



1900 – 1924

Reforming Beef

lesson plan

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L1

LESSON PLAN Cattle Barons and Land Fraud

Activity Grade Level

8

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

Length

Two-three class periods

Lesson Objectives

1. Students will understand the roles the Homestead and Kinkaid Acts played in the development of cattle ranching in Nebraska.
2. Students will identify “well-known” Nebraska ranchers of this period and their role in the development of cattle ranching in the state.
3. Students will explain the conflict between the cattle ranchers and the homesteaders.
4. Students will explain the conflict between Nebraska cattle ranchers and the U.S. government.

Resources & Materials

- Computer with Internet access
- LCD projector
- Nebraska Studies: Reforming Beef <http://nebraskastudies.org/1900-1924/reforming-beef/>
- Nebraska Studies: HighFalutin’ Beef <http://nebraskastudies.org/1875-1899/high-falutin-beef/>
- Nebraska County map <https://history.nebraska.gov/blog/five-ways-experience-history-nebraska>

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

- *Land Fraud Warm-up Worksheet*
- *Cattle Barons & Land Fraud Worksheet*
- Editorial Directions
- *Omaha World Herald Worksheet*
- *Editorial Cartoon Worksheet*
- *Tabloid Directions*
- *Nebraska Enquirer Worksheet*
- Grading Rubrics for editorial, cartoon, and tabloid assessment activities

■ Nebraska Department of Education Content Area Standards

Nebraska State SOCIAL STUDIES Standards:
[SS 8.4.4.](#); [SS 8.4.5.](#)

Nebraska State READING & WRITING Standards:
[LA 8.1.6 Comprehension](#)

L1

LESSON PLAN

Cattle Barons and Land Fraud

Activity Grade Level

8

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

Introduction

In the early 20th century, the Nebraska beef industry faced many problems, such as racism, labor and health issues in meatpacking, and conflicts over the use of government-owned land. This lesson will introduce students to the conflicts between the U. S. government and cattle ranchers in the use of public land for grazing.

Vocabulary

| | | |
|---------------|------------------------------|--------|
| cattle baron | land fraud | widow |
| Homestead Act | orphan | yeoman |
| Kinkaid Act | President Theodore Roosevelt | |

The Process

1. Begin class by having students complete the Land Fraud Warm-up Worksheet located in the Resources section at the end of this document. Discuss student answers.

**If you have an LCD projector, show the Nebraska county map as you discuss student answers to the questions. <https://history.nebraska.gov/blog/five-ways-experience-history-nebraska>

2. Show students the *Public Land: Whose Land is It?* page in the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies. <http://nebraskastudies.org/1900-1924/reforming-beef/> Discuss the differences in lifestyles and uses of land between ranchers and homesteaders. Make a T-chart on the board and record student responses. Below are some possible responses.

| Ranchers | Farmers |
|--|---|
| Most came from the southwest | Most came from the east |
| Spanish idea of land use: range open to grazing | Jeffersonian notion of the yeoman on a small farm |
| Some ran their cattle through farmers' crops | Some shot cattle or cut ranch fences to let cows loose |
| Additional Information | Additional Information |
| Wanted to use public land for their own purposes | Wanted to use public land for their own purposes |
| Nebraska law: If you wanted to ranch, you were supposed to own the land. | U.S. government passed the Kinkaid Act to increase the amount of land a person could purchase and started to "crack down" on ranchers who were illegally using public land. |

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3. As a FUN, optional activity, play the song from the movie **Oklahoma**, The Farmer and the Cowman. It works best to play the movie with “closed captioning” turned on so students can read the words while listening. You can add to your t-chart, but this time list the “stereotypes” shown for each of the two groups.

| Ranchers | Farmers |
|---|---|
| <p>Stereotypes Shown in Movie</p> <ul style="list-style-type: none"> • Like to plow • Dirt scratchers • Fence builders • Cheap, won't pay for drinks • Saw themselves as thrifty • Steal butter and cheese | <p>Stereotypes Shown in Movie</p> <ul style="list-style-type: none"> • Like to drink • To protect wife and daughter, lock them up • Only friend is pony • Chase cows – roping cows • Want open range to graze |

