



1875-1899

High Falutin' Beef

		grade level	page
L1	LESSON PLAN Style of Ranching By Becky Boswell, Lefler Middle School, LPS & Carolyn Patterson, Pound Middle School, LPS	8	2
L2	LESSON PLAN Economics of the Early Beef Industry in Nebraska By Dale Rasmussen, Raymond Central High School	HS	6
●	Resources		12
●	Nebraska Department of Education Content Area Standards		A1

L1

LESSON PLAN

Style of Ranching: Need for Infrastructure & Branding

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

Resources & Materials

- Computer with Internet access
- LCD projector
- Nebraska Studies: High Falutin' Beef <http://www.nebraskastudies.org/1875-1899/high-falutin-beef/>
- Nebraska Brand Committee, available Nebraska brands and an application <https://nbc.nebraska.gov/available-brands>
- Ten copies of the *Cows Handout* in the Resources section at the end of this document, laminated so that they can be reused **OR** a notepad of cutout cow stationery purchased at a school supply store
- *Open Range v. Enclosed Ranch Worksheet*, located in the Resources section at the end of this document (It's two pages; run it back to back.)
- *Analyzing Quotes Worksheet*, located in the Resources section at the end of this document
- *Venn Diagram* (optional), located in the Resources section at the end of this document

Nebraska Department of Education Content Area Standards

Social Studies: [Standard 8.4.4](#); [Standard 8.4.5](#)

Language Arts: [Standard 8.1.6 Comprehension](#); [Standard 8.4.1 Information Fluency](#)

L1

LESSON PLAN

Style of Ranching: Need for Infrastructure & Branding

Activity Grade Level

8

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

Introduction

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

Vocabulary

brand

cowboy

enclosed ranch

foreman/caporal

open range or free range

L1

LESSON PLAN

Style of Ranching: Need for Infrastructure & Branding

Activity Grade Level

8

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

The Process

1. Begin class with the following simulation that allows students to “see for themselves” the difference between open range and enclosed ranching.

2. **Classroom Setup:** Arrange desks or tables into groups of four or five. As students enter the classroom, assign them to one of the groups. Each group represents a “ranch;” however, you won’t tell students that until Round 2. Place “cows” randomly throughout the classroom.

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

3. Round 1: Open Range Ranching

- Have students select a “foreman” to collect their ranches’ “cows.” There will be some confusion because students won’t know which cow belongs to which ranch. (The confusion is part of the lesson. Teacher should stand back and let students figure out who gets which cows. Some groups will gather more than others.)
- Once all cows are rounded up, pass out an Open Range v. Enclosed Ranches Worksheet located in the Resources section at the end of this document to each group. Ask the ranch foremen to count their cows and record the number in the Cattle Inventory box. Make a chart on the board and display the number of cows in each group.
- Students will answer Round 1 questions from the worksheet in their individual group.
- Discuss the questions as a class.

4. Round 2: Enclosed Ranching

- Each group of students names its ranch.
- Show the second video on the page entitled High Falutin’ Beef in the 1875-1899 timeline section of Nebraska Studies. <http://www.nebraskastudies.org/1875-1899/high-falutin-beef/>
- Then, have each ranch design a brand for their cattle.
- Using a washable marker, each group brands their cattle. (Draw the brand on each laminated paper cow.)
- Teacher collects cows and randomly distributes them throughout the classroom.

Round 2: Enclosed Ranching *continued* >

L1

LESSON PLAN

Style of Ranching: Need for Infrastructure & Branding

Activity Grade Level

8

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

f. The ranch foreman and one cowboy from each group round up their cattle and herd them back to the ranch. The foreman should count his/her cows and be sure none have wandered off. (The number of students who herd cows will depend on the size of your classroom and number of students. Teacher decides how many students get to participate in the round up.)

g. Students will answer Round 2 questions in their individual group.

h. Discuss the questions as a class.

5. Check for Understanding: At this point, students should have a good understanding of the similarities and differences between each style of ranching. A quick way to check for understanding would be to ask each student to draw and complete a Venn diagram, either on their own, or using the one located in the Resources section of this document.

