



John Jarvie Historic Ranch: Ranching in Brown's Park

Authored by: Amanda Scheuerman

Grade 4-6

LESSON PLAN DETAILS

Time Frame:

60-90 minutes or two class periods

Group Size:

- 4-5 students

Materials:

10 Marbles, 1 Manila Folder, pencils, paper, rope or string for each student.

Life Skills:

Team work, language arts, cultural inclusivity, agricultural literacy.

Intended Learning

Outcomes:

Students will understand ranching culture in the American West and the importance of ranchers in the expansion of the United States.

Jarvie Ranch Ranching in Brown's Park Lesson Plan

By: Amanda Scheuerman

This lesson plan is intended for fourth to sixth grade.

SUMMARY

Students will gain an understanding of ranching in Colorado, Wyoming, and Utah between the 1880s and 1920s. Ranching was an important aspect of the American West and is significant in the history of the United States. Ranching gave food and labor to the growing country. With the advent of the railroad, ranching expanded throughout the continent. Ranching also has a significant impact on the environment, changing the ecosystems wherever it went. In 1946, the Bureau of Land Management was established to manage federal lands. The BLM, along with scientists and ranchers, developed management programs to protect public lands.

Students will learn about cattle drive management. They will have an opportunity to explore how ranching changed over time. Students will also learn about the life of a cowboy.

Relevant Core Standards

Utah Standards 4th Grade

- Standard II: Objective 1 - Describe the historical and current impact of various cultural groups on Utah.
- Standard II: Objective 2 - Describe the ways Utah has changed over time.

Colorado Standards 4th Grade

- Standard 1: History 2. - Analyze key historical periods and patterns of change overtime within and across nations and cultures.
- Standard 4: Civics 2. - Analyze origins, structure, and functions of governments and their impacts on societies and citizens.

Wyoming Standards 4th Grade

- Social Studies; Content Standard 2 - Culture and Diversity - Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.
- Social Studies; Content Standard 4 - Time, Continuity, and Change - Students analyze events, people, problems, and ideas within their historical contexts.
- Social Studies; Content Standard 5 - People, Places, and Environments - Students apply their knowledge of geographical themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environments.

Background for Teachers

Prior to teaching this lesson, teachers should know about the history of ranching in Brown's Park. (See Appendix A). It is important to remember that while ranchers and cowboys were expanding into the American West, American Indian populations were dispossessed of their lands. These lands became places where ranchers drove the cattle. For more on Ute land dispossession, see the Ute Map lesson plan in this curriculum.

Background for Students

Prior to beginning this lesson, students may not have an understanding of what it was like to live as a cowboy or to go on cattle drives. During this lesson, students will learn about the different roles that ranchers and cowboys had on the range, the importance of cattle brands, and about cowboy songs.

Lesson Plan Procedure

Day One

- **The Cattle Drive.**
Students will learn about the importance of teamwork on historic and modern-day cattle drives.

Day Two

- **Ranch Life.**
Students will gain an understanding of ranch life by studying the tools used by cowboys and the things they did in their leisure time.

Background: Ranching in Brown's Park and the American West



The history of ranching in Brown's Park is directly tied to that of Westward (and Northward) expansion. One of the earliest known introductions of livestock into the American West came with Spanish explorer Francisco Coronado. Traveling northward from Mexico, Coronado brought with him a large amount of livestock including sheep, cattle, horses, and mules. By the early 1700s, the northern reaches of Mexico, which included modern day Arizona, Texas, and New Mexico were ranching epicenters. Mountain men were known to winter their cattle in Brown's Park in the beginning of the nineteenth century.¹ Ranching grew exponentially as Mormon pioneers trekked West. However, with the Gold Rush (1848-1865) and the Civil War (1861-1865) saw a large increase in the livestock industry. The cattle industry particularly experienced a "livestock boom" when the Transcontinental Railroad was completed in 1869.²

Ranching in the Uintah Basin and the Colorado Plateau followed a different path than in Texas. In Texas, longhorn cattle were the primary type of livestock. Ranchers had large numbers of cattle that would then be driven north to slaughter houses. Further West, livestock grazed in communal rangelands and in smaller numbers until the 1860s. It was not until the 1870s and 1880s that ranching in Utah, Colorado, and Wyoming started to become influenced by Spanish and Texas industry. At this point, livestock steadily increased in the region.³ Ranchers began to prosper as the industry burgeoned, however disputes erupted

¹ From Don D. Walker, "The Cattle Industry of Utah, 1850-1900: An Historical Profile, *Utah Historical Quarterly*, Volume 32, Number 3, (Summer 1964) pg. 182.

² From Elli I. Leydsman McGinty, "History of Utah," *Rangeland Resources in Utah*, Logan, Utah State University, pg. 7.

³ From Walker, "The Cattle Industry of Utah, 1850-1900," pgs. 183-184.

between small and large herds. This expanded into the Colorado Plateau and the Uintah Basin.

Cattle ranching was a lucrative business. Entrepreneurs could invest in livestock at a relatively low cost. They allowed the cattle to graze on the grasses that grew naturally in valleys and plains. After fattening up the cattle, ranchers would hire cowboys and hands to drive the cattle to major cities further north. The process became streamlined with the completion of the Transcontinental Railroad. Cowboys could drive cattle toward major train lines where they would be shipped for slaughter. Those hoping to get rich quickly often turned to the cattle industry.