4. Have students take notes on the Cattle Barons and Land Fraud Worksheet, located in the Resources section at the end of this document, while reading the following sections of the Nebraska Studies website and watching the related videos. Students will either complete this activity on an individual computer in the school computer lab or teachers may project it and complete as a class. **Note:** It would be best to discuss each section as it is completed, so students can add to their notes if they missed something.

a. Show or read the *Kinkaid Act of 1904* page from the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies: <http://nebraskastudies.org/1900-1924/reforming-beef/>

Discuss the terms and the intent of the Kinkaid Act and its differences from the Homestead Act. Emphasize that ranchers eventually were able to buy land both for themselves and later from the abandoned land of the failed homesteaders.

b. Show or read the *Cattle Barons v. Grangers* page from the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies: <http://nebraskastudies.org/1900-1924/reforming-beef/>

Discuss the legislation passed by the federal government outlawing the enclosure of public lands and that two of Nebraska's largest ranch landowners ignored the law. President Roosevelt ordered legal action and charges were brought against Bartlett Richards and Will G. Comstock.

c. Show the *Bartlett Richards* video on the *Growing Your Ranch...Creatively* page in the *High Falutin' Beef* section of the 1875-1899 timeline of Nebraska Studies:

<http://nebraskastudies.org/1875-1899/high-falutin-beef/growing-your-ranch/>

Students can record facts about Mr. Richards in the **Ranchers on Trial** section of the *Cattle Barons and Land Fraud* Worksheet.

The Process: 4. continues >

L1

LESSON PLAN

Cattle Barons and Land Fraud

Activity Grade Level

8

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

d. Show or read *Ranchers on Trial* page from the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies: <http://nebraskastudies.org/1900-1924/reforming-beef/cattle-barons-v-grangers/>

Discuss President Roosevelt's reaction to Richards and Comstock's refusal to remove their fences. Show or watch the video Bartlett & Land Fraud.

e. Have students go back to read the *Widows & Orphans* page from the *High Falutin' Beef* section of the 1875-1899 timeline of Nebraska Studies: <http://nebraskastudies.org/1875-1899/high-falutin-beef/widows-orphans/>

Then show or watch the video on that page, Widows & Orphans. Discuss that many of the large ranchers used a variety of "shady tactics to grab land, like deceitfully using Civil War widows or their orphans to take homesteads" and that Federal investigators came to Nebraska and charged 26 men with conspiring to fraudulently secure title to federal lands.

5. Have students use the Cattle Barons and Land Fraud notes to complete one of the following activities. Directions are located on the worksheets in the Resources section at the end of this document.

- Write an editorial for the Omaha World Herald.
- Draw an editorial cartoon with caption.
- Write a "tabloid style" news article for the Nebraska Enquirer.

Evaluation

Students will demonstrate their knowledge and understanding by writing an editorial, designing an editorial cartoon, or writing a tabloid-style news article. Rubrics are located in the Resources section at the end of this document.

Extensions

- Using their *Cattle Barons and Land Fraud* notes, have students design a WANTED poster for a real person, such as Bartlett Richards or a "made-up" person such as one of the 26 men who "conspired to fraudulently secure title to federal lands."
- Have students research the Kinkaid Act and Homestead Act and write a two-page compare/contrast paper.
- Have students research the life of President Theodore Roosevelt and write a 2-minute speech that contains his reasons for wanting to vigorously prosecute those accused of land fraud. Ask for volunteers to share.

L2

LESSON PLAN

Whose “Home” is the Range?

By Dale Rasmussen, Raymond Central High School

Activity Grade Level

HS

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. Students will explain the history of range management as it relates to the beef industry.
2. Students will analyze whether range management has changed over time.
3. Students will explain the role of ranchers, recreationists, and conservationists on the openrange.
4. Students will examine the future of scientific management and the open range.

