

# 2000-2024

## NEBRASKA BEEF GOES GLOBAL

### LESSON PLANS

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## Lesson Plan 1: Beef Life Cycle

By Sheri Paden, Prescott Elementary, LPS

**Lesson Grade Level:**  
4<sup>th</sup> Grade

**Length:**

Two class periods

**Lesson Objectives:**

1. Students will explain the differences in types of cattle and the practices in raising them.
2. Students will define and describe the sequence of beef production from the breeding to the grocery store.
3. Students will define the vocabulary related to the raising of beef cattle and the beef cycle.

**Nebraska State SOCIAL STUDIES Standards:**

*By the end of fourth grade, students will:*

- Standard 4.1.3.** Describe social and economic development of Nebraska in the 20th century.
- Standard 4.1.7.** By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.
- Standard 4.1.8.** Describe characteristics of a market economic system and the interactions of consumers and producers.
- Standard 4.1.9.** Demonstrate an understanding of money and the financial system used in the United States.

**Nebraska State READING AND WRITING Standards:**

*By the end of fourth grade, students will:*

- Standards 4.1.2.** Demonstrate the use of multiple strategies to increase their vocabulary.
- Standards 4.1.4.** Identify, locate, and use resources to access specific information.
- Standards 4.1.7.** Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction and informational text.
- Standard 4.1.8.** Identify similarities and differences across a variety of reading selections.
- Standards 4.3.1.** Participate in group discussions by asking questions and contributing information and ideas.
- Standards 4.4.1.** Identify information gained and complete tasks through listening.

**Resources & Materials:**

- Computer with Internet access
- Whiteboard or LCD projector
- Nebraska Studies, 2000-2024 timeline, *Nebraska Beef Goes Global: Beef Life Cycle*  
[http://nebraskastudies.org/1200/stories/1201\\_0500.html](http://nebraskastudies.org/1200/stories/1201_0500.html)
- Any children's nonfiction book about specific cattle terms with photos
  - *Cattle* by Ann Larkin Hansen, Checkerboard Library, 1998
  - *Cows* by Lynn M. Stone, Rourke Pub Group
  - *Farming* by Ann Love, Jane Drake, & Pat Cupples, Kids Can Press, Tonawanda, NY, 1998

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

- *Vocabulary Words & Definitions* Worksheets, copies for each student
- *Vocabulary Matching* Worksheet, copies for each student for evaluation and checking for understanding
- *Beef Life Cycle Cards* Worksheet, copies for each pair or group
- *Beef Life Cycle* Worksheet, copies for each pair or group

**Introduction:**

Many students don't realize where the hamburger they eat originates. The stages in the life of cattle are explained and defined on the *Beef Life Cycle* page in the *Nebraska Beef Goes Global* section of the 2000-2024 timeline of Nebraska Studies. The following activities focus on cattle's life and the cycle that takes place in order for cattle to become the hamburger on our plate.

**Vocabulary:**

brand	a mark made on cattle so they can be identified if they wander away
bull	male cow that can reproduce
calf / calves	baby cattle
cut of meat	individual piece of meat bought in a grocery store; such as, sirloin steak, roast, hamburger, etc.
feed lot	the place where cattle are fed diets high in grain (usually corn) to gain weight so they can be sold for beef
grading	identifying different qualities of beef based on its tenderness, juiciness, and flavor
heifer	young female cow
packing plant	the place where the cattle are slaughtered and processed
pasture	grassland where cattle graze and grow
sale barn	livestock market where the cattle are sold by farmers and ranchers
steer	male cow that cannot mate with cows and therefore, cannot have calves
weaning	taking a calf away from its mother and her milk, so that the calf can now eat regular food on its own

**The Process****Introduction of Vocabulary:**

1. To expose the students to the new vocabulary, the teacher may read sections from one of the books under Resources & Materials above, or any nonfiction book on cattle, ranching, or farming. More advanced students may want to read out loud themselves.
2. Then, hand out the *Vocabulary Words* and *Vocabulary Definitions* Worksheets, located in the Resources section at the end of this document. Make enough sets of each worksheet to give to each student. This activity can be done individually, in pairs, or in small groups. Have students cut up the sheets into separate cards. Students can offer any information they know about their knowledge of the words. Students can use this knowledge to match the cards.
3. After matching the cards, each student will fill out the *Vocabulary Matching* Worksheet as an evaluation of their understanding of the cycle.