Cattle and sheep were in high demand and by the 1890's the western rangeland was considered to be at full capacity. With an estimated 20 million sheep and 26 million head of cattle in the Western United States, it comes to no surprise that the land was in high demand. Resources were becoming depleted with astonishing speed. With this said, however, sheep had a more drastic effect on the shrubs and grasslands, leading to battles between sheep and cattle ranchers. It quickly became clear that new land management strategies were necessary if the region were to keep up with the high demand of livestock. Overgrazing led to the destruction of watersheds leading to flooding in many areas.

In order to combat the devastating effects of overgrazing, the federal government initiated a plan to scientifically manage rangelands at the turn of the twentieth century. Professional scientists were sought out to control the use of the land. The scientists studied livestock and grazing. Professional range managers developed new techniques for the sheep and cattle industry. The federal government found, through these studies, that the rangeland was overgrazed and thus implemented reduction plans. Cattle were no longer permitted to graze on rangelands during the winter months and the grazing lands were to be utilized in a cyclical nature. In 1934, the Taylor Grazing Act regulated grazing on public lands and created the Grazing Service. The Taylor Grazing Act also designated grazing districts on public lands requiring permits or leases for range usage.⁴ On July 16, 1946, the Grazing Service and the General Land Office merged to create the Bureau of Land Management (BLM). The length of leases and permits were reduced to ten years in 1976 with the implementation of the Federal Land Policy and Management act. The BLM was given the responsibility to inventory and improve conditions and manage rangelands.

Lesson Vocabulary

Livestock	Farm animals such as cattle, sheep, and horses.
Rangeland	Open regions used for grazing livestock.
Cattle Drive	Moving cattle from one area to another, typically to a market or

⁴ From McGinty, "History of Utah," *Rangeland Resources in Utah*, pgs. 7-8.

	railway head.
Overgrazing	Excessive grazing that causes environmental damage.
Bureau of Land Management	An agency within the U.S. Department of the Interior that manages federal lands.
Corral	A pen for livestock.
Cattle Brand	A mark designating the owner of the cattle.
Honda Knot	A knot used to make a lasso.
Cattle Rustler	A person that takes cattle and claims it as their own, often through rebranding.
Scientific Management	The use of scientists and professionals in creating scientifically based management practices.

Activity: The Cattle Drive

It takes lots of work to run a cattle drive and teamwork was very important. There are several positions on a cattle drive and each is important. Positions include the Trail Boss, Cook, Point, Swing, Flank, Drag and the Wrangler.

- The Cook: The cook rides about a mile ahead of the cattle drive. It is the cook's job to find a place to stop for the night. The cook also prepares food for everybody on the cattle drive. Things that might be served include beans, cornbread (or biscuits), bacon, and coffee.
- The Trail Boss: The trail boss is at the head of the cattle drive. This position is in charge of determining the direction and speed that the cattle move.
- The Point: The point is toward the head of the cattle during the drive, just behind the trail boss. They make sure that the cattle follow the trail boss. They help direct the cattle speed and direction based on the trail boss's orders.
- The Swing: Those in the swing position ride closely to the herd. They travel about a third of the way down from the point. The swing's purpose is to keep cattle following the point. They constantly look for cattle that might stray from the herd.
- The Flank: The flank position is toward the rear third of the herd. They back up the swing and the point. They also keep the cattle herd grouped together and in a tight position/
- The Drag: The drag position is located at the back of the cattle herd. They keep the herd going by pushing slower animals along.
- The Wrangler: It is the wrangler's job to take care of the horses. It is his job to make sure that the wagons are well repaired. He also helps the cook collect firewood.

The Cattle Drive: 10 marbles, 1 manila folder, cattle drive position handout

Step 1: Group the students in groups of 4-5 students. Have one person in each group hold a closed manila folder. Place 10 marbles on top of the folder. The marbles represent cattle on a drive. The students play the role of cowboy. Instruct the students not holding the folder to "handle the cattle," meaning to place fallen marbles back on the folder. Have the group navigate around the classroom, making a route around the tables and chairs. As the marbles fall off, students will gain a sense of how difficult it is to guide cattle on the drive and how important the cowboys are.

Step 2: After every group has the chance to try the marble activity explain the different roles on a cattle drive. (See handout titled Cattle Drive Positions) Explain that each role was very

important on the cattle drive. Teamwork was crucial. Describe the positions as explained above.

Step 3: Explain to the students that they are to choose a position on the cattle drive that they would like to work as. Give the students the option to choose any position, then have them write about why they would like to have that cattle drive position.

Questions for students:

- What is a cowboy?
- What is a cattle drive?
- What roles are there on a cattle drive?
- What tools do you think cowboys use?
- What did cowboys eat? (bacon, beans, biscuits, and coffee-all foods that travel easily and can be cooked over a campfire)
- What dangers could a cowboy face?