■ Nebraska Department of Education Content Area Standards

Nebraska State SOCIAL STUDIES Standards:

SS HS.1.1 ; SS HS.2.8 C; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

Nebraska State READING & WRITING Standards:

Standard 12.1.1; Standard 12.1.6.; Standard 12.2.1; Standard 12.2.2.; Standard 12.2.4.; Standard 12.2.5.; Standard 12.3.2.

L2

LESSON PLAN

Whose “Home” is the Range?

By Dale Rasmussen, Raymond Central High School

Activity Grade Level

HS

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

Resources & Materials

- Computer with Internet access
- Whiteboard or LCD projector
- 7 Ps of Rangeland Handout, located in the Resources section at the end of this document
- Range Management Purposes Handout, located in the Resources section at the end of this document
- Home on the Range song
Music only, lyrics on page <http://www.boyscouttrail.com/content/song/song-218.asp>
Music with singing (just a part) <http://songsforteaching.com/philrosenthal/homeontherange.htm>
- Nebraska Studies: Reforming Beef <http://nebraskastudies.org/1900-1924/reforming-beef/>
- Nebraska Studies: Beef Goes Modern <http://nebraskastudies.org/1925-1949/beef-goes-modern/>
- Nebraska Studies: Beef State <http://nebraskastudies.org/1950-1974/beef-state/>
- History of Grazing, Bureau of Land Management <https://www.blm.gov/about/history>
- Range Condition or “Rangeland health” https://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/technical/nra/rca/?cid=nrcs143_014218
- Nebraska Handbook of Range Management, U.S Department of Agriculture, University of Nebraska, Institute of Agriculture and Natural Resources
- The following can be found in, Major Problems in Environmental History, Carolyn Merchant, D. C. Heath and Company, 1993:
 - “Aldo Leopold Proposes a Land Ethic”, 1949, Aldo Leopold, p. 454-458
 - “Organic, Economic and Chaotic Ecology,” Donald Wooster, p. 465-479
 - “Speech by T. Roosevelt at the Dedication of Boulder Dam,” Sept 30, 1935, p. 489
 - “From Conservation to Environment,” Samuel P. Hayes, p. 503-511
 - “The National Environment Policy of 1969,” Public Law No. 91-190, 83 stat. 852 (1970) codified at 42 U.S.C. 4331 (1982), p. 498-500
 - “Hugh Bennett Presses for Soil Conservation,” 1947, p 491
 - “Rachel Carson Warns of a Silent Spring,” Rachel Carson, p. 493-496.

L2

LESSON PLAN

Whose “Home” is the Range?

By Dale Rasmussen, Raymond Central High School

Activity Grade Level

HS

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

The Process

Preparation

Before class, have students read the text and watch the videos relating to Range Management from three sections of the Beef story in the Nebraska Studies website:

Reforming Beef <http://nebraskastudies.org/1900-1924/reforming-beef/>

Beef Goes Modern <http://nebraskastudies.org/1925-1949/beef-goes-modern/>

Beef State <http://nebraskastudies.org/1950-1974/beef-state/>

Day One

Opening

1. Play “Home on the Range” for the students.
2. Discuss the following,
 - a. What is the song about?
 - b. Who does the “me” refer to when the song says, “Give me a home”?
 - c. Does the song mean that the land was meant for ranching, recreation, or was it to be left alone for the “deer and the antelope”?
 - d. Were federal lands (like the Ogallala National Grassland in western Nebraska) set aside for single use or multiple uses?

Introduction

1. Pass out *7 Ps of Rangeland Handout*, located in the Resources section at the end of this document.
2. Have students brainstorm in groups of two to fill out the Range Management Purposes Chart, located in the Resources section at the end of this document. Make sure they look up definitions if they have any questions about the terms.

Example: Germplasm: The genetic material, especially its specific molecular and chemical constitution, that carries the inherited characteristics of an organism from one generation to the next by means of the germ cells.