**Sequencing in the Beef Life Cycle:**

1. This activity can be done in pairs or small groups. Hand out one *Beef Life Cycle Cards* Worksheet for each group. Have students cut up the cards of each of the steps in the beef life cycle: breeding, calving, branding, out to pasture, weaning, market, feedlots, slaughter, and grocery store.
2. First, pronounce the words and explain the steps as best as possible before previewing the section on the website. Working in groups, individually, or as a whole group, have students place the cycle in the right order.

3. Have students view the web pages and watch the videos on the *Beef Life Cycle* page in the *Nebraska Beef Goes Global* section of the 2000-2024 timeline of Nebraska Studies to determine the correct order for the beef life cycle.  
[http://nebraskastudies.org/1200/stories/1201\\_0500.html](http://nebraskastudies.org/1200/stories/1201_0500.html)
4. Review the lesson by checking students' understanding of the process by having each pair or group complete the *Beef Life Cycle* Worksheet, located in the Resources section at the end of this document.

**Culminating Activity:**

Since branding is one of the steps in the beef cycle, have students review the branding video on the *Beef Life Cycle* page in the *Nebraska Beef Goes Global* section of the 2000-2024

[http://nebraskastudies.org/1200/stories/1201\\_0500.html](http://nebraskastudies.org/1200/stories/1201_0500.html)

Then, have students develop a brand of their own to represent themselves, their school, or family.

**Evaluation:**

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

**Extensions:**

- Have students research beef and the many items produced from beef. Categorize the products and make a poster classifying these products. Examples might be food products, clothing and accessories, cleaning, etc.
- Have students brainstorm and research possible jobs and careers associated with the beef industry. Students may begin by examining the beef life cycles and researching the jobs associated with each particular step.

**Lesson Plan 2: Impact of Migration on Society**

By Ken Meyers, Wilcox-Hildreth Public School

**Lesson Grade Level:**

9-12

**Length:**

Five class periods

**Lesson Objectives:**

1. Students will understand the impact immigrants have had on the society of the United States.
2. Students will understand the important rolls that non-European immigrants have had on United States society.
3. Students will gain an understanding of prejudice which developed against non-European immigrants.
4. Students will define vocabulary.

**Nebraska State SOCIAL STUDIES Standards:***By the end of twelfth grade, students will:***Standard 12.1.4.** Analyze the impact of immigration on American life, identifying factors.**Standard 12.1.11.** Demonstrate an understanding of domestic policy issues in contemporary American society.**STAR Standard 12.1.13.** Develop skills for historical analysis.**Standard 12.1.14.** Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.**Standard 12.2.11.** Demonstrate historical research and geographical skills.**STAR Standard 12.2.9.** Explain the rights, freedoms, responsibilities, and benefits of citizenship in the States.**STAR Standard 12.3.11.** Analyze characteristics of the United States free market economy.**Nebraska State READING & WRITING Standards:***By the end of twelfth grade, students will:***Standard 12.1.1.** Identify the main idea and supporting details in what they have read.**Standard 12.1.2.** Locate, evaluate, and use primary and secondary resources for research.**Standard 12.1.6.** Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.**Standard 12.2.1.** Write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.**Standard 12.2.2.** Write compositions with focus, related ideas, and supporting details.**Standard 12.2.4.** Use multiple forms to write for different audiences and purposes.**Standard 12.2.5.** Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.**Standard 12.3.2.** Make oral presentations that demonstrate consideration of audience, purpose, and information.**Resources & Materials:**

- Computer with Internet access
- Whiteboard or LCD projector

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

- *Impact of Migration Vocabulary* Handout
- *10 Most Important Facts about Immigrant Groups* Worksheet (2 pages)
- *Student Evaluation Rubric*
- *Teacher Evaluation Rubric*