The Modern Cattle Drive

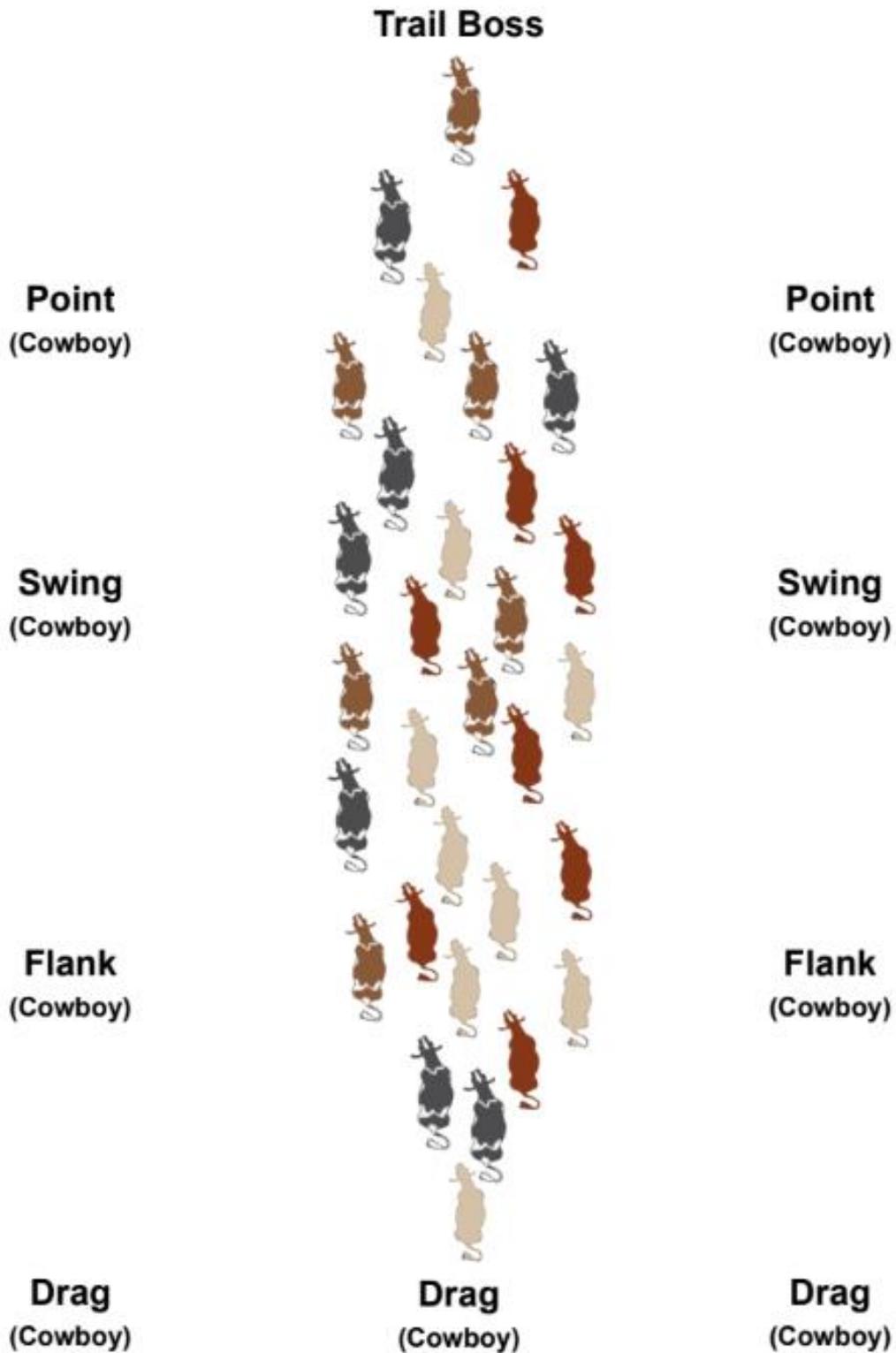
Have the students watch the attached video about a modern-day cattle drive in Utah. Explain that cattle drives continue to this day:

[HTTP://WWW.MYAMERICANFARM.ORG/VIDEOS/VIDEO_PLAYER.PHP?VURL=AH611_CATTLEDRIIVE.MP4](http://www.myamericanfarm.org/videos/video_player.php?vurl=ah611_cattledrive.mp4)

Question for students:

- What do we use cattle for? (beef, pharmaceuticals, tallow which is used for making soaps, lubrication, and candles)
- Why were so many people needed for the cattle drive, as shown in the video?
- What do modern cowboys wear?
- What skills do cowboys need?

Cattle Drive Positions



Activity: Cattle Branding

Cattle Branding: *pencils, paper, “Marks and Brands” attachment*

Step 1: Have the students watch the attached video about cattle branding:

<https://www.youtube.com/watch?v=ImDR67pJyLU>

Step 2: Explain that cattle brands helped ranchers identify which cattle were theirs. This also protected them from rustling (cattle theft). Cattle brands were usually chosen from symbols that meant something to the cattle owner’s family.

Step 3: After finishing the video, show the students the attached “Marks and Brands” image. These are examples of actual cattle brands used in Brown’s Park and other regions in Utah. Allow the students to design their own cattle brands. Instruct the students to think of a symbol that is important to them or to their families. The students’ cattle brands can be created with pencil and paper. After designing their brands, have the students explain, in their own words, why they chose their brand.

Discussion Questions:

- What is cattle rustling?
- Why are brands useful?
- Who were the first people to brand cattle?

Cattle Brands: Grades 7-12

Have the students watch this brief video about cattle branding which explains the history of the cattle brand as well as the different types of brands used:

<https://www.youtube.com/watch?v=ImDR67pJyLU>.

Using a projector, display the attached “Marks and Brands” file.