6. Video and website: Following the discussion, teacher will share the web page, *Ranching Styles Change* in the *High Falutin' Beef* section of the 1875-1899 timeline of Nebraska Studies. <http://www.nebraskastudies.org/1875-1899/high-falutin-beef/>

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

Evaluation

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

Extensions

- Students read about the history of cattle branding in Nebraska in the 1938 Federal Writers' Project pamphlet titled *Nebraska Cattle Brands*. <http://memories.nebraska.gov/cdm/compoundobject/collection/hr/id/64/rec/3>

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

- Write a one-page paper that explains *open range* and *enclosed* cattle ranching, the advantages and disadvantages of each method, and the impact the change from open range to enclosed ranching had on Nebraska.

- Use the Internet to research the different methods of branding cattle. Write a one-paragraph summary of each method and end with a paragraph explaining which method you believe is "most humane" and why.

L2

LESSON PLAN

Economics of the Early Beef Industry in Nebraska

Activity Grade Level

**HIGH
SCHOOL**

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

■ Nebraska Department of Education Content Area Standards

Social Studies: [SS HS.2.8](#); [SS HS 3.1](#); [SS HS.3.3](#); [SS HS.3.5](#); [SS HS.4.4](#); [SS HS.4.5](#)

Language Arts: [Standard 12.1.1](#); [Standard 12.1.2](#); [Standard 12.1.3](#); [Standard 12.16](#); [Standard 12.2.1](#); [Standard 12.2.2](#); [Standard 12.2.4](#); [Standard 12.2.5](#); [Standard 12.2.5](#); [Standard 12.3.2](#).

L2

LESSON PLAN

Economics of the Early Beef Industry in Nebraska

Activity Grade Level

HIGH SCHOOL

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
- Factors of Production Handout, located in the Resources section at the end of this document
- Nebraska Studies: *Beef Moves to Nebraska*
<http://www.nebraskastudies.org/1850-1874/beef-moves-to-nebraska/>
- Nebraska Studies: *High Falutin' Beef*
<http://www.nebraskastudies.org/1875-1899/high-falutin-beef/>
- Buffalo Tales from Buffalo County: Nebraska Centre and the Boyd Ranch
http://www.bchs.us/BTales_198009.htm
- Report to the President by the Indian Peace Commission, January 7, 1868
<http://facweb.furman.edu/~benson/docs/peace.htm>
- History of Public Land Livestock Grazing: Taylor Grazing Act
<https://www.blm.gov/programs/natural-resources/rangelands-and-grazing/livestock-grazing/about>
- Homestead Act of 1862 <https://www.archives.gov/education/lessons/homestead-act>
- Pacific Railway Act, July 1, 1862
<http://www.pbs.org/weta/thewest/resources/archives/five/railact.htm>
- Economy Professor: source of economic terms <https://www.economist.com/economics-a-to-z>
- PBS American Experience: Transcontinental Railroad
<http://www.pbs.org/wgbh/americanexperience/features/tcrr-reports/>
<http://www.pbs.org/wgbh/americanexperience/features/tcrr-twain/>

L2

LESSON PLAN

Economics of the Early Beef Industry in Nebraska

Activity Grade Level

HIGH SCHOOL

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 from two sections of the Beef story in the Nebraska Studies website:

Beef Moves to Nebraska <http://www.nebraskastudies.org/1850-1874/beef-moves-to-nebraska/>
High Falutin' Beef <http://www.nebraskastudies.org/1875-1899/high-falutin-beef/>

Day One:

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

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

L2

LESSON PLAN

Economics of the Early Beef Industry in Nebraska

Activity Grade Level

**HIGH
SCHOOL**

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

8. Discuss that the above inventions were a result of the Industrial Revolution in the U.S. in the late 1800s. Point out that the beef industry was moving from cattle drives to railheads to ranching during this time in history. Ask students:

- How did each invention help or hurt the beef industry?
- What was the economic advantage of each invention for the ranching industry and for the cattle drive industry?

