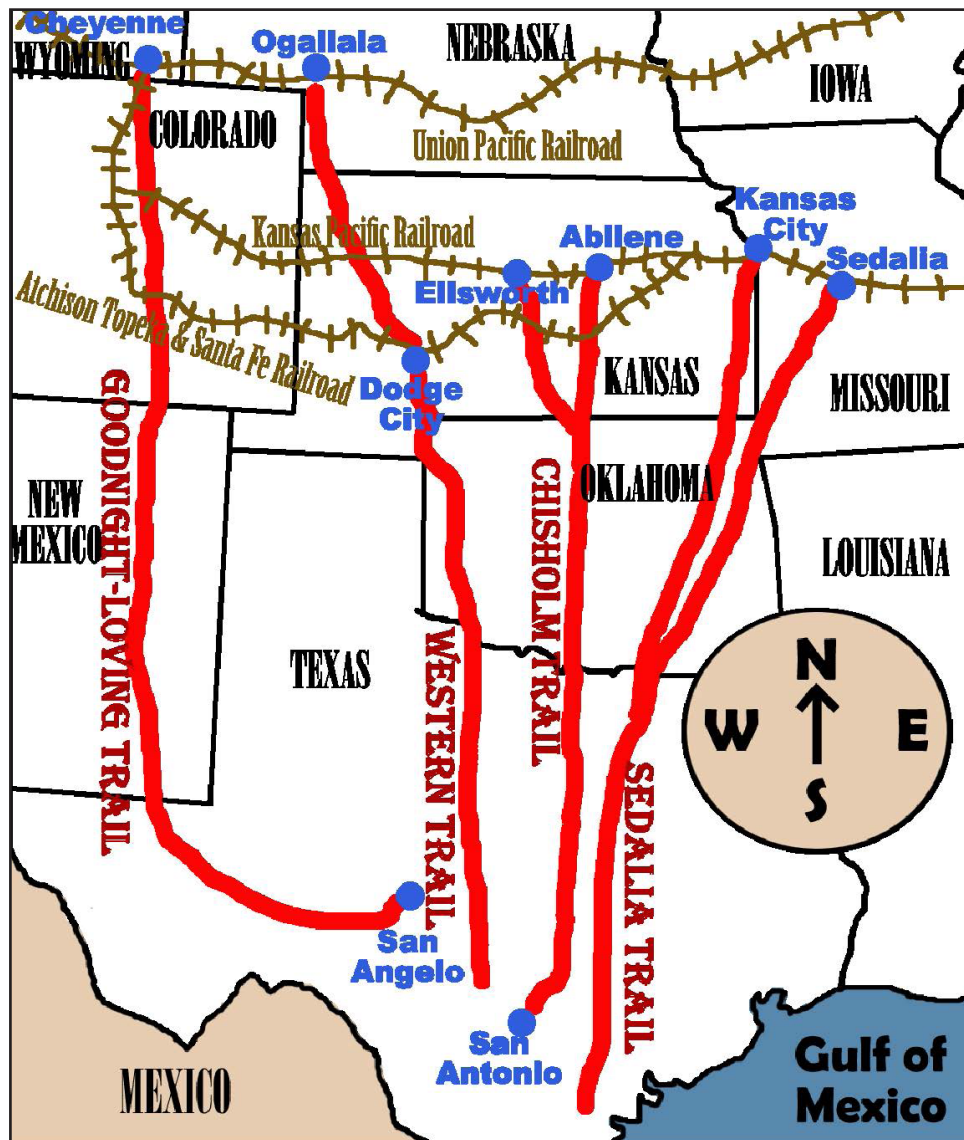
KEY

-  **City/Town**
-  **Cattle Trail**
-  **Railroad**
-  **Present-Day State Boundary**

Cattle Trails in the 1880s

Teacher's Answer Key

NOTE: Other trail names are also acceptable, as long as the student can verify the source.



Job Cards, Front Page

TRAIL BOSS

Trail bosses ride out ahead of the herd to scout. They have to find the best route, the best water, and the best grass. They have to anticipate problems before they happen.

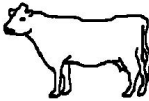
Salary: \$90 per month

Clothing:

.....
.....
.....

Equipment:

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.....
.....



SWING RIDER

Swing riders are positioned on either side of the herd, about one-third of the way back. Swing riders have to endure the incredible heat (not to mention the odor!) that the herd gives off.

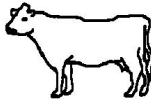
Salary: \$25 to \$30 per month

Clothing:

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Equipment:

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DROVER

Drovers lead the herd, usually by picking out a mature steer to lead the other cattle. They organize and make the drive, and then sell the cattle at the end of the long trail. Drovers purchase 40 - 50 horses for the remuda (herd of extra horses). Each cowboy needs 6 to 8 horses for the entire drive, since horses tired out, fell ill, or were sometimes lost or stolen. Drovers usually hire 6 to 10 cowboys for a herd of 2500 to 3000 cattle.