Explain to the students that they are cattle ranchers. It is their job to design their own cattle brand. Explain that cattle brands are designed to represent something that is important to the cattle rancher. These were initials, symbols, and simple images. This will be done in the form of a personalized stamp that they can keep and use.

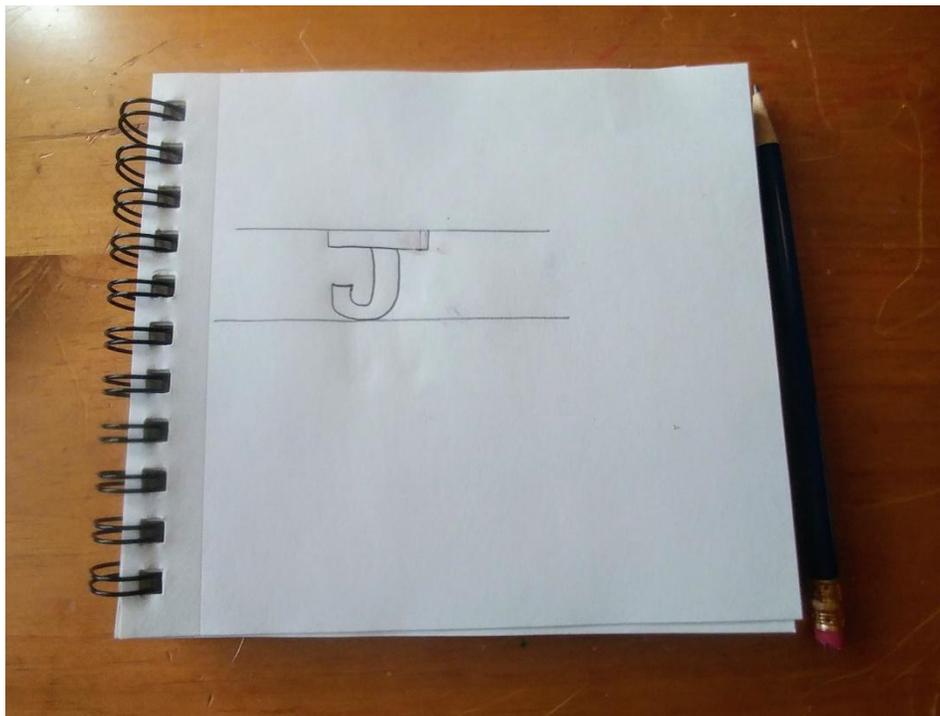
Materials:

“Marks and Brands” attachment; Paper; Artgum Erasers; X-acto Knives; Pencil; Ink Pad

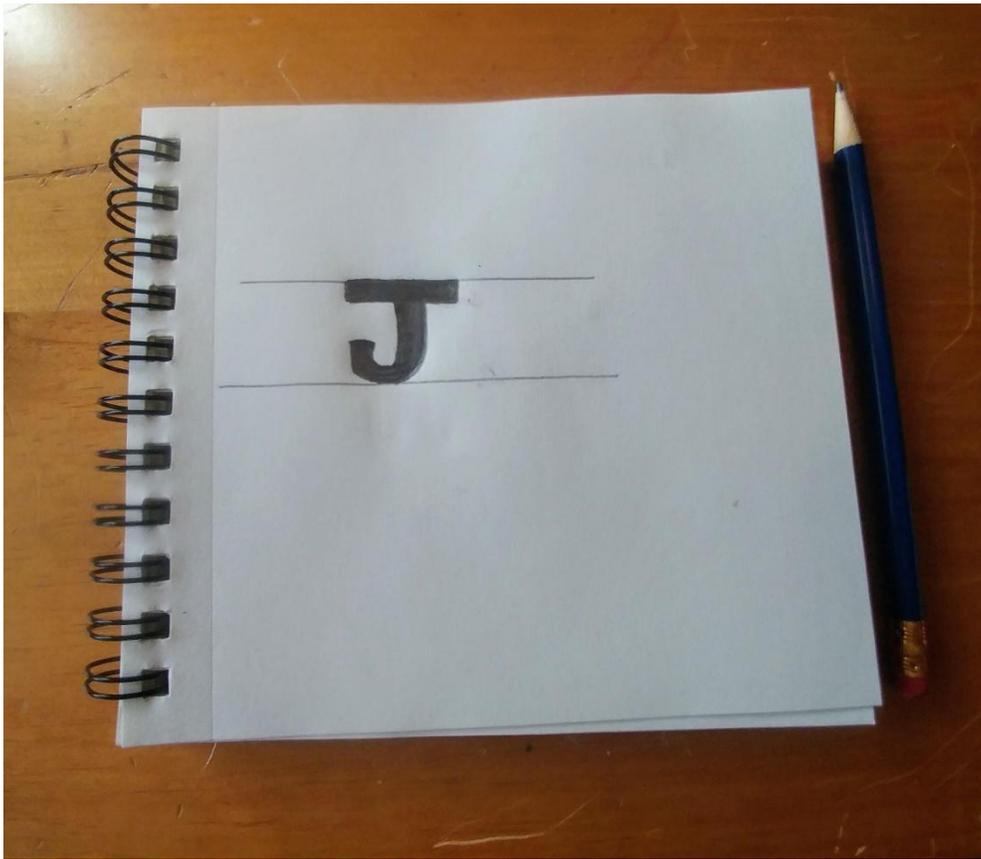


Grade 7-12 Extension: Important note about safety: Please ensure that the students are aware of how sharp X-acto knives are. Teachers should take all necessary precautions to make sure that students are safe.