3. Once they have completed the chart, point out to students the following:
 - a. The history of range management has been a conflict of ranchers who want to make a living grazing cattle on the open range in Nebraska, conservationists who want to preserve it in its natural state, and sports enthusiasts who want to use it for recreation.
 - b. Range management has been an environmental conflict over who manages the land.
 - c. Most of the rangeland for raising livestock in Nebraska is owned by the Federal Government, and managed by the U. S. Forest Service and the U. S. Fish and Wildlife Service.

L2

LESSON PLAN

Whose “Home” is the Range?

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Activity Grade Level

HS

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Day 2

1. In class, have students research the history of livestock grazing on the open range. You may wish to divide the class into groups of five, each one taking a different topic below and then reporting on it to the rest of the class.

- The Homestead Act of 1862 <http://nebraskastudies.org/1850-1874/homestead-act-signed/>
- Stock-Raising Homestead Act
https://earthworks.org/issues/stock_raising_homestead_act_of_1916_srha/
- Taylor Grazing Act
<https://www.blm.gov/programs/natural-resources/rangelands-and-grazing/livestock-grazing/about>
- Federal Land Policy Management Act <https://www.blm.gov/or/regulations/files/FLPMA.pdf>

2. Have students create a modified timeline of the different events and acts which shaped rangeland use in Nebraska. They should list the act or event, purpose of the act or impact of the event, and, in their opinion, the impact on the cattle industry in Nebraska.

3. Discuss the following issues:

- a. Who has the right to regulate the use of public land?
- b. What do you do if the person or group using the land abuses it?
Example: Over-grazes, or causes some erosion
- c. How did public land help develop the beef industry in the late 1800s and early 1900s in Nebraska?
- d. How did Teddy Roosevelt change the view of public lands?
- e. How did the Depression of the 1930s change the way the public viewed the land, especially open rangeland?
- f. How did the introduction of new grasses and cattle breeds change the need for open range in Nebraska?
- g. How did the Rachel Carson, author of Silent Spring, change people’s views of ecosystems?
- h. What have ranchers done to preserve their ranchlands?
- i. How did events and groups change single use land to multiple use land?
- j. What have ranchers, conservationists, and recreationists done to protect the openrange?

L2

LESSON PLAN

Whose “Home” is the Range?

By Dale Rasmussen, Raymond Central High School

Activity Grade Level

HS

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Evaluation

Have students write a reaction paper to the following news item:

“Acme investors have decided to plant genetically altered grasses among the native grasses on the Ogallala National Grassland in Nebraska. These new grasses will increase the growth of cattle grazing on these lands and resist diseases native grasses often acquire.”

Their paper should address the following issues:

1. Does the plan fit the 7 Ps of Rangeland? How or how not?
2. How does the plan affect the positions of the rancher, conservationist, and the recreationist?
3. What might be the lasting effect on the beef industry?

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

Additional Resource

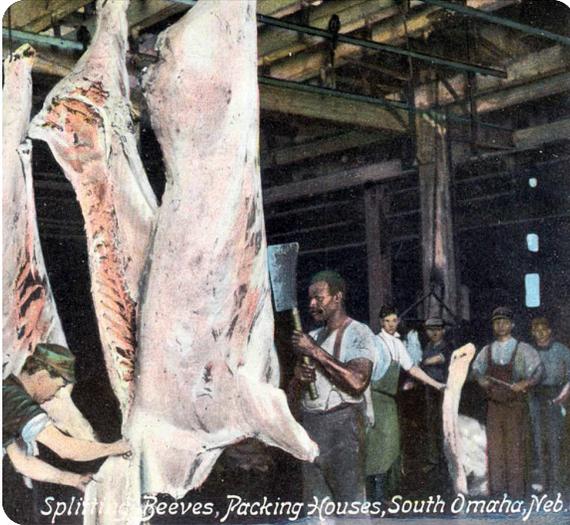
For more information about the life of homesteading women like Essie Davis, the following website contains the diary of a woman who settled in Wyoming:

Stewart, Elinore Pruitt. **Letters of a Woman Homesteader**

<http://etext.lib.virginia.edu/toc/modeng/public/SteHome.html>

Extensions

- Have students create a cover for a special magazine that will spotlight modern ranching in Nebraska. Students should include a Table of Contents showing the issues facing ranchers, the everyday workings of a ranch, and how range management is addressed by today’s rancher.
- Have students write a dialogue between a conservationist, recreationist, and rancher on the uses of Lake McConaughy in Nebraska. The conservationist should illustrate concerns over the others’ uses as well as his/her own view of the purpose of the lake.
- Have students create a “Top 10” list of the natural features of the Sandhills region of the state. For each feature, students should list the recreational use, conservation use, and economic use.
- Have students take the position of a rancher, conservationist, or recreationist, and write a letter to the governor describing what the short range and long range goals of range management should be.



Splitting Beaves, Packing Houses, South Omaha, Neb.

1900 – 1924

Reforming Beef

resources

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

Nebraska Department of Education Social Studies and History Standards

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

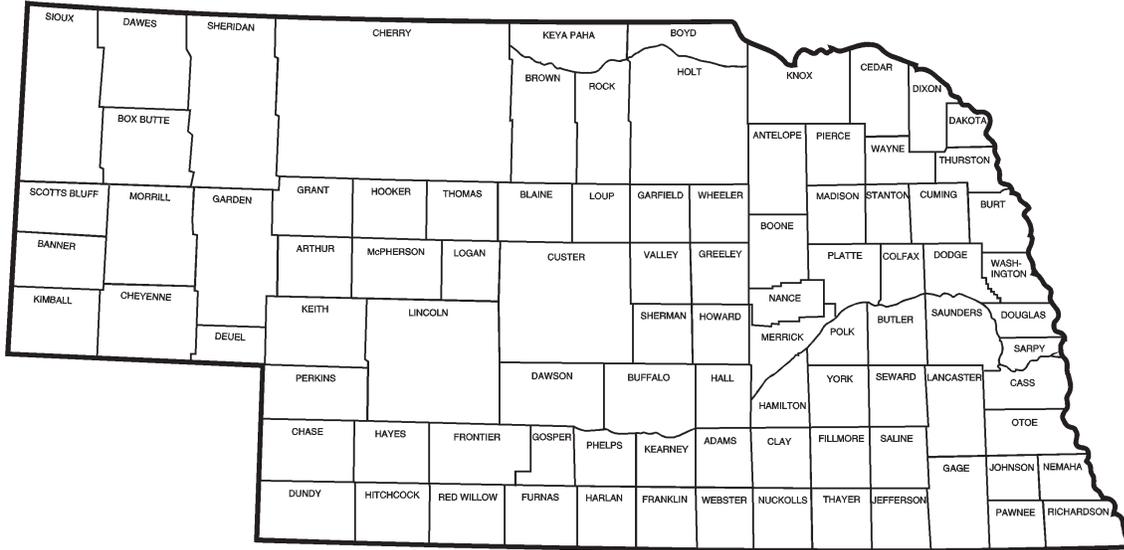
National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

Land Fraud Warm-up Worksheet

1. Use a pencil or pen to shade the following counties on the map: **Cherry, Sheridan, & Box Butte**



In the early 1900s, Bartlett Richards and Will G. Comstock operated the Spade, Bar C and Overton ranches that occupied more than a half million acres of land in Cherry, Sheridan, and Box Butte counties. Use the map as a guide as you answer the following questions:

1. With control of such a large area of land in northwestern Nebraska, what advantages or benefits do you think these men experienced in the business of cattle ranching?
2. Large businesses and powerful businesspeople often make enemies. Who do you think might have “disliked” or “challenged” these men as their cattle business expanded to include such a large expanse of land? Explain.
3. Using a dictionary, write a definition for the following words:

| | | |
|------------------|--------------|-------------------|
| scoundrel | fraud | shenanigan |
| | | |

4. What do you think the words above have to do with cattle ranching in Nebraska?

Cattle Barons and Land Fraud

Name _____ Period No. _____

Using the Nebraska Studies website, videos, and other classroom resources, take detailed notes below. You will use these facts and details to complete a final assignment. Be specific and listen for quotes because they will help you complete your project.