- Nebraska Studies: *Hispanic Migration: The Ironies of History* in the *Nebraska Beef Goes Global* section of the 2000-2024 timeline of Nebraska Studies  
[http://nebraskastudies.org/1200/stories/1201\\_0400.html](http://nebraskastudies.org/1200/stories/1201_0400.html)
- Nebraska Studies: *The Civil War and Texas Beef* in the *Beef Moves to Nebraska* section of the 1850-1874 timeline of Nebraska Studies  
[http://nebraskastudies.org/0500/stories/0507\\_0200.html](http://nebraskastudies.org/0500/stories/0507_0200.html)
- Nebraska Studies: *The Birth of the South Omaha and the Stockyards* in the *High Falutin' Beef* section of the 1875-1899 timeline of Nebraska Studies  
[http://nebraskastudies.org/0600/stories/0604\\_0600.html](http://nebraskastudies.org/0600/stories/0604_0600.html)
- Nebraska Studies: *Exploding Stockyards & Packing Houses* in the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies  
[http://nebraskastudies.org/0700/stories/0703\\_0800.html](http://nebraskastudies.org/0700/stories/0703_0800.html)
- Nebraska Studies: *World War II* in the *Beef Goes Modern* section of the 1925-1949 timeline of Nebraska Studies  
[http://nebraskastudies.org/0800/stories/0807\\_0400.html](http://nebraskastudies.org/0800/stories/0807_0400.html)
- Nebraska Studies: the following pages in the *Beef State* section of the 1950-1974 timeline of Nebraska Studies  
*The Forces of Change: South Omaha*  
[http://nebraskastudies.org/0900/stories/0902\\_0500.html](http://nebraskastudies.org/0900/stories/0902_0500.html)  
*The Meatpacking Revolution*  
[http://nebraskastudies.org/0900/stories/0902\\_0600.html](http://nebraskastudies.org/0900/stories/0902_0600.html)

#### Websites:

#### Hispanic Immigrants

- USDA Amber Waves June, 2006: Meat-Processing Firms Attract Hispanic Workers to Rural America  
<http://www.ers.usda.gov/AmberWaves/June06/Features/MeatProcessing.htm>
- USDA, May 2004: New Patterns of Hispanic Settlement in Rural America  
<http://www.ers.usda.gov/publications/rdr99/>
- USDA: Past Research on Hispanic Settlement Patterns  
<http://www.ers.usda.gov/publications/RDRR99/rdr99c.pdf>
- USDA: Hispanic Geographic Distribution Since 1980  
<http://www.ers.usda.gov/publications/RDRR99/rdr99e.pdf>
- USDA: The New Rural Hispanic Population  
<http://www.ers.usda.gov/publications/RDRR99/rdr99f.pdf>
- USDA: Impacts of Hispanic Population Growth on Rural Wages, September 2003  
<http://www.ers.usda.gov/publications/aer826/>
- US House of Representatives: A Line in the Sand: Confronting the Threat at the Southwest Border  
<http://www.house.gov/mccaul/pdf/Investigaions-Border-Report.pdf>
- USA Today: Illegal Immigrants Moving Out 2007  
[http://www.usatoday.com/news/nation/2007-09-26-moving\\_N.htm](http://www.usatoday.com/news/nation/2007-09-26-moving_N.htm)
- University of Texas at San Antonio: Prior to the Great Depression  
<http://colfa.utsa.edu/users/jreynolds/ybarra/part3.htm>
- Time: Who Left the Door Open? Thursday, Mar. 30, 2006  
<http://www.time.com/time/magazine/article/0,9171,995145,00.html>
- Minneapolis Star Tribune: U.S. meat industry is rattled by raids, Raids at meatpacking plants are triggering calls for reform 12/14/06  
<http://www.startribune.com/business/11222921.html>
- Rural Migration News: Tyson: Sanctions, Safety  
[http://migration.ucdavis.edu/rmn/more.php?id=583\\_0\\_4\\_0](http://migration.ucdavis.edu/rmn/more.php?id=583_0_4_0)
- INS Questions Nebraska Meatpacking Workers as Part of Operation Vanguard, May 28, 1999  
[http://www.nilc.org/immsemplymnt/wkplce\\_enfrcmnt/wkplcenfr008.htm](http://www.nilc.org/immsemplymnt/wkplce_enfrcmnt/wkplcenfr008.htm)