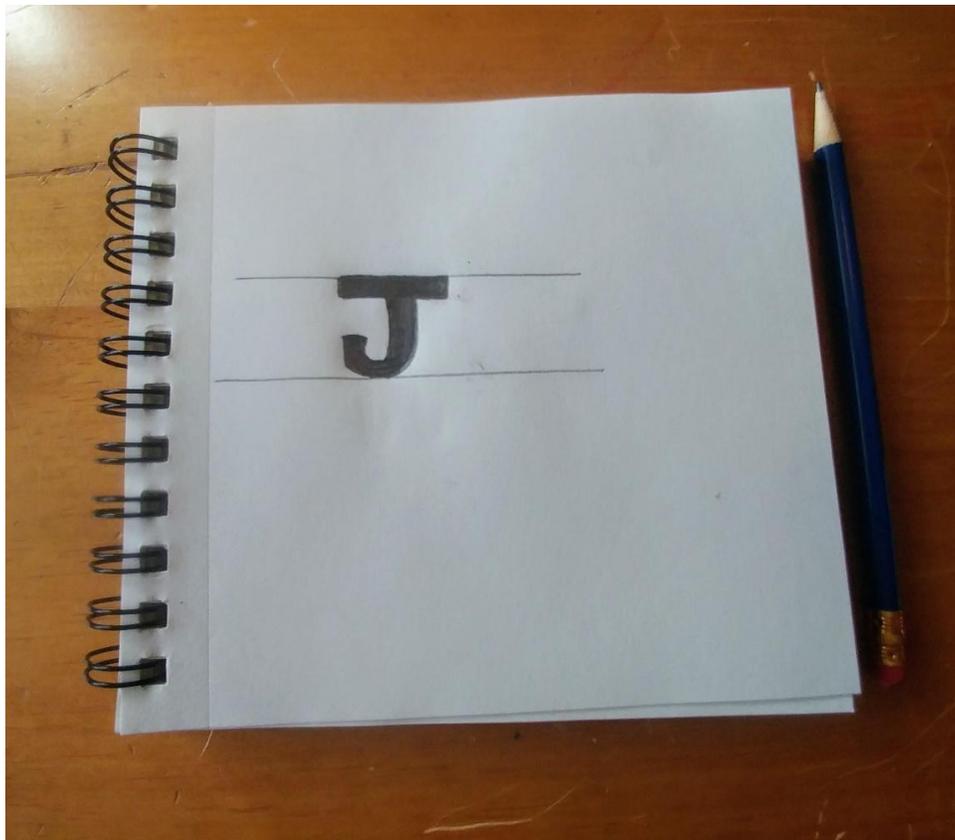
1. With the pencil and paper, have the students design their cattle brand logo. The simpler the logo, the easier it will be to carve out.



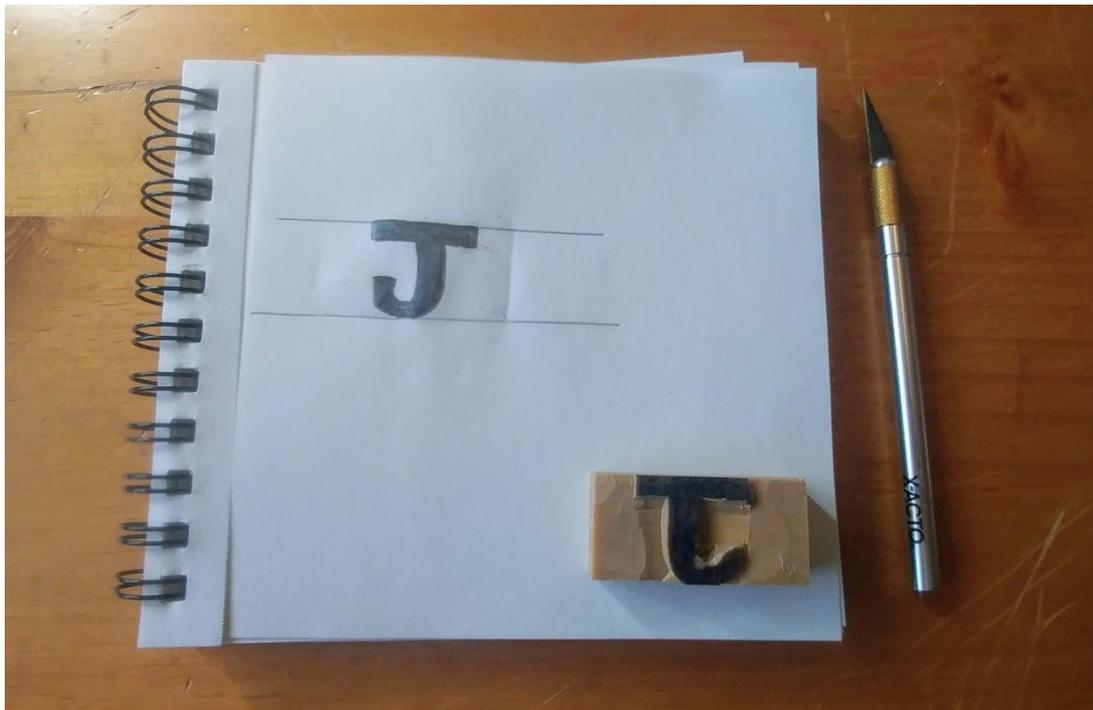
2. Darken the inside of the image with a pencil, making the image as dark as possible.