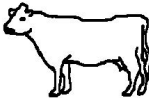
Salary: \$25 to \$30 per month

Clothing:

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Equipment:

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.....
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DRAG RIDER

Drag riders bring up the rear. Their job is to keep the herd moving and closed up, and to round up stray cattle. Drag riders prod along slow, sick, or lazy cattle. Sometimes a cow might drop out to give birth. Since newborn calves can't keep up with the herd, it is the unpleasant duty of the drag riders to eliminate the calves and drive the cow back into the main herd.

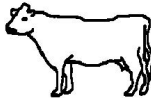
Salary: \$25 - \$30 per month

Clothing:

.....
.....
.....

Equipment:

.....
.....
.....



Job Cards, Back Page

FLANK RIDER

The cows are surrounded by flank riders, who ride three-quarters of the way back at the side of the herd to keep the cattle in a big group.

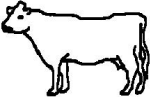
Salary: \$25 to \$30 per month

Clothing:

.....
.....
.....

Equipment:

.....
.....
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POINT RIDER

On each side at the front of the herd is a point rider who "points" the herd in the right direction. Point riders need experience in herding and riding because the most rambunctious cattle head for the front of the herd.

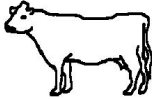
Salary: \$25 to \$30 per month

Clothing:

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Equipment:

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HORSE WRANGLER

Wranglers tend the horses. Each cowboy rides 2 to 3 mounts a day so the horses don't get too tired. The horse wrangler drives the remuda (herd of extra horses). Each cowboy needs 6 to 8 horses for the drive.

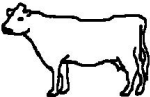
Salary: \$25 to \$30 per month

Clothing:

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Equipment:

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COOK

The trail drive is organized around the food or chuck wagon. The chuck wagon must travel faster than the herd to make camp because cowboys want their meal ready when they arrive. The cook is the second most experienced man on the crew. He needs to be able to fill in for the drovers.

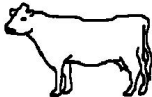
Salary: \$25 - \$30 per month

Clothing:

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Equipment:

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Cowboy Clothing and Equipment

Hat Hats are worn as a shade from the sun or an umbrella from the rain. They protect the head and the back of the neck. Hat styles have changed over the years. Brims and crowns vary in height and width. Styles vary from region to region as well. Hats may have a leather chin-strap or strings with slides, known as “stampede strings,” to keep them from blowing away in the wind. A cowboy might use his hat like a bucket for gathering water or food (for the cowboy or his horse), for fanning a fire, chasing flies, and covering his face while he sleeps. Many early cowboys wore hats made by John Stetson, who started his company in 1865. Hats are often made of felt or straw. Straw hats are worn in warm weather. Felt hats were made from wool or fur.

Shirt These were long-sleeved, made of cotton for summer or wool for winter. Long sleeves protected the arms. Early shirts had a button placket at the top of the shirt. Cowboys often wore their shirts buttoned up to the neck.

Underwear Long johns or one piece underwear, covering the body from neck to ankles, were worn beneath clothing. They buttoned down the front and were worn during the day and at night.

Vest Since shirts and pants often did not have pockets, cowboys wore vests with pockets for extra storage space for tobacco and money. Vests, which were often made of wool, provided an extra layer of clothing that helped keep the cowboy warm in cold weather.

Bandanna A square piece of cloth, also called a neckerchief or face mop, that was folded in half into a triangle and tied to hang loosely around the neck. The cowboy could use the bandanna to protect his nose and mouth from dust and wipe his brow. In hot weather, he would wet the bandanna and use it to cool his neck or place it under his hat to cool his head. In case of injury or snake bite, it could be used as a bandage or a tourniquet. Bandannas originated in India and were first imported in the 1700s. Silk or cotton in solids or calico prints were popular fabrics. Bandits also used bandannas as masks.

Gloves Made of leather, these protected the cowboy’s hands from rope burns, blisters, hooves, horns and hot branding irons.

Pants These were often made of canvas or wool and were usually brown, black or tan. Pants had one small waist pocket or no pockets. Pockets were not used because cowboys found it difficult to reach items in pockets and uncomfortable to sit in a saddle all day with full pockets. Denim work pants were used, but the pants we call jeans were not created until 1873, when a patent was received by Levi Strauss and his partner for the rivets used to strengthen the pants at the pockets and other points of strain. Pants were made to fit tight at the waist, so belts were not necessary.