**Chinese Immigrants**

- UC Davis School of Medicine: Camsig Fiddletown Story  
<http://cim.ucdavis.edu/clubs/CAMSIG/Story.html>
- Central Pacific Railroad: A History of the Chinese in California  
[http://cpr.org/Museum/Chinese\\_Syllabus.html](http://cpr.org/Museum/Chinese_Syllabus.html)
- Central Pacific Railroad: Chinese Laborers and the Construction of the Central Pacific  
[http://cpr.org/Museum/Chinese\\_Laborers.html](http://cpr.org/Museum/Chinese_Laborers.html)
- Central Pacific Railroad: Fusang: The Chinese who Built America  
<http://cpr.org/Museum/Fusang.html>
- Chinese American Museum: A Story from the Chinese Diaspora: The Chung Family  
<http://www.camla.org/voices/chung/michelle/michelle.htm>
- PBS Ancestors in the Americas: Historical Documents for Asian American History  
<http://www.cetel.org/docs.html#2>
- Trafford Publishing: Nameless Builders of the Transcontinental Railroad by William F. Chew  
<http://www.trafford.com/4dcgi/view-item?item=3796&60195813-25974aaa>
- UCLA: Asian Pacific American Labor Organizing: An Annotated Bibliography, Part I: Historical Struggles, 1840s – 1960s  
<http://www.sscnet.ucla.edu/aasc/classweb/winter02/aas197a/apapart1.html>
- Chinese American Contribution to Continental Railroad  
<http://cpr.org/Museum/Chinese.html>
- Union Pacific, Building America: Building a Road  
<http://www.uprr.com/aboutup/history/hist-ov/hist-ov2.shtml>
- Union Pacific, Building America: Construction  
<http://www.uprr.com/aboutup/history/hist-ov/hist-ov4.shtml>
- Central Pacific Railroad: Transcontinental Railroad History web links  
<http://cpr.org/Museum/index.html#Read>
- National Parks Service: Golden Spike  
[http://www.nps.gov/history/history/online\\_books/hh/40/hh40k.htm](http://www.nps.gov/history/history/online_books/hh/40/hh40k.htm)

**Polish Immigrants**

- Polish Roots: Polish Farmers and Workers in the United States to 1914  
[http://www.polishroots.org/paha/polish\\_farmers\\_workers.htm](http://www.polishroots.org/paha/polish_farmers_workers.htm)
- Polish Culture: Restrictions against East European Immigration, 1880-1920*  
<http://culture.polishsite.us/articles/art43fr.htm>
- Polish Culture: Three Waves of Massive Polish Immigration  
<http://culture.polishsite.us/articles/art41fr.htm>

**Vietnamese Immigrants**

- “Lincoln is Gathering Place for Refugees from Around the World”  
<http://lancaster.unl.edu/nebline/2004/oct04/page10.pdf>
- USA Today, March 2, 2007: Vietnamese refugees identify with Iraqis by Aimee Phan  
[http://blogs.usatoday.com/oped/2007/03/post\\_8.html](http://blogs.usatoday.com/oped/2007/03/post_8.html)

**General Sites**

- Maynard Institute: Meatpacking Industry  
[http://www.maynardije.org/columns/bowman/070613\\_mp\\_industry/](http://www.maynardije.org/columns/bowman/070613_mp_industry/)
- University of Wisconsin-Madison: Foreign Immigrants in Industrial America  
<http://us.history.wisc.edu/hist102/lectures/lecture08.html>
- University of Minnesota, AgEcon Search: Immigration, Meatpacking, and Trade: Implications for Iowa  
<http://ageconsearch.umn.edu/bitstream/18234/1/isu285.pdf>
- Solidarity, a democratic, revolutionary, socialist, feminist, anti-racist organization  
<http://www.solidarity-us.org/node/294/prin>
- MSNBC, March 31, 2008: Red Tape Chronicles: Hidden Cost of Illegal Immigration: ID Theft  
[http://redtape.msnbc.com/2006/03/hidden\\_cost\\_of\\_.html](http://redtape.msnbc.com/2006/03/hidden_cost_of_.html)