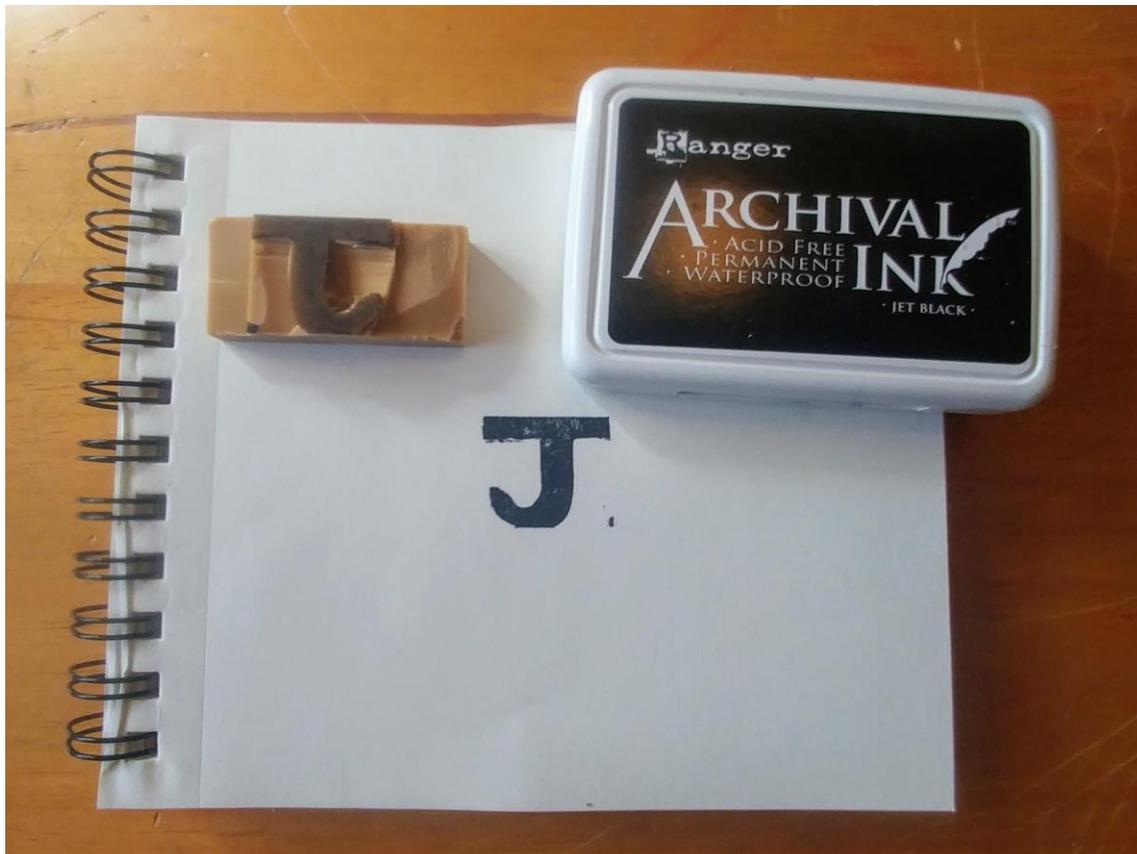
3. Place the darkened image on top of the Artgum and rub the entire image onto the Artgum. This will create the *reverse* of the logo.



- Using the X-acto knife, safely carve out the cattle brand logo. The students will need to carve away excess material to get to their logo. This will be the brand. Be sure to leave space to be able to handle the stamp.



- The students now have their own cattle brand stamp!



MARKS AND BRANDS.

BRANDS	PLACE OF BRAND.	DATE WHEN RECORDED.	OWNER	RESIDENCE.
H5	Right shoulder	April 9, 1887	William F. Hanley	Sugar House Ward, Salt Lake Co.
H7	Right ribs	Mar. 22, 1887	Henry Atkinson	South Bountiful, Davis Co.
H	Left hip or thigh	Dec. 20, 1886	Elliott Hartwell	Salt Lake City
H	Right thigh or ribs	Oct. 7, 1887	H. B. Kleinman	Toquerville, Washington Co.
H7	Left ribs	Oct. 7, 1887	Hans Olsen	Spanish Fork, Utah Co.
H	Left hip or thigh	April 5, 1888	C. O. Hansen	Spanish Fork, Utah Co.
HFJ	Left ribs, cattle	Nov. 7, 1888	Heber F. Johnson	Payson, Utah Co.
HL	Left hip or thigh	Mar. 11, 1887	Hans H. Lunger	Granger, Salt Lake Co.
HP	Left hip or thigh	Feb. 9, 1885	William Henriod and Isaac H. Preston	Deep Creek, Tooele Co.
HLI	Left hip or thigh	Mar. 23, 1886	Hans E. Larsen	Spring City, Sanpete Co.
HP	Left hip or thigh	May 3, 1888	H. M. Pearson	Sandy, Salt Lake Co.
HOS	Left hip or thigh	Nov. 12, 1887	Hans Ottesen	Spanish Fork, Utah Co.
HOY	Right or left hip	Oct. 21, 1886	Henry Hoy	Brown's Park, Utah
HOY	Right or left ribs	Aug. 17, 1886	J. S. & V. S. Hoy	Brown's Park, Utah
HP	Left hip or thigh	April 21, 1887	Hans Peter Petersen	Big Cottonwood, S. L. Co.
T	Right hip or thigh	May 2, 1887	J. D. Irvine	Payson, Utah Co.
I	Left shoulder	May 29, 1888	Soren Jorgenson	Oasis, Millard Co.
IB	Left shoulder	Feb. 13, 1886	William C. Bowman	Frisco, Beaver Co.
IB	Right thigh	May 31, 1888	Indian William	Skull Valley, Tooele Co.
IB	Left hip or thigh	Jan. 29, 1887	Ira Beal	Shonesburg, Washington Co.
IC	Left shoulder, horses	June 23, 1885	Metcalf Cattle Co.	Corinne, Box Elder Co.
IC	Left hip	Nov. 17, 1887	Christen Christianson	Brigham, Box Elder Co.
IC	Left shoulder	Jan. 7, 1888	Isaac Colby	Vermillion, Sevier Co.
ID	Left hip or thigh	Sep. 29, 1888	John Kidd	Upton, Summit Co.
IE	Left thigh	April 17, 1886	Horace Eldredge	Sugar House Ward, Salt Lake Co.