Example: If I decide to ranch, I will need different factors than if I decide to drive cattle—grazing on the trail or grazing on a ranch.

9. Have students read the following accounts of life on a ranch for the next day:

Buffalo Tales from Buffalo County: *Nebraska Centre and the Boyd Ranch*

http://www.bchs.us/BTales_198009.htm

Day Two

1. Write the following question on the board and have students brainstorm answers:
“What was the purpose of the government paying for building a highway?”

Ask them to discuss whether it is a good idea for the government to provide for things that lower the cost of production for some industries/services but may raise costs for others.

Example: Taxes are raised to pay for the highway.

2. Point out that sometimes governments help an industry by providing:

- a. markets
- b. a way to lower the cost of production by lowering the cost of a factor of production, or
- c. incentives to help a person start a business.

3. List the following government policies and acts on the board:

- Homestead Act of 1862
- Pacific Railroad Act
- Open Range laws
- American Indian Policies in the 1870s -1880s)

Day Two *continued* >

L2

LESSON PLAN

Economics of the Early Beef Industry in Nebraska

Activity Grade Level

HIGH SCHOOL

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

4. During class, have students research each of the following:

Homestead Act of 1862 <https://www.archives.gov/education/lessons/homestead-act>

Pacific Railway Act, July 1, 1862

<http://www.pbs.org/weta/thewest/resources/archives/five/railact.htm>

History of Public Land Livestock Grazing: Taylor Grazing Act

<https://www.blm.gov/programs/natural-resources/rangelands-and-grazing/livestock-grazing/about>

Report to the President by the Indian Peace Commission, January 7, 1868

<http://facweb.furman.edu/~benson/docs/peace.htm>

5. Discuss with students the acts/policies and have them create a chart showing the factors of production that were affected by each and how.

Example:

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

L2

LESSON PLAN

Economics of the Early Beef Industry in Nebraska

Activity Grade Level

**HIGH
SCHOOL**

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

Evaluation

Have students create a newspaper editorial on the following topic:

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

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

Additional Resources

Lee, Wayne C. *Wild Towns of Nebraska*. History of Nebraska small towns, including: Ogallala, North Platte, Kearny, Omaha, and Broken Bow. <http://caxtonpress.com/wildtownsofnebraska.aspx>

Our Towns...Nebraska, University of Nebraska-Lincoln <http://casde.unl.edu/history/index.php>

Extensions

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



1875-1899

High Falutin' Beef

resources

	page
Cows Handout	13
Open Range v. Enclosed Range, Round 1	14
Open Range v. Enclosed Range, Round 2	15
Open Range v. Enclosed Range, Venn Diagram	16
Analyzing Quotes	17
Rubric Lesson 1: Style of Ranching	18
Factors of Production Definitions	19
Rubric Lesson 2: Factors of Production	20