**Introduction:**

The United States is a nation of immigrants. We have been called the “Melting Pot” because of the number of immigrants who have come to the United States to find a new life — each group bringing its culture, language, beliefs, and talents. However, when looking at the history of immigration, does one discover a difference in impact between the European immigrant, particularly the western and northern immigrant, versus the non-European immigrant? In this lesson, you will research different groups of non-northern/western immigrants and discuss your findings on the impact these groups have had on the United States’ economy, society, culture, etc. You are to look for both positive and negative impacts.

**The Process**

**Note:** Teachers should modify lengths and amounts of activities to fit the amount of time they have with students.

**Day One:**

Inform students that one of the evaluation tools will be a paper on the “Impact of Immigration on the United States.” Paper will be two pages in length, and due on the fifth day of this lesson.

1. Divide the class into four groups. Assign each group one of the following immigrant ethnicities:

Hispanic                      Chinese                      Polish                      Vietnamese

2. Provide each group the different websites above for each group of immigrants.
3. Groups are to research and develop information sheets on the following topics:
  - a. When they arrived
  - b. Why they came to the U.S.
  - c. Jobs to which they first gravitated
  - d. What their lives were like on the job
  - e. Living conditions
  - f. Economic impact
  - g. Long-term impact on U.S. society, e.g. legislation passed by Congress, Supreme Court cases, living conditions, etc.

Each group is also to decide who will deliver each part of its presentation. Everyone should contribute. Each group should decide what the ten most important pieces of information about its group are.

**Day Two:**

1. Fish Bowl presentation – depending on length of class period, divide the first class into two time periods, and finish up on the next day with the third session. Here are possible pairings for your groups:

First Session	Second Session	Third Session
1 + 2	1 + 3	1 + 4
3 + 4	2 + 4	2 + 3

2. Hand out the *10 Most Important Facts about Immigrant Groups Worksheet*, located in the Resources section at the end of this document. Each person should have a sheet and there should be one extra for a Recorder to compile after discussion. (There are 2 pages; you may want to print them front to back.)
3. Your classroom will now be divided in half, with each set containing two immigrant group experts. For the first session, have students in Group 1 circle their desks facing outward, while Group 2 circles Group 1, but with their desks facing inward. Repeat the same setup with Groups 3 and 4. As a group, the inside group gives its presentation to its outside group. The outside group then will ask original questions of the whole inside group about its immigrant group in order to get clarification.



4. Using the *10 Most Important Facts about Immigrant Groups* Worksheet, the outside group must write down a minimum of 10 facts provided by the inside group.
5. Reverse roles & positions. Outside group takes the inside position and inside group the outside position. Follow the above process.
6. Halfway through the class period, rearrange the group pairings to accomplish the Second Session.

**Day Three:**

1. Continue the fishbowl activity with the new pairings for the Third Session.
2. Once all groups have presented, have all groups use the Student Rubric, located in the Resources section at the end of this document, to evaluate the other three groups.
3. Back in their original groups, each group should discuss the 10 most important facts from each presentation and then circle 4 facts from each which they feel are the most important ones. Each group should select the 4 most important facts from its own group as well.
4. Each original group is to select 4 presenters. In front of the whole class, presenters will present one fact from their immigrant group until all four facts have been given which had been brainstormed by the groups. After each group finishes its presentation, ask the class if any other groups chose any different facts, and why they felt those were important.
5. Once the facts have been given, enter into a class discussion about what students feel the overall impact of immigration has been on the United States.

**Day Four:**

Allow students to select an era of meatpacking history in Nebraska that they are interested in from the list below. Read the pages and watch the videos. Discuss the relationship of those segments to the history of Hispanic migration.