MARKS AND BRANDS.

BRANDS.	PLACE OF BRAND.	DATE WHEN RECORDED.	OWNER.	RESIDENCE.
IE	Left ribs	July 2, 1886	John E. Ingles and William Eccles	Scotfield, Emery Co.
IF	Right shoulder	May 21, 1887	Isaac Ferguson	Big Cottonwood, S. L. Co.
IG	Left hip or thigh	Sep. 21, 1887	J. W. Griffiths	Union, Salt Lake Co.
I-H	Either hip or thigh	Aug. 2, 1887	Alvin W. Hatch	Juab, Juab Co.
Ih	Left hip or thigh	Aug. 16, 1886	Ira Hayden	Moab, Emery Co.
H	Left hip or thigh	Mar. 30, 1888	Isaac R. Hardman	Lehi, Utah Co.
IH	Left thigh or ribs	Feb. 8, 1887	William B. Hughes	Spanish Fork, Utah Co.
IH	Left ribs	April 5, 1888	George Hansen	Spanish Fork, Utah Co.
IJ	Left shoulder	Feb. 8, 1888	Jens Jensen	Moroni, Sanpete Co.
II	Left hip or thigh	June 16, 1887	Isaac Jones	Cedar City, Iron Co.
IL	Right hip or thigh	Sep. 26, 1885	William I. Layton	Layton, Davis Co.
IP	Right hip or thigh	July 1, 1885	Isaac Price	Laketown, Rich Co.
IP	Left ribs	Feb. 21, 1888	George Price	Charleston, Wasatch Co.
IP	Left hip or thigh	June 2, 1885	Isaac Petersen	Scipio, Millard Co.
IP	Left hip or thigh	Jan. 5, 1887	Isaac Preston	Muncy, White Pine Co., Nevada
IP	Left hip	May 18, 1886	Isaac Pulman	Logan, Cache Co.
IS	Left thigh	Sep. 4, 1886	William Miskimmins	St. John's, Tooele Co.
IS	Right shoulder	April 25, 1885	Isaac Smith	Logan, Cache Co.
I-S	Right hip	May 26, 1887	H. H. Smith	Corinne, Box Elder Co.
I-S	Right ribs	June 6, 1887	R. Walter	Corinne, Box Elder Co.
IT	Left thigh	Sep. 25, 1886	James F. Rasband	Heber, Wasatch Co.
IV	Right hip or thigh	Oct. 27, 1888	John Olsen	Mayfield, Sanpete Co.
I>	Left ribs	April 19, 1888	Robert Baird	Heber, Wasatch Co.
IV	Left hip or thigh	April 21, 1886	Arthur F. Ivie	Scipio, Millard Co.
IW	Left hip	May 26, 1885	John H. Williams	Grass Creek, Summit Co.

Activity: The Cowboy's Lasso

Cattle Branding: *string or rope*

An important tool for the cowboy was the Honda Knot, which is also known as a Bowstring Knot. This knot forms a loose and permanent loop called the “hondo.” This knot was used for lassos. The lasso helped the cowboy get a hold of cattle and horses on the range. They were then able to manage livestock with the help of the Honda Knot.

Students will learn how to tie the Honda Knot in this lesson, helping them understand the life of the cowboy and the tools they use.