| | |
|---|--|
| <p>Kinkaid Act of 1904</p> <ul style="list-style-type: none"> • • • • | <p>Cattle Barons v. Grangers</p> <ul style="list-style-type: none"> • • • • |
| <p>Ranchers on Trial</p> <ul style="list-style-type: none"> • • • • • | |
| <p>Bartlett & Land Fraud Video</p> <ul style="list-style-type: none"> • • • • • • • | <p>Widows & Orphans Video</p> <ul style="list-style-type: none"> • • • • • • • |

Cattle Barons and Land Fraud Editorial Directions

Using facts and details from your notes, write an editorial for the Omaha World Herald. Your article must take the side of either a Nebraska rancher or the U.S. government. Follow these steps:

1. Select your topic. Look through your notes and choose a topic you can support with facts. Here are some ideas.
 - Are Richards and Comstock criminals who should be prosecuted OR businessmen trying to operate a successful business?
 - What reforms should (or shouldn't) the government be addressing?
 - Was it fair or unfair for John Walters (a land speculator) to buy land in Nebraska in the names of orphans living in Pennsylvania?
2. Choose your two or three strongest arguments (examples that support your thesis) and write about them. Take a stand and clearly present your argument to the reader. Your main idea should be included in a thesis statement in the first paragraph.
3. Discuss the opposing point of view and try to show how your idea/opinion is better.
4. Use powerful words like: **deception** **scam** **scheme** **swindle** **entrepreneur** **success story**
5. End your editorial with your strongest argument and how it proves or supports your thesis.

Editorial Cartoon

Name _____ Period No. _____

Using your Cattle Barons and Land Fraud notes, select a topic that interests you and that you feel strongly about. Design an editorial cartoon that represents your point of view. The images you draw and caption you create should be clearly understood by the reader.

Use powerful words like: **deception** **scam** **scheme** **swindle** **entrepreneur** **success story**

Some possible topics to illustrate:

- Are Richards and Comstock criminals who should be prosecuted OR businessmen trying to operate a successful business?
- What reforms should (or shouldn't) the government be addressing?
- Was it fair or unfair for John Walters (a land speculator) to buy land in Nebraska in the names of orphans living in Pennsylvania?



“Stretch the truth” “Manipulate the facts”

Directions

“Two-Headed Cow Born in Mullen”

“Crop Circles Found in North Platte”

You’ve read the headlines on the cover of the *National Enquirer* when standing in line at the grocery store. Now it’s your chance to become part of the paparazzi and write an article for the *Nebraska Enquirer* using the facts and details from your Cattle Barons and Land Fraud notes.

When writing your story, remember the “W”s: **Who What Where When Why**

Use powerful words like:

| | | | |
|-----------|---------------|---------------|---------------------|
| deception | con | success story | charitable |
| scam | cheat | tycoon | generous |
| scheme | entrepreneur | mogul | compassionate, etc. |
| swindle | misunderstood | cattle baron | |

Begin with a clever headline to grab the reader’s attention. Your article must contain “real facts,” but you can exaggerate as long as it is realistic.

Editorial or Cartoon Grading Rubric

Editorial or Cartoon Grading Rubric

Name _____ Period No. _____

| Competency | Excellent 5 points | Very Good 4 points | Good 3 points | Average 2 points | Poor 1 point |
|--|-----------------------|-----------------------|------------------|---------------------|-----------------|
| Clearly showed point of view | | | | | |
| Presented strong arguments | | | | | |
| Historical accuracy | | | | | |
| Incorporated information from notes and/or included quotations | | | | | |
| Grammar, spelling, neatness | | | | | |
| Total Points | | | | | |

Editorial or Cartoon Grading Rubric

Name _____ Period No. _____

| Competency | Excellent 5 points | Very Good 4 points | Good 3 points | Average 2 points | Poor 1 point |
|--|-----------------------|-----------------------|------------------|---------------------|-----------------|
| Clearly showed point of view | | | | | |
| Presented strong arguments | | | | | |
| Historical accuracy | | | | | |
| Incorporated information from notes and/or included quotations | | | | | |
| Grammar, spelling, neatness | | | | | |
| Total Points | | | | | |