Chaps Leather leggings that were worn over pants for protection from rocks, branches, horns. They also helped to keep the cowboy warm in cold weather. There are several varieties of chaps. Shotgun chaps are made of leather and have narrow legs. Batwings are long chaps with wide legs. Woolies are long chaps made of Angora goat hair or sheep's wool.

Boots Cowboys preferred boots over shoes because they provided better protection from brush, stickers, and rattlesnakes. Boots were made of leather and designed for riding. The narrow toe fit through the stirrup and the high heel kept the boot from sliding forward. Boots with higher heels kept the spurs clear of the ground. Boots often have "mule ears" or leather straps on the sides that make them easier to pull on. In the 1880s, a pair of boots might cost a cowboy \$10.00 - \$25.00. This was an expensive purchase, since the cowboy only made about \$30.00 per month. Cowboys "slept with their boots on" to be able to get on their horses quickly if there was a stampede.

Oil Skin Coat This lightweight coat is also called a duster or a slicker. The coat provided protection from wind, rain, dust storms, etc. Dusters are long and are designed with a split up the back to be worn while riding. The coat was long enough to protect the rider and his horse.

Spurs Spurs are made of a piece of U shaped metal that fits around the heel of a boot. Spurs are fastened with a leather strap across the front. The spurs have a small spiked wheel or star with dull edges, called a rowel. As the cowboy touches the horse, the rowel turns, but does not injure the horse. The cowboy uses his spurs to encourage the horse to go faster.

Quirt A riding whip used to get the horse's attention. These were made of hand braided leather, rawhide, or horse hair.

Lariat A long rope, also called a reata or lasso. Lariats were first made of braided rawhide or hemp. New ropes are often stiff and need to be “broken in.” To make it easier to use a new rope, a cowboy might tie one end to his saddle horn and drag it on the ground for several days.

Saddlebags A pair of pouches hanging across the back of a horse behind the saddle used to store food, utensils, extra clothing, pistol and bullets, medical supplies, tools for repairing equipment, books, money, maps, etc. These were made of leather and were closed and fastened with leather straps and metal buckles.

Canteen A container for carrying drinking water for the cowboy and sometimes his horse. Canteens were made of metal, wood or animal skins covered with wool cloth or canvas.

Bedroll A canvas covered blanket or quilt that served as a mattress. These were usually tied to the saddle during the day or carried in the chuck wagon. Cowboys often kept extra clothes in their bedroll.

Firearms A short, light-weight rifle, also known as a carbine, might be carried on the saddle for use on the trail. The rifle would add up to 7 pounds to the saddle weight. Revolvers might be worn in a holster around the cowboy’s waist. Because ammunition was expensive, cowboys avoided using these weapons when possible. Cowboys might also carry handguns, but handguns were only accurate at short distances.

Knife A cowboy’s knife consisted of a thin, sharp-edged metal blade with a handle.

Saddle A wooden and leather seat placed on the back of a horse. Each saddle had a horn at the front that was used to tie one end of a rope. Saddles, like boots, were very expensive, costing a month’s pay or more. At night, cowboys often used them as headrests while they slept. Saddles might last as long as 30 years and may weigh as much as 40 pounds. Because cowboys might ride up to 15 hours a day, it was important that the saddle be comfortable for both the cowboy and the horse.

Source: <http://libraries.ok.gov/wp-content/uploads/cowboy-gear.pdf>

Rubric for Lesson Plan 1: Cattle Trails

Student: Date:

| Competency | Map | Oral Presentation |
|------------------------------|--|--|
| Excellent 5 points | <ul style="list-style-type: none"> • All states labeled. • Spelling correct. • Each dot labeled. • Towns labeled. • All trails labeled correctly. • Railroads labeled correctly. | <ul style="list-style-type: none"> • Presents information in organized, logical, interesting way, beyond requirements. • Subject knowledge exceeds requirements. • Adds graphics. • Maintains eye contact, uses strong voice, and pronounces words accurately. |
| Very Good 4 points | <ul style="list-style-type: none"> • All states, towns, trails, and railroads labeled. • Spelling not accurate. | <ul style="list-style-type: none"> • Presents information in a logical, interesting sequence. • Demonstrates knowledge of subject. • Maintains eye contact with audience. • Uses clear voice. |
| Good 3 points | <ul style="list-style-type: none"> • 75% of states, town, trails, and railroads labeled. • Spelling not accurate. | <ul style="list-style-type: none"> • Presents information in logical sequence. • Can answer questions with explanation. • Maintains eye contact most of the time. • Voice is clear, most words pronounced correctly. |
| Average 2 points | <ul style="list-style-type: none"> • 50% of states, towns, trails, and railroads labeled. • Spelling not accurate. | <ul style="list-style-type: none"> • Audience has difficulty following presentation. • Student is uncomfortable with information. • Occasionally uses eye contact. • Voice is low and hard to understand. |
| Poor 1 point | <ul style="list-style-type: none"> • Attempt to label 25% of states, towns, trails and railroads. • Spelling not accurate. | <ul style="list-style-type: none"> • Audience cannot understand presentation because there is no order to information. • Student does not have grasp of information. • Reads all of report with no eye contact, mumbles, and can not pronounce words. |

TOTAL POINTS _____

Photo Warm Up: The “Beef Issue”

Student:

Period No.