- Nebraska Studies: *Hispanic Migration: The Ironies of History* in the *Nebraska Beef Goes Global* section of the 2000-2024 timeline of Nebraska Studies  
[http://nebraskastudies.org/1200/stories/1201\\_0400.html](http://nebraskastudies.org/1200/stories/1201_0400.html)
- Nebraska Studies: *The Civil War and Texas Beef* in the *Beef Moves to Nebraska* section of the 1850-1874 timeline of Nebraska Studies  
[http://nebraskastudies.org/0500/stories/0507\\_0200.html](http://nebraskastudies.org/0500/stories/0507_0200.html)
- Nebraska Studies: *The Birth of the South Omaha and the Stockyards* in the *High Falutin' Beef* section of the 1875-1899 timeline of Nebraska Studies  
[http://nebraskastudies.org/0600/stories/0604\\_0600.html](http://nebraskastudies.org/0600/stories/0604_0600.html)
- Nebraska Studies: *Exploding Stockyards & Packing Houses* in the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies  
[http://nebraskastudies.org/0700/stories/0703\\_0800.html](http://nebraskastudies.org/0700/stories/0703_0800.html)
- Nebraska Studies: *World War II* in the *Beef Goes Modern* section of the 1925-1949 timeline of Nebraska Studies  
[http://nebraskastudies.org/0800/stories/0807\\_0400.html](http://nebraskastudies.org/0800/stories/0807_0400.html)
- Nebraska Studies: the following pages in the *Beef State* section of the 1950-1974 timeline of Nebraska Studies
  - The Forces of Change: South Omaha*  
[http://nebraskastudies.org/0900/stories/0902\\_0500.html](http://nebraskastudies.org/0900/stories/0902_0500.html)
  - The Meatpacking Revolution*  
[http://nebraskastudies.org/0900/stories/0902\\_0600.html](http://nebraskastudies.org/0900/stories/0902_0600.html)

**Day Five: Evaluation**

1. Students will present papers. Papers will be handed in.
2. Also, each student will present a synopsis of the main points of their paper to the class. This can be done either via PowerPoint presentation or oral presentation.
3. For evaluation, use the *Impact of Immigration* Rubric in the Resources section at the end of this document.

**Extensions:**

1. Have students contact a manager of a meatpacking plant and obtain information about the ethnic makeup of its work force. Also, have students contact a city manager and ask questions such as "What economic impact have immigrant workers had on the city?"
2. Have students research and then write a 2-page paper on the relationship between the economic condition of agriculture and the immigrant movement into Nebraska.

# 2000-2024

## NEBRASKA BEEF GOES GLOBAL

### RESOURCES

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Nebraska Department of Education Academic Standards

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

Nebraska Department of Education Social Studies and History Standards

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

National Archives

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

Library of Congress Learning Page Lesson Plans

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

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

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

**RESOURCES****National Archives  
Photograph Analysis Worksheet****Step 1. Observation**

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

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

PEOPLEOBJECTSACTIVITIES

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

**Step 2. Inference**

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

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**Step 3. Questions**

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

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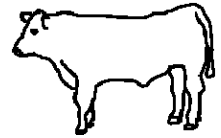
B. Where could you find answers to them?

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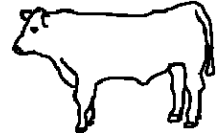
# Vocabulary



brand	heifer
bull	packing plant
calf / calves	pasture
cut of meat	sale barn
feed lot	steer
grading	weaning

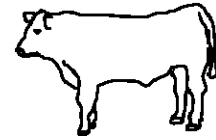
RESOURCES

# Vocabulary Definitions



young female cow	male cow that cannot mate with cows and therefore, cannot have calves
male cow that can reproduce	baby cattle
taking a calf away from its mother and her milk, so that the calf can now eat regular food on its own	a mark made on cattle so they can be identified if they wander away
grassland where cattle graze and grow	the place where cattle are fed diets high in grain (usually corn) to gain weight so they can be sold for beef
livestock market where the cattle are sold by farmers and ranchers	the place where the cattle are slaughtered and processed
identifying different qualities of beef based on its tenderness, juiciness, and flavor	individual piece of meat bought in a grocery store; such as, sirloin steak, roasts, hamburger, etc.