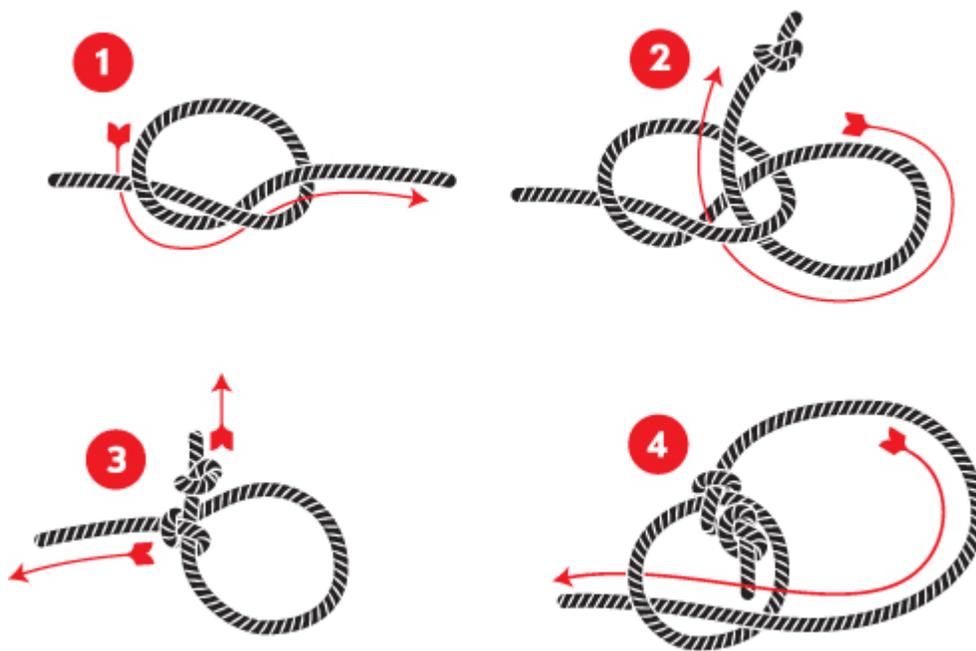


Image Credit: Mckilbo Illo

Step 1: Create a loose overhand knot by making a loop and pulling the working end through the loop.

Step 2: Next, students need to create a “stopper.” This is a tight overhand knot at the end of the rope or string. Next, bring the working end back through the loop at the other end of the overhand knot.

Step 3: Get the “hondo” by tightening the overhand knot and pulling the stopper tight. Make sure to leave a loop.

Step 4: Once you have the hondo, pull the working end of the rope or string through the loop.

Cowboys' Folk Songs:

The cowboy continues to be a major icon in American History. While romanticized, it was certainly a rough life working as a cowboy on ranches and on the range. Several songs come from the era of the cowboy, which found its heyday in the decades following the Civil War. The collection and archiving of these songs became the focus of the early twentieth century when archivists sought to preserve the past. The authenticity of these songs have come into question, however not without having a lasting impact on American culture. Cowboy life became synonymous with expansion into the West.

Tell the students that they are going to hear a poem and song that came from living as a cowboy on the frontier. Instruct the students to imagine the life of the cowboys depicted in these songs.

“The Dreary, Dreary Life”

The Cowboy's life is a dreary, dreary life
Some say it's free from care;
Rounding up the cattle from morning till the night
In the middle of the prairie so bare.

Half past four, the noisy cook will roar,
“Whoop-a-whoop-a-hey!”
Slowly you will rise with your sleepy-filling eyes
The sweet, dreamy night passed away.

The greener lad he thinks it's play,
He'll soon peter out on a cold rainy day,
With his big bell spurs and his Spanish hoss,
He'll swear to you he was once a boss.

The cowboy's life is a dreary, dreary life,
He's driven through the heat and cold;
While the rich man's a-sleeping on his velvet couch,
Dreaming of his silver and gold.

Spring-time sets in double trouble will begin,
The weather is so fierce and cold;
Clothes are wet and frozen to our necks,
The cattle we can scarcely hold.

The cowboy's life is a dreary one,
He works all day to the setting of the sun;
And then his days work's not done,

For there's his night herd to go on.

The wolves and owls with their terrifying howls,
Will disturb us in our midnight dream;
As we lie on our slickers on a cold, rainy night,
Way over on the Pecos stream.

You are speaking of your farms, you are speaking of your charms,
You are speaking of your silver and gold;
But a cowboy's life is a dreary, dreary life,
He's driven through the heat and cold.

Some folks say that we are free from care,
Free from all other harm;
But we round up the cattle from morning till night,
Way over on the prairie so dry.

I used to run about, but now I stay home,
Take care of my wife and child;
Nevermore to roam, always stay at home,
Take care of my wife and child.

Half past four the noisy cook will roar,
"Hurrah boys, she's breaking day!"
Slowly we will rise and wipe our sleepy eyes,
The sweet, dreamy night passed away.

A rendition of this song can be found at <https://youtu.be/1KRvmnDyxG4>.

After listening to this poem, ask the students to think about the images they heard. List these on the board. Discuss in an open discussion about the life of the cowboy.

Discussion Questions:

- What were some hardships that cowboys experienced?
 - Waking up early, the weather, scary nights, etc.
- What type of work did cowboys do?
- Did cowboys make a lot of money?
- Would you like to have been a cowboy?
 - Why or why not?

Jarvie Ranch Visit Extension

Need paper and pencil.

While visiting Jarvie Ranch, students will have the opportunity to view different tools used on the ranch. They will also see the remnants of ranching: corrals, branding irons, barbed wire, etc.

Instruct students to identify one or two tools that would have been used for ranching while visiting Jarvie Ranch. Have the students draw what tool they choose. After drawing the tool, direct students to make an inference about what that tool would have been used for in the 1890s-1910s, while Jarvie Ranch was active. The students can then take their pictures to the Ranger and to their teacher to learn how that tool was used. Have the students write a paragraph about what it would have been like to live on Jarvie Ranch at that time and how they would have used the tools they identified.

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