Source:
Nebraska
State
Historical
Society

1. Examine the photograph and list at least eight things you see in the picture.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

2. Where do you think this scene might be taking place? Take a guess.

3. What do you think is happening in the photograph?

4. What questions do you have after looking at the photograph?

Write at least two questions.

- a.
- b.

Later

After the warm up is finished and you have learned more information, on the back of this paper, write a 5-7 sentence paragraph explaining the following:

- who are the people in the photograph
- what are they doing
- where are they
- what is the name for what the Indian Agency has given them

Introductory Facts about Native Americans before 1875

- Life for the Native American on the Great Plains in the mid to late 1800s was one of increasing conflict with the “white man” about space, loss of their traditional lands, and the gradual destruction of their way of life.
- Between 1825 and 1892 in Nebraska, there were a series of 18 different treaties between Native American tribes and the U.S. government in which Indians gave up their land. All of the tribes were eventually forced to live on reservations either outside of Nebraska or on small plots of land within the territory.
- Moving to reservations meant the end of the free ranging life Native Americans had known and a dependence on the U.S. government for their food.
- Domestic rations such as sugar and flour were distributed through reservation commissaries. Periodically the government would provide live cattle at events called “beef issues.” Herds of 100-150 head of cattle were driven to the reservation agency where families would gather for the distribution.

The “Beef Issue” & Point of View: *Omaha Daily Herald*

Student: Period No:

Omaha Daily Herald, Sunday, September 19, 1875

There are always two sides to a story. Your job is to read the newspaper article from the *Omaha World Herald*, Sunday, September 19, 1875 and examine the points of view presented or not presented. As you read, think about what information is reported and who did the reporting. You should also think about perspective – whose is presented and whose is missing.

As you read the article, take notes on the various perspectives. Your notes should include information from the article – both fact and opinion, and your own analysis of the various perspectives presented.

Please Note! You are not going to read the entire article. Start reading in the second half of the article where the paragraph begins: “Brutal work. Saturday was the day for the issuing of beef at Red Cloud...” You will read that paragraph and the next one.

| Native American Point of View | White Point of View |
|-------------------------------|---------------------|
| | |

John Carter said, “We see over and over again that one of the most effective tools for one culture to dominate another is the controlled food supply.” Explain how this happened with Native Americans who move on to reservations. Give at least two examples:

- 1.
- 2.

The “Beef Issue” & Point of View *Omaha Daily Bee*

Student: Period No:

Omaha Daily Bee, Sunday, September 23, 1875

There are always two sides to a story. Your job is to read the newspaper article from the *Omaha Daily Bee*, Sunday, September 23, 1875 and examine the points of view presented or not presented. As you read, think about what information is reported and who did the reporting. You should also think about perspective – whose is presented and whose is missing.

As you read the article, take notes on the various perspectives. Your notes should include information from the article – both fact and opinion, and your own analysis of the various perspectives presented.

Please Note! You are not going to read the entire article. Read the last two paragraphs of the article. The first paragraph you’ll read starts with: “The most exaggerated idea...”

| Native American Point of View | White Point of View |
|-------------------------------|---------------------|
| | |

John Carter said, “We see over and over again that one of the most effective tools for one culture to dominate another is the controlled food supply.” Explain how this happened with Native Americans who move on to reservations. Give at least two examples:

- 1.
- 2.

Rubric for Lesson Plan 2: The “Beef Issue”

Student: Date:

| Competency | Excellent 3 points | Satisfactory 2 points | Needs Improvement 1 point | Participated 2 points | Little Participation 0-1 point |
|---|-----------------------|--------------------------|------------------------------|--------------------------|-----------------------------------|
| Oral Class Discussion | | | | | |
| Point of View Handout Demonstrated an understanding of the topic and related concepts | | | | | |
| Point of View Notes Included facts the newspaper article | | | | | |
| Point of View Notes Included student's own analysis | | | | | |

TOTAL POINTS _____

Nebraska Department of Education Content Area Standards

Social Studies Standards

4

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.4 Develop historical inquiry and research skills.

8

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

12

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Nebraska Department of Education Content Area Standards

Language Arts Standards

4

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary; LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

8

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

12

LA 12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.