# Vocabulary Matching



Name \_\_\_\_\_

Period \_\_\_\_\_

**Directions:** Match the term on the left with the definition on the right by putting the correct letter after the term.

- 1. Heifer \_\_\_\_\_
- 2. Steer \_\_\_\_\_
- 3. Bull \_\_\_\_\_
- 4. Calf \_\_\_\_\_
- 5. Weaning \_\_\_\_\_
- 6. Brand \_\_\_\_\_
- 7. Pasture \_\_\_\_\_
- 8. Feed lot \_\_\_\_\_
- 9. Sale barn \_\_\_\_\_
- 10. Packing plant \_\_\_\_\_
- 11. Grading \_\_\_\_\_
- 12. Cuts of meat \_\_\_\_\_

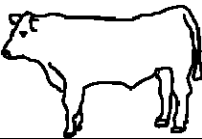
### CHOICES

- A. different types of beef found in store
- B. grassland where cattle graze
- C. livestock market where cattle are sold
- D. young female cattle
- E. place where cattle are kept to fatten up
- F. male cattle raised only for meat
- G. male cattle that are the father animals
- H. place where beef is slaughtered and processed
- I. baby cattle, under a year old
- J. measuring quality of cuts of beef
- K. taking a calf away from mother's milk
- L. a mark on cattle to show ownership

RESOURCES

# Beef Life Cycle Cards

Breeding 

Calving 

Branding 

Out to Pasture 

Weaning 

Market 

Feed Lots 

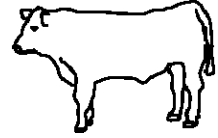
Slaughter 

Grocery Store 



RESOURCES

# Beef Life Cycle



Name \_\_\_\_\_

Period \_\_\_\_\_

**Directions:** Use this sheet for review as you look over the website on the beef life cycle. Put the steps in the beef life cycle in order and match each with the words most related to that step in the cycle.

**Steps in the Beef Life Cycle:** (not given in correct order)

- Branding
- Feed lot
- Out to Pasture
- Breeding
- Grocery Store
- Slaughter
- Calving
- Market
- Weaning

**Words to Match the Steps:**

- Fed high diet of grain
- Butchered to become beef
- Taken away from mothers
- Grasslands, grazing
- Sale barn, feed lot, and packing plant
- Various cuts of meat sold here
- Heifers and bulls involved
- Usually only one calf born
- Symbol of ownership

**List the steps in the order of the beef life cycle cited in the website.**

Beef Life Cycle	Word Associated with this Step
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

**RESOURCES**

**Beef Life Cycle Rubric**

**Student Name** \_\_\_\_\_ **Period** \_\_\_\_\_

<b>Activities</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>Subtotal</b>
<b>Vocabulary Worksheet</b>	Completed the activity by matching the cards with 90-100% accuracy.	Completed the activity by matching the cards with 80-90% accuracy.	Completed the activity by matching the cards with 70-80% accuracy.	Completed the activity by matching the cards with 60% accuracy or lower.	
<b>Beef Life Cycle</b>	Completed the activity by matching the cards with 90-100% accuracy. (approx. 8 or 9 correct)	Completed the activity by matching the cards with 80-90% accuracy. (approx. 7 or 8 correct)	Completed the activity by matching the cards with 70-80% accuracy. (approx. 6 or 7 correct)	Completed the activity by matching the cards with 60% accuracy or lower. (approx. 5 or 6 correct)	
<b>Branding</b>	Completed the activity with excellent neatness, creativity, and accurate research.	Completed the activity with above level neatness, creativity, and accurate research	Completed the activity with average neatness, creativity, and accurate research.	Completed the activity with below level neatness, creativity, and accurate research.	
<b>Total Points</b>					