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>

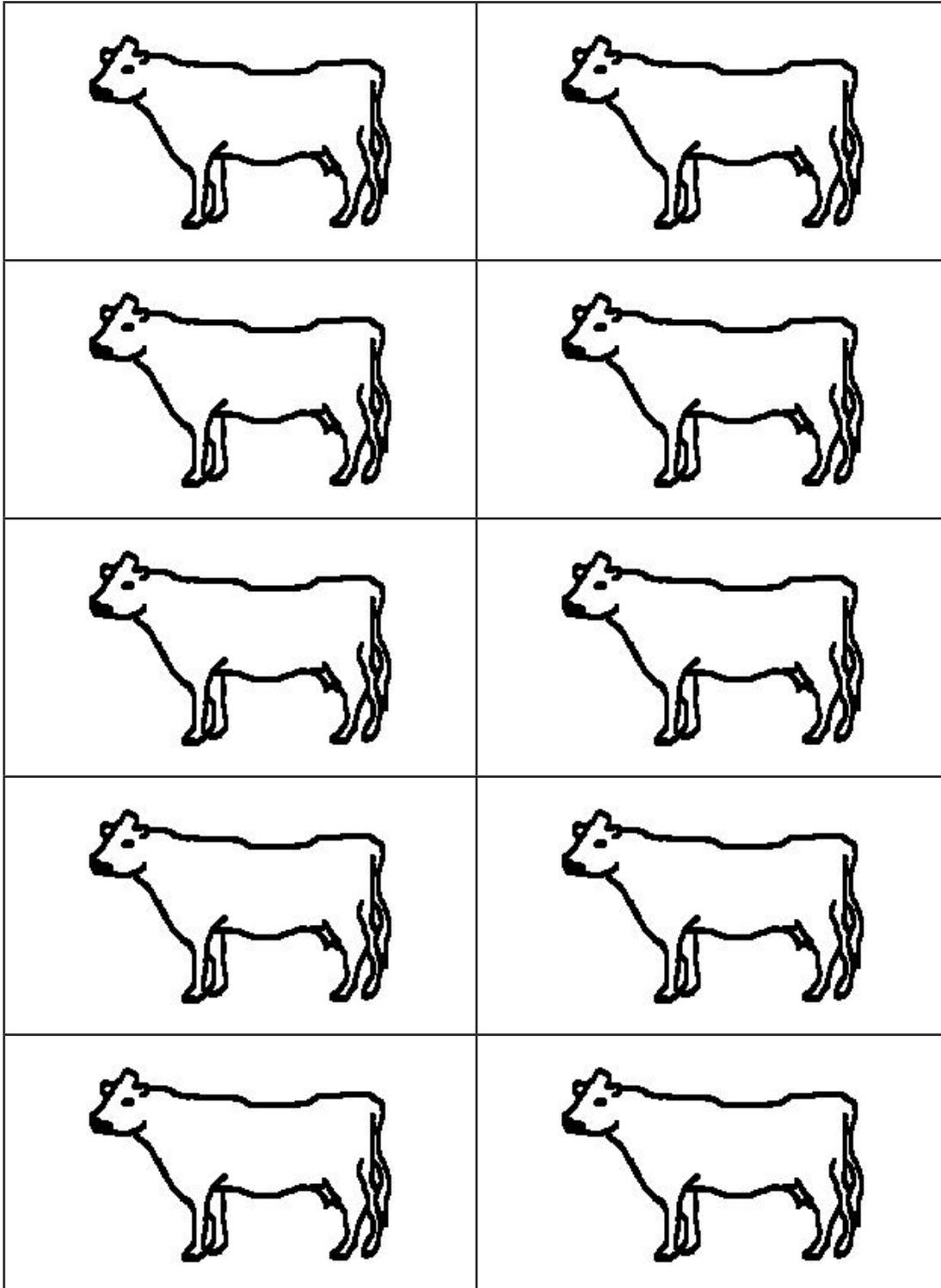
National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

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

resources

COWS



Round 1

Open Range

vs.

Enclosed Ranch

GROUP MEMBERS

Our group foreman is _____

**CATTLE
INVENTORY**
(# of cows)

1. On the open range, cattle were allowed to roam freely, oftentimes mingling with other ranchers' cattle. Describe two problems you think the ranchers would encounter with this system.
 - a.
 - b.
2. Brainstorm within your group and list two strategies that would help solve the problems you listed above.
 - a.
 - b.
3. What natural resources would be necessary for a cattle ranch at this time to be successful?



NAME OF RANCH:

	<p>BRAND DESIGN</p>
--	---------------------

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

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

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

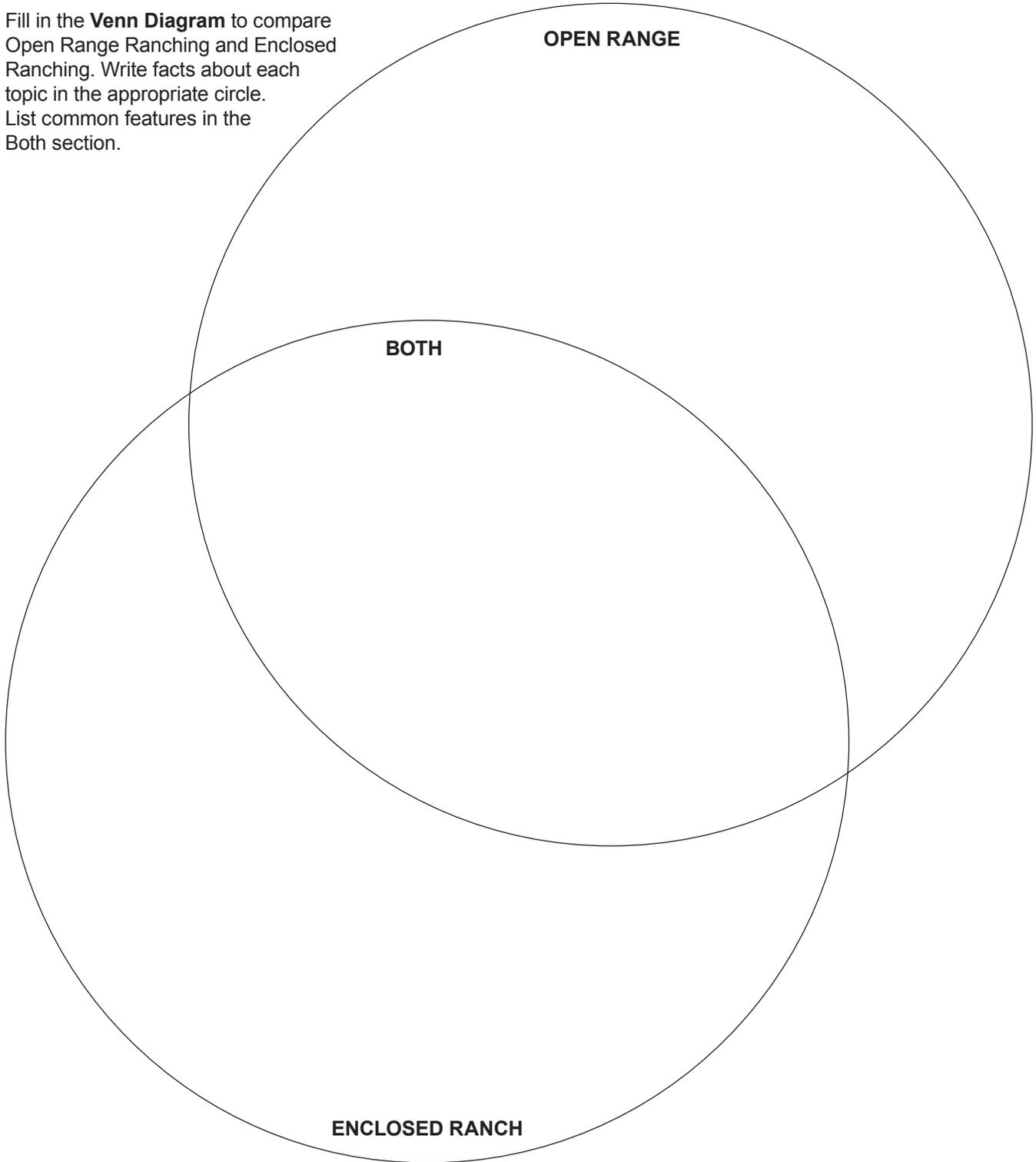
resources

Venn Diagram

Open Range vs.

Enclosed Ranch

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



Analyzing Quotes

NAME

PERIOD NUMBER

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

<p>1. What does John Maddux mean when he says, "It was in a day when there was unfettered capitalism?"</p>	<p>2. "...their attitude towards themselves is more like a land baron." Why does John Carter think ranchers viewed themselves as "land barons?"</p>
<p>3. Explain whether or not Melvin Nation was accurate when he said, "Here's all this big ole country. Nobody is in it."</p>	<p>4. According to the narrator, "Possessing cattle is a measure of the good life." Explain.</p>

Rubric for Lesson Plan 1: Style of Ranching

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

Factors of Production

Source: *JA Economics*, *JA Worldwide*, 2007

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

Factors of Production Rubric

Name: Period:

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

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

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

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

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.

LA 8.4.1 Information Fluency. Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).