Tabloid Grading Rubric

Tabloid Grading Rubric

Name _____ Period No. _____

| Competency | Excellent 5 points | Very Good 4 points | Good 3 points | Average 2 points | Poor 1 point |
|--|-----------------------|-----------------------|------------------|---------------------|-----------------|
| Clearly showed point of view | | | | | |
| Presented strong arguments | | | | | |
| Historical accuracy | | | | | |
| Incorporated information from notes and/or included quotations | | | | | |
| Grammar, spelling, neatness | | | | | |
| Total Points | | | | | |

Tabloid Grading Rubric

Name _____ Period No. _____

| Competency | Excellent 5 points | Very Good 4 points | Good 3 points | Average 2 points | Poor 1 point |
|--|-----------------------|-----------------------|------------------|---------------------|-----------------|
| Clearly showed point of view | | | | | |
| Presented strong arguments | | | | | |
| Historical accuracy | | | | | |
| Incorporated information from notes and/or included quotations | | | | | |
| Grammar, spelling, neatness | | | | | |
| Total Points | | | | | |

7 Ps of Rangeland

Rangeland plays a major role in the cattle industry in Nebraska. Plants, soil, and water are bases of this industry. These natural resources are also used in recreation areas and are protected by conservationists who want to preserve the land. This makes rangeland one of the most important natural resources in the state. Because of this, the 7 Ps of rangeland management are intended to allow all groups access to this resource.

Rangeland:

- Provides grasses and hay for livestock and wild game;
- Provides a natural habitat for wildlife species to replace lost wildlife areas;
- Protects soil from wind and water erosion;
- Preserves a “germplasm bank” for many plant species to prevent their extinction in other areas;
- Cleans the air, filtering streams, increasing precipitation intake, and recharging ground water; and
- Provides recreation to those who like natural settings.
- Pleases those who have learned to appreciate the beauty and aesthetic qualities of rangeland.

Source: *Nebraska Handbook of Range Management*, U.S Department of Agriculture, University of Nebraska, Institute of Agriculture and Natural Resources

Range Management Purposes

Name _____ Period No. _____

| PURPOSE | GROUP/S WHO SUPPORT THIS PURPOSE | WHY THEY SUPPORT THIS PURPOSE |
|--|----------------------------------|-------------------------------|
| 1. Produces forage for livestock | | |
| 2. Habitat for many wildlife species | | |
| 3. Protects soil from erosion | | |
| 4. Germplasm bank | | |
| 5. Purifies and enhances the environment | | |
| 6. Recreation | | |

Range Management Rubric

Name _____ Period No. _____

| Competency | Possible Points | Points Earned |
|---|-----------------|---------------|
| Classroom Participation | 10 | |
| Paper has a clear position, supporting explanation. | 20 | |
| Paper covers all 7 Ps in Rangeland Management. | 20 | |
| Paper reflects the positions of recreationists, conservationists, and ranchers. | 20 | |
| Paper's conclusion is logically presented with facts to support. | 20 | |
| Paper is clearly written with correct grammar and spelling. | 10 | |
| Total Points | | |

Nebraska Department of Education Content Area Standards

Social Studies Standards

8

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

SS 8.4.5. Apply the inquiry process to construct and answer historical questions.

HS

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.2.8 Compare and contrast the roles and responsibilities of government in differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

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

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.

HS

LA HS.1.1. Identify the main idea and supporting details in what they have read.

LA HS.1.2. Locate, evaluate, and use primary and secondary resources for research.

LA HS.1.3. Identify and use characteristics to classify different types of text.

LA HS.1.6. Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

LA HS.2.1. Write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

LA HS.2.2. Write compositions with focus, related ideas, and supporting details.

LA HS.2.4. Use multiple forms to write for different audiences and purposes.

LA HS.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

LA HS.3.2. Make oral presentations that demonstrate consideration of audience, purpose, and information.