## RESOURCES

### Impact of Migration Vocabulary

Chinese Coolies	Immigrants from China brought to United States to work on Transcontinental Railroad; a person doing heavy labor for little pay; also applied to workers from India; in modern usage, the term is a racial slur
Chinese Exclusion Act	1882, first attempt at restricting immigration to the U.S.
Operation Vanguard	1999, Raid on Nebraska meat packing industries to find illegal immigrants
ICE	Immigration and Customs Enforcement, U.S. Department currently in charge of U.S. borders
INS	Immigration and Naturalization Service, former name for department in charge of U.S. borders. Name changed to U.S. Citizenship and Immigration Services
<i>The Jungle</i>	Book written by Upton Sinclair in 1906 about the corruption of the American meatpacking industry during the early 20th century
IBP	Iowa Beef Processors, now Tyson Fresh Meats, large meat processing company
Swift and Company	One of the first meat processing companies, started by Gus Swift in 1859, in 2000s, the second largest beef and pork meat processor

**RESOURCES**

**10 Most Important Facts about Immigrant Groups**

<b>Hispanic</b>	<b>Chinese</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

## RESOURCES

### 10 Most Important Facts about Immigrant Groups

Polish	Vietnamese
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**RESOURCES**

**Fishbowl Rubric, Student Evaluations**

**Group Ethnicity:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Evaluated by Group:** \_\_\_\_\_

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Preparation</b>	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
<b>Participation</b>	Fully participated	Participated some	Took over or let others take over	No participation at all	
<b>Sub-total</b>					

\*\*\*\*\*

**Group Ethnicity:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Evaluated by Group:** \_\_\_\_\_

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Preparation</b>	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
<b>Participation</b>	Fully participated	Participated some	Took over or let others take over	No participation at all	
<b>Sub-total</b>					

\*\*\*\*\*

**Group Ethnicity:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Evaluated by Group:** \_\_\_\_\_

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Preparation</b>	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
<b>Participation</b>	Fully participated	Participated some	Took over or let others take over	No participation at all	
<b>Sub-total</b>					

\*\*\*\*\*

**Group Ethnicity:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Evaluated by Group:** \_\_\_\_\_

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Preparation</b>	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
<b>Participation</b>	Fully participated	Participated some	Took over or let others take over	No participation at all	
<b>Sub-total</b>					

## RESOURCES

### Impact of Migration Rubric, Teacher Evaluation

Name \_\_\_\_\_ Period: \_\_\_\_\_

Fishbowl Group Ethnicity \_\_\_\_\_ (Add up the scores for each group based on the student groups' evaluations.)

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Preparation</b>	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
<b>Participation</b>	Fully participated	Participated some	Took over or let others take over	No participation at all	
<b>Sub-total</b>					

#### Classroom Presentation

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Expression</b>	Tone fit purpose and audience well	Tone could have been altered slightly to fit better	Tone was appropriate	Lacked tone	
<b>Posture (Mannerisms)</b>	Posture enhanced presentation at all times	Posture generally enhanced presentation	Attempted to have appropriate posture, but was still distracting	Inappropriate posture	
<b>Pacing</b>	Speed varied appropriately	Talked at a constant speed no matter what was said	Zipped or dragged through parts	Consistently too fast or too slow	
<b>Volume</b>	Volume enhanced presentation	Volume was appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
<b>Eye Contact</b>	Looked around at the whole audience	Looked at a couple of areas most of presentation	Stared at one spot most of presentation	Lacked eye contact	
<b>Enunciation</b>	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	
<b>Content 10 facts</b>	Totally fit report topic	At least seven facts relevant with topic	Four facts relevant with topic	One fact relevant with topic	
<b>Subtotal</b>					

#### Paper

<b>Competency</b>	<b>Possible Points</b>	<b>Points Earned</b>
The paper had a clear message supported by its parts.	<b>10</b>	
The paper followed a logical order.	<b>20</b>	
The paper had supporting details.	<b>20</b>	
The paper was concise and easy to understand.	<b>20</b>	
The sources for the paper were identified.	<b>10</b>	
<b>Subtotal</b>		

**Total Points** for Immigration Lesson \_\_\_